

GLOBAL JUSTICE

GOV s335Q □ Unique 80775 □ Summer Session 2023 □ Writing Flag □ Web-based

Professor Gregg □ email at any time □ bgregg@austin.utexas.edu
 Zoom Personal Meeting Room □ <https://utexas.zoom.us/j/5148518069>

TA □ Beckett Rueda □ email at any time □ beckett.rueda@utexas.edu

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COURSE DESCRIPTION □ This writing-flag seminar provides an overview of major scholarly contributions to the analysis of core issues of global justice today. Each of these issues is unavoidably controversial. Students likely will disagree with each other and with the authors on many of these seven topics. Our goal is not to reach agreement but rather for each student to determine where she stands on each of the seven issues after thoughtful analysis of the assigned authors. The student will articulate and defend that standpoint in each of her four essays. The Teaching Assistant will evaluate essays in terms not of the particular value-commitments and beliefs that guide the student's analysis but rather in terms of how well she articulates, develops, and defends her position, with respect to the two authors. □ For suggestions about good college-level writing, scroll down to find an extensive list.

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SEVEN TOPICS □ We study seven core issues of justice across national borders by analyzing pairs of competing essays, one pair each on

Sovereignty: is justice possible outside and among nation states?

A group right to self-determination: is it just that some few peoples, but not the vast majority of peoples, enjoy the right to a sovereign political community?

Just war: is war just only if guided by absolutist principles or does necessity in self-defense justify relativist principles?

Global poverty and international distributive justice: are citizens of rich countries, such as the USA, immoral or unjust if they decline to transfer some of their national wealth to poor countries?

Poverty and women in different parts of the world: given cultural differences and the specificity of women living in developing countries, how do we best address the gendered nature of poverty as well as labor arrangements that discriminate against women?

Terrorism: can a minority group without a military force justifiably target non-combatant members of the majority when the majority perpetrates genocide or ethnic cleansing against the minority?

Human rights: if human rights cannot be anything but the particular values and commitments of particular cultures, are human rights just one more exercise in "might makes right": human rights as power politics of powerful nations?

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COURSE REQUIREMENTS □ The seminar requires

a. the close reading and careful analysis of assigned texts (guided by the prerecorded lectures accessible at any time)

- b.** active real-time participation in student-centered discussions on each of our seven issues, conducted synchronously on Zoom
- c.** on-line Canvas submission of seven initial reactions to the readings (one for each unit) as well as one-time participation in discussion-agenda-making in a group of five students (group assignments are listed below)
- d.** four essays that critically analyze our authors comparatively, in each case in response to a prompt provided by the instructor

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- AVOID THIS PENALTY** □ A student's final grade will be the average of four essays, adjusted downward
- *for each failure to submit the required Canvas posts:* July 12, July 19, July 23, July 30, August 01, August 07, August 09
and, always one day later:
 - *for each failure to attend the mandatory discussions sections:* July 13, July 20, July 24, July 31, August 02, August 08, August 10 (see below for information on requesting a personal exception to be absent)

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- **EVALUATION** □ Essay 1, two pages in length, counts for 10% of the course grade. Essays 2, 3, and 4, each no fewer than four full pages, and no more than five pages, each count for 30%. Students may revise, for content and writing, either the second or third essay, for a higher grade (see *Writing Flag* below).

All essays to be uploaded to the seminar's Canvas site, as WORD documents in doc. or docx.

No late essays accepted unless for a verified medical condition, documented by a medical professional's note, received by the TA within 24-hours of the submission deadline.

Grading scale: 97-100 = A+, 94-96 = A, 90-93 = A-, 87-89 = B+, 84-86 = B, 80-83 = B-, 77-79 = C+, 74-76 = C, 70-73 = C-, 67-69 = D+, 64-66 = D, 60-63 = D-

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INSTRUCTOR & TA AVAILABILITY □ Will respond to email within 24 hours, any day of the week, throughout the session. One-on-one Zoom meetings available on request.

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REQUIRED TEXT □ *The Global Justice Reader*, ed. T. Brooks. Revised Edition (2023), ISBN 9781119911524. Do not purchase the earlier edition; it does not contain all of our current readings. The text for this class is available not only from online vendors but also through the Longhorn Textbook Access program. The student is automatically opted into the latter program but can easily opt-out via Canvas through the 4th class day. If the student remains opted-in at the end of the 4th class day, she will then receive a bill via her "What I Owe" page and have until the end of the 15th class day to pay and retain access. If she do not pay by then, she will lose access and the charge will be removed. For more information: <https://www.universitycoop.com/longhorn-textbook-access>

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PRERECORDED LECTURES □ One for each of the fourteen assigned readings (plus an introductory lecture); for each assigned author, available in advance of the required

Canvas post and the associated Zoom meeting. □ Lectures available on Canvas, under “Files.”

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REQUIRED □ CANVAS POSTINGS ON EACH SET OF READINGS □ Before 11 pm the day before the Zoom discussion, each student shall submit, as a post, to the following day’s discussion agenda on our seminar’s Canvas site (*under “Discussions”*), a brief, thoughtful, critical, textually based initial thoughts on the two authors of the articles in the unit assigned. Always cite (and reproduce) at least one brief passage from *both* of the unit’s two texts *and include the page numbers of material cited*. Keep your comments brief, never longer than a short paragraph. Always compare and contrast the two readings critically with one another. For each of the seven posting assignments, a designated group of students, will draw on some of the submissions to develop a discussion agenda for the corresponding Zoom discussion session, directed by the TA. Postings are not graded. Agendas are not graded.

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AVOID THIS PENALTY □ Each failure to submit a post will lower the student’s final grade. No late Canvas posts accepted unless for a verified medical condition, documented by a physician’s or nurse’s note, received by the TA within 24-hours of the submission deadline.

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REQUIRED □ PARTICIPATION IN ZOOM DISCUSSIONS IN REAL-TIME □ If for any reason you are ever unable to attend a particular discussion section (e.g., for documented health reasons), please contact the TA *before* the scheduled meeting to arrange a make-up. □ Always turn on your video feed □ To test your computer and Internet connectivity: <http://www.laits.utexas.edu/tower/online/courses/>

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IN EVENT OF TECHNICAL PROBLEM, NOTIFY THE TA BY EMAIL □

Students who experience technical difficulties in posting initial thoughts to Canvas, or in uploading an essay to Canvas, or in participating in a Zoom discussion, should notify the TA immediately by email.

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AVOID THIS PENALTY □ Each failure to participate in an assigned Zoom discussion will lower the student’s final grade. To avoid this penalty, a student unable to participate in a scheduled Zoom session (for legitimate reasons) may email the TA *before* the scheduled meeting to arrange an ad hoc, make-up Zoom session with the TA at a mutually convenient time *within 24 hours of the original session*. Students may use this option only once.

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THE DISCUSSION AGENDA □ For each discussion session, five students, working together (on-line) will prepare a discussion agenda (see group assignments below). Each student is assigned to one of seven agenda-making groups. Each group will draw on some of the responses to (and questions about) the readings, and will work with the TA to facilitate a thoughtful, textually informed discussion about the two authors, in preparation for the essay assignment on those two authors.

ESSAYS □ For each of the essays the instructor will provide a list of topics from which students may choose. Students may modify the topic chosen in ways that suit the logic of their argument. Each essay should develop original insights about our authors, in the student's own and unique voice. Develop those insights in terms of one of each of the two authors *from your own perspective*. Your summary of those insights will form your thesis. (Under "Files," see a statement on how to write a thesis statement.)

- a. State that thesis within the first paragraph of your essay,
- b. then defend it with clear, discursive arguments based on your careful, critical reading of the two authors.
- c. Your reading of the authors should practice close textual analysis, whereby you interpret the authors by your own best lights and defend your interpretation.
- d. Develop your argument in terms of one thoughtfully chosen concrete or historical example.
- e. Write as concisely and clearly as possible. Avoid convoluted sentences and overuse of adjectives; avoid run-on paragraphs. Be mindful of word-choice.
- f. Provide complete page references for all textual citations.
- g. Place material of secondary importance (e.g., definitions of key terms, or background information explaining your empirical or historical example) in an endnote (single-spaced); endnotes do not count toward the page limit and are not limited in length or number.

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WRITING FLAG □ This course provides students experience with writing in an academic discipline. Students write regularly during the session, complete four substantial writing projects and receive feedback from a Teaching Assistants to improve their writing. The average of the student's performance on four essays determines her course grade, adjusted for participation as noted. Students have the *option* (*not a requirement!*) to revise the second or third essay, reflecting the TA's feedback on writing and content. To receive credit, the student must use the "Track Change" function for the submitted document, and she must develop the essay's *content* substantially *beyond* the Teaching Assistant's initial feedback. (Unfamiliar with the "Track Change" function? Ask the TA.) No page limit. The *optional* revised essay is due on August 15 before 11 pm (*same due date and time as the fourth essay*).

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SCHEDULE

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July 10 (Monday) • Optional informal Zoom meeting at 5 pm □ get acquainted with the instructor, the TA, and other students □ ask questions □ Instructor will introduce the course with information also available in the first recorded lecture

Lecture 01 • Introduction, file available on Canvas, under “Files”

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1. IS **GLOBAL JUSTICE POSSIBLE -- OR IS JUSTICE POSSIBLE ONLY DOMESTICALLY?**

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July 11 (Tuesday) • **Optional** Zoom meeting at 5 pm with the instructor to discuss How to Write the Canvas Postings: <https://utexas.zoom.us/j/5148518069>

Lecture 02 • Thomas Hobbes, Leviathan, file available on Canvas, under “Files”

Lecture 03 • Charles Beitz, “A State of Nature”

July 12 (Wednesday) • **Deadline 01** for uploading to Canvas Discussions: brief, comparative response to **Hobbes and Beitz** before 11 p.m., with quotations from each text, with cites to the page numbers

July 13 (Thursday) • **Zoom Discussion 01** • on sovereignty: 5-6 p.m. Discussion agenda by *[students' names]*

July 14 (Friday) • First essay prompts published on Canvas by 8 a.m.

July 17 (Monday) • Optional informal Zoom meeting at 6 pm with the TA □ ask questions about the first essay assignment □ <https://utexas.zoom.us/j/5148518069>

July 18 (Tuesday) • Upload first essay (on unit 1) to Canvas Assignments before 11 p.m.
• recommended: submit several hours before the deadline • no late essays accepted

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2. A PEOPLE'S RIGHT TO SELF-DETERMINATION

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Lecture 04 • A. Margalit and J. Raz, “National Self-Determination”

Lecture 05 • Allan Buchanan, “Theories of Secession”

July 19 (Wednesday) • **Deadline 02** for uploading to Canvas Discussions: brief, comparative response to **Raz/Margalit and Buchanan** before 11 p.m., with **quotations** from each text, with **cites to the page numbers**

July 20 (Thursday) • **Zoom Discussion 02** • on a right to self-determination: 5-6 p.m. Discussion Agenda by *[students' names]*

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3. JUST WAR

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Lecture 06 • Thomas Nagel, “War and Massacre”

Lecture 07 • Jeff McMahan, “Just Cause for War”

July 21 (Friday) • **Deadline 03** for uploading to Canvas Discussions: brief, comparative response to Nagel and Lazar before 11 p.m., with quotations from each text, with cites to the page numbers

July 24 (Monday) • **Zoom Discussion 03** • on just war: 5-6 p.m. Discussion Agenda by *[students' names]*

July 25 (Tuesday) • Second essay prompts published on Canvas by 8 a.m.

July 26 (Wednesday) • Optional informal Zoom meeting at 6 pm with the instructor □ ask questions about the second essay assignment:

▫ <https://utexas.zoom.us/j/5148518069>

July 27 (Thursday) • Upload second essay (units 2 & 3) to Canvas Assignments before 11 p.m. (recommended: submit several hours before the deadline; no late essays accepted)

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4. GLOBAL POVERTY AND INTERNATIONAL DISTRIBUTIVE JUSTICE

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Lecture 08 • Peter Singer, “Famine, Affluence, and Morality”

Lecture 09 • Thomas Nagel, “The Problem of Global Justice”

July 28 (Friday) • **Deadline 04** for uploading to Canvas Discussions: brief, comparative response to **Singer and Nagel** before 11 p.m., with quotations from each text, with cites to the page numbers

July 31 (Monday) • **Zoom Discussion 04** • on global poverty and distributive justice: 5-6 p.m. Agenda by *[students' names]*

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5. JUSTICE FOR WOMEN GLOBALLY

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Lecture 10 • Susan Okin, “Is Multiculturalism Bad for Women?”

Lecture 11 • Martha Nussbaum, “On Hearing Women’s Voices”

August 01 (Tuesday) • **Deadline 05** for uploading to Canvas Discussions: brief, comparative response to **Okin and Nussbaum** before 11 p.m., with quotations from each text, with cites to the page numbers

August 02 (Wednesday) • **Zoom Discussion 05** • on women and global justice: 5-6 p.m. Agenda by *[students' names]*

August 03 (Thursday) • Third essay prompts published on Canvas by 8 a.m.

August 04 (Friday) • Optional informal Zoom meeting at 6 pm with the instructor □ ask questions about the third essay assignment:

▫ <https://utexas.zoom.us/j/5148518069>

August 05 (Saturday) • Upload third essay (units 4 & 5) to Canvas Assignments before 11 p.m. (recommended: submit several hours before the deadline; no late essays accepted)

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6. TERRORISM AS A MEANS TO FIGHT TERRORISM?

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Lecture 12 • David Rodin, “Terrorism without Intention”

Lecture 13 • Saul Smilansky, “Terrorism, Justification, Illusion”

August 07 (Monday) • **Deadline 06** for uploading to Canvas Discussions: brief, comparative response to **Rodin and Smilansky** before 11 p.m., with quotations from each text, with cites to the page numbers

August 08 (Tuesday) • **Zoom Discussion 06** • on terrorism: 5-6 p.m. Discussion Agenda by *[students' names]*

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7. HUMAN RIGHTS

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Lecture 14 • James Nickel, "Making Sense of Human Rights"

Lecture 15 • David Sussman, "What's Wrong with Torture?"

August 09 (Wednesday) • **Deadline 07** for uploading to Canvas Discussions: brief, comparative response to **Jones and Sussman** before 11 p.m., with quotations from each text, with cites to the page numbers

August 10 (Thursday) • **Zoom Discussion 07** • on human rights: 5-6 p.m. Discussion Agenda by *[students' names]*

August 11 (Friday, last class day) • Fourth essay prompts published on Canvas by 8 a.m.

August 14 (Monday) • Optional informal Zoom meeting at 7 pm with the instructor □ ask questions about the fourth essay assignment and/or about your planned revision of your second or third essay: □ <https://utexas.zoom.us/j/5148518069>

August 15 (Tuesday) • Upload fourth essay (units 6 & 7) to Canvas Assignments before 11 p.m. (recommended: submit at least three hours before the deadline; no late essays accepted)

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August 15 (Tuesday) • Optional: upload to Canvas Assignments before 11 p.m. a revised version of either the second or third essay,

(a) reflecting the Teaching Assistant's feedback on writing and content and

(b) developing the essay's *content substantially beyond* the Teaching Assistant's initial feedback.

(c) To receive credit, the student must use the "track change" function for the submitted document. (*Unfamiliar with "track change"? Ask the TA for information*)

(d) Minimum four full pages, no upper page limit.

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University Policies and Disclosures

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The university is committed to creating an accessible and inclusive learning environment consistent with university policy and federal and state law. Please let me know if you experience any barriers to learning so I can work with you to ensure you have equal opportunity to participate fully in this course. If you are a student with a disability, or think you may have a disability, and need accommodations please contact Services for Students with Disabilities (SSD). Please refer to SSD's website for contact and more information: <http://diversity.utexas.edu/disability/>. If you are already registered with

SSD, please deliver your Accommodation Letter to me as early as possible in the semester so we can discuss your approved accommodations and needs in this course.

Students who violate University rules on academic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on academic dishonesty will be strictly enforced. For further information, please visit the Student Conduct and Academic Integrity website at: <http://deanofstudents.utexas.edu/conduct>.

Sharing of course materials is prohibited. No materials used in this class, including assigned readings, lectures, and power-point presentations, may be shared online or with anyone outside of the class without explicit, written permission of the instructor. Unauthorized sharing of materials promotes cheating. The University is well aware of the sites used for sharing materials, and any materials found online that are associated with you, or any suspected unauthorized sharing of materials, will be reported to Student Conduct and Academic Integrity in the Office of the Dean of Students. These reports can result in sanctions, including failure of the course.

Religious holy days: by UT Austin policy, you must notify me of your pending absence as far in advance as possible of the date of observance of a religious holy day.

Counseling and Mental Health Center (CMHC): If you or anyone you know is experiencing symptoms of stress, anxiety, depression, academic concerns, loneliness, difficulty sleeping, or any other concern impacting your wellbeing – you are strongly encouraged to connect with CMHC. The Counseling and Mental Health Center provides a variety of mental health services to all UT students including crisis services, counseling services with immediate support and well-being resources. Additionally, CARE Counselors are located within the academic schools and colleges. For CMHC, visit <https://cmhc.utexas.edu> or call 512-471-3515.

University Health Services (UHS) is an on-campus high-quality medical facility providing care to all UT students. Services offered by UHS include general medicine, urgent care, a 24/7 nurse advice line, women's health, sports medicine, physical therapy, lab and radiology services, COVID-19 testing and vaccinations and much more. Visit <https://healthyhorns.utexas.edu> or call 512-471-4955.

Student Emergency Services (SES) in the Office of the Dean of Students helps students and their families during difficult or emergency situations. Assistance includes outreach, advocacy, intervention, support, and referrals to relevant campus and community resources. If you need to be absent from class due to a family emergency, medical or mental health concern, or academic difficulty due to crisis or an emergency situation, you can work with Student Emergency Services. SES will document your situation and notify your professors. Visit <https://deanofstudents.utexas.edu/emergency/> or call 512-471-5017.

For concerns about the safety or behavior of fellow students, TAs or professors, contact BCCAL (the Behavior Concerns and COVID-19 Advice Line) at <https://safety.utexas.edu/behavior-concerns-advice-line> or by calling 512-232-5050.

Classroom safety and covid-19: adhere to university mask guidance. Masks are strongly recommended inside university buildings for vaccinated and unvaccinated individuals except when alone in a private office or single-occupant cubicle.

Vaccinations are widely available; free, i.e., not billed to health insurance.

Proactive Community Testing remains an important part of the university's efforts to protect our community. Tests are fast and free.

If you develop COVID-19 symptoms or feel sick, stay home and contact the University Health Services' Nurse Advice Line at 512-475-6877. If you need to be absent from class, contact Student Emergency Services and they will notify your professors. To understand what to do if you have been had close contact with someone who tested positive for COVID-19, see this University Health Services link.

Behavior Concerns and COVID-19 Advice Line (BCCAL) remains available as the primary tool to address questions or concerns from the university community about COVID-19.

Students who test positive should contact BCCAL or self-report (if tested off campus) to University Health Services.

Visit Protect Texas Together for more information.

Carrying of Handguns on Campus: Texas' Open Carry law expressly prohibits a licensed to carry (LTC) holder from carrying a handgun openly on the campus of an institution of higher education such as UT Austin. Students who hold a license to carry should review the university policy regarding campus carry. I prohibit the carrying of handguns in my office.

Title IX Disclosure: Beginning 1 January 2020, Texas Senate Bill 212 requires all employees of Texas universities, including faculty, to report any information to the Title IX Office regarding sexual harassment, sexual assault, dating violence and stalking that is disclosed to them. Texas law requires that all employees who witness or receive any information of this type (including, but not limited to, writing assignments, class discussions, or one-on-one conversations) must be report it. For more information about reporting options and resources, visit <http://www.titleix.utexas.edu/>, contact the Title IX Office via email at titleix@austin.utexas.edu, or call 512-471-0419. Faculty members are considered "Responsible Employees" or "Mandatory Reporters" and are required to report violations of Title IX to the Title IX Coordinator. I am a Responsible Employee and must report any Title IX-related incidents that are disclosed in writing, discussion, or one-on-one. Before talking with me or with any faculty or staff member about a Title IX-related incident, be sure to ask whether they are a responsible employee. If you want to speak with someone for support or remedies without making an official report to the university, email advocate@austin.utexas.edu For more information about reporting options and resources, visit the Title IX Office or email titleix@austin.utexas.edu.