



IAFF 6118-82/PHIL 6262-80

Global Justice

Syllabus

Fall 2020

Professor: Lucia M. Rafanelli

Email: lmrafanelli@gwu.edu (typical response time: 1-2 business days)

Sync Session: Mondays 5:10-7:00 PM

Virtual Office Hours: Tuesdays 10 AM-12 PM (you must sign up in advance on Blackboard), or by appointment

Credits: 3

Course Description & Goals

Within the *domestic* context, we often ask ourselves questions about justice: Is a proposed law fair? What would be a just tax policy? As a citizen, how should I engage in the politics of my country? What values — freedom? equality? democracy? — should our political and social institutions promote or embody?

In this class, we will address these kinds of questions as they arise in the *global* context: What would make the world order just? What principles and values should guide states' foreign policy? How should individuals and other non-state actors engage in global politics? What do we owe to people in other countries? We will read political theory scholarship on global justice from a variety of different perspectives and use the ideas therein to analyze real-world political issues such as poverty, statelessness, humanitarian intervention, and globalization. By the end of the term, you should be able to make coherent, informed arguments of your own (both orally and in writing) related to (some of) the major ethical debates surrounding global politics today.

Learning Outcomes & Objectives

Upon completion of this course, students should be able to:

- Demonstrate familiarity with the contemporary political theory literature on global justice and an understanding of some of its central ideas.
- Synthesize ideas and information from multiple sources.

- Make cogent, well-informed arguments of their own (both orally and in writing) related to major ethical debates about global politics.
- Apply the ideas we study to real-world political problems—e.g., generate recommendations for how political actors (morally) should behave in different situations; or identify the key moral values, issues, etc. at stake in a given political controversy.

Methods of Instruction

This course uses the following methods of instruction:

- *Readings*: It's very important that you come to class having done the week's readings and that you have the readings with you during class. I will also post reading questions on Blackboard to help guide your reading. These questions won't be exhaustive (they won't necessarily flag every important issue in the readings), but they should give you an idea of some of the main issues in each week's reading, and of the sorts of issues we'll be discussing more broadly. **Especially if you don't have a lot of experience with reading in political theory or philosophy, I strongly encourage you to look at the relevant reading questions before you begin reading.**
- *Guided discussion*: I'll typically begin class by saying something to introduce the week's topic, contextualize the readings, and pose some starting questions. And I'll have several questions prepared to guide each session. But we'll spend most of our in-class time having a joint conversation about the readings and the moral issues they deal with. And it's OK—in fact, you're encouraged—to take the class in your own direction, even if it diverges from what I've planned for the day. **Note: Attendance and participation are important parts of this course and are crucial tools for understanding and learning to analyze the subjects it covers. That said, I realize the COVID pandemic has impacted many of our living and working situations in unexpected and unavoidable ways and that you may not always be able to attend our live sync sessions. As such, each class will be recorded and posted on Blackboard (under "Virtual Classroom") for the benefit of students who are unable to attend live.**
- *Student presentations*: Each week, one or two students will start off discussion by sharing short memos they've prepared on the week's readings (more about this later, in the "Grading & Assessment" section).

- *Writing assignments:* Writing assignments will give you the opportunity to analyze and synthesize ideas from our readings, to make arguments of your own on the topics they cover, and to explore the issues you find most interesting. Over the course of the semester, each student should complete two 500-word memos, which they will present in class, and two 2500-word papers. (Doctoral students will have the option of completing one longer (7500-word) paper, due during finals period, in lieu of the two 2500-word papers.)
- *Blackboard discussion posts:* You are encouraged to use the Blackboard discussion board to comment on the week's student memos, to ask questions about the readings or issues we're covering, or to comment on or answer others' questions. I will also monitor and contribute to the discussion board. Blackboard participation will factor into your participation grade. If you are unable to make it to a session of class, participating on Blackboard can be a good way to make up for your absence. I reserve the right to delete any post that I deem inappropriate for our classroom environment.

Building an Inclusive Classroom

In this class, we will often discuss issues that are both serious (many of them questions of life and death) and about which there is significant disagreement. At one point or another, you will probably find yourself disagreeing with another student, with an author we've read, or with me. That's normal, and I encourage you to express your point of view—as long as you do so respectfully. Discussion and disagreement can be healthy and productive, pushing us to better understand others' perspectives as well as our own. But, if undertaken disrespectfully, they can be harmful and counterproductive, closing channels of communication and disempowering participants and observers.

I hope we'll be able to enact the first, healthy and productive, model of discussion and disagreement. To accomplish this, it is imperative that there be an atmosphere of trust and safety in the classroom. I will do my best to foster an environment in which every student has the opportunity to be heard and feels respected. But **I cannot do this alone! We all must work together to make our classroom one in which everyone feels empowered to contribute, feels safe being themselves, and feels like a valued member of the class.** This is no less important because our classroom happens to

be a virtual space rather than a physical one. **If something said or done in class makes you especially uncomfortable, or you feel disrespected or unfairly targeted, you should always feel free to talk to me about it.** GW also has a number of avenues by which you can report bias incidents. See: <https://diversity.gwu.edu/bias-incident-response>.

Credit Hour Policy

In this 3-credit graduate course, students are expected to work for (at least) 450 minutes/week (including about 110 minutes of “guided instruction” per week while classes are in session), totaling to 112.5 hours of work over the duration of the 15-week semester.

Prerequisites

Academic

There are no academic pre-requisites for this course.

Technological

As an online student, it is necessary to possess baseline technology skills in order to participate fully in the course. Please consult the [GW Online website](#) for further information about recommended configurations and support. **If you have questions or problems with technology for this course, please consult the remote learning guide (under “Technology Help”) on our course’s Blackboard page.**

You should be able to:

- Use a personal computer and its peripherals.
- Use word processing and other productivity software.
- Use the webcam and microphone on your device.
- Use your computer to upload files.
- Seek technology help by contacting [GW Information Technology](#) (202-994-4948).

Important notice: Classes will be audio/video recorded and made available to other students in this course. As part of your participation in this course, you may be recorded. **If you do not wish to be**

recorded, please contact the professor (lmrafanelli@gwu.edu) the first week of class (or as soon as you enroll in the course, whichever is latest) to discuss alternative arrangements.

Course Materials & Requirements

You should plan to purchase John Rawls, *The Law of Peoples: With "The Idea of Public Reason Revisited"* (Cambridge, MA: Harvard University Press, 1999). Readings from other sources will be made available on Blackboard.

Grading & Assessment

Your participation, memos, and papers will be graded on a 4-point scale: A=4, A-=3.67, B+=3.33, B=3, and so on.

Your overall course grade will be given by: $(0.2 * \text{participation grade}) + (0.1 * \text{first memo grade}) + (0.1 * \text{second memo grade}) + (0.3 * \text{first paper grade}) + (0.3 * \text{second paper grade})$, **unless** you are a doctoral student choosing to write one 7500-word paper in lieu of two 2500-word papers. In that case, your course grade will be given by: $(0.2 * \text{participation grade}) + (0.1 * \text{first memo grade}) + (0.1 * \text{second memo grade}) + (0.6 * \text{paper grade})$.

If your course grade falls between two letter grades, you will get the letter grade it is numerically closer to. E.g., if your course grade is a 3.9, you will get an "A" in the class, because 3.9 is closer to 4 (an "A") than it is to 3.67 (an "A-").

<i>Assignment Type</i>	<i>Percent of Final Grade</i>
Participation	20%
Memos	20% (10% each)
Papers	60% (30% each) **

** For doctoral students who choose to write one long paper in lieu of 2 short papers, this one paper will be worth 60% of your grade.

Guidelines for Participation

This is a discussion-heavy class. I will typically say something at the beginning of each session to introduce the week's topic, contextualize the readings, and pose some starting questions. But we'll spend most of our in-class time having a joint conversation about the readings and the moral issues they deal with. As such, **it's very important that you do the week's readings before class, that you have the readings with you during class, and that you come ready to talk about them.**

To make the class as enriching as possible (and to get a good participation grade), you should attend consistently and offer informed, original contributions to class discussions. **Your participation will be evaluated for quality, not just quantity.** But, note, you do NOT have to have all the answers to make quality contributions. **Asking a good question or presenting an interesting puzzle is just as valuable a contribution as giving a good answer to a question.** The texts and issues we'll be discussing are genuinely complex and challenging. I encourage you to think about our class time as time for us to uncover their complexities and ambiguities and work through them together, rather than as time in which you'll be called upon to give pre-determined answers to my questions.

Ideally, you should attend all synchronous class sessions and stay for the entire length of the sessions (Mondays 5:10 – 7:00 PM Eastern Time). That said, I will be flexible about sync session attendance and real-time participation. If there is some reason you can't attend a particular session or need to arrive late/leave early, please let me know. Similarly, if there is a reason you will regularly have to miss class (e.g., you have an unreliable internet connection, you live in a time zone that makes attending synchronous sessions infeasible), please let me know. I realize the COVID pandemic has impacted many of our living and working situations in unexpected and unavoidable ways, and **my aim is for this class to be as accessible as possible to all students, no matter your individual circumstances.** As such, if you are unable to attend class (either for a particular session or in general), I am happy to work with you to find a way to make up your absence. Usually, this will involve watching the recorded class session(s) and spending additional time participating on the Blackboard discussion board. **Of course, I can only accommodate you if you let me know what your situation is, so it's important that you talk to me if you anticipate attendance being an issue for you.**

You are also encouraged to participate by contributing to the Blackboard discussion board, even if you attend and participate in live sync sessions. I recommend spending at least 10 minutes per week on the discussion board. I encourage you to use it to comment on the week's student memos, to ask

questions about the readings or issues we're covering, or to comment on or answer others' questions. I will also monitor and contribute to the discussion board and **Blackboard participation will factor into your participation grade**. Since we'll be learning remotely, this online discussion board is an important tool for building class community and providing an alternate forum in which we all can interact with each other and in which I can help guide class discussions.

Guidelines for Memos

Each week, one or two students (we'll adjust based on the number of students in the class) will start off our discussion by presenting a brief memo (500 words) they've written on that week's readings. Though we may have more than one student presenting on the same day, each student should write their own memo *individually*. Your memo should discuss some issue or question from the readings that you found important or interesting. You might, for example, make a brief argument for what you see as the main lesson from the readings, identify a tension within one author's thinking, or argue for what you see as a practical or philosophical implication of some idea from the readings. These are only suggestions: don't feel bound by them. But they're here to help give you an idea of the kind of thing you should be trying to accomplish in your memos. More generally, you want your memos to demonstrate that you've completed, paid attention to, and critically engaged with the readings. You should write and present two memos over the course of the semester.

You should email your memo to the class (you should be able to do this easily via Blackboard) by 5 pm on the Friday before the class in which you'll present the memo. (And everyone else should read the memo before class!) There is no set length for your in-class presentation, though 10-15 minutes is a good target. No need for anything fancy—think of these presentations as your opportunity to share the ideas from your memo and kick start the class discussion.

Your grade for each memo will reflect both your written work and your in-class presentation.

Guidelines for Papers

You will write two 2500-word papers over the course of the semester. I will provide a few prompts for you to choose from for each paper. However, you are also welcome to write on a topic of your own choosing, as long as it's related to the material from the relevant third of the course. If you're unsure whether your chosen topic is closely-enough related to the course material or whether it's

appropriate for a 2500-word paper, I strongly encourage you to discuss it with me before you begin writing.

Some guidance on choosing paper topics: Papers might, e.g., argue in favor of a particular answer to a moral or normative question related to the course topic, try to resolve a tension you see in one of our course readings or a way of thinking that it represents, argue that such a tension can't be resolved, or take a position in a dispute among the authors we've read. When choosing a paper topic, you should think carefully about whether you can effectively argue for your view, solve (or at least make progress on) the problem you want to address, etc. in the space you have. You should always feel free to come talk to me about ideas or possible topics for your papers.

Especially if you don't have a lot of experience with philosophical writing, I encourage you to consult these guides, which give some useful and fairly generalizable advice.

The Pink Guide: <https://sites.google.com/a/wellesley.edu/pinkguidetophilosophy/>

The Jim Pryor Guide: <http://www.jimpryor.net/teaching/guidelines/writing.html>

Doctoral Students: Doctoral students enrolled in this class may choose to write one long (7500-word) paper, due during finals period, in lieu of the two 2500-word papers. This paper should be on a topic of your own choosing related to the course topic. If you choose this option, you must *meet with me to discuss your paper topic*.

Late Work Policy

Late work will incur a grading penalty of minus 1/3 of a letter grade for each 24-hour period (or part thereof) it's late (e.g., if you turn in an "A" quality paper 24 hours late, you'll get an "A-"; if you turn it in 48 hours late, you'll get a "B+"). **If you find yourself unable to complete a paper on time because of extenuating circumstances, please do talk to me. I will consider requests for extensions, or for exemptions to the late penalty rule, on a case-by-case basis.** (If it's possible, it's better to ask for an extension in advance than to ask me to waive the late penalty after the deadline has passed.)

Course Calendar & Outline

Below you'll find our class schedule, including due dates for major assignments. While I expect us to adhere to this schedule, it is subject to change as necessary.

DATE	TOPIC	READINGS
8/31	Introduction	<p>"Poverty and Shared Prosperity 2018: Piecing Together the Poverty Puzzle Overview," World Bank Group, pp. 1-20, https://openknowledge.worldbank.org/bitstream/handle/10986/30418/211330ov.pdf.</p> <p>John Rawls, <i>A Theory of Justice: Revised Edition</i> (Cambridge, MA: The Belknap Press of Harvard University Press, 1999)</p> <ul style="list-style-type: none"> - Part I, Sections 1-4, pp. 3-19 - Part II, Section 11, pp. 52-6 - Final statement of the second principle, p. 72 (the sentence right before the final paragraph that begins on that page) - Selections from Part III, Section 58, middle p. 331 (start at "Let us assume...)-middle p. 333 (end at "...duties that protect human life would be chosen.")
9/7	NO CLASS	LABOR DAY
9/14	Resource Distribution & International Trade	Charles R. Beitz, <i>Political Theory and International Relations</i> (Princeton, NJ: Princeton University Press, 1999), Part 3, pp. 125-76
9/21	Resource Distribution & International Trade	<p>John Rawls, <i>The Law of Peoples</i></p> <ul style="list-style-type: none"> - Introduction, pp. 3-10 - Part I, Sections 1-4, pp. 11-43 - Part II, Sections 7-11, pp. 59-85 - Part III, Sections 15-6, pp. 105-20

9/28	Resource Distribution & International Trade	<p>Stephen Macedo, "What Self-Governing Peoples Owe to One Another: Universalism, Diversity, and <i>The Law of Peoples</i>," <i>Fordham Law Review</i> 72, 5 (2004), 1721-38</p> <p>Charles Mills, "Race and Global Justice," in Duncan Bell ed., <i>Empire, Race, and Global Justice</i> (Cambridge: Cambridge University Press, 2019), 94-119</p> <p>Laura Valentini, "Cosmopolitan Justice and Rightful Enforceability," in Gillian Brock ed., <i>Cosmopolitanism versus Non-Cosmopolitanism: Critiques, Defenses, Reconceptualizations</i> (Oxford: Oxford University Press, 2013), 92-107</p>
10/5	Resource Distribution & International Trade	<p>Bas Van der Vossen and Jason Brennan, <i>In Defense of Openness: Why Global Freedom is the Humane Solution to Global Poverty</i> (Oxford: Oxford University Press, 2018), chs. 5-6, pp. 58-93</p> <p>Kimberly Clausing, "The Progressive Case Against Protectionism," <i>Foreign Affairs</i> 98, 6 (2019): 109-20</p>
10/12	Resource Distribution & International Trade	<p>Aaron James, "A Theory of Fairness in Trade," <i>Moral Philosophy and Politics</i> 1, 2 (2014): 177-200</p> <p>Kristi A. Olson, "Autarky as a Moral Baseline," <i>Canadian Journal of Philosophy</i> 44, 2 (2014): 264-85</p>
10/19	Resource Distribution & International Trade	<p>Iris Marion Young, "Responsibility and Global Justice: A Social Connection Model," <i>Social Philosophy and Policy</i> 23, 1 (2006): 102-30</p> <p>Ana Nicolaci da Costa, "Xinjiang cotton sparks concerns over 'forced labour' claims," <i>BBC News</i>. 13 Nov 2019, https://www.bbc.com/news/business-50312010</p> <p style="text-align: center;">-- continued on next page --</p>

		<p>Chris Buckley and Austin Ramzy, "Inside China's Push to Turn Muslim Minorities into an Army of Workers," <i>The New York Times</i>. 30 December 2019, https://www.nytimes.com/2019/12/30/world/asia/china-xinjiang-muslims-labor.html</p>
10/26	Human Rights & the "Responsibility to Protect"	<p>John Rawls, <i>The Law of Peoples</i>, review pp. 59-81</p> <p>Joshua Cohen, "Minimalism about Human Rights: The Most We Can Hope For?" <i>Journal of Political Philosophy</i> 12, 2 (2004): 190-213</p> <p>Makau Mutua "What is TWAIL?" <i>Proceedings of the Annual Meeting (American Society of International Law)</i> 94 (2000): 31-40, with comment by Antony Anghie</p> <p>Antony Anghie, "The Evolution of International Law: colonial and postcolonial realities," <i>Third World Quarterly</i> 27, 5 (2006): 739-53</p>
10/30		<p>FIRST SHORT PAPERS DUE (via Blackboard, by 11:59 PM)</p>
11/2	Human Rights & the "Responsibility to Protect"	<p>NB: Read in the order listed!</p> <p>Michael Walzer, <i>Just and Unjust Wars</i>,</p> <ul style="list-style-type: none"> - "The Rights of Political Communities," pp. 53-8 - Ch. 6, pp. 86-108 <p>David Luban, "Just War and Human Rights," <i>Philosophy and Public Affairs</i> 9, 2 (1980): 160-81</p> <p>Michael Walzer, "The Moral Standing of States: A Response to Four Critics," <i>Philosophy and Public Affairs</i> 9, 3 (1980): 209-29</p> <p>David Luban, "The Romance of the Nation-State," <i>Philosophy & Public Affairs</i> 9, 4 (1980): 392-7</p>

11/9	Human Rights & the "Responsibility to Protect"	<p><i>The Responsibility to Protect: Report of the International Commission on Intervention and State Sovereignty</i> (Ottawa: International Development Research Centre, 2001) – "Forward," pp. VII-top VIII; "Synopsis," pp. XI-XIII</p> <p>UN General Assembly, "2005 World Summit Outcome," https://www.un.org/en/development/desa/population/migration/generalassembly/docs/globalcompact/A_RES_60_1.pdf, paras. 138-40</p> <p>Hilary Charlesworth, "Feminist Reflections on the Responsibility to Protect," <i>Global Responsibility to Protect 2</i> (2010): 232-49</p> <p>Alex J. Bellamy, "Libya and the Responsibility to Protect: The Exception and the Norm," <i>Ethics and International Affairs</i> 25, 3 (2011): 263-9</p> <p>Alan J. Kuperman, "A Model Humanitarian Intervention? Reassessing NATO's Libya Campaign," <i>International Security</i> 38, 1 (2013): 105-36</p>
11/16	Migration & Borders	<p>Andrew E. Shacknove, "Who is a Refugee?" <i>Ethics</i> 95, 2 (1985): 274-84</p> <p>Matthew Lister, "Who are Refugees?" <i>Law and Philosophy</i> 32, 5 (2013): 645-71</p> <p>Matthew Lister, "Climate Change Refugees," <i>Critical Review of International Social and Political Philosophy</i> 17 (2014): 618-34</p> <p>Kim Angell, "New Territorial Rights for Sinking Island States," <i>European Journal of Political Theory</i> (2017): https://doi.org/10.1177/1474885117741748</p>
11/23	Migration & Borders	<p>David Miller, <i>National Responsibility and Global Justice</i> (Oxford: Oxford University Press), ch. 8 (pp. 201-30)</p> <p>Joseph Carens, <i>The Ethics of Immigration</i> (Oxford: Oxford University Press, 2013), ch. 11 (pp. 225-54)</p> <p>Arash Abizadeh, "Democratic Theory and Border Coercion: No Right to Unilaterally Control your Own Borders," <i>Political Theory</i> 36, 1 (2008): 37-56</p>

11/30	Migration & Borders	<p>Sarah Fine, "Immigration and Discrimination," in Sarah Fine and Lea Ypi eds., <i>Migration in Political Theory: The Ethics of Movement and Membership</i> (Oxford: Oxford University Press, 2016), 125-49</p> <p>Associated Press, "Trump threatens Mexico over 'bad hombres,'" <i>Politico</i>. 1 Feb 2017, https://www.politico.com/story/2017/02/trump-threatens-mexico-over-bad-hombres-234524</p> <p>Ali Vitali, Kasie Hunt, and Frank Thorp V, "Trump referred to Haiti and African nations as 'shithole' countries," <i>NBC News</i>. 11 Jan 2018, https://www.nbcnews.com/politics/white-house/trump-referred-haiti-african-countries-shithole-nations-n836946</p> <p>Anna Stilz, "Is There an Unqualified Right to Leave?" in Sarah Fine and Lea Ypi eds., <i>Migration in Political Theory: The Ethics of Movement and Membership</i> (Oxford: Oxford University Press, 2016), 57-78</p> <p>Catherine Lu, "Decolonizing Borders, Self-Determination, and Global Justice," in Duncan Bell ed., <i>Empire, Race, and Global Justice</i> (Cambridge: Cambridge University Press, 2019), 251-272</p>
12/7	Transnational Activism & NGOs	<p>Michael Walzer, "On Promoting Democracy," <i>Ethics and International Affairs</i> 22, 4 (2008): 351-5</p> <p>Michael Walzer, "Achieving Global and Local Justice," <i>Dissent</i> 58, 3 (2011): 42-8</p> <p>Jennifer C. Rubenstein, <i>Between Samaritans and States: The Political Ethics of Humanitarian INGOs</i> (Oxford: Oxford University Press, 2015), ch. 3 (pp. 51-86)</p> <p>Inés Valdez, "Association, Reciprocity, and Emancipation: A Transnational Account of the Politics of Global Justice" in Duncan Bell ed., <i>Empire, Race, and Global Justice</i> (Cambridge: Cambridge University Press, 2019), 120-44</p>
12/18		<p style="text-align: center;">SECOND SHORT PAPERS DUE LONG PAPERS DUE (via Blackboard, by 11:59 pm)</p>

Suggestions for Further Reading

Doctoral Students: We will meet separately to discuss the readings marked with (***) . I'll be in touch to find a time that works for everyone and set up a schedule for these meetings.

The Scope of Justice

Arash Abizadeh, "Cooperation, Pervasive Impact, and Coercion: On the Scope (not Site) of Distributive Justice," *Philosophy & Public Affairs* 35, 4 (2007): 318-58 ***

Joshua Cohen and Charles Sabel, "Extra Rempublicam Nulla Justitia?," *Philosophy & Public Affairs* 34, 2 (2006): 147-75 ***

Thomas Nagel, "The Problem of Global Justice," *Philosophy & Public Affairs* 33, 2 (2005): 113-47 ***

A.J. Julius, "Nagel's Atlas," *Philosophy & Public Affairs* 34, 2 (2006): 176-92 ***

Resource Distribution & International Trade

Christian Barry and Laura Valentini, "Egalitarian Challenges to Global Egalitarianism: A Critique," *Review of International Studies* 35 (2009): 485-512

Cécile Fabre, *Economic Statecraft: Human Rights, Trade, and Conditionality* (Cambridge, MA: Harvard University Press, 2018)

Aaron James, *Fairness in Practice: A Social Contract for a Global Economy* (Oxford: Oxford University Press, 2012)

Peter Singer, *The Life You Can Save* (New York: Random House, 2009)

Lea Ypi, "Cosmopolitanism without If and without But," in Gillian Brock ed., *Cosmopolitanism versus Non-Cosmopolitanism: Critiques, Defenses, Reconceptualizations* (Oxford: Oxford University Press, 2013)

Human Rights & the “Responsibility to Protect”

Charles R. Beitz, *The Idea of Human Rights* (Oxford: Oxford University Press, 2009)

James Griffin, “Human Rights and the Autonomy of International Law,” in Samantha Besson and John Tasioulas eds., *The Philosophy of International Law* (Oxford: Oxford University Press, 2010): 339-55

Emilie Hafner-Burton, *Forced to be Good: Why Trade Agreements Boost Human Rights* (Ithaca, NY: Cornell University Press, 2009) *** (excerpts for doctoral students: ch. 6, pp. 142 – 164)

Sally Engle Merry, *Human Rights and Gender Violence: Translating International Law into Local Justice* (Chicago, IL: The University of Chicago Press, 2006) *** (excerpts for doctoral students: ch. 5, pp. 134 – 178)

Onora O’Neill, “The Dark Side of Human Rights,” *International Affairs* 81, 2 (2005): 427-39 ***

James Pattison, *The Alternatives to War: From Sanctions to Nonviolence* (Oxford: Oxford University Press, 2018)

Joseph Raz, “Human Rights without Foundations,” in Samantha Besson and John Tasioulas eds., *The Philosophy of International Law* (Oxford: Oxford University Press, 2010): 321-38

Andrea Sangiovanni, *Humanity without Dignity: Moral Equality, Respect, and Human Rights* (Cambridge, MA: Harvard University Press, 2017)

Migration & Borders

Dan Bulley, “Shame on EU? Europe, RtoP, and the Politics of Refugee Protection,” *Ethics and International Affairs* 31, 1 (2017): 51-70

Max Cherem, “Refugee Rights: Against Expanding the Definition of a ‘Refugee’ and Unilateral Protection Elsewhere,” *The Journal of Political Philosophy* 24, 2 (2016): 183-205 ***

Alise Coen, “Capable and Culpable? The United States, RtoP, and Refugee Responsibility-Sharing,” *Ethics and International Affairs* 31, 1 (2017): 71-92

Michael Blake, "Immigration, Jurisdiction, and Exclusion," *Philosophy & Public Affairs* 41, 2 (2013): 103-30

Michael Blake, *Justice, Migration, and Mercy* (Oxford: Oxford University Press, 2019)

Paulina Ochoa Espejo, "Taking Place Seriously: Territorial Presence and the Rights of Immigrants," *The Journal of Political Philosophy* 24, 1 (2016): 67-87 ***

Sylvie Loriaux and Alexia Herwig, "International Trade, Fairness, and Labor Migration," *Moral Philosophy and Politics* 1, 2 (2014): 289-313 ***

Lea Ypi, "Justice in Migration: A Closed Borders Utopia?" *The Journal of Political Philosophy* 16, 4 (2008): 391-418 ***

Structural Injustice & Colonialism

Adom Getachew, *Worldmaking After Empire: The Rise and Fall of Self-Determination* (Princeton, NJ: Princeton University Press, 2019)

Martti Koskenniemi, *The Gentle Civilizer of Nations: The Rise and Fall of International Law 1870-1960* (Cambridge: Cambridge University Press, 2001)

Catherine Lu, "Colonialism as Structural Injustice: Historical Responsibility and Contemporary Redress" *The Journal of Political Philosophy* 19, 3 (2011): 261-81 ***

David Miller, "Distributing Responsibilities," *The Journal of Political Philosophy* 9, 4 (2001): 453-71

Laura Valentini, "On the Distinctive Procedural Wrong of Colonialism," *Philosophy & Public Affairs* 43, 4 (2015): 312-31 *** (NB: This is a reply to the Ypi article listed below.)

Iris Marion Young, *Responsibility for Justice* (Oxford: Oxford University Press, 2011)

Lea Ypi, "What's Wrong with Colonialism," *Philosophy & Public Affairs* 41, 2 (2013): 158-91 ***

Transnational Activism & NGOs

Margaret E. Keck and Kathryn Sikkink, *Activists beyond Borders: Advocacy Networks in International Politics* (Ithaca, NY: Cornell University Press, 1998) *** (excerpts for doctoral students: pp. 1-5 from ch. 1; pp. 79 – 80, 89 – 110 from ch. 3)

Richard Falk, *Power Shift: On the New Global Order* (London: Zed Books, 2016)

Nancy Fraser, "Abnormal Justice," *Critical Inquiry* 34 (2008): 393-422 ***

Richard W. Miller, *Globalizing Justice: The Ethics of Poverty and Power* (Oxford: Oxford University Press, 2010) *** (excerpts for doctoral students: ch. 9, pp. 238-61)

Michael Walzer, *A Foreign Policy for the Left* (New Haven, CT: Yale University Press, 2018)

Lea Ypi, *Global Justice and Avant-Garde Political Agency* (Oxford: Oxford University Press, 2011)

University Policies & Resources

Incomplete Grades

At the option of the instructor, an Incomplete may be given for a course if a student, for reasons beyond the student's control, is unable to complete the work of the course, and if the instructor is informed of, and approves, such reasons before the date when grades must be reported. An Incomplete can only be granted if the student's prior performance and class attendance in the course have been satisfactory. Any failure to complete the work of a course that is not satisfactorily explained to the instructor before the date when grades must be turned in will be graded F, Failure.

If acceptable reasons are later presented to the instructor, the instructor may initiate a grade change to the symbol I, Incomplete. The work must be completed within the designated time period agreed upon by the instructor, student, and school, but no more than one calendar year from the end of the semester in which the course was taken. To record the exact expectations, conditions, and deadlines of the Incomplete please use the Elliott School's Incomplete Grade Contract:

<http://go.gwu.edu/incompletecontractgraduate>

The completed and signed contract is to be submitted to the Academic Affairs and Student Services Office. All students who receive an Incomplete must maintain active student status during the

subsequent semester(s) in which the work of the course is being completed. If not registered in other classes during this period, the student must register for continuous enrollment status. For more information regarding Incompletes please review the relevant sections in the University Bulletin:

<http://bulletin.gwu.edu/universityregulations/#Incompletes>

Differences in time Zone

All the times referenced in this course correspond to the U.S. Eastern Time zone (e.g., Washington, DC). It is your responsibility to convert these times to the time zone of your location so that you can meet this course's deadlines.

Inclement Weather

Please note that online courses at the George Washington University will continue to be held even when the University is closed for inclement weather.

GW Acceptable Use for Computing Systems and Services

All members of the George Washington University must read and comply with the Acceptable Use Policy when accessing and using computing systems and services, including email and Blackboard. Please read [the Acceptable Use Policy](#) to familiarize yourself with how GW information systems are to be used ethically.

Academic Integrity

Academic dishonesty is defined as cheating of any kind, including misrepresenting one's own work, taking credit for the work of others without crediting them and without appropriate authorization, and the fabrication of information.

Please review GW's policy on academic integrity, located at <https://studentconduct.gwu.edu/code-academic-integrity>. All graded work must be completed in accordance with the George Washington University Code of Academic Integrity. For more information see [Academic Dishonesty Prevention](#).

Sharing of Course Content

Unauthorized downloading, distributing, or sharing of any part of a recorded lecture or course materials, as well as using provided information for purposes other than the student's own learning may be deemed a violation of GW's Student Conduct Code.

Use of Student Work (FERPA)

The professor will use academic work that you complete during this semester for educational purposes in this course during this semester. Your registration and continued enrollment constitute your consent.

Students are prohibited from recording/distributing any class activity without permission from the instructor, except as necessary as part of approved accommodations for students with disabilities. **Any approved recordings may only be used for the student's own private use.**

Copyright Policy Statement

Materials used in connection with this course may be subject to copyright protection under Title 17 of the United States Code. Under certain Fair Use circumstances specified by law, copies may be made for private study, scholarship, or research. Electronic copies should not be shared with unauthorized users. If a user fails to comply with Fair Use restrictions, he/she may be liable for copyright infringement. For more information, including Fair Use guidelines, see [Libraries and Academic Innovations Copyright page](#).

Disability Support Services & Accessibility

If you may need disability accommodations based on the potential impact of a disability, please register with Disability Support Services (DSS) at disabilitysupport.gwu.edu/registration. If you have questions about disability accommodations, contact DSS at 202-994-8250 or dss@gwu.edu or visit them in person in Rome Hall, Suite 102. For additional information see: disabilitysupport.gwu.edu

For information about how the course technology is accessible to all learners, see the following resources:

[Blackboard accessibility](#)

[Kaltura \(video platform\) accessibility](#)

Religious Observances

In accordance with University policy, students should notify faculty during the first week of the semester of their intention to be absent from class on their day(s) of religious observance. For details and policy, see: registrar.gwu.edu/university-policies#holidays

Mental Health Services

The University's Mental Health Services offers 24/7 assistance and referral to address students' personal, social, career, and study skills problems. Services for students include: crisis and emergency mental health consultations confidential assessment, counseling services (individual and small group), and referrals. For additional information call 202-994-5300 or see:

counselingcenter.gwu.edu/

Emergency Preparedness and Response Procedures

The University has asked all faculty to inform students of these procedures, prepared by the GW Office of Public Safety and Emergency Management in collaboration with the Office of the Executive Vice President for Academic Affairs.

To Report an Emergency or Suspicious Activity

Call the University Police Department at 202-994-6111 (Foggy Bottom) or 202-242-6111 (Mount Vernon).

Shelter in Place – General Guidance

Although it is unlikely that we will ever need to shelter in place, it is helpful to know what to do just in case. No matter where you are, the basic steps of shelter in place will generally remain the same.

- If you are inside, stay where you are unless the building you are in is affected. If it is affected, you should evacuate. If you are outdoors, proceed into the closest building or follow instructions from emergency personnel on the scene.

- Locate an interior room to shelter inside. If possible, it should be above ground level and have the fewest number of windows. If sheltering in a room with windows, move away from the windows. If there is a large group of people inside a particular building, several rooms may be necessary.
- Shut and lock all windows (for a tighter seal) and close exterior doors.
- Turn off air conditioners, heaters, and fans. Close vents to ventilation systems as you are able. (University staff will turn off ventilation systems as quickly as possible).
- Make a list of the people with you and ask someone to call the list in to UPD so they know where you are sheltering and who is with you. If only students are present, one of the students should call in the list.
- Await further instructions. If possible, visit [GW Campus Advisories](#) for incident updates or call the GW Information Line 202-994-5050.
- Make yourself comfortable and look after one other. You will get word as soon as it is safe to come out.

Evacuation

An evacuation will be considered if the building we are in is affected or we must move to a location of greater safety. We will always evacuate if the fire alarm sounds. In the event of an evacuation, please gather your personal belongings quickly (purse, keys, GWorld card, etc.) and proceed to the nearest exit. Every classroom has a map at the door designating both the shortest egress and an alternate egress. Anyone who is physically unable to walk down the stairs should wait in the stairwell, behind the closed doors. Firemen will check the stairwells upon entering the building.

Once you have evacuated the building, proceed to our primary rendezvous location: the court yard area between the GW Hospital and Ross Hall. In the event that this location is unavailable, we will meet on the ground level of the Visitors Parking Garage (I Street entrance, at 22nd Street). From our rendezvous location, we will await instructions to re-enter the School.

Alert DC

Alert DC provides free notification by e-mail or text message during an emergency. Visit GW Campus Advisories for a link and instructions on how to sign up for alerts pertaining to GW. If you

receive an Alert DC notification during class, you are encouraged to share the information immediately.

GW Alert

GW Alert provides popup notification to desktop and laptop computers during an emergency. In the event that we receive an alert to the computer in our classroom, we will follow the instructions given. You are also encouraged to download this application to your personal computer. Visit GW Campus Advisories to learn how.

Additional Information

Additional information about emergency preparedness and response at GW or the University's operating status can be found on [GW Campus Advisories](#) or by calling the GW Information Line at 202-994-5050.