

Global Justice (PSC 2991-80/PHIL 3100-83)

Syllabus subject to change as necessary

Professor: Lucia M. Rafanelli

Course Information

Course: PSC 2991-80/PHIL 3100-83 – Global Justice

Semester: Fall 2020

Meeting Time: Mondays and Wednesdays, 12:45-2:00 PM Eastern Time

Location: Virtual Classroom – Blackboard Collaborate

Contact Information

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

Office Hours: Tuesdays 10 AM-12 PM (you must sign up in advance—the sign-up link will be on Blackboard), or by appointment

Course Pre-requisites

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. I also recommend you consult this guide before classes start, as it contains information on performing basic tasks on Blackboard and in Blackboard Collaborate.**

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 Description

In this class, we'll explore a variety of ethical questions about global politics. For example, how does justice require wealth and other resources be distributed? Are the world's wealthier people obligated to give resources to the world's poorer people? What rules should govern international trade? How should its benefits and burdens be distributed? What makes a just immigration policy? Should states have open borders? How involved in each other's politics should different states be? Should one state ever intervene in another? If so, under what conditions? What principles and values should inform transnational activism? How should we understand its moral stakes? How should the history of colonialism, and the continued existence of racist and sexist power structures, affect our answers to these questions? Students in this class will engage with philosophical texts on topics like these and will learn to analyze their authors' arguments, as well as to make arguments of their own.

Course Format

Class meetings will typically combine both lecture and discussion. You should come to class having done the readings for that day, and ready to talk about them. It is *very important* that you complete the readings for each session before that session, that you take notes on the readings, and that you bring the readings with you. We may discuss and close-read specific passages, so you'll want to have the texts in front of you.

You're also encouraged to ask questions in class. If there's something you're curious about or don't understand, don't be shy about bringing it up. We're all in this together—trying to understand our readings and what they can tell us about our world—and discussing your question may very well help others as well as yourself.

The course is organized into four "units" (Resource Distribution and International Trade, Human Rights and "RtoP," Migration and Borders, Transnational Activism and NGOs). At the end of each unit, we'll have an in-class debate on a topic related to the readings in that unit. At the end

of each debate, you'll vote for one side or the other. So, by the end of the course, we'll have a democratically approved class position on each of these four topics (one for each unit). Then, for your final paper, you will pick one of these positions and either argue in favor of it or argue against it and in favor of some alternative.

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.

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>.

Learning Outcomes

As a result of completing this course, students should be able to:

1. Carefully read and critically analyze philosophical texts
2. Make cogent philosophical arguments of their own, both orally and in writing
3. Apply their ideas and arguments to moral questions relating to contemporary politics

In the service of these goals, this course will teach students to:

4. Clearly state a thesis and support that thesis with evidence and/or argument
5. Interpret philosophical texts
6. Analyze complex arguments and identify their strengths, weaknesses, and real-world implications
7. Synthesize arguments and ideas from multiple sources

Workload Expectation

In a 15-week semester, including exam week, students are expected to spend a minimum of 100 minutes of out-of-class work for every 50 minutes of direct instruction, for a minimum total of 2.5 hours a week. This 3-credit course includes 2.5 hours of direct instruction each week during the 14-week class period, and you should spend a minimum of 5 hours each week on independent learning, for a total minimum commitment of 7.5 hours each week. You should expect to spend at least an additional 7.5 hours on your final paper, bringing your total work load to (at least) 37.5 hours per week for 15 weeks.

Required Course Materials

All students should obtain copies of John Rawls, *The Law of Peoples with "The Idea of Public Reason Revisited"* (Cambridge, MA: Harvard University Press, 1999). All other readings will be made available on Blackboard.

Assignments and Grading

- Attendance: 15% of course grade

Ideally, you should attend all synchronous class sessions and stay for the entire length of the sessions (Mondays and Wednesdays, 12:45 – 2:00 PM Eastern Time). With Blackboard Collaborate, I can see who attends each session and how long you stay. **That said, my attendance policy will be flexible.** 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 turning in a short write-up on the questions we discussed in class. **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.**

- Participation (Blackboard discussion posts): 25% of course grade

Each week (except the first week of class), I will post a question on Blackboard (under "Discussion Board") related to the week's readings, which you should reply to on Blackboard. You can either answer the question directly or respond to someone else's answer. There is no length requirement or limit, though **250 words is a good target**. For full credit, you should participate in some way (either by answering the week's question directly or by responding to someone else's answer) each week. I should be able to tell from reading your posts that you put some effort into them. (E.g., they shouldn't be one-word answers or completely unrelated to the topic of the thread.) I reserve the right to not give credit for a post if it exhibits less-than-sufficient effort on your part. (If you make a post I don't think deserves credit, I will let you know. So, if you make a post and don't hear from me, you can assume you got credit for it.) There will be 11 total forums over the course of the semester. If you make (and get credit for) a post in all 11 forums, you'll get an A in participation; 10 gets you an A-; 9 gets you a B+; and so on. **Contributions will be due by 11:59 PM Eastern Time each Friday, unless otherwise noted. The Blackboard forums will close at the deadline, so make sure you contribute on time!**

- Mid-term Exam: 30% of course grade

There will be a "take-home" style exam made available on Blackboard after class on Wednesday, October 28th and due, also via Blackboard, before class on Monday, November 2nd. The exam will consist of short-answer essay questions. It will be an open-book, open-note exam. You will be free to draw on external sources as long as you cite them properly. However, I ask that you do not collaborate with each other. I will provide more details about the exam as it approaches.

- Final Paper: 30% of course grade

At the end of each "unit" of the course, we will have an in-class debate on a topic related to the readings in that unit. At the end of each debate, you'll vote for one side or the other. By the end of the course, we'll have a democratically approved class position on each of these four topics (one for each unit). For your final paper, you will pick one of these positions and either argue in favor of it or argue against it and in favor of some

alternative. We'll discuss the expectations for the final paper in more detail as it approaches. Final papers will be due via Blackboard by 11:59 PM on 18 December 2020.

You will get a letter grade for each of Attendance, Participation, Mid-term Exam, and Final Paper, corresponding to a four-point scale. (A = 4, A- = 3.67, B+ = 3.33, B = 3, B- = 2.67, etc.).

Your overall course grade will be computed using the same four-point scale. Your overall course grade will be given by the following formula: $(0.15 * \text{Attendance grade}) + (0.25 * \text{Participation grade}) + (0.3 * \text{Mid-term Exam grade}) + (0.3 * \text{Final Paper grade})$

Late exams and final papers 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+").

Course Schedule

INTRODUCTION

Monday, Aug. 31

- John Rawls, *A Theory of Justice: Revised Edition* (Cambridge, MA: The Belknap Press of Harvard University Press, 1999)

- Ch. I, Sections 1-4, pp. 3-19
- Ch. 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 Ch. VI, Section 58, middle p. 331 (start at "Let us assume...)-middle p. 333 (end at "...duties that protect human life would be chosen.")

- OPTIONAL: "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>.

UNIT 1: Resource Distribution and International Trade

Wednesday, Sept. 2

• Charles R. Beitz, *Political Theory and International Relations* (Princeton, NJ: Princeton University Press, 1999)

- Part 3, beginning- Section 3, pp. 125-53

Monday, Sept. 7: NO CLASS (Labor Day)

Wednesday, Sept. 9

• Charles R. Beitz, *Political Theory and International Relations* (Princeton, NJ: Princeton University Press, 1999)

- Part 3, Sections 4-6, pp. 154-76

Monday, Sept. 14

• John Rawls, *The Law of Peoples*

- Introduction, pp. 3-10

- Part I, Sections 1-4, pp. 11-43

Wednesday, Sept. 16

• John Rawls, *The Law of Peoples*

- Part II, Sections 7-11, pp. 59-85

- Part III, Sections 15-6, pp. 105-20

Monday, Sept. 21

• Charles Mills, “Race and Global Justice,” in Duncan Bell ed., *Empire, Race, and Global Justice* (Cambridge: Cambridge University Press, 2019), 94-119

Wednesday, Sept. 23:

• Laura Valentini, “Cosmopolitan Justice and Rightful Enforceability,” in Gillian Brock ed., *Cosmopolitanism versus Non-Cosmopolitanism: Critiques, Defenses, Reconceptualizations* (Oxford: Oxford University Press, 2013), 92-107

Monday, Sept. 28

• Bas Van der Vossen and Jason Brennan, *In Defense of Openness: Why Global Freedom is the Humane Solution to Global Poverty* (Oxford: Oxford University Press, 2018)

- Ch. 5-6, pp. 58-93

Wednesday, Sept. 30

• Aaron James, "A Theory of Fairness in Trade," *Moral Philosophy and Politics* 1, 2 (2014): 177-200

• Kristi A. Olson, "Autarky as a Moral Baseline," *Canadian Journal of Philosophy* 44, 2 (2014): 264-85

Monday, Oct. 5

• Iris Marion Young, "Responsibility and Global Justice: A Social Connection Model," *Social Philosophy and Policy* 23, 1 (2006): 102-30

• Ana Nicolaci da Costa, "Xinjiang cotton sparks concerns over 'forced labour' claims," *BBC News*. 13 Nov 2019, <https://www.bbc.com/news/business-50312010>

Wednesday, Oct. 7

Debate Day

UNIT 2: Human Rights and "RtoP"

Monday, Oct. 12

• Michael Walzer, *Just and Unjust Wars: A Moral Argument with Historical Illustrations, Fifth Edition* (New York: Basic Books, 2015)

- "The Rights of Political Communities," pp. 53-8

- Ch. 6, pp. 86-108

• David Luban, "Just War and Human Rights," *Philosophy and Public Affairs* 9, 2 (1980): 160-81

Wednesday, Oct. 14

- Michael Walzer, “The Moral Standing of States: A Response to Four Critics,” *Philosophy and Public Affairs* 9, 3 (1980): 209-29
- David Luban, “The Romance of the Nation-State,” *Philosophy & Public Affairs* 9, 4 (1980): 392-7

Monday, Oct. 19

- *The Responsibility to Protect: Report of the International Commission on Intervention and State Sovereignty* (Ottawa: International Development Research Centre, 2001), <http://responsibilitytoprotect.org/ICISS%20Report.pdf>
 - “Forward,” pp. VII-top VIII
 - “Synopsis,” pp. XI-XIII
- UN General Assembly, “2005 World Summit Outcome,” https://www.un.org/en/development/desa/population/migration/generalassembly/docs/globalcompact/A_RES_60_1.pdf
 - Paragraphs 138-40
- Hilary Charlesworth, “Feminist Reflections on the Responsibility to Protect,” *Global Responsibility to Protect* 2 (2010): 232-49

Wednesday, Oct. 21:

- Antony Anghie, “The Evolution of International Law: colonial and postcolonial realities,” *Third World Quarterly* 27, 5 (2006): 739-53

Monday, Oct. 26:

Debate Day

UNIT 3: Migration and Borders

Wednesday, Oct. 28:

- Andrew E. Shacknove, “Who is a Refugee?” *Ethics* 95, 2 (1985): 274-84
- Matthew Lister, “Who are Refugees?” *Law and Philosophy* 32, 5 (2013): 645-71

***** MID-TERM EXAM *****

Monday, Nov. 2

- Matthew Lister, “Climate Change Refugees,” *Critical Review of International Social and Political Philosophy* 17 (2014): 618-34
- Kim Angell, “New Territorial Rights for Sinking Island States,” *European Journal of Political Theory* (2017): <https://doi.org/10.1177/1474885117741748>

Wednesday, Nov. 4

- David Miller, *National Responsibility and Global Justice* (Oxford: Oxford University Press, 2007)
 - Ch.8, pp. 201-30

Monday, Nov. 9

- Joseph Carens, *The Ethics of Immigration* (Oxford: Oxford University Press, 2013)
 - Ch. 11, pp. 225-54

Wednesday, Nov. 11

- Arash Abizadeh, “Democratic Theory and Border Coercion: No Right to Unilaterally Control your Own Borders,” *Political Theory* 36, 1 (2008): 37-56

Monday, Nov. 16

- Sarah Fine, “Immigration and Discrimination,” in Sarah Fine and Lea Ypi eds., *Migration in Political Theory: The Ethics of Movement and Membership* (Oxford: Oxford University Press, 2016), 125-49
- Associated Press, “Trump threatens Mexico over ‘bad hombres,’” *Politico*. 1 Feb 2017, <https://www.politico.com/story/2017/02/trump-threatens-mexico-over-bad-hombres-234524>
- Ali Vitali, Kasie Hunt, and Frank Thorp V, “Trump referred to Haiti and African nations as ‘shithole’ countries,” *NBC News*. 11 Jan 2018, <https://www.nbcnews.com/politics/white-house/trump-referred-haiti-african-countries-shithole-nations-n836946>

Wednesday, Nov. 18

- Anna Stilz, “Is There an Unqualified Right to Leave?” in Sarah Fine and Lea Ypi eds., *Migration in Political Theory: The Ethics of Movement and Membership* (Oxford: Oxford University Press, 2016), 57-78

Monday, Nov. 23

- Catherine Lu, “Decolonizing Borders, Self-Determination, and Global Justice,” in Duncan Bell ed., *Empire, Race, and Global Justice* (Cambridge: Cambridge University Press, 2019), 251-272

Wednesday, Nov. 25: NO CLASS (THANKSGIVING BREAK)

Monday, Nov. 30

Debate Day

UNIT 4: Transnational Activism and NGOs

Wednesday, Dec. 2

- Inés Valdez, “Association, Reciprocity, and Emancipation: A Transnational Account of the Politics of Global Justice” in Duncan Bell ed., *Empire, Race, and Global Justice* (Cambridge: Cambridge University Press, 2019), 120-44
- Michael Walzer, “On Promoting Democracy,” *Ethics and International Affairs* 22, 4 (2008): 351-5

Monday, Dec. 7:

- Jennifer C. Rubenstein, *Between Samaritans and States: The Political Ethics of Humanitarian INGOs* (Oxford: Oxford University Press, 2015),

- Ch. 3, pp. 51-86

Wednesday, Dec. 9

Debate Day

Friday, Dec. 18

***** FINAL PAPERS DUE BY 11:59 PM *****

University policies

University policy on observance of religious holidays

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: provost.gwu.edu/policies-procedures-and-guidelines

Academic Integrity Code

Academic Integrity is an integral part of the educational process, and GW takes these matters very seriously. Violations of academic integrity occur when students fail to cite research sources properly, engage in unauthorized collaboration, falsify data, and in other ways outlined in the Code of Academic Integrity. Students accused of academic integrity violations should contact the Office of Academic Integrity to learn more about their rights and options in the process. Outcomes can range from failure of assignment to expulsion from the University, including a transcript notation. The Office of Academic Integrity maintains a permanent record of the violation.

More information is available from the Office of Academic Integrity at studentconduct.gwu.edu/academic-integrity. The University's "Guide of Academic Integrity in Online Learning Environments" is available at studentconduct.gwu.edu/guide-academic-integrity-online-learning-environments. Contact information: rights@gwu.edu or 202-994-6757.

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.

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.

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](#).

Support for students outside the classroom

Virtual Academic Support

A full range of academic support is offered virtually in fall 2020. See coronavirus.gwu.edu/top-faqs for updates. For technical support and help with a variety of student services, see the "Technology Help" tab on Blackboard or <https://online.gwu.edu/student-support>.

Tutoring and course review sessions are offered through Academic Commons in an online format. See academiccommons.gwu.edu/tutoring.

Writing and research consultations are available online. See academiccommons.gwu.edu/writing-research-help.

Coaching, offered through the Office of Student Success, is available in a virtual format. See studentsuccess.gwu.edu/academic-program-support.

Academic Commons offers several short videos addressing different virtual learning strategies for the unique circumstances of the fall 2020 semester. See academiccommons.gwu.edu/study-skills. They also offer a variety of live virtual workshops to equip students with the tools they need to succeed in a virtual environment. See tinyurl.com/gw-virtual-learning.

Writing Center

GW's Writing Center cultivates confident writers in the University community by facilitating collaborative, critical, and inclusive conversations at all stages of the writing process. Working alongside peer mentors, writers develop strategies to write independently in academic and public settings. Appointments can be booked online. See gwu.mywconline.

Academic Commons

Academic Commons provides tutoring and other academic support resources to students in many courses. Students can schedule virtual one-on-one appointments or attend virtual drop-in sessions. Students may schedule an appointment, review the tutoring schedule, or access other academic support resources at academiccommons.gwu.edu. For assistance contact academiccommons@gwu.edu.

Disability Support Services (DSS): 202-994-8250

Any student who may need an accommodation based on the potential impact of a disability should contact [Disability Support Services](https://disabilitysupport.gwu.edu) to establish eligibility and to coordinate reasonable accommodations. 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](#)

Counseling and Psychological Services: (202)-994-5300

GW's Colonial Health Center offers counseling and psychological services, supporting mental health and personal development by collaborating directly with students to overcome challenges and difficulties that may interfere with academic, emotional, and personal success. healthcenter.gwu.edu/counseling-and-psychological-services.

Safety and Security

- In an emergency: call GWPD 202-994-6111 or 911
- For situation-specific actions: review the Emergency Response Handbook at safety.gwu.edu/emergency-response-handbook
- In an active violence situation: Get Out, Hide Out or Take Out. See go.gwu.edu/shooterprep
- Stay informed: safety.gwu.edu/stay-informed