

PHIL 309: Global Justice
Summer 2018
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PLEASE NOTE: This is a tentative syllabus and may change

Course Description:

What is justice in a globally interconnected world? How ought we as individuals, societies, and governments to respond to 1.5 billion people living in absolute poverty? Do we have different moral duties toward our neighbors or fellow citizens than we do toward foreigners? Is global inequality—whether defined in terms of income, capability, or health—a matter of justice? What is the role of human rights in securing global justice? Are our current institutions sufficient to address global challenges such as environmental degradation, health care, and immigration? In this course we will examine these and other questions as we read, discuss, and write on contemporary moral philosophers focused on global justice.

Course Objectives:

- Engaging philosophically rich readings in a close, critical manner
- Analyze current affairs within the framework of the major ethical positions developed in the literature
- Better understand your own and others' positions in a diverse global society, together with the attendant privileges, challenges, and moral obligations—and consequently be better prepared to operate across significant cultural differences with greater confidence and competence
- Planning and writing argumentative essays.

Required Texts:

All readings will be posted on Canvas.

Contacting Your Instructor

Because this is an online course, I will not hold regular office hours. I will be available to meet by appointment only at my office on campus or through the discussion and chat functionalities on Canvas. I will also be reachable by email. Because this is a summer course and I will be travelling I may not be able to respond to your emails immediately. During the work week I will respond within 24 hours, and during weekends within 48 hours.

*** Managing Your Time ***

This is an online course. All discussions, quizzes, essays, exams, readings, and lectures will be available through Canvas. This is a 12 week course. In order to do well in this course, **you should expect to spend 10 – 12 hours per weeks** completing the readings, reviewing the lecture slides, and finishing your weekly assignments.

Grade Breakdown:

8 Writing Reflections	30%
8 Reading Quizzes	20%

Midterm Essay Exam	25%
Final Essay Exam	25%

Texts and Lectures:

All texts and lectures will be made available on Canvas. Lectures will consist entirely of slides. You will be expected to read the lectures slides and the assigned text. Due to the structure of this course, you are expected to take on the responsibility of self-study.

Weekly Reflections and Discussion:

You may at any time post a topic for discussion/reflection or ask me a question on the discussion board. If you have a question about the text, chances are others in the class have questions about it, too. I will try to clarify any elements of the text or lectures that you find confusing in the discussion threads.

Discussion is an extremely critical component of learning and doing philosophy. Since the course is online, reflection posts will take the place of class participation and will be your way of demonstrating your engagement with the texts and your classmates throughout the course. You are to contribute to one post per week. They should be thoughtful, articulate, and substantive. **Discussions are due on the Friday of each week by 11:59 PM.**

Each week you will need to write (at least) one of the following types of discussion posts:

- (1) A question that emerged from the reading
- (2) A response to a question posed by a classmate
- (3) A response to the discussion question found at the end of one of the weekly lectures (cite the relevant lecture)

Basic requirements of each post:

- * Posts should be around 200-250 words
- * Use language that is professional, charitable, and respectful of the texts and your classmates
- * Include at least one quotation from the reading that is accompanied by the page number and a brief explanation of the quotation
- * Posts that respond to classmates' posts should begin with a brief statement about what you appreciate or agree with about the classmate's post

Each post will be graded on a 4-point scale, for a total of 8 possible points per week.

4 = Very thoughtful and well-articulated, makes an original point, offers a clear and strong analysis of a central idea or key passage of the text or raises a relevant and meaningful question, respectful and charitable, shows exemplary understanding of texts and lectures

3 = Thoughtful, offers a clear analysis with textual support or raises a good question, charitable, few writing mistakes, has few inaccuracies, demonstrates good understanding of texts and lectures, meets requirements

2 = Not very clear, provides only a surface analysis or asks a superficial question, meets requirements, is somewhat accurate, has some writing mistakes, demonstrates some understanding of texts and lectures

1 = Poorly articulated and unclear, missing components, inaccurate, disrespectful, does not meet requirements, demonstrates little understanding of texts or lectures

0 = No post

Weekly Reading Quizzes:

These will be *timed, 10 - 15 minute* multiple-choice quizzes geared towards testing your comprehension of the week's readings and lectures. These will be available to you on Canvas and should be taken after you have completed all of your readings, discussion posts, and lectures.

Weekly reading quizzes are due on Friday of each week by 11:59 PM.

Essay Exams:

There will be two take-home essay exams during this course, each equal to 24% of your grade. The exams will consist of several short answer questions as well as two longer essay questions. The first exam will be at the end of the second week. The final exam will be at the end of the fourth week. You will have 24 hours to complete the exams once you begin. More instructions will be forthcoming closer to the time of the first exam.

Late Assignments and Extensions:

NO late assignments and NO extensions will be given unless you have either made prior arrangements with me or unless you have proof of a documented emergency.

Department of Philosophy Grading Standards:

A = excellent. No mistakes, well-written, and distinctive in some way or other.

B = good. No significant mistakes, well-written, but not distinctive in any way.

C = OK. Some errors, but basic grasp of the material.

D = poor. Several errors. A tenuous grasp of the material.

F = failing. Problematic on all fronts indicating either no real grasp of the material or complete lack of effort.

A 94-100

A- 90-93.9

B+ 87-89.9

B 83-86.9

B- 80-82.9

C+ 77-79.9

C 73-76.9

C- 70-72.9

D 60-69.9

F Below 60

P/NP Grading: A grade of 'P' requires a percentage score of 70% or higher.

Incomplete Grades: Incompletes must be arranged for in advance in accordance with University policy: http://registrar.uoregon.edu/incomplete_policy.

Academic Honesty

There will be zero tolerance for plagiarism in this course. If you plagiarize, you will be caught. Plagiarized assignments will receive a 0, the student will automatically fail the course, and their name will be given to the university authorities. In order to avoid plagiarizing from a source,

both direct quotations and paraphrases or summaries of material found in traditional print media or on the internet must be acknowledged.

If you have any questions about how this definition will be interpreted, please do not hesitate to discuss the matter with me. For more on the University of Oregon policy on plagiarism, see the following website: <http://libweb.uoregon.edu/guides/plagiarism/students/>

Citing External Sources

Using sources not listed on the syllabus is fine as long as they are to the point and are properly cited. And at all times, when in doubt, cite your sources! It is the best way to avoid being accused of plagiarism.

Assistance and Resources

Accessible Education Center (AEC): coordinates services, provides advocacy and support to students with documented physical, learning, and psychological disabilities and provides assistance to the general campus community in responding appropriately to requests for accommodations based on disability. Location: 164 Oregon Hall Web page: <http://aec.uoregon.edu/> Phone: 541-346-1155. Email: uoaec@uoregon.edu

Teaching & Learning Center (TLC): TLC provides numerous resources (including courses, workshops, and tutoring) to help UO students succeed. They work with a diverse student body with a wide range of needs. If you are unsure which resources would work best, they are happy to answer questions and share suggestions. Location: 68 PLC. Web page: <http://tlc.uoregon.edu/> Phone: 541-346-3226.

University Counseling and Testing Center (UCTC): The UCTC provides comprehensive mental health care and testing services to the University of Oregon campus. The primary mission of the UCTC is to provide quality clinical/therapeutic services, psychological testing and assessment, psychoeducational workshops and outreach as well as emergency services. Location: 2nd floor, University Health, Counseling, and Testing Center Building Web site: <http://counseling.uoregon.edu/dnn/> 24-Hour Crisis Hotline: 541-346-3227

Readings

There are no books or textbooks for this class. All readings will be posted on Canvas. The readings and lecture slides will be available in the Modules section of the course.

An important note: This is a 100 level class, but the readings are not 100-level. They are at times complex and difficult. You should prepare to give yourself plenty of time to complete the readings and even reread them for comprehension.

Course Schedule

All readings, lectures, and assignments for a unit (1 week) will be made available no later than the day before the date listed on the schedule below. All discussion posts and quizzes for that unit will be due at the end of the unit (Friday).

Tentative Schedule of Readings and Assignments:

Topics	Readings	Assignments
Week 1: Sovereignty	1. What Is Global Justice: Thomas W. Pogge (Canvas) 2. Leviathan: Thomas Hobbes 3. Cosmopolitanism and Sovereignty: Thomas W. Pogge. Recommended: A State of Nature: Charles R. Beitz	Reading Quiz & Discussion response #1 due by Friday
Week 2: Human Rights	1. Universal Declaration of Human Rights: United Nations 2. The Nature of Rights: Leif Wear 3. Group Rights and Group Oppression: Peter Jones Recommended: Human Rights as a Common Concern: Charles R. Beitz	Reading Quiz & Discussion response #2 due by Friday
Week 3: The Law of Peoples	1. The Law of Peoples: John Rawls 2. An Egalitarian Law of Peoples: Thomas W. Pogge Recommended: National Self-Determination: Avishai Margalit and Joseph Raz Theories of Secession: Allen Buchanan	Reading Quiz & Discussion response #3 due by Friday
Week 4: Nationalism and Patriotism	1. The Ethics of Nationality: David Miller 2. Patriotism and Cosmopolitanism: Martha C. Nussbaum Recommended: What is so Special about our Fellow Countrymen?: Robert E. Goodin	Reading Quiz & Discussion response #4 due by Friday
Week 5: Cosmopolitanism	1. Kant's Idea of Perpetual Peace: Jürgen Habermas 2. Moral Universalism and Global Economic Justice: Thomas W. Pogge Recommended: Perpetual Peace: Immanuel Kant	Reading Quiz & Discussion response #5 due by Friday
Week 6: Global Poverty	1. Famine, Affluence, and Morality: Peter Singer 2. What We Owe to Distant Others: Leif Wenar 3. Poverty Relief, Global Institutions, and the Problem of Compliance: Lisa L. Fuller Recommended: The Problem of Global Justice: Thomas Nagel Eradicating Systemic Poverty: Thomas W. Pogge	Midterm Exam, Reading Quiz & Discussion response #6 due by Friday

<p>Week 7: Just War</p>	<p>1. Charter, Chapter VII: United Nations 2. The Problem with Prevention: David Rodin 3. Preventive War--What Is It Good For?: Walter Sinnott-Armstrong</p> <p>Recommended: War and Massacre: Thomas Nagel Anticipations: Michael Walzer Just Cause for War: Jeff McMahan</p>	<p>Reading Quiz & Discussion response #7 due by Friday</p>
<p>Week 8: Terrorism</p>	<p>1. Terrorism: A Critique of Excuses: Michael Walzer 2. Can Terrorism Be Justified?: Andrew Valls</p> <p>Recommended: Terrorism, Justification, and Illusion: Saul Smilansky Terrorism without Intention: David Rodin</p>	<p>Reading Quiz & Discussion response #8 due by Friday</p>
<p>Week 9: Torture</p>	<p>1. Should the Ticking Bomb Terrorist Be Tortured?: Alan M. Dershowitz 2. The Ticking Bomb Hypothetical: Marcia Baron</p> <p>Recommended: What's Wrong with Torture?: David Sussman</p>	<p>Reading Quiz & Discussion response #9 due by Friday</p>
<p>Week 10: Immigration</p>	<p>1. Immigration and Freedom of Association: Christopher Heath Wellman 2. Freedom of Association Is Not the Answer: Sarah Fine</p> <p>Recommended: The Moral Dilemma of U. S. Immigration Policy: Stephen Macedo Migration and Morality: A Liberal Egalitarian Perspective: Joseph Carens</p>	<p>Reading Quiz & Discussion response #10 due by Friday</p>
<p>Week 11: Women and Global Justice</p>	<p>1. Is Multiculturalism Bad for Women?: Susan Moller Okin 2. Saving Amina: Global Justice for Women and Intercultural Dialogue: Alison Jaggar</p> <p>Recommended: Women's Capabilities and Social Justice: Martha Nussbaum</p>	<p>Reading Quiz & Discussion response #11 due by Friday</p>
<p>Week 12: International Environmental Justice</p>	<p>1. One Atmosphere: Peter Singer 2. Cosmopolitan Justice, Responsibility, and Global Climate Change: Simon Caney</p>	<p>Final Exam & Reading Quiz & Discussion response #12 due by Friday</p>