

LDST 390-02 – Special Topic: Global Justice Spring 2022 Syllabus

Course Information

Course Title: Global Justice

Course code: LDST 390-02

Semester/Class Hours: Spring 2022, Wednesdays and Fridays, 12:00 - 1:15 PM

Lecture Room: JPSN 107

Course Instructor: Dr Frank Abumere

Instructor's Office Hours: Wednesday 1.30 – 3.00 PM

Prerequisite(s): None

Course Description

When he was asked where he came from, Diogenes of Sinope (404 - 323 B.C.) famously declared; “I am a citizen of the world.” The Cynic’s declaration resonates with our intensively and extensively globalized world. Just as it was important whether a person sees herself as primarily a citizen of a particular polis or a citizen of the universal cosmopolis during the Cynic’s time, so too in our time it is important – if not even more important – whether we see ourselves as primarily citizens of a particular country or as global citizens. In global justice, the above dialectic, in essence, is particularly what separates statist from cosmopolitans. Generally, it dictates the division between relationists and non-relationists. Finally, it stimulates the debate between minimalists and egalitarians. Consequently and ultimately, it is the key problématique of the global justice discourse.

In delving into the debate on global justice, we will be conscious that there are many ways to deal with the problem of global justice. But we shall choose two ways which will allow us to deal with both the general theoretical issues of global justice and specific practical and applied issues in global justice. In the first way, we will focus on: (i) the differences between relationists and non-relationists; (ii) the differences between statist and cosmopolitans and; (iii) the differences between minimalists and egalitarians. In the second way, we will focus on the specific issues of global justice such as climate change, migration, human rights and humanitarian intervention.

Course Aims

- To get students to engage the core texts (both primary and secondary texts) in global justice.
- To get students to be familiar with the practical problems of global justice.
- To get students to know the crux of the major schools of thought in global justice.
- To get students to be able to compare and contrast one school of thought with another.
- To get students to understand the key philosophical arguments of major global justice theorists, why and how the theorists made the arguments, and how the theorists defended their arguments.
- To get students to understand the criticism against the arguments made by major global justice theorists.

Learning Outcomes

- By the end of the course, students will be expected to have:
- The ability to understand global justice arguments contextually.
- The ability to comprehend different interpretations of global justice arguments.
- The ability to relate arguments in global justice to arguments in other areas of their studies.
- The ability to critically analyse global justice arguments and determine the plausibility or implausibility of the arguments.
- The ability to come up with their own original arguments in relation to the questions global justice theorists attempted to address.
- The ability to use the transferable skills they have acquired from the course in other endeavours.

Schedule

Week 1: Introduction

Wednesday 12th January

Abumere, Frank. 2021. "Introduction." *Global Justice and Resource Curse: Combining Statism and Cosmopolitanism*. London: Routledge, pp. 1-17.

Friday 14th January

Abumere, Frank. 2021. "Introduction." *Global Justice and Resource Curse: Combining Statism and Cosmopolitanism*. London: Routledge, pp. 18-40.

Week 2: World Poverty and the Global Institutional Order

Wednesday 19th January

Pogge, Thomas. 2002. "General Introduction." *World Poverty and Human Rights: Cosmopolitan Responsibilities and Reforms*. Cambridge: Polity Press (Chapter 1).

Friday 21st January

Pogge, Thomas. 2002. "Moral Universalism and Global Economic Justice." *World Poverty and Human Rights: Cosmopolitan Responsibilities and Reforms*. Cambridge: Polity Press (Chapter 4).

Week 3: Leadership and Global Justice

Wednesday 26th January

Brock, Gillian. 2012. "Global Justice and Leadership Challenges: How do We overcome the Difficulties involved in Realizing or Advancing Global Justice?" In *Leadership and Global Justice*. Eds. Douglas A. Hicks and Thad Williamson. New York: Palgrave Macmillan, pp. 1-7.

Friday 28th January

Williamson, Thad, and Douglas A. Hicks. 2012. "Leadership toward Global Justice: Conceptual and Practical Challenges." In *Leadership and Global Justice*. Eds. Douglas A. Hicks and Thad Williamson. New York: Palgrave Macmillan, pp. 193-206.

Week 4: Populism

Wednesday 2nd February

Brubaker, Rogers. 2017. "Why Populism?" *Theory and Society* 46: 357-385.

Friday 4th February

Mudde, Cas. 2004. "The Populist Zeitgeist." *Government and Politics* 39 (4): 541-563.

Week 5: Gender

Wednesday 9th February

Jaggar, Alison M. 2014. "Transnational Cycles of Gendered Vulnerability: A Prologue to a Theory of Global Gender Justice." In *Gender and Global Justice*. Ed. Alison M. Jaggar. Cambridge: Polity Press, pp. 18 – 39.

Friday 11th February

Alcoff, Linda Martin. 2014. "Discourses of Sexual Violence in a Global Context." Jaggar, Alison M. 2014. In *Gender and Global Justice*. Ed. Alison M. Jaggar. Cambridge: Polity Press, pp. 119 – 146.

Week 6: Gender and Resource Curse

Wednesday 16th and Friday 18th February

Wisor, Scott. 2014. "Gender Injustice and the Resource Curse: Feminist Assessment and Reform." In *Gender and Global Justice*. Ed. Alison M. Jaggar. Cambridge: Polity Press, pp. 168 – 192.

Week 7: Resource Curse

Wednesday 23rd and Friday 25th February

Abumere, Frank. 2021. "Resource Curse as a Complex Case of Global Justice." *Global Justice and Resource Curse: Combining Statism and Cosmopolitanism*. London: Routledge, pp. 73-114.

Week 8: Human Rights

Wednesday 2nd March

Pogge, Thomas. 2002. "How Should Human Rights be Conceived?" *World Poverty and Human Rights: Cosmopolitan Responsibilities and Reforms*. Cambridge: Polity Press (Chapter 2).

Friday 4th March

Abumere, Frank. 2022. "Human Rights and the Problem of Sovereignty." *Journal of International Organizations Studies* 10 (1): in press.

5th - 13th March: Spring Break

Week 9: Migration: Open Border vs Closed Border

Wednesday 16th March

David Miller, *Strangers in Our Midst: The Political Philosophy of Immigration* (Cambridge, MA: Harvard University Press, 2016), pp. 112-129.

Friday 18th March

Carens, Joseph. 2013. *The Ethics of Immigration*. Oxford: Oxford University Press (Chapter 1).

Week 10: Migration: Cases of Exception

Wednesday 23rd March

Ypi, Lea, Robert E. Goodin and Christian Barry. 2009. "Associative Duties, Global Justice, and the Colonies." *Philosophy and Public Affairs* 37: 103–135

Friday 25th March

Amighetti, Sara, and Alasia Nuti. 2015. "A Nation's Right to Exclude and the Colonies." *Political Theory* 44: 1–26.

Week 11: International Trade

Wednesday 30th March

Armstrong, Chris. 2012. "Global Justice and International Trade." In *Global Distributive Justice*. Cambridge: Cambridge University Press, pp. 163-188.

Friday 1st April

Risse, Mathias, and Gabriel Wollner. 2019. *On Trade Justice: A Philosophical Plea for a New Global Deal*. Oxford: Oxford University Press (Part 1).

Week 12: Historical Injustice and Global Justice

Wednesday 6th April

Morris, Christopher W. 1984. "Existential Limits to the Rectification of Past Wrongs." *American Philosophical Quarterly* 21: 175-182.

Friday 8th April

Waldron, Jeremy. 1992. "Superseding Historic Injustice." *Ethics* 103: 4-28.

Week 13: Rectificatory Justice and Global Justice

Wednesday 13th April

Miller, David. 2017. "Justice" (Section 2.2: Corrective Versus Distributive Justice). *The Stanford Encyclopedia of Philosophy*, Fall edition (2017). Available at: <http://plato.stanford.edu/archives/fall2017/entries/justice/>.

Friday 15th April

Simmons, John A. 1995. "Historical rights and Fair Shares." *Law and Philosophy* 14: 149-184.

Week 14: Synthesis and Revision

Wednesday 20th April

Abumere, Frank. 2017. "A Synthetic Approach to the Grounds of Global Justice." *Studies in Global Ethics and Global Education* 8: 34 - 53.

Friday 22nd April

Revision

25th – 30th April: Examination

ASSESSMENT:

Summative Assessment: A three-hour examination with 50%.

Formative Assessment: Two essays, 3750-4500 words each, 25% each.

Description of Formative Assessment: The essays will involve (i) and/or (ii)

- (i) This will involve presenting a critical analysis/reflection, employing the global justice theories taught and applying them to a relevant issue with a logical argument and conclusion. Questions will be communicated at a later date.
- (ii) This will involve in-depth and critical presentation of a real-world problem with global justice significance.

Formative Assessment due dates:

1st Essay due date: **18th February**

2nd Essay due date: **8th April**

JEPSON COMMON SYLLABUS

Awarding of Credit

To be successful in this course, a student should expect to devote 10-14 hours each week, including class time and time spent on course-related activities.

registrar.richmond.edu/services/policies/academic-credit.html

Disability Accommodations

Students with a Disability Accommodation Notice should contact their instructors as early in the semester as possible to discuss arrangements for completing course assignments and exams.

disability.richmond.edu/

Honor System

The Jepson School supports the provisions of the Honor System. The shortened version of the honor pledge is: "I pledge that I have neither received nor given unauthorized assistance during the completion of this work."

studentdevelopment.richmond.edu/student-handbook/honor/the-honor-code.html

Religious Observance

Students should notify their instructors within the first two weeks of classes if they will need accommodations for religious observance. registrar.richmond.edu/planning/religiousobs.html

Addressing Microaggressions on Campus

Microaggressions are the everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, that communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership.¹ Recent research has found that, when professors do not address microaggressions in class, microaggressions foster alienation of marginalized groups.² Furthermore, both students and faculty that are exposed to microaggressions more often are more likely to have depressive

¹ Sue, S., Zane, N., Nagayama Hall, G. C., & Berger, L. K. (2009). The Case for Cultural Competency in Psychotherapeutic Interventions. *Annual Review of Psychology*, 60(1), 525–548. <https://doi.org/10.1146/annurev.psych.60.110707.163651>

² Bergom, I., Wright, M.C., Brown, M.K. and Brooks, M. (2011), Promoting college student development through collaborative learning: A case study of hevruta. *About Campus*, 15: 19-25. <https://doi.org/10.1002/abc.20044>

symptoms and negative affect (a negative view of the world).³ A comfortable and productive environment where meaningful learning happens can be collectively created through actions, words, or environmental cues that promote the inclusion and success of marginalized members, recognizing their embodied identity, validating their realities, resisting sexism, ableism, and racism.⁴

The University of Richmond is committed to building an inclusive community. To this end, the Student Center for Equity and Inclusion (SCEI) was created in 2021 and offers ongoing support and assistance for a diverse student body.⁵ With this in mind, as a community member at the University of Richmond, I pledge to address microaggressions in the classroom by holding myself, other students, and faculty accountable for what is said and being receptive to criticism when perpetuating these slights, snubs, or insults.

ACADEMIC AND PERSONAL SUPPORT SERVICES

If you experience difficulties in this course, do not hesitate to consult with me. There are also other resources that can support you in your efforts to meet course requirements.

Academic Skills Center (asc.richmond.edu): Academic coaches assist students in assessing and developing their academic and life-skills (e.g., critical reading and thinking, information conceptualization, concentration, test preparation, time management, stress management, etc.). Peer tutors offer assistance in specific subject areas (e.g., calculus, chemistry, accounting, etc.) and will be available for appointments in-person and virtually. Peer tutors are listed on the ASC website. Email Roger Mancastropa (rmancast@richmond.edu) and Hope Walton (hwalton@richmond.edu) for coaching appointments in academic and life skills.

Boatwright Library Research Librarians: (library.richmond.edu/help/ask/or_289-8876): Research librarians help students with all steps of their research, from identifying or narrowing a topic, to locating, accessing, evaluating, and citing information resources. Librarians support students in their classes across the curriculum and provide individual appointments, class library instruction, tutorials, and research guides (libguides.richmond.edu). Students can contact an individual librarian (library.richmond.edu/help/liaison-librarians.html) or ASK a librarian for help via email (library@richmond.edu), text (804-277-9ASK), or chat (library.richmond.edu/chat.html).

Career Services: (careerservices.richmond.edu or 289-8547): Can assist you in exploring your interests and abilities, choosing a major or course of study, connecting with internships and jobs,

³ Nadal, K. L., Griffin, K. E., Wong, Y., Hamit, S., & Rasmus, M. (2014). The Impact of Racial Microaggressions on Mental Health: Counseling Implications for Clients of Color. *Journal of Counseling & Development*, 92(1), 57–66. <https://doi.org/10.1002/j.1556-6676.2014.00130.x>

⁴ Rolón-Dow, R. (2019). Stories of Microaggressions and Microaffirmation: A Framework for Understanding Campus Racial Climate. *NCID Currents*, 1(1). <http://dx.doi.org/10.3998/currents.17387731.0001.1065> https://inclusion.richmond.edu/* Updated 8/11/2021

and investigating graduate and professional school options. We encourage you to schedule an appointment with a career advisor early in your time at UR.

Counseling and Psychological Services (caps.richmond.edu 289-8119): Assists currently enrolled, full-time, degree-seeking students in improving their mental health and well-being, and in handling challenges that may impede their growth and development. Services include brief consultations, short-term counseling and psychotherapy, skills-building classes, crisis intervention, psychiatric consultation, and related services.

Disability Services (disability.richmond.edu) The Office of Disability Services works to ensure that qualified students with a disability (whether incoming or current) are provided with reasonable accommodations that enable students to participate fully in activities, programs, services and benefits provided to all students. Please let your professors know as soon as possible if you have an accommodation that requires academic coordination and planning.

Speech Center (speech.richmond.edu 287-6409): Assists with preparation and practice in the pursuit of excellence in public expression. Recording, playback, coaching and critique sessions offered by teams of student consultants trained to assist in developing ideas, arranging key points for more effective organization, improving style and delivery, and handling multimedia aids for individual and group presentations. Remote practice sessions can be arranged; we look forward to meeting your public speaking needs.

Writing Center (writing.richmond.edu 289-8263): Assists writers at all levels of experience, across all majors. Students can schedule appointments with trained writing consultants who offer friendly critiques of written work.