Global Justice

Fall 2014

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Office: G500

Office Hours: S 12-1 ;M 2-4

Course website: <http://faculty.smcm.edu/jwschroeder/GlobalJustice2014/index.html>

COURSE DESCRIPTION

This course provides an overview to the major theories and problems of global justice. It will examine Classical and contemporary views of justice with an international focus and from a variety of Asian and Western perspectives, and will deal with issues relating to human rights and nationalism, globalization, distributive justice and poverty, environmental destruction, and violence against women, children, and minorities. The beginning sections of the course will examine general theories of justice by thinkers such as Plato, Kant. J.S. Mill, the Buddha and Chuang Tzu, The remaining sections of the course will apply these theories to particular problems and issues in the modern world. Students in the course will learn to critically evaluate the ethical dimensions of global justice that underlie most contemporary debates in international politics, and will have the opportunity to develop their own views and assessments of global justice.

The course is both textually based and discussion oriented, which means you need to read the assignments carefully and come to class prepared to share your thoughts and to engage others in a thoughtful, critical, and constructive discussion on the course readings and topics. The course also requires a good deal of writing (in-class, journal reflections, and take-home essays) and it is therefore important to put significant time and energy into crafting excellent essays. Katie Sadd (our TA for the course) and I will make ourselves available to assist you with your writing, proofreading, or editing, and be sure to take advantage of the Writing Center. No matter where you find yourself in the writing process--brainstorming, developing an argument, or revising a final draft—don’t hesitate to share your ideas with us.

COURSE REQUIREMENTS

1. *Class Attendance & Participation*. An important goal of this class is to introduce you to important ideas in the history philosophy and for you to participate in thoughtful, critical discussions on the texts we’ll read throughout the semester. It is therefore important that you put the time and energy into reading and thinking about the assigned texts and that you come to class prepared to share your criticisms, questions, and insights with the rest of us. For me, coming to class unprepared is pretty much the same as not coming to class at all. (Worth 15% of course grade.)

2. *Journal Reflections.* Over the course of the semester, you will keep a journal composing your thoughts, insights, criticisms, and reflections of the course readings and class discussions. Your journal can contain any number of ideas, thoughts, questions, poems, songs, drawings, or anything else relating to the course, but should, at the very least, include reflections on each section of readings for the course, and should be completed before the assigned reading for that day. Your journal reflections on the course readings (300-350 words--approximately 1 page or more) are not just summaries of the readings but critical reflections that ask questions, raise problems, stimulate your imagination, or lead to further thoughts and questions. The reflections should follow this format: 1. Begin by asking a question about a central topic or theme about the article or text that you have read; 2. Try to answer your question by referring back to a particular passage or idea in the text that relates to your question; and 3. Evaluate whether you think the passage or text adequately answers your question. In the end, you should ask yourself if your question is actually a good, critical question—that is, does it raise concerns directly related to the central theme or problem of the reading; does your question expose a possible a weakness in the argument; will it lead to further class discussion? (Worth 15% of course grade.) Note: Journals will be collected every Tuesday.

3. *In-class Presentation/Discussion of Journal Question*. Each student is responsible for leading the class in a 5-10-minute discussion on the assigned reading for the day, and will center on the specific question asked in the reflection portion of your journal. You will present your question to the class (following steps 1-3 above) and lead the class in a short discussion of your question. These short presentations will take place throughout the semester and students will be chosen at random. (Worth 5% of course grade.)

4. *One In-class Exam*. This exam will test your knowledge and comprehension of the course readings and key terms used throughout the semester. The exam will be composed of term identification and 3 to 5 short essay questions. (Worth 15% of course grade.)

5. *One (5 page) Essay*. This take-home essay is a critical comparison on the ethical positions of Plato and Chuang Tzu. I will spend time in class telling you what I consider “good” and “excellent” essays, and have posted a “writing tips” link on the website that highlights important elements of philosophical writing. I will also post suggested topics or the essay. (Worth 20% of course grade.)

6. *One (9-10 page) Final Essay*. The topic of your final essay will be chosen in consultation with me, and should paper will be your final signature to the class and should express your finest piece of writing. The course website contains a link to suggestions for writing strong philosophical essays, and you are required to participate in a tutorial session during the final week of classes where you will read a draft of your essay aloud to me and two other students from the class. (Worth 30% of course grade.)

CHECK THE WEBSITE FOR UPDATED READING SCHDEDULE

Date Reading

8/24 Introductions, Greetings, and Course Outline

8/26 Christina H. Sommers: “Teaching the Virtues”

8/31 Nussbaum: “Democracy, Education and Liberal Arts: Two Asian Models”

9/2 Plato: *The Republic:* Pages 1-14

9/7 Plato: *The Republic:* Pages 14-40

9/9Plato: *The Republic:* Pages 41-53

9/14 Plato: *The Republic:* Pages (to be announced)

9/16 Introduction to Taoism

9/21 Watson *Chuang Tzu*: Chapter 1

9/23 Watson *Chuang Tzu:* Chapter 2

9/28Watson *Chuang Tzu:* Chapter 3 and 4

10/5 Watson *Chuang Tzu:* Chapter 5

10/7 Draft of Essay 1 due in Class

10/12-19 Fall Break

*Comparative Justice and Human Rights*

10/21 Dallmayr: “Asian Values and Global Human Rights”

10/26 Daniel Bell: “The East Asian Challenge to Human Rights”

10/28 Evans: “The Limits of Tolerance: Islam as counter-hegemony?”

11/2 Chandhoke: “Quest for Justice: The Gandhian Perspective”

*Poverty, Development, and Globalization*

11/4 Pogge: “Real World Justice”

11/9 David Loy: “Buddhism and Poverty”

11/11 Amartya Sen: “Violence, Identity, and Poverty”

11/16 M. Yunus: “Creating a World Without Poverty”

*Gender and Sexuality*

11/18 Maryam Khalid: “Gender and the War on the Terror”

11/23 Allison Jaggar: “Saving Amina: Global Justice for Women and Intercultural Dialogue”

11/25 R. Weitzer: “The Social Construction of Sex Trafficking: Ideology and Institutionalization”

11/30 Exam

12/2-12/4 Student Essay Tutorials