

## PHIL 454/712: Global Ethics and Justice

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Spring 2014  
MW 1 – 2:15 pm  
Edmund J. Cain Hall 108H

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This course examines the question whether we have moral, economic, and political obligations to people who are not fellow citizens of a nation. A central focus of the course will be distinguishing claims of justice from claims of ethics. Students will gain insight into what a range of philosophers mean when they use or refuse to use the term “global justice” after learning about consequentialist, deontological, and social contract theories of justice. We will also evaluate the actions performed by individual and collective agents. This course explores theories of nationalism, cosmopolitanism, immigration, and rights.

Students will be challenged to articulate and defend answers to questions such as:

- How should people treat other people?
- How should political communities be organized?
- What institutional arrangements, if any, would make the present world order less unjust?
- Can democratic nations live in peace with nations that are not democratic?
- Can we make justifiable claims about how women in other nations should be treated?
- Do wealthy nations have an obligation to alleviate global poverty?
- Do nations have an obligation to mitigate the problem of global climate change?

### Required Texts:

Students should bring to class the assigned reading for that class period.

- Michael Boylan, *Morality and Global Justice: Justifications and Applications*
- Thom Brooks, *The Global Justice Reader*
- Articles or book chapters that are available as PDFs on the Web Campus class page

### Prerequisites:

2 courses in philosophy, sociology, political science or any combination.

## Grading Details:

- 10% Attendance  
\*Students may be absent three times without penalty. After the fourth and subsequent absences, I will subtract 10 points from the student's attendance grade, which is out of a possible 100 points.
- 20% In-class quizzes (5)  
\*Quizzes consist of one question that pertains to the assigned reading for that class period. Two or three potential quiz questions will be distributed the class period before the quiz occurs. Students have 10 minutes to answer the question. Quizzes are graded on a scale of 0 points to 4 points. At the end of the semester I will total the number of points a student earned in the quizzes and divide that number by 16.
- 10% Paper 1 (2-3 pages)  
--90% of the grade comes from the paper  
--10% of the grade comes from participation in the fishbowl debate in class  
\*\*note the extra credit opportunity detailed on page 4 of the syllabus
- 10% Midterm exam  
\*The final exam will consist of 5 definitions, 15 true and false questions, and 2 short essays  
\*\*note the extra credit opportunity detailed on page 4 of the syllabus
- 10% 5-minute class presentation on an assigned reading and one-page handout  
\*Students, singly or in pairs, will prepare and deliver at least a five-minute presentation, which must be accompanied by a one-page handout to distribute to the class. The student or students should e-mail his, her, or their handout as a .docx file to kjschweitzer@unr.edu by noon of the day of his, her, or their presentation. I will make copies of the handout.  
\*The subject of the presentation should be **one** of the following two topics:
  - 1) the most important claim made by the author is...
  - 2) the most controversial claim made by the author is...
- 20% Final paper (8 pages, undergraduates; 10 pages, graduates)  
--10% from a 350-word abstract of the final paper due on April 11  
--80% of the grade comes from the final paper  
--10% from a five-minute presentation to the class based on the final paper
- 20% Final exam  
\*The final exam will consist of five medium-length essays (minimum 15 sentences in length).

### **Student Learning Outcomes:**

As a result of taking this course, students will be able to:

- Identify the thesis of a philosophical text, explain the thesis, and provide evidence and arguments in its defense.
- Explain and interpret concepts and theories in social and political philosophy.
- Distinguish better and worse reasoning in philosophical arguments.
- Show what is at stake in an abstract debate and indicate how a philosophical view might have concrete implications or make a difference in theory of practice.
- Organize ideas, sentences, and paragraphs to explain and defend an original philosophical thesis in an 8-page paper.
- Communicate orally philosophical claims in a clear and confident manner in two presentations to the class.

### **Attendance:**

Learning occurs best in collaboration and in connection with others. When you are absent from class you miss where we have gone and others miss your help in getting there. For this reason, preparation for, attendance at, and participation in class meetings is required. Preparation is understood to include carefully reading the assigned material so that you are prepared to respond accurately and thoughtfully in class.

The attendance grade is out of 100 points, and attendance is worth 10% of your final grade. All students are permitted three “freebie” absences **in addition** to any excused absences that are due to medical emergency, the death of a near relative, or a university-approved absence such as a religious holiday, sporting event, or a debate tournament. If a student incurs four or more unexcused absences from class, I will subtract 10 points per unexcused absence. I will take roll at the beginning of each class. Be sure to see me after class if you miss the taking of the attendance.

### **Grading Scale:**

The formula by which I will calculate your final grade is as follows:

$$\begin{aligned} & (\text{Attendance} / 100) * 10 + (\text{Quizzes} / 16) * 20 + (\text{Paper 1} + \text{extra credit earned} / 100) * 10 + \\ & (\text{Midterm exam} + \text{extra credit earned} / 100) * 10 + (\text{Presentation} / 100) * 10 + (\text{Final Paper} / 100) * 20 + \\ & (\text{Final Exam} / 100) * 20 = \end{aligned}$$

An A corresponds to 94-100; an A- to 90-93.

A B+ corresponds to 87-89; a B to 83-86; and a B- to 80-82.

A C+ corresponds to 77-79; a C to 73-76; and a C- to 70-72.

A D+ corresponds to 67-69; a D to 63-66; and a D- to 60-62.

An F corresponds to 0-59.

**Late Work:**

The syllabus lists the day and time when assignments are due. For example, paper 1 is due on Saturday, February 8 at 3 pm PST. On Friday, April 11 at 3 pm, a 350-word abstract of your final paper is due. Your final paper is due the class period that you present your topic and your argument to the class. Work submitted after that day and time is late. Late work complicates my ability to grade and promptly return material, and devalues the efforts of your classmates who work very hard to meet deadlines.

Late work will be penalized with a reduction of ten points for every late day. The first late day begins five minutes after the assignment was due and ends 24 hours later. The second late day begins 24 hours and five minutes after the assignment was due.

**Rescheduling Quizzes:**

If a medical emergency, the death of a near relative, or a university-approved absence such as a religious holiday, sporting event, or a debate tournament prevents you from taking a quiz on the scheduled date, please notify me as soon as possible so that we can determine an alternative time for you to take the quiz.

If you know in advance that you will not be able to take a quiz on the specified date for some other reason, please speak to me as soon as possible to discuss this matter. I will assess on a case-by-case basis the student's request to take the quiz at an alternative time.

**Extra Credit:**

Students have three opportunities to earn extra credit.

First, a student will earn three points of extra credit if he or she stops by my office hour and introduces himself or herself on at least one occasion during the first two weeks of the semester. Depending on the student's preference and how many other students wish to speak to me during the office hour, our conversation may take as little as two minutes or as many as ten minutes. The three points of extra credit will be applied to the student's midterm exam grade.

Second, students who attend Lani Guinier's public talk on Thursday, February 6 will receive five points of extra credit toward paper 1. If there is a public question and answer forum following her talk and a student asks a question, the student will receive five extra points of extra credit. The question does not need to be related to global ethics and justice.

Third, a student will earn ten points of extra credit toward the final exam if he or she publishes an op-ed in *The Nevada Sagebrush* or the *Reno Gazette-Journal* that concerns global ethics and justice. We will discuss how to write and submit an op-ed on Monday, February 24.

**E-mail Communication:**

If a student needs to communicate with me via e-mail at [kjschweitzer@unr.edu](mailto:kjschweitzer@unr.edu), include “PHIL 454” or “PHIL 712” in the subject of the e-mail and address me as “Professor Schweitzer.” I advise you to employ a professional tone of voice and check your message for spelling and errors in grammar. Your message should include a salutation (such as “Hello,” “Dear,”) and a valediction (such as “Sincerely,” “Regards,”). I respond to electronic queries and requests with care, and I recommend that students compose their messages with equal care.

If you do not receive a response from me in 24 hours, please resend the message. I strive to respond promptly to student queries. If I do not respond to you within 24 hours, it is possible that your e-mail did not make it to my inbox.

**Statement on Academic Dishonesty:**

Cheating, plagiarism or otherwise obtaining grades under false pretenses constitute academic dishonesty according to the code of this university. Academic dishonesty will not be tolerated and penalties can include canceling a student’s enrollment without a grade, giving an F for the course or for the assignment. For more details, see the “Policies and Guidelines” section (9.3) of the University General Course Catalog.

**Statement for Academic Success Services:**

Your student fees cover use of the Tutoring Center (775-784-6801 or [www.unr.edu/tutoring/](http://www.unr.edu/tutoring/)) and University Writing Center (775-784-6030 or [http://www.unr.edu/writing\\_center/](http://www.unr.edu/writing_center/)). These centers support your classroom learning; it is your responsibility to take advantage of their services. Seeking help outside of class is the sign of a responsible and successful student.

**Statement of Disability Services:**

Any student who desires accommodation for a disability is requested to speak to both me and the [Disability Resource Center](#) (Thompson Building, Suite 101) as soon as possible to arrange for appropriate accommodations. Students who have disabilities often contribute to the classroom insights, interactions, embodiments, and cognitive and communicative styles. I strive to create an inclusive academic environment and to help all students succeed.

**Statement on Audio and Video Recording:**

Surreptitious or covert video-taping of class or unauthorized audio recording of class is prohibited by law and by Board of Regents policy. This class may be videotaped or audio recorded only with the written permission of the instructor. In order to accommodate students with disabilities, some students may have been given permission to record class lectures and discussions. Students should understand that their comments during class may be recorded.

**Class Schedule:**

		<b>Text to be discussed in class:</b>	<b>Pages:</b>
1	Wednesday, January 22	Class introductions, questionnaire, course introduction	None
2	Monday, January 27	Harry Brighouse, “Should Schools Teach Patriotism?” (PDF)	PDF 95-114
3	Wednesday, January 29	Richard Miller, “Unlearning American Patriotism” (PDF)	PDF 7-17
4	Monday, February 3	Lani Guinier, “Sustaining Democracy” (PDF)	PDF 22-32
5	Wednesday, February 5	Martha C. Nussbaum, “Patriotism and Cosmopolitanism”	GJR 306-314
	Thursday, February 6	Attend the Lani Guinier Forum for Excellence in the Church Fine Arts building—extra credit towards Paper 1	
		<b>Paper 1 due on Saturday, February 8 at 3 pm, e-mailed to kjschweitzer@unr.edu</b>	
6	Monday, February 10	Ch 1 in Boylan, “The Way People Think About Ethics and Social/Political Philosophy” <b>45 minute in-class team debate using the “fishbowl” format on whether it is desirable for citizens of the United States to be patriotic.</b>	MGJ 5-17
7	Wednesday, February 12	Ch 2 in Boylan, “The Personal, Shared-Community, and Extended-Community Worldview Imperatives” Ch 3 in Boylan, “The Foundation of Global Justice”	MGJ 19-28, 33-44
No class on Monday, February 17; Presidents Day			
8	Wednesday, February 19	Ch 4 in Boylan, “Human Rights” Ch 5 in Boylan, “Culture and Religion” <b>Quiz 1</b>	MGJ 47-54, 57-64
9	Monday, February 24	Martha C. Nussbaum, “The Role of Religion”	GJR 615-639
10	Wednesday, February 26	Peter Jones, “Group Rights and Group Oppression” <b>Quiz 2</b>	GJR 167-184
11	Monday, March 3	Ch 6 in Boylan, “Justice, the State, and the World”	MGJ 67-84
12	Wednesday, March 5	Thomas Nagel, “The Problem of Global Justice”	GJR 416-437
13	Monday, March 10	<b>Midterm exam</b>	
14	Wednesday, March 12	Susie O’Brien, “Survival Strategies for Global Times: The Desert Walk for Biodiversity, Health and Heritage” (PDF)	PDF 83-97

No class on Monday, March 17 and Wednesday, March 19; Spring Break			
15	Monday, March 24	<b>Class period devoted to how to brainstorm a final paper topic and research and write the final paper Meet in Knowledge Center Room 114 (a computer lab)</b>	None
16	Wednesday, March 26	Ch 7 in Boylan, "Poverty"	MGJ 93-104
17	Monday, March 31	Ch 9 in Boylan, "Race, Gender, and Sexual Orientation"	MGJ 119-132
18	Wednesday, April 2	Susan Moller Okin, "Is Multiculturalism Bad for Women?" <b>Quiz 3</b>	GJR 587-596
19	Monday, April 7	María Lugones, "Playfulness, 'World'-Travelling, and Loving Perception" (PDF)	PDF 3-18
20	Wednesday, April 9	Eduardo Mendieta, "The Right to Political Membership: Democratic Morality and the Rights of Irregular Immigrants" (PDF) <b>Quiz 4</b>	PDF 177-185
		<b>350-word abstract of final paper due by Friday, April 11 at 3 pm, e-mailed to kjschweitzer@unr.edu</b>	
21	Monday, April 14	Simon Caney, "Cosmopolitan Justice, Responsibility, and Global Climate Change"	GJR 689-707
No class on Wednesday, April 16			
23	Monday, April 21	Anne Schwenkenbecher, "Is There an Obligation to Reduce One's Individual Carbon Footprint?" (PDF)	PDF 168-184
24	Wednesday, April 23	Leif Wenar, "What We Owe to Distant Others" <b>Quiz 5</b>	GJR 397-409
25	Monday, April 28	Final paper presentations, final paper due for the presenters	None
26	Wednesday, April 30	Final paper presentations, final paper due for the presenters	None
27	Monday, May 5	Final paper presentations, final paper due for the presenters	None
	Monday, May 12 at 10:15 am	<b>Final Exam You will have two hours to complete the final exam. The exam begins at 10:15 am and ends at 12:15 pm.</b>	