I. OVERVIEW

Do political borders have moral significance? Should we intervene to prevent human rights abuses from occurring in other countries? Do we have a higher moral obligation to protect people within our own countries? Are the patterns of global inequalities we observe, just? We will examine different traditions in moral thought and consider how they inform our answers to such questions, including their application to real world situations.

II. COURSE OBJECTIVES

By the end of this course, students will be able to:

- Identify and think critically about different traditions of moral thought;
- Understand a range of current issues in international politics and their ethical dimensions; and
- Apply political philosophy to current issues.

III. COURSE BOOKS

The following books are REQUIRED:

Charles Beitz. *Political Theory and International Relations*

Moodle: Other required readings will be made available online via our course Moodle page.
IV. ASSIGNMENTS AND GRADING PLAN

Course Workload

<table>
<thead>
<tr>
<th>Item</th>
<th>Expected Average Time</th>
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<tbody>
<tr>
<td>Classroom activities</td>
<td>2.5 hours/week</td>
</tr>
<tr>
<td>Reading and class prep</td>
<td>5.5 hours/week</td>
</tr>
<tr>
<td>Presentations</td>
<td>0.5 hour/week</td>
</tr>
<tr>
<td>Exams</td>
<td>1 hour/week</td>
</tr>
<tr>
<td>Written Assignments</td>
<td>2.5 hours/week</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>12 hours/week</strong></td>
</tr>
</tbody>
</table>

Classroom Engagement: Participation and Attendance (10%)

This course requires not only attendance but also active participation. This entails doing the readings before class, thinking critically about them and the topics we are discussing. Active participation can significantly help your grade in the course, non-participation can significantly lower your grade, and non-attendance WILL significantly lower your grade.

- You must attend class. Think of it as if you are a pilot learning to fly. You have to put in a number of hours in the cockpit to qualify.
- You must be active in class. This can take a variety of forms, including: speaking in class, asking questions, emailing me questions, and coming to office hours.
- **You can miss TWO classes without any serious consequence. If you miss more than FIVE classes you may receive no participation credit. I reserve the right to fail you** for the course if you have missed too much class.
- You must meet me at my office hours at least once.

Note-Taking Assignment (2%)

You will be graded on your ability to take notes.

Take-Home Midterm (23%)

There will be a 1250 – word paper designed to have you think critically about the philosophical approaches we study.

Research Paper (30%)

Students will write a 2250 - 2500 word paper.

Final Exam (35%)

There will be a final exam for the course. There will be a study guide. The purpose will be for you to synthesize what you have learned in the course. Final exam will take place at the time specified for this course in the Registrar’s Academic Calendar.

Note on Late Assignments: Late assignments will be graded down 5 points for each day late, to a maximum of 50% credit for the assignment. No matter how late a paper is, it will always be worth submitting (you will always get at least 50% credit).

Coursework will be weighted as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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</thead>
<tbody>
<tr>
<td>Classroom Engagement</td>
<td>10</td>
</tr>
<tr>
<td>Note-Taking Assignment</td>
<td>2</td>
</tr>
<tr>
<td>Take-home Midterm</td>
<td>23</td>
</tr>
<tr>
<td>Research Paper</td>
<td>30</td>
</tr>
<tr>
<td>Final Exam (In-Class)</td>
<td>35</td>
</tr>
</tbody>
</table>

\[12 + 53 + 35 = 100\]

The Grading Scale

I will be using the following grading scale in this course:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100</td>
<td>84-86 B</td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
<td>80-83 B-</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td>77-79 C+</td>
</tr>
</tbody>
</table>
## V. COURSE SCHEDULE

Reading assignments are to be completed **BEFORE** the date they are listed. Please bring all assigned readings to class (paper or electronic).

### Introduction to Global Justice

1. **August 22: Logistics and Course Overview**
   - **What is Global Justice? What is this course all about and what do I have to do to get an A?**
   - **Reading**
   - There is no required reading for our first day of class. But when readings are assigned, they should be done prior to class and students should bring the readings with them.

   **Optional**
   - I may occasionally include optional readings on the list. These are not required. They are listed because I may plan to mention them during class or because I think they could be useful resources for some of you who want to research these topics.

2. **August 24: Thinking about Justice and Ethics**
   - **Reading (Always Due Before Class)**

   **Optional**

3. **August 27: Applying Justice and Ethics to the World**
   - **Reading**

   **Optional**

### Philosophy: The Skeptical/Realist Tradition

4. **August 29: Overview**
   - **Reading**

5. **August 31: Might and Right**
   - **Reading**
   - Machiavelli. *The Prince*, Chapters 17 and 18; and *The Discourses*, Bk2 Ch3, Bk3 Ch3, and Bk3 Ch.41. [about 9 pages]
   - E.H. Carr. Selections from *The Twenty Years’ Crisis*.

6. **September 3: Moral skepticism today**
   - **Reading**

### Philosophy: The Communitarian Tradition

7. **September 5: Overview**
   - **Reading**
   - Beitz. pages 67 - 92.
8. September 7: Traditions of Communitarianism

Reading
- Beitz. pages 92 - 124.

Optional

9. September 10: Traditions of Communitarianism

Reading

Optional
- Walzer. "What does it mean to be American?"

Philosophy: The Cosmopolitan Tradition

10. September 12: Overview

Reading

11. September 14: Plans for Peace

Reading
- Kant, Immanuel. 1795. "Perpetual Peace: A Philosophical Sketch."

12. September 17: Library Day

We will meet at the library.

Reading
- Start reading Rawls... as well as work on your research project.

Philosophy: Rawls

13. September 19

Reading

14. September 21

Research Prospectus Due.

Reading

15. September 24

Reading
- Rawls. The Law of Peoples. 89-120.

16. September 26

Reading
- Rawls. The Law of Peoples. 121-128.
- Nussbaum, Martha. Selections from Frontiers of Justice.

Optional
Membership and Immigration

17. September 28
Reading

Optional
• From Part 5, Nationalism, in Debates in Contemporary Philosophy:
  • Scruton, Rober. "In defense of the nation"; MacIntyre, Alistair. "Is patriotism a virtue?"; Miller, David. "In defense of nationality"
• Walzer. "What does it mean to be American?"

18. October 1
Reading

Justice and Violence

19. October 3: Jus ad Bellum
Reading
• St. Augustine. "The Just War". from The Political Writings, edited by Henry Paolucci.
• St. Thomas Aquinas. Summa theologica, Question 40: Articles 1, 3, and 4 (you can skip "Article 2").

20. October 5: Jus in Bello
Reading
• Walzer, Michael. 2006. Selections from Just and Unjust Wars, including:
  o "The Legalist Paradigm", pages 58-63.

21. October 8: Some Applications

📚 Take-Home Midterm is Handed Out

Reading

Intervention

22. October 10: Ethics of Intervention
Reading
• Mill, J.S. "A Few Words on Non-Intervention." Read ONLY THE LAST PAGE. (The rest is optional.)

Fall Break, October 11 - 15
23. October 17: R2P

📚 Take-Home Midterm is Due

Reading

24. October 19: Libya

Reading

For Further Reading:

25. October 22: Current Crises

📚 Paper ROUGH DRAFT Due

Reading

26. October 26: Human Rights

Reading
- National Assembly of France. 1789. The Declaration of the Rights of Man and of the Citizen.

27. October 29: Contested Rights

Reading
- Selections from Justice, Gender, and the Politics of Multiculturalism, by Sarah Song.

28. October 31: Creating Courts, and the International Criminal Court

Reading

Optional
29. November 2: Regional Courts/Genocide/Rwanda

File: **Paper PEER REVIEW is Due**

Reading

30. November 5: Regional Courts/Europe

Reading

Optional

31. November 7: Libya

Reading
- Marieke Wierda; Mieczyslaw P. Boduszynski, Accounting for the Past or Avenging in the Present, 15 Geo. J. Intl Aff. 112 (2014), 112-120.

**Economic Justice**

32. November 9

Reading
- Singer, Peter. "The Singer Solution to World Poverty."

33. November 12

Reading

34. November 14

Reading

35. November 16

File: **Research Paper is Due**

Reading

Optional
Environmental Justice

Reading
• Singer, Peter. "Consider the Turkey: Thoughts for Thanksgiving"; "A Case for Veganism"; and "If Fish Could Scream" from *Ethics in the Real World*. Pages 55-59; 50-54; and 44-46.
• [These are very short and quick to read!]

37. November 26
Reading

38. November 28
Reading

Optional
• Steve Vanderheiden, "Eco-terrorism or Justified Resistance? Radical Environmentalism and the 'War on Terror.'” *Politics & Society* 33 (September 2005): 425-447

Conclusion and Synthesis

39. November 30
*Film in Class... but do the reading (professor will be away at a conference)*
Reading
• Sandel, Michael. Chapter 9, "What do we Owe One Another/Dilemmas of Loyalty", from *Justice*

40. December 3
Reading
• Ignatieff. "Conclusion: Human Rights, Global Ethics, and the Ordinary Virtues."

41. December 5
Course Synthesis and Review for Final

Final Exam

In our classroom. December 11, 3 - 6 pm
VI. MORE POLICIES

The professor reserves the right to make changes to this syllabus.

Students have the right to ask the professor for exceptions, but the professor has the right of refusal.

Electronics Policy
Students are not allowed to use phones during class. Students may use laptops, tablets, and similar devices for class purposes (e.g. accessing readings, taking notes) only.

Academic Integrity
Plagiarism and Cheating. Plagiarism and cheating will not be tolerated. I feel especially strong about this when it comes to student writing. Please remember that the consequences for any kind of cheating can result in an “F” for the class and possibly other actions by the university.

At Monmouth College we view academic dishonesty as a threat to the integrity and intellectual mission of our institution. Any breach of the academic honesty policy – either intentionally or unintentionally – will be taken seriously and may result not only in failure in the course, but in suspension or expulsion from the college. It is each student’s responsibility to read, understand and comply with the general academic honesty policy at Monmouth College, as defined in the Scots Guide (http://department.monm.edu/stuserv/student-handbook/academic.htm) and to the specific guidelines for each course, as elaborated on the professor’s syllabus.

“Cheating means getting unauthorized help on an assignment, quiz, or examination. (1) You must not receive from any other student or give to any other student any information, answers, or help during an exam. (2) You must not use unauthorized sources for answers during an exam. You must not take notes or books to the exam when such aids are forbidden, and you must not refer to any book or notes while you are taking the exam unless the instructor indicates it is an "open book" exam. (3) You must not obtain exam questions illegally before an exam or tamper with an exam after it has been corrected.

“Plagiarism means submitting work as your own that is someone else’s. For example, copying material from a book or other source without acknowledging that the words or ideas are someone else’s and not your own is plagiarism. If you copy an author’s words exactly, treat the passage as a direct quotation and supply the appropriate citation. If you use someone else’s ideas, even if you paraphrase the wording, appropriate credit should be given. You have committed plagiarism if you purchase a term paper or submit a paper as your own that you did not write.”

Diversity in discussion
Throughout the course of the semester, we will be addressing a variety of issues on which people will have strong and diverse opinions. It is critical that we respect one another’s thoughts, and address our comments at the ideas, not the person. Our section is not a forum for demeaning or threatening language.

Teaching & Learning Center:
The Teaching and Learning Center offers FREE resources to assist Monmouth College students with their academic success. Programs include Supplemental Instruction for difficult classes, Drop-In and appointment tutoring, and individual Academic Coaching. The TLC is here to help students excel academically. TLC services are not just for struggling students, but can assist all students to get better grades, practice stronger study skills, and manage time.

Make an appointment with Kam Williams, Director of Academic Support Programs and Student Disability Services, at the TLC on the 2nd floor of Poling Hall. The Department phone number is 457-2257, or contact the department online at http://ou.monmouthcollege.edu/academics/teaching-learning-center/. We can also be reached via email at: tlc@monmouthcollege.edu. Like the TLC on Facebook: https://www.facebook.com/pages/Monmouth-College-Teaching-and-Learning-Center/203117166403210/ref=aymt_homepage_panel

Disability Support Services:
If you have a disability or had academic accommodations in high school or another college, you may be eligible for academic accommodations at Monmouth College under the Americans with Disabilities Act (ADA). Monmouth College is committed to equal educational access.

Students with disabilities can apply for accommodations at Monmouth College through the Teaching and Learning Center (TLC). The TLC is located on the 2nd floor of Poling Hall. For more information, call 309-457-2257 or connect online at http://ou.monmouthcollege.edu/life/disability-services/default.aspx

College Counseling Services
Monmouth College Counseling Services assists students in addressing personal, social, career, and study problems that can interfere with your academic progress and success. All services are free and can include individual and group counseling, crisis consultations, and wellness groups. The Counseling Center is in the lower level of Poling Hall, and you can schedule an appointment there, by calling Student Affairs at x2114, or by email hfisher@monmouthcollege.edu or cbeadles@monmouthcollege.edu. The website is: http://www.monmouthcollege.edu/life/residence-life/counseling-services. In an emergency, please immediately call 911 and campus security at 309-337-5708.
VII. RESEARCH PAPER

Worth 30% of total grade.

Paper Topic:
• The topic of the paper must be related to the subject of “global justice”.
• The topic should be framed as a question, with a “?”.
  o It can be a research question such as: “Why are human rights regimes stronger in Europe than in the Americas?”
  o Or a policy question, such as: “What should the United States do about the humanitarian crisis in Cameroon, given the conflict between anglophone and francophone factions there?”
  o Or a philosophical question, such as: “Is Rawls’ idea of the difference principle right (or wrong)?

Research Prospectus (2%)
§ Due September 21 at the beginning of class
§ Length: 250 words minimum
§ Guidelines:
  § In your prospectus, you must do the following things:
    1. State the main research or policy question you plan to answer. (The question must be the first sentence of your prospectus or the title.)
    2. Briefly explain why it is important.
    3. Briefly summarize possible alternative answers to the question.
    4. List at least 4 sources that you plan to use from outside of class.
    5. Turn it in using Moodle.

Rough Draft (2%)
§ Due Monday October 22 at start of class.
§ Rough draft should be approximately 75% of a complete draft, in terms of length and quality.
§ You will share ONE copy with a peer for peer editing.
§ AND, SUBMIT TO TURNITIN.COM

Peer Review (1%)
§ Due November 2 at the beginning of class.
§ Use the Rubric (Available on Moodle)
§ Provide TWO copies of the Rubric. One for the professor, one for the student whose paper you reviewed.

Final Draft (25%)
§ Due November 16 at start of class
§ Length: 2250-2500 words, not including bibliography
§ Formatting:
  o Double-spaced,
  o 12-pt font
  o 1-in. margins
  o Page numbers
  o Headings for all major sections
§ Criteria used to judge the content include the following:
  o A clearly stated research question.
  o Clearly statement of the significance/importance of the question
  o Insight, originality, creativity
  o Especially, if a research paper:
    ▪ Consideration of rival arguments and/or hypotheses
    ▪ Clear statement about case selection and/or sampling
    ▪ The strength of the argument and the effort to support it (internal validity)
    ▪ Comment on the generalizability of the argument (external validity)
  o Especially, if a policy paper:
    ▪ Clear criteria
    ▪ Clear discussion of policy choices
    ▪ Clear application of criteria to policy choices
  o Especially, if a political philosophy paper:
    ▪ Clear arguments, supported with evidence
Consideration of counter-arguments/alternative arguments
Accuracy and Consistency
Clear interpretation of other philosophers’ works (if applicable)

Other criteria used to assess paper include:
- Structure and organization
- Writing style, spelling, and grammar

Citation Guidelines:
- Use at least 6 outside sources, including:
  - At least 1 book
  - At least 2 academic articles
  - At least 1 primary source (such as government documents)
- Use at least 1 source from class readings.
- Can also include
  - Newspapers (especially, major papers such as the New York Times, Washington Post, and Wall Street Journal and mainstream local papers such as the Daily Review Atlas)
  - Magazines (especially, major magazines such as Newsweek or The Economist)
- Have a separate bibliography (Does not count as part of your word count.)
  - Alphabetical and formatted properly!
- DO NOT use these sources:
  - Wikipedia
  - Web content which is not from one of the suggested published sources listed above
- How to cite your sources
  - Use the guidelines from the Chicago Manual of Style. In the Moodle version of these directions I have links to a sample paper on the very useful Purdue Owl website: https://owl.purdue.edu/owl/research_and_citation/chicago_manual_17th_edition/cmos_author_date_sample_paper.html
  - This citation format (with some variations) is the most common format that Political Scientists use.
I strongly encourage you to identify others in this class you can call if you miss a section or want to study together. That is the purpose of the space below:

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<tr>
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<th>Email… and/or…………………</th>
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