

POLI 4450 – Special Topics in Political Science
Political Theories of International Ethics and Global Justice

Department of Political Science
Dalhousie University
Winter 2020

Time and Location:

Thursday 11:35-14:25 - McCain 2190

Instructor:

Dr. Kiran Banerjee
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Office hours: Fri 3:00-4:30, or by appointment

Course Overview:

What duties do states, and their members, have beyond their borders? Are obligations of justice global in scope? Or, alternatively, are they constrained by national borders? What is the moral standing of states? This advanced undergraduate-level seminar course will focus on contemporary debates in international political theory. In this course we will discuss liberal, republican and discursive democratic perspectives on issues of global justice, particularly in light of global social structures and international inequalities. Major themes include: the historical roots of international relations theory; global distributive justice; republicanism and the ideal of non-domination; the possibility of global discursive democracy; cosmopolitanism; the moral relevance of borders; nationalism, patriotism and special duties; sovereignty, international law and the international order. Major thinkers include: Immanuel Kant, John Rawls, Jürgen Habermas, Phillip Pettit, Charles Beitz, Thomas Pogge, Iris Marion Young and Seyla Benhabib, among others. Students should therefore have a background in political theory. The course will consist of seminar discussions, framed by short presentations by students that draw on their critical reflection papers.

Learning Objectives and Outcomes:

The main objective of the course is to enable students to understand and seek solutions to pressing problems in the domain of global justice. By the end of the term, students are expected to have become familiar with the multiple dimensions of the theoretical literature and be able to critically evaluate the liberal, republican and discursive democratic attempts to make sense of, and to ameliorate, prevailing instances of injustice in the world. This will be accomplished by the turn a set of thematic issues central to claims of global justice.

Course Prerequisites and Requirements:

Permission of the Instructor is needed. Some background in political theory and political philosophy is necessary, with PHIL 2475 highly recommended as background. Lectures and readings assume an understanding of the theoretical debates and concepts in contemporary political theory, as well as a basic familiarity with world history and engagement with current events.

CLASS MATERIALS

Readings/Textbooks:

John Rawls, *The Law of Peoples* Harvard UP, 1999
Seyla Benhabib, *The Rights of Others* Cambridge UP, 2004
Seyla Benhabib, *Another Cosmopolitanism* Oxford UP, 2006

Textbooks are available from the Dalhousie University Bookstore.

Electronic Resources:

Other readings mentioned in the course outline will be either available for photocopying at the Killam Library Short Loan or posted online on the course website — see Brightspace for details. It should be noted that required texts for the class not included in the course packet have been ordered through the University Bookstore.

EVALUATION REQUIREMENTS

Grading Scheme:

<i>Evaluation Component:</i>	<i>Due Date:</i>	<i>Percent:</i>
Attendance and Participation	Cumulative throughout course.	20%
Critical Reflection/ Seminar Lead	Rolling due dates; submit via BB.	35%
Short paper topic proposal	Due via email on March 11 th .	5%
Final Paper	Due on April 1 st .	40%
Total		100%

Evaluation Components:

Participation and Attendance

Value: 20% of final grade

Type: Participation in course discussion is not only strongly encouraged, but required.

Description: Each course session will begin with a brief student presentation, followed by class seminar discussion and framed by the critical reflections prepared for that day. You will be evaluated based on your active participation in class discussion and engagement with the critical reflection/ kick-off questions of your colleagues. Participation marks will be determined by cumulative performance throughout the course.

This is an upper year seminar and so active participation in-class discussion and debate is an important part of the course. All students will therefore be expected to come to each class prepared with questions and concerns related to the readings in order to contribute to and advance the discussion through active, engaged participation. To do so, it is expected that students carefully complete all readings for the session prior to class and are sufficiently prepared to articulate and share a point of view on the material that demonstrates a strong command of, and sophisticated engagement with, the assigned texts. Merely being present in the classroom does not count towards this portion of your participation grade.

Critical reflection paper / Seminar leads

Value: 35% of final grade

Type: This assignment requires students to apply critical thinking skills to assess the concepts and arguments encountered in the class and to develop questions based on the readings to frame class discussion.

Description: Active participation in-class discussion and debate is an important part of the course. As part of their mark, each session three or four students will be asked to prepare a critical reflection and discussion questions to get the conversation going. Several discussion papers will be assigned per student. While the exact number of discussion papers assigned will depend on enrollment in the course, students will be expected to complete no less than 2 to 3.

As part of fulfilling this assignment you must be present in class and prepared to open discussion by introducing your critical reflection paper and presenting your kick-off questions to the class. Other students should take the time to read the reflections and think about the questions, as their own overall participation mark depends on their active engagement in the discussion. When writing your Critical Reflection, keep in mind that the assignment should be no more than 1 single-spaced page in length. Roughly 85% of the assignment should be taken up with your critical reflection on week's readings. The remainder should be taken up with one or two kick-off questions.

Critical Reflections will be assigned and marked on an ongoing basis. Students must email their critical reflections to all students and the instructor **no later than 5 pm the day prior to the class**, via Brightspace, on the course discussion board. The exact number of Critical Reflections

assigned will depend on enrolment in the course. Full instructions will be provided on a separate handout and on Brightspace immediately following the first lecture.

Paper topic proposal

Value: 5% of final grade

Date: See Course Schedule

Type: This written assignment requires students to apply knowledge acquired from the course readings and preliminary research to develop a provisional paper topic for their final paper. Paper topic proposals should be no more than a half-page in length and ought to be modeled on an introductory paragraph explaining the scope and thesis of the proposed paper, as well as outlining how the argument will proceed. Students should use the final essay assignment instructions as a guide.

Description: The paper topic proposal format will be discussed in class. Submission of the paper proposal will also facilitate the required instructor approval of topics for final papers.

Final Paper

Value: 40% of final grade

Date: See Course Schedule

Type: This written assignment requires students to apply critical thinking skills to assess the concepts and arguments encountered in the class. Students must demonstrate critical thinking and writing skills.

Description: The purpose of the final essay is to apply what you have learned during the course by assessing the ideas and arguments presented by the different political theories covered by the course. To do so, students will write a paper on a topic of their choosing, drawn from the course material and support by independent research. Instructor approval of topics is required and should be undertaken via the paper topic proposal. Directions for the assignment will be made available subsequently on Brightspace.

All assignments must be completed and submitted in order to pass this course.

EVALUATION POLICIES

Statement on Academic Integrity:

All students in this class are to read and understand the policies on academic integrity and plagiarism on the Policies and Student Resources sections of the academicintegrity.dal.ca website. Ignorance of such policies is no excuse for violations.

Any paper submitted by a student at Dalhousie University may be checked for originality to confirm that the student has not plagiarized from other sources. Plagiarism is considered a serious academic offence which may lead to loss of credit, suspension or expulsion from the University, or even to the revocation of a degree. It is essential that there be correct attribution

of authorities from which facts and opinions have been derived. At Dalhousie there are University Regulations which deal with plagiarism and, prior to submitting any paper in a course, students should read the information on the University's academic integrity website as well as consult the student resources provided on the site.

All assignments submitted may be subjected to evaluation by Urkund, a University approved computer service that checks assignments for plagiarism. Students are required to retain an electronic copy of all papers in addition to the hard copy submitted to the professor. More information about Urkund can be found here:

https://www.dal.ca/dept/university_secretariat/academic-integrity/faculty-resources/urkund--plagiarism-detection.html

Citation Style:

Written assignments must conform to Chicago Manual of Style notes-bibliography style guidelines (see the "Chicago" section on the Style Guides research guide page at <https://libraries.dal.ca/help/style-guides.html>).

Submitting Assignments:

Assignments are to be submitted in electronic (MS Word) form through Brightspace and in hard copy in class. Electronic assignments in alternate software (e.g., Pages, Publisher) will not be accepted. The file name must start with your last name and first initial, followed by the assignment type (e.g., "Smith K Research Paper.doc"). Hard copies of assignments must be stapled and submitted in class. Your assignment will not be considered submitted unless you have submitted your assignment both in hard copy form in class and electronically via Brightspace. Assignments should not be submitted to the Department office; any such assignments will not be accepted as submitted.

All written submissions must be typed; double-spaced; Times New Roman font. Please do not include a cover page; however, make sure to include a heading with your name, student number, my name and the course code, date, as well as the assignment title ("Final Essay"). Correct grammar and proper formatting of your written work will be important to your grade. Marks will be deducted for grammatical, spelling and formatting errors.

Missed or Late Academic Requirements due to Student Absence:

The course policy is that late assignments are penalized 10% per week, beginning from the date the assignment is due. Exceptions may be made, at my discretion, for students who contact me regarding medical reasons or family emergencies (but not computer-related emergencies) before assignments are due. Documentation will be required in these cases. Barring extensions, work submitted more than 10 days after assignment deadlines will not be accepted.

The student declaration of absence form replaces sick notes for absences of three days or fewer that result in missed or late academic requirements. However, if you do not inform the

professor in advance, or the assignment is very late, your work may be penalized as per course policy. Please refer to Brightspace for further information about the policy and for the form itself.

Grading Policy:

The course's grading scheme follows the Dalhousie undergraduate academic calendar.

https://www.dal.ca/campus_life/academic-support/grades-and-student-records/grade-scale-and-definitions.html

Grade Appeal Policy:

A student who is dissatisfied with the assessment of their work or performance in any aspect of class work, including a midterm or final examination, shall follow the procedures set out below. Please carefully review these procedures. Once an appeal is submitted the entire assignment will be re-examined, not just the question or paragraph mentioned in the appeal. The appeal process can, therefore, result in one of three outcomes: no change to the original grade, a higher grade, or a lower grade.

Students who wish to initiate the first procedural step outlined in the course policy to have an assignment or exam grade revisited must do the following:

- a) Within five days of receipt of the assignment grade, submit to me via email a written explanation, no more than one page in length (typed and single-spaced) explaining why the grade should be revisited and what the grader missed in his/her comments. Along with this explanation, please provide me with an electronic copy (scanned if necessary) of the original exam or paper. (You should retain the original copy.)
- b) After submission of the written materials, it is your responsibility to contact me via email to arrange a mutually convenient time to discuss the exam/paper and your written submission.

Attendance Expectations:

This class does have an attendance and participation grade, and students are expected to attend all or most class sessions.

CLASS POLICIES

Respect:

You are expected to treat your fellow students, your instructor and guest lecturers with respect. Please show up on time, refrain from talking and texting when others are speaking, and turn all mobile devices to silent mode. Communications with the instructor, be they in person, over email or over the telephone, should be courteous and professional.

Email Policy:

Student email communications will be limited to requests to set up appointments (if meeting during office hours is not possible) and notifying me of extended absences. I will not: respond to questions regarding information clearly stated in the course syllabus by email; discuss substantive issues or answer substantive questions (i.e. those requiring an answer longer than a couple of sentences) by email; accept assignments by email; or respond to an unprofessional or rude email. I respond to emails during normal university work hours (i.e., Mon-Fri. 9 am – 5 pm), and students can typically expect a response to an email enquiry within two work-days. I do not typically respond to emails in the evenings, on weekends, or on statutory holidays.

Recording of the Course and Class Slides:

I do not record classes nor provide slides from course presentation. Audio / video recordings of lectures and/or seminar sessions are not permitted under any circumstances.

Copyright:

Class materials, including lecture slides and content, are normally the intellectual property of the person who has made the presentation in the class. Copyright provides presenters with the legal right to control the use of their own creations. As noted above, students are not permitted to record the classes. Class materials, including that made available on Brightspace and written notes of the lectures, may not be copied, reproduced, redistributed, or edited by anyone without permission of the presenter except as allowed under law.

Student Feedback:

Students are encouraged to provide the instructor with constructive feedback on their learning experience across the course of the term.

Student Code of Conduct:

Everyone at Dalhousie is expected to treat others with dignity and respect. The Code of Student Conduct allows Dalhousie to take disciplinary action if students don't follow this community expectation. When appropriate, violations of the code can be resolved in a reasonable and informal manner—perhaps through a restorative justice process. If an informal resolution can't be reached, or would be inappropriate, procedures exist for formal dispute resolution.

Read more: at https://www.dal.ca/campus_life/safety-respect/student-rights-and-responsibilities/student-life-policies/code-of-student-conduct.html.

Accessibility:

The Advising and Access Services Centre is Dalhousie's centre of expertise for student accessibility and accommodation. The advising team works with students who request accommodation as a result of: a disability, religious obligation, or any barrier related to any other characteristic protected under Human Rights legislation (NS, NB, PEI, NFLD). Read more at: https://www.dal.ca/campus_life/academic-support/accessibility.html

Diversity and Inclusion – Culture of Respect:

Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to education. We stand for equality. Dalhousie is strengthened in our diversity. We are a respectful and inclusive community. We are committed to being a place where everyone feels welcome and supported, which is why our Strategic Direction prioritizes fostering a culture of diversity and inclusiveness (Strategic Priority 5.2). Read more at: <https://www.dal.ca/cultureofrespect.html>.

Class Schedule and Reading Assignments:

Day /Week	Topic	Readings and/or Assignments
Session 1	Foundations Roots of Liberalism and Cosmopolitanism	Introductory Lecture; Distribution of Syllabus. Immanuel Kant, <i>Idea for a Universal History From A Cosmopolitan Perspective</i> , in Kant, <u>Toward Perpetual Peace and Other Writings</u> . pp. 3 – 16. Immanuel Kant, <i>Perpetual Peace: A Philosophical Sketch</i> in Kant, <u>Toward Perpetual Peace and Other Writings</u> , pp. 67 – 110.
Session 2	Liberalism Rawls and Global Justice	John Rawls, <u>The Law of Peoples</u> , Introduction, Parts I and II Rex Martin and David Reidy, “Reading Rawls’s <i>The Law of Peoples</i> ” in <u>Rawls’s The Law of Peoples: A Realistic Utopia?</u> Ed. Rex Martin and David Reidy, pp. 3 – 18.

Session 3	Liberalism <i>cont.</i> Rawls & Global Justice II: A Global Difference Principle?	John Rawls, <u>The Law of Peoples</u> , Parts III & IV Charles Beitz, “Social and Cosmopolitan Liberalism” in <i>International Affairs</i> 75, 3 (1999): pp. 515 – 529.
Session 4	Liberalism <i>cont.</i> Rawls’ Critics	Allen Buchanan, “Rawls’s Law of Peoples: Rules for a Vanished Westphalian World” in <i>Ethics</i> 110, 4 (2000): pp. 697 – 721. Charles Beitz “Rawls’s Law of Peoples” in <i>Ethics</i> 110, 4 (2000): pp. 669–696. Thomas Pogge, “An Egalitarian Law of Peoples” in <i>Philosophy & Public Affairs</i> 23, 3 (1994): pp. 195 – 224.
Session 5	Neo-Republicanism The Ideal of Non-Domination in International Relations	Iris Young, “Two Concepts of Self-Determination” in <i>Global Challenges</i> , p. 39- 57. Cécile Laborde, “Republicanism and Global Justice: A Sketch” in <i>European Journal of Political Theory</i> 9, 1 (January 2010): pp. 48-69. Philip Pettit, “A Republican Law of Peoples” in <i>European Journal of Political Theory</i> 9,1 (January 2010): pp. 70-94.
Session 6	Neo-republicanism <i>cont.</i> Global Republicanism	Lena Halldenius, “Building Blocks of a Republican Cosmopolitanism: The Modality of Being Free” in <i>European Journal of Political Theory</i> 9, 1 (January 2010): pp. 12-30. Duncan Ivison, “Republican Human Rights?” in <i>European Journal of Political Theory</i> 9, 1 (2010), pp. 31 – 47. James Bohman, “Non-domination and Transnational Democracy” in <u>Republicanism</u>

		and Political Theory, eds. Laborde and Maynor, pp. 190-216.
<i>Reading Week - February 17-21: No Class</i>		
Session 7	Neo-republicanism <i>cont.</i> Critics of Republicanism	<p>Amy Allen, "Domination in Global Politics: A Critique of Pettit's Neo-Republican Model" in <i>Domination and Global Political Justice</i>, eds. Buckix et al., pp. 111-133.</p> <p>Duncan Ivison, "Indigenous Peoples, Injustice, and Global Politics" in <i>Domination and Global Political Justice</i>, eds. Buckix et al., pp. 206-223.</p> <p>James Bohman, "Domination, Global Harms, and the Priority of Injustice" in <i>Domination and Global Political Justice</i>, eds. Buckix et al., pp. 71-88.</p>
Session 8	Deliberative Democracy Habermas and Global Deliberative Democracy	<p>Jürgen Habermas, "Three Normative Models of Democracy" in <u>Democracy and Difference: Contesting the Boundaries of the Political</u> ed. S. Benhabib, pp. 21 – 30.</p> <p>Jürgen Habermas, "Remarks on Legitimation through Human Rights" in <u>The Postnational Constellation: Political Essays</u>, pp. 113 – 129.</p> <p>Seyla Benhabib, <u>The Rights of Others</u>, Ch 1 – 2.</p>
Session 9	Delib. Democracy <i>cont.</i> Deliberation Across Borders	<p>Seyla Benhabib, <u>The Rights of Others</u>, Ch 3 – 5.</p> <p>Nancy Fraser, "Transnationalizing the Public Sphere: On the Legitimacy and Efficacy of Public Opinion in a Post-Westphalian World" in <u>Scales of justice: reimagining political space in a globalizing world</u>, pp. 76 – 99.</p>
Session 10	Delib. Democracy <i>cont.</i> Cosmopolitan Deliberative Democracy	Seyla Benhabib, <u>Another Cosmopolitanism</u> .

		James Bohman. "The Democratic Minimum: Is Democracy a Means to Global Justice?" <i>Ethics & International Affairs</i> 19, no. 1 (2005).
Session 11	Nationality, Belonging, and Membership	<p>David Miller, "The Ethical Significance of Nationality" in <i>Ethics</i> 98 (1988): pp. 647-662.</p> <p>Robert E. Goodin, "What is So Special About of Fellow Countrymen?" in <i>Ethics</i> 98 (1988): pp. 663 – 686.</p> <p>Michael Walzer, "Membership" in <u>Spheres of Justice</u>, pp. 31 – 63.</p> <p>Charles Jones and Richard Vernon, "Justice for Our Compatriots" and "A Subsidiary Defense" in <u>Patriotism</u> (Polity 2018). pp. 71-100.</p>
Session 12	Borders, Migration, & Sovereignty?	<p>Joseph Carens, "Aliens and Citizens: The Case for Open Borders" in <u>The Rights of Minority Cultures</u>. Ed. W. Kymlicka. pp. 331 – 349.</p> <p>Arash Abizadeh, "Democratic Theory and Border Coercion: No Right to Unilaterally Control Your Own Borders" in <i>Political Theory</i> 36, 1 (2008): pp. 37 – 65.</p> <p>Sarah Fine, "Immigration and Discrimination" in Sarah Fine & Lea Ypi (eds.), <u>Migration in Political Theory</u>. (Oxford University Press 2016)</p> <p>Kieran Oberman, "Immigration as a Human Right" in Sarah Fine & Lea Ypi (eds.), <u>Migration in Political Theory</u>. (Oxford University Press. 2016)</p>
Session 13	Rethinking the Global Order	<p>Lea Ypi, "Statist Cosmopolitanism" in <i>The Journal of Political Philosophy</i>: Volume 16, Number 1, 2008.</p> <p>Catherine Lu. "Cosmopolitan Justice, Democracy and the World State" in</p>

		<p>Institutional Cosmopolitanism, L. Cabrera & T. Pogge eds. (Oxford University Press, 2015).</p> <p>James Bohman. "Democratising the global order: from communicative freedom to communicative power" 2010. <i>Review of International Studies</i>.</p> <p>TBC - Essay Conference: Students will present a 5-minute summary of essays to the class.</p>
<p style="text-align: center;">NB: ESSAY DUE AT 5 PM ON April 1st.</p> <p style="text-align: center;">Please submit via Brightspace & bring a hard-copy to submit at start of class on April 2nd.</p>		

Course schedule subject to change at discretion of the professor.

UNIVERSITY STATEMENTS AND ACKNOWLEDGEMENTS

Territorial Acknowledgement

Dalhousie University is located in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq. We are all Treaty people.

Dalhousie University would like to acknowledge that the University is on Traditional Mi'kmaq Territory. The Elders in Residence program provides students with access to First Nations elders for guidance, counsel and support. Visit the office in the McCain Building (room 3037) or contact the programs at elders@dal.ca or 902-494-6803 (leave a message).

Accessibility

The Advising and Access Services Centre is Dalhousie's centre of expertise for student accessibility and accommodation. The advising team works with students who request accommodation as a result of: a disability, religious obligation, or any barrier related to any other characteristic protected under Human Rights legislation (NS, NB, PEI, NFLD). [Click here to read more.](#)

Academic Integrity

At Dalhousie University, we are guided in all of our work by the values of academic integrity: honesty, trust, fairness, responsibility and respect. As a student, you are required to demonstrate these values in all of the work you do. The University provides policies and procedures that every member of the university community is required to follow to ensure

academic integrity. (read more: http://www.dal.ca/dept/university_secretariat/academic-integrity.html)

University Policies and Programs

- Important Dates in the Academic Year (including add/drop dates)
dal.ca/academics/important_dates.html
- University Grading Practices: Statement of Principles and Procedures
dal.ca/dept/university_secretariat/policies/academic/grading-practices-policy.html
- Scent-Free Program
dal.ca/dept/safety/programs-services/occupational-safety/scent-free.html

Learning and Support Resources

- General Academic Support - Academic Advising:
https://www.dal.ca/campus_life/academic-support/advising.html
- Copyright and Fair Dealing:
<https://libraries.dal.ca/services/copyright-office/fair-dealing/fair-dealing-guidelines.html>
- Libraries: <http://libraries.dal.ca>
- Student Health Services:
https://www.dal.ca/campus_life/health-and-wellness/health-services.html
- Counselling and Psychological Services:
https://www.dal.ca/campus_life/health-and-wellness/counselling.html
- Black Student Advising:
https://www.dal.ca/campus_life/communities/black-student-advising.html
- Indigenous Student Centre: https://www.dal.ca/campus_life/communities/indigenous.html
- ELearning Website: <https://www.dal.ca/dept/elearning.html>
- Student Advocacy Services: <http://dsu.ca/dsas>

- Dalhousie Ombudsperson:
https://www.dal.ca/campus_life/safety-respect/student-rights-and-responsibilities/where-to-get-help/ombudsperson.html
- Writing Centre:
https://www.dal.ca/campus_life/academic-support/writing-and-study-skills.html
- Studying for Success program and tutoring:
https://www.dal.ca/campus_life/academic-support/study-skills-and-tutoring.html