

PHIL 3476 & POLI 3476 & PHIL 5476 & POLI 5476 LIBERALISM & GLOBAL JUSTICE

WINTER 2022

PROFESSOR: Nicole Ramsoomair She/her
EMAIL: Nicole.Ramsoomair@dal.ca
TIMES: Tuesday and Thursdays 11:35 am-12:55 pm
OFFICE HOURS: By appointment
OFFICE LOCATION: Marion McCain, Room 3184

LAND ACKNOWLEDGEMENT

Dalhousie University is located in Mi'kma'ki, the ancestral and unceded territory of the mi'kmaq. We are all Treaty people. We also acknowledge the histories, contributions, and legacies of the African Nova Scotian people and communities who have been here for over 400 years.

COURSE AIMS AND CONTENT

As a course in normative political theory, we will analyze and examine a wide range of topics concerning liberalism and justice, focusing on the importance of cultural identity. Beginning with classical liberalism, we explore what it means to be free before considering John Rawls' theory of justice within the context of bounded states and its extension into the international arena with his more recent "Law of Peoples". We will then examine some challenges his theory faces from several vantage points. Starting with realist objections that question whether global justice is achievable, then cosmopolitan theories that see justice as knowing no borders and, lastly, proponents of nationalism that identify the richness and necessity of collective identities. Concluding, we will examine specific issues of human rights and immigration before finishing on the complications that arise due to the displacement afforded by the current climate crisis.

ASSIGNMENTS AND EVALUATION

UNDERGRADUATES

WEEKLY 'CHECK YOUR UNDERSTANDING' QUIZ 20%

Over the semester there will be *eight* short quizzes worth 4% each (True/false and multiple choice). These quizzes will be held every Tuesday prior to class and can be found on Brightspace under the quizzes menu. These will be based on the readings for the upcoming week and will be taken up at the start of class. Of the eight only 5 of the highest quizzes will count toward your final grade. As a result, these quizzes cannot be redone or retaken. Missed quizzes will count toward the three removed from the calculation.

IMPORTANT: Submissions open at 1:00pm and close at 9:00pm every Thursday

FIRST PAPER 35%

Students will be asked to write a short analysis of an argument from a choice of three topics. This analysis should be between 900-1200 words and submitted through Brightspace. Topics and further details will be found on Brightspace in the "First Paper" module.

DUE DATE: FEBRUARY 11TH @ 5PM

SECOND PAPER: 45%

The second paper will be a reiteration of the first in order to apply what was learned previously. Students will again be asked to write a short analysis of an argument from a choice of three topics. This analysis should be between 1200-1500 words and submitted through Brightspace. Topics and further details will be found on Brightspace in the “Second Paper” module.

DUE DATE: APRIL 6TH @ 5PM

EXTRA CREDIT: 5% (OPEN TO UNDERGRADUATES AND GRADUATES)

If you so wish, there is an opportunity for extra credit. This will involve presenting a short introduction to the week’s material at the beginning of class. You will be tasked with presenting a discussion question and leading the conversation afterward (15min approx.). If you prefer to be more rehearsed, there is a second option to create a 15min podcast discussing a reading. These will be posted on Brightspace ahead of lecture. *This extra credit can only be completed once.*

GRADUATES

PAPER PRESENTATION 30%): You will be asked to make a video/podcast for a chosen week (all readings are open). This video/podcast will be approx. 20-30min and you will be expected to introduce and analyze the chosen material. At the end, provide questions that may be used for discussion. Alternatively, you may also do 2 short videos/podcasts at around 10-15min each if you wish.

PAPER PROPOSAL (25%): In preparation for the final paper, you will be asked to write a 750-1000 word proposal (excluding bibliography). These are due at least 2 weeks ahead of the final paper deadline but can be submitted earlier if desired.

FINAL PAPER (45%): This will be a 5000- 6000 word paper (approx. 20-25 pages) due on April 6th

COURSE WEBSITE

There will be a Brightspace site for this course. All readings will be posted there as there is no required texts for purchase for this course. Students are responsible for knowing the material in the readings, lectures, and class discussions.

TOPIC SCHEDULE

- ❖ NOTE: Supplemental Material is provided to help situate the readings and provide background information to assist comprehension. They are encouraged, but not necessary.

| WEEK | TOPIC | READING | ASSIGNMENTS |
|---|--------------------------------------|--|-------------|
| WEEK 1: JANUARY 6 TH | INTRODUCTION (SHORT CLASS) | Supplemental Material Andrew Bailey, “A Brief Introduction to Arguments” and “Reading and Writing Philosophy” | |

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| | | Avoiding Logical Fallacies (Link and videos) | |
| WEEK 2: JANUARY 11 TH AND 13 TH | FREEDOM AND LIBERTY | 1. J. S. Mill, "On Liberty" 2. Isaiah Berlin, "Two Conceptions of Liberty" Supplementary Material [Video] Classical liberalism #1: What is classical liberalism? Emily Chamlee- Wright | |
| WEEK 3 JANUARY 18 TH AND 20 TH | LIBERAL JUSTICE | 1. John Rawls, A Theory of Justice 2. The Law of Peoples Supplemental Material: [Video] POLITICAL THEORY - John Rawls | QUIZ # 1 |
| WEEK 4 JANUARY 25 TH , 27 TH | REALIST CHALLENGES | 1. Thomas Nagel, "The Problem of Global Justice" 2. Chandran Kukathas, "The Mirage of Global Justice" Supplemental Material: T. Hobbes, Excerpts from 'Leviathan' [Video] Chandran Kukathas, "Plato and Hobbes: Two bad metaphors for society—and a better one" | QUIZ # 2 |
| WEEK 5 FEBRUARY 1 ST AND 3 RD | COSMOPOLITANISM | 1. Thomas Pogge, "Assisting the Global Poor" 2. Peter Singer, "Famine Affluence and Morality" Supplemental Material: [Video] Thomas Pogge: "Human Rights and Human Duties: What Do We Owe to Compatriots and Distant Strangers?" | QUIZ # 3 |

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| | | [Video] Talks at Google, Peter Singer on Famine, Affluence, and Morality | |
| WEEK 6 FEBRUARY 8 TH AND 10 TH | NATIONALISM | <ol style="list-style-type: none"> 1. David Miller, “National Responsibility and Global Justice,” 2. Yael Tamir, Excerpts from <i>Why Nationalism?</i> <p>Supplemental Material: [Video] Liberal Nationalism - Can liberalism and nationalism be united?</p> | SHORT PAPER DUE: FEBRUARY 11 TH @ 5PM |
| WEEK 7: FEBRUARY 15 TH , AND 17 TH | NON-IDEAL THEORY | <ol style="list-style-type: none"> 1. Charles Mills, “Race and Global Justice,” 2. Bikhu Parekh, “Decolonizing Liberalism” <p>Supplemental Material [Video] Charles Mills, Provost Lecture: Charles Mills – “Liberalism and Racial Justice” [Video] Parekh interview 2: Western Liberalism</p> | QUIZ # 4 |
| WEEK 8: READING WEEK | - | - | - |
| WEEK 9: MARCH 1 ST AND MARCH 3 RD | TOLERATION AND HUMAN RIGHTS | <ol style="list-style-type: none"> 1. Wil Kymlicka, “Toleration and it’s Limits” 2. Joshua Cohen, “Minimalism about Human Rights: The Most We Can Hope For?” <p>Supplemental Material: John Stuart Mill: A Few Words on Non-Intervention [Video] Will Kymlicka discusses liberal multiculturalism and democracy</p> | QUIZ # 5 |

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| WEEK 10: MARCH 8 TH AND 10 TH | GENDER AND HUMAN RIGHTS | 1. Susan Moller Okin, “Is Multiculturalism Bad for Women?” 2. Martha Nussbaum, “Women and the Law of Peoples” Supplemental Material: Susan Moller Okin, “Response” Martha Nussbaum, “Human Capabilities, Female Human Beings” [Video] Examined Life: Martha Nussbaum | QUIZ #6 |
| WEEK 11 MARCH 15 TH AND 17 TH | GENDER AND HUMAN RIGHTS II | 1. Allison M. Jaggar “Saving Anima’: Global Justice for Women and Intercultural Dialogue” 2. Serene Khader, “Transnational Feminisms, Nonideal Theory, and “Other” Women’s Power” Supplemental Material [Video] Anima Lawal [Video] Serene Khader, Transnational Feminism | QUIZ #7 |
| WEEK 12 MARCH 22 ND AND 24 TH | IMMIGRATION AND SELF- DETERMINATION | 1. Anna Stilz, “The Value of Self-Determination” 2. David Miller, “Immigration: The Case for Limits” Supplemental Material: [video] Anna Stilz on "The Value of Self- Determination" | QUIZ #8 |
| WEEK 13 MARCH 28 TH AND 30 TH , APRIL 1 ST | IMMIGRATION AND CLIMATE CHANGE | 1. Chandran Kukathas “The Case for Open Immigration” 2. Matthew Lister, “Climate Change Refugees” | |

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| | | <p>Supplemental Material: [Video] Immigration and freedom by Chandran Kukathas [Video] Refugees Are Fleeing Climate Change</p> | |
| <p>WEEK 14: APRIL 5TH</p> | <p>CLIMATE CHANGE NOTE: I May remove this reading in favour of a cumulative review</p> | <p>Kim Angell, “New Territorial Rights for Sinking Island States” [Video] 'We are sinking'</p> | <p>FINAL PAPER DUE APRIL 5TH @5PM</p> |

IN-CLASS STRUCTURE

The majority of class time will be spent as a guided discussion. Class will begin with taking up the quizzes, a contextualization of the material, followed by providing a couple discussion questions to be discussed in small groups. This means that there will be many breakout rooms online and small groups in person. I will have a general outline of topics to discuss in class but I am open to taking the material in different directions due to class interest.

POLICIES

EXTENSIONS AND LATE PAPERS:

Late papers will lose one third of a grade per calendar day. (e.g., a paper that would normally have gotten an A- will get a B+ if it's handed in the day after the due date).

- ❖ Extensions are readily permitted and do not require a declaration of absence form. These are not retroactive. I am happy to work with your schedule within reason. Please note, however, that all late papers will receive *minimal to no comments*
- ❖ Submission of corrupted files, files in non-standard formats (i.e. anything other than PDF or MS Word files) or files that cannot be opened do *not* count as submission of your essay. It is your responsibility to ensure that the instructor receives late submissions.

GRADE APPEALS:

If you feel there has been an error with the grading of any of your assignments, you can request a reassessment by writing a note to the one who graded your work, explaining why and giving concrete reasons you consider the given grade unfair. If issues persist, the paper can then be taken to the instructor. *Please note that, as a result of reassessment, the grade may go up or down.*

REWRITE POLICY:

If you are unhappy with your grade, there will be an opportunity to rewrite the paper. Rewrites will only be granted after a sincere effort to complete the assignment and cannot be used in lieu of an extension. The final grade will be calculated as the average between the two versions and rewrites are not necessarily given a higher grade.

ANONYMOUS GRADING:

On all written assignments and exams, please include only your student number to facilitate anonymous grading. This procedure is to ensure fairness and to prevent the influence of implicit biases in grading.

COMMUNICATION WITH THE INSTRUCTOR

With the move online, office hours will look a little different and will primarily be by appointment (Usually Fridays).

- ❖ Please feel free to contact me in order to discuss the material, ask questions, seek clarification, and talk about grades or simply to get to know each other. As discussion will be emphasized in class, having a chat here and there might help lessen unease about speaking up. So, you are highly encouraged to drop in at the beginning of the semester, even if you do not have any specific concerns.
- ❖ I am always open to suggestions and if some aspects of the course are not working or problematic in some other way, please feel free to let me know. I will strive for an open, two-way communicative environment.
- ❖ Detailed questions will not normally be discussed by email (but please feel free to get in touch with short questions). I will normally reply to emails within twenty-four hours on weekdays (If you do not receive a response by this time, please send a reminder e-mail). I'll sometimes be unable to answer email on weekends.

ONLINE PARTICIPATION

- ❖ As an online student, it is necessary to possess baseline technology skills in order to participate fully in the course.

You should be able to:

- ❖ Use a personal computer and its peripherals.
- ❖ Use word processing and other productivity software.
- ❖ Use the webcam and microphone on your device.
- ❖ Use your computer to upload files.

WELLBEING

Your wellbeing remains a priority. The topics we will be discussing include issues surrounding gender, race and other identity categories. It is important that the classroom be a safe and supportive space for everyone in it. If needed, you are always welcome to take a step back, either from the current discussion to attend to your wellbeing by shutting off your video. I ask you not to leave the room on Collaborate Ultra in case technical difficulties arise. Otherwise, attend to your needs in class in whichever manner that allows you to be present without disrupting others. Whether that is doodling, crocheting or even just having a snack, please see that you are comfortable. I encourage videos to be on wherever possible.

CLASSROOM CONDUCT

Dialogue must also remain respectful. Be mindful of how the topics under discussion may differently impact members of the class and treat your classmates with respect and courtesy.

ACCOMMODATIONS AND DIFFERING ABILITIES

I am happy to discuss and to accommodate the multitude of different learning styles to the best of my abilities. Over the course of the semester, if you find yourself requiring additional accommodations, please, speak to me or accommodations office to figure out how this might be best achieved.

POLICY ON INTERRUPTIONS

Any interruptions from children, pets or life for that matter will never be penalized. In these cases, feel free to shut off the camera and attend to whoever needs you at the moment and try to minimize the distraction

UNIVERSITY STATEMENTS

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)

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: https://www.dal.ca/dept/university_secretariat/policies/student-life/code-of-student-conduct.html)

FAIR DEALING POLICY

The Dalhousie University Fair Dealing Policy provides guidance for the limited use of copyright protected material without the risk of infringement and without having to seek the permission of copyright owners. It is intended to provide a balance between the rights of creators and the rights of users at Dalhousie. (read more: https://www.dal.ca/dept/university_secretariat/policies/academic/fair-dealing-policy.html)

These course materials are designed for use as part of the [course code] course at Dalhousie University and are the property of the instructor unless otherwise stated. Third party copyrighted materials (such as books, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law. Copying this course material for distribution (e.g. uploading to a commercial third-party website) may lead to a violation of Copyright law.

Where can you turn for help?

- Important Dates in the Academic Year (including add/drop dates) http://www.dal.ca/academics/important_dates.html
- University Grading Practices: Statement of Principles and Procedures https://www.dal.ca/dept/university_secretariat/policies/academic/grading-practices-policy.html
- Grade Appeal Process https://www.dal.ca/campus_life/academic-support/grades-and-student-records/appealing-a-grade.html
- Sexualized Violence Policy https://www.dal.ca/dept/university_secretariat/policies/human-rights-equity/sexualized-violence-policy.html
- Scent-Free Program <https://www.dal.ca/dept/safety/programs-services/occupational-safety/scent-free.html>
- General Academic Support - Academic Advising: https://www.dal.ca/campus_life/academic-support/advising.html
- Copyright Office <https://libraries.dal.ca/services/copyright-office.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
- On Track (helps you transition into university, and supports you through your first year at Dalhousie and beyond https://www.dal.ca/campus_life/academic-support/On-track.html)
- Human Rights and Equity Services <https://www.dal.ca/dept/hres.html>
- Elders-in-Residence (The Elders in Residence program provides students with access to First Nations elders for guidance, counsel and support. Visit the office in the Indigenous Student Centre or contact the program at elders@dal.ca or 902-494-6803.) https://medicine.dal.ca/departments/core-units/global-health/div_ersity/indigenous-health/elders-in-residence.html
- International Centre https://www.dal.ca/campus_life/international-centre.html
- South House Sexual and Gender Resource Centre <https://southhousehalifax.ca/>
- LGBTQ2SIA+ Collaborative - <https://www.dal.ca/dept/hres/education-campaigns/LGBTQ2SIA-collaborative.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://www.dsu.ca/dsas>
- Dalhousie Ombudsperson: https://www.dal.ca/campus_life/safety-respect/student-rights-and-responsibilities/where-to-get-help/ombudsperson.html
- Studying for Success program and tutoring: https://www.dal.ca/campus_life/academic-support/study-skills-and-tutoring.html
- Writing Centre (see http://www.dal.ca/campus_life/student_services/academic-support/writing-and-study-skills.html) Assistance with learning to write academic documents, reviewing papers for discipline -specific writing standards, organization, argument, transitions, writing styles and citations
- Dalhousie Libraries (see http://libraries.dal.ca/writing_and_styleguides.html - Workshops, online tutorials, citation guides, Assignment Calculator, RefWorks)
- Faculty or Departmental Advising Support: See <https://www.dal.ca/faculty/arts/programs.html> for links to departmental websites and information about advising