

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

WINTER 2023

PROFESSOR: Dr. Nicole Ramsoomair (She/her)

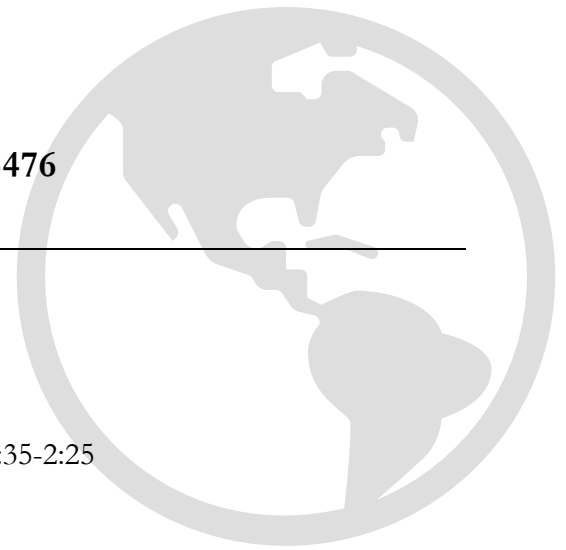
EMAIL: [Nicole.Ramsoomair@dal.ca](mailto:Nicole.Ramsoomair@dal.ca)

WHERE: LSC-COMMON AREA C208

TIMES: Mondays and Wednesdays 1:35-2:25; Fridays (Online) 1:35-2:25

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, immigration and war

## ASSIGNMENTS AND EVALUATION

### UNDERGRADUATES

#### WEEKLY 'CHECK YOUR UNDERSTANDING' QUIZ (30%)

Over the semester there will be *eight* short quizzes worth 5% each (True/false and multiple choice). These quizzes will be held most Fridays (see the topic schedule for details) and can be found on Brightspace under the quizzes menu. These will be based of the readings for the upcoming week and will be taken up at the start of class. Of the eight only 6 of the highest quizzes will count toward your final grade. As a result, these quizzes cannot be retaken. Missed quizzes will count toward the three removed from the calculation.

**IMPORTANT:** Submissions open at 3:00pm Friday and close at 9:00pm every Sunday

#### FIRST PAPER 30%

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 17<sup>TH</sup> @ 5PM

**SECOND PAPER: 40%**

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 13<sup>TH</sup> @ 5PM*

**GRADUATES****JOURNAL ENTRIES (30%)**

Each week you may choose to submit a journal entry about the reading for that week. These should not be submitted later than *6:00pm every Sunday* following the discussion of the material. In this entry you can raise questions about the material, relate it to current events or even provide a cursory analysis of the argument. The entries should be a minimum of 150 words, and each will be worth 5%. This means that while all weeks are open for a journal entry, only **6** will count toward the final grade.

**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 (40%):** This will be a 5000- 6000 word paper (approx. 20-25 pages) due on April 13<sup>th</sup>

**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:	INTRODUCTION	John Christman, “Toleration, pluralism, and the foundations of liberalism”	No Class Friday
WEEK 2	LIBERAL JUSTICE	John Rawls, “A Theory of Justice” and “The Law of Peoples”	No Class Friday

<b>WEEK 3</b>	<b>REALIST CHALLENGES</b>	<p><b>Thomas Nagel</b>, “The Problem of Global Justice”</p> <p><b>Chandran Kukathas</b>, “The Mirage of Global Justice”</p>	<b>QUIZ # 1</b> Discussion Sessions start
<b>WEEK 4</b>	<b>NATIONALISM</b>	<p><b>David Miller</b>, “National Responsibility and Global Justice,”</p> <p><b>Yael Tamir</b>, Excerpts from <i>Why Nationalism?</i></p> <p><b>Supplemental Material:</b> <b>Garret Hardin</b>, “Lifeboat Ethics”</p>	<b>QUIZ # 2</b>
<b>WEEK 5</b>	<b>COSMOPOLITANISM</b>	<p><b>Thomas Pogge</b>, “Assisting the Global Poor”</p> <p><b>Gillian Brock</b>, “What do we owe co-nationals and non-nationals? why the liberal nationalist account fails and how we can do better”</p> <p><b>Supplemental Material:</b> [Video] Liberal Nationalism - Can liberalism and nationalism be united?</p>	<b>QUIZ # 3</b>
<b>WEEK 6</b>	<b>NON-IDEAL THEORY</b>	<p><b>Charles Mills</b>, “Race and Global Justice”</p> <p><b>Bikhu Parekh</b>, “Decolonizing Liberalism”</p> <p><b>Supplemental Material</b> [Video] Charles Mills, Provost Lecture: Charles Mills – “Liberalism and Racial Justice”</p>	<b>FIRST PAPER DUE:</b> FEBRUARY 17 <sup>TH</sup> @ 5PM
<b>WEEK 7</b>	<b>READING WEEK</b>	-	

<b>WEEK 8</b>	<b>GENDER AND HUMAN RIGHTS I</b>	<p><b>Susan Moller Okin</b>, “Is Multiculturalism Bad for Women?”</p> <p><b>Allison M. Jaggar</b> “Saving Anima’: Global Justice for Women and Intercultural Dialogue”</p> <p><b>Supplemental Material:</b> Susan Moller Okin, “Response” [Video] Anima Lawal [Video] Serene Khader, Transnational Feminism</p>	<b>QUIZ #4</b>
<b>WEEK 9</b>	<b>FINDING A CONSENSUS</b>	<p><b>Joshua Cohen</b>, “Minimalism about Human Rights: The Most We Can Hope For?”</p> <p><b>Martha Nussbaum</b>, “Chapter 2: The Central Capabilities”</p>	<b>QUIZ #5</b>
<b>WEEK 10</b>	<b>INTERVENTION</b>	<p><b>Michael Walzer</b>, “The Moral Standing of States”</p> <p><b>Charles Beitz</b>, “The Moral Standing of States Revisited”</p>	<b>QUIZ # 6</b>
<b>WEEK 11</b>	<b>IMMIGRATION I: LIMITS</b>	<p><b>Michael Walzer</b>, “Membership”</p> <p><b>Christopher Heath Wellman</b>, “Immigration and Freedom of Association”</p>	<b>QUIZ #7</b>
<b>WEEK 12</b>	<b>IMMIGRATION II: OPEN BORDERS</b>	<p><b>Joseph Carens</b>, “Migration and Morality”</p> <p><b>Sarah Fine</b>, “Freedom of Association is not the Answer”</p>	<b>QUIZ # 8</b>
<b>WEEK 13</b>	<b>JUST WAR I: DUTIES</b>	<p><b>David Luban</b>, “Just War and Human Rights”</p> <p><b>James Patterson</b>, “Whose Responsibility to Protect? The</p>	

		Duties of Humanitarian Intervention”	
WEEK 14	JUST WAR II: AFTERMATH	Brian Orend, “Justice After War”	FINAL PAPER DUE APRIL 13 <sup>TH</sup> @5PM

### IN-CLASS STRUCTURE

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Lectures will take place on Mondays and Wednesdays with Fridays reserved for discussion, questions, and a practice quiz to be held online (Starts Week 3). The majority of class time will be spent as lecture and guided discussion. Class will begin with a contextualization of the material, followed by providing a couple discussion questions to be discussed in small groups. 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.

### COURSE WEBSITE

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- ❖ 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.

### ONLINE PARTICIPATION

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- ❖ Two lectures will be provided each week, in-person, with an option to attend sessions virtually if necessary (for example, in the case of exposure to COVID-19 or other illness). If students are unable to attend classes in-person, the class will be live-streamed to allow for virtual participation. The lectures will also be recorded to the best of my abilities if virtual attendance is difficult. Please note that as technical difficulties are common, the **live streamed option is not always a guarantee**. In addition, small group discussion may also take place during the in-person session. During these times, online chat will be generally available, but no breakout rooms will be provided.

### COPYRIGHT AND PRIVACY

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- ❖ Recorded lectures remain the intellectual property of the instructor and guest lecturers. Reposting, sharing, further distributing, or otherwise misusing them violates their privacy and copyright interests and is expressly prohibited without explicit permission.

### COMMUNICATION WITH THE INSTRUCTOR

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- ❖ Office hours will be held by appointment only and usually through zoom meetings. However, we can always set up a time to meet in person if needed.
- ❖ Detailed questions will not normally be discussed by email (but please feel free to get in touch with short questions). Please keep emails brief and to the point. Questions about the course material should be raised in class or during office hours. If you are in search of information about the course (readings, examination formats, etc.) please check the class website first.
- ❖ I'll sometimes be unable to answer email on weekends.

### EXTENSIONS AND LATE PAPERS

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- ❖ **Quizzes:** As 2 of the lowest quizzes will automatically be omitted, these cannot be retaken past the due date.
- ❖ **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).
  - please note that all late papers may receive *minimal to no comments* as a result of time

constraints.

- As per university regulation, students will be allowed to use 2 declarations of absence as a replacement for sick notes during this course and can be submitted through Brightspace.
  - Please note that this form does not provide automatic exemption from academic requirements, rather alternate arrangements for missed work can be made.
  - These forms do not need to be used if you have a pre-existing accessibility plan
  - The use of these forms will allow for a 3–5-day extension
  - Please consult the university website for more details.
- ❖ 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**

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- ❖ If you feel there has been an error with the grading of any of your assignments, you can request a reassessment by writing an email explaining why you consider the given grade unfair, mistaken or made in error.
- ❖ In these circumstances, first option would be to go straight to a reassessment, with no additional work. The second option (available for the second paper only) would be to take the rewrite option detailed below.
- ❖ *Please note that, because of a reassessment or rewrite, it is possible that the grade may go up or down.*

### **REWRITE POLICY:**

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- ❖ If you remain unsatisfied with the grade there is an opportunity to rewrite it. 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, which could mean the grade could go down if the rewrite is unsatisfactory.  
***\*\*\*Please note that this option will usually be considered for grades of B and below***

### **ANONYMOUS GRADING:**

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- ❖ On all written assignments, 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.

### **CLASSROOM CONDUCT**

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- ❖ Be mindful of how the topics under discussion may differently impact members of the class and treat your classmates with respect and courtesy. Substantial and constructive dialogue on challenging issues is an important part of academic inquiry and exchange. It requires willingness to listen and tolerance of opposing points of view. Consideration of individual differences and alternative viewpoints is required of all class members. While expressions of differing perspectives are welcome and encouraged, the words and language used should remain within acceptable bounds of respect.

### **SENSITIVE CONTENT WARNING**

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- ❖ Sexualized violence will be discussed at certain points in the course. If you are unable to attend the lectures or participate in the class discussion due to the sensitive nature of the topic, please advise the instructor in advance so that alternative arrangements for can be made. Dalhousie University also has resources available to support you. Please see <https://www.dsu.ca/survivor-support> for further information on how to access their services.
- ❖ 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: <http://www.dal.ca/cultureofrespect.html>)

## **ACCOMMODATIONS AND DIFFERING ABILITIES**

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- ❖ I expect you to come to class prepared to participate in the discussion. However, I always aim for a supportive classroom. All should recognize that time is a privilege not accorded to everyone equally. Therefore, while it is essential to aim to have the readings completed and fully understood, I recognize that this is not always possible. Please don't hesitate to ask for a recap or reminder. Your participation is important. This class should be considered a safe space, not necessarily in the content, but in the interactions and support we provide each other.
- ❖ I am committed to providing whatever reasonable accommodations each student might require in order to succeed in this course. Students should get in touch with me at the beginning of the term or as soon as possible to discuss what measures might help them to reach their personal and academic goals. You are also encouraged to register with Advising and Access Services Center (AASC) as soon as you can. Please visit [www.dal.ca/access](http://www.dal.ca/access) for more information and to obtain the Request for Accommodation form.
- ❖ Over the course of the semester, if you find yourself requiring additional accommodations, please, stop by and talk to me in office hours, or make an appointment.
- ❖ 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).
- ❖ A note taker may be required as part of a student's accommodation. There is an honorarium of \$75/course/term (with some exceptions). If you are interested, please contact AASC at 494-2836 for more information or send an email to [notetaking@dal.ca](mailto:notetaking@dal.ca).
- ❖ Please note that your classroom may contain specialized accessible furniture and equipment. It is important that these items remain in the classroom, untouched, so that students who require them will be able to fully participate in the class. ([http://www.dal.ca/campus\\_life/academic-support/accessibility/accommodation-statement-for-course-syllabus.html](http://www.dal.ca/campus_life/academic-support/accessibility/accommodation-statement-for-course-syllabus.html))

### **CHILDREN**

- ❖ As many parents know, childcare is never fully guaranteed. If childcare is unavailable during the class times, please feel free to bring them along. I can't promise the class will be fun, but children are always welcomed to join when the need arises. However, please be mindful of the topic under discussion and whether it will be age appropriate.

## **UNIVERSITY STATEMENTS**

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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](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](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](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](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](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](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](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](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](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](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](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](mailto:elders@dal.ca) or 902-494-6803.) <https://medicine.dal.ca/departments/core-units/global-health/diversity/indigenous-health/elders-in-residence.html>
- International Centre [https://www.dal.ca/campus\\_life/international-centre.html](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](https://www.dal.ca/campus_life/communities/black-student-advising.html)
- Indigenous Student Centre: [https://www.dal.ca/campus\\_life/communities/indigenous.html](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](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](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](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](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