

Course Outline

COURSE:	LAWS 4105 A – Global Justice Theory		
TERM:	Winter 2026		
PREREQUISITES:	LAWS 2105, LAWS 2908, and fourth-year Honours standing.		
CLASS:	Day&Time:	Wed. 2:35 – 5:25 PM	
	Room:	Check Carleton Central to confirm	
INSTRUCTOR:	Dr. Elham Gharji		
CONTACT:	Office Hrs:	By appointment	
	Email:	ElhamGharji@cunet.carleton.ca	
BRIGHTSPACE:	https://brightspace.carleton.ca/d2l/home/366357		

CALENDAR COURSE DESCRIPTION

Selected theories of global justice as they pertain to legality, which may include questions such as the justice of military force and just war theory, global social justice and global inequality, sovereignty and cosmopolitan conceptions of justice, demands for global democracy and human rights.

COURSE DESCRIPTION

This course explores philosophical debates and practical issues in contemporary global justice theory. It examines competing views on the scope and boundaries of justice including the debate between statism and cosmopolitanism, and moral and political discussions pertaining to global governance and institutions. The course also assesses structural inequalities in global economic relations as well as ethical and political debates on human rights, development, gender, climate and environment, migration, and borders regimes, among others. Drawing on literature from Human rights, international political theory, and critical studies, the course situates discussions on global justice within real-world problems, allowing students to link theory to practice and

analyze global inequalities in the context of the existing global institutional setup, colonial development and power relations, and the international state system that shape contemporary world politics.

LEARNING OUTCOMES

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

- Understand, explain and critically assess theories of global justice including the debates between statist and cosmopolitan approaches to justice.
- Understand and evaluate the relationship between human rights and global justice in terms of how human rights shapes frameworks for global justice.
- Evaluate and analyze global inequality and distributive justice and the institutional mechanisms and responsibilities to address those.
- Apply theory to contemporary global justice challenges from development and climate issues to migration and border regimes and beyond.
- Critically evaluate the role of global institutions in perpetuating systemic inequalities and the need for reform in those institutions.
- Communicate complex conceptual and theoretical debates easily and effectively engage in discussions on global social justice.

REQUIRED TEXTS

Weekly reading materials will be provided electronically on the course's Brightspace page. Students are not required to purchase textbooks or other learning materials for this course.

SUPPLEMENTARY TEXTS

- Brock, G. (2009). *Global justice: a cosmopolitan account*. Oxford University Press.
- Brooks, T. (ed.). (2020). *The Oxford Handbook of Global Justice*. Oxford Handbooks. (online edn.).
- Caney, S. (2005). *Justice Beyond Borders: A Global Political Theory*. Oxford University Press.
- Miller, D. (2007). *National Responsibility and Global Justice*. Oxford University Press.
- Rawls, J. (2002). *The Law of Peoples*. Harvard University Press.
- Risse, M. (2012). *On Global Justice*. Princeton University Press.
- Tan, K.-C. (2021). *What is this thing called Global Justice?* (2nd ed.). Routledge.

EVALUATION

Students' performance will be assessed along the following assessment criteria:

- 1. Attendance and participation: (30%)** – Attendance in this seminar is mandatory. Students will be marked against their weekly attendance and active participation in the class discussions. It is expected that students will complete the reading materials every week and come to class prepared with questions and comments to share during the class discussions.
- 2. In class group presentation: (20%)** - Students will be graded for delivering a presentation covering a weekly reading of their choice, starting from the third week of the term. A presentation sign-up sheet is posted on the course' Brightspace page, where students can choose a theme/topic from the course calendar to prepare a 20-30-minute in-class presentation, highlighting key points and arguments of the reading materials as well as a few questions to facilitate class discussions. Students can work in teams or prepare individual presentations, but they will need to coordinate with others presenting in the same week. In the case of group presentation, every member of the team should equally contribute to the preparation and presentation of materials.
- 3. cuPortfolio assignment: (25%)** – This is an assignment that is developed throughout the course to document your learning and reflection on weekly basis. cuPortfolio is a Carleton digital platform with multimedia functionalities that allow students to engage in reflective learning and showcase their academic progress and skills. A technical demonstration of the cuPortfolio and how to use the platform and its capabilities will be offered in the first week of the class. A written guide on using the cuPortfolio, as well as the instructions for this assignment including its components can be found in the Assignment Section on Brightspace. The cuPortfolio assignment is due on the last day of term on **April 8, 2026**.
- 4. Final Exam: (25%)** – There will be a formally scheduled final exam in this course. The final exam will consist of short-answer questions and an essay question assessing students' theoretical knowledge and analytical skills. Students will develop these skills throughout the course and most importantly through the cuPortfolio assignment.

Standing in a course is determined by the course instructor, subject to the approval of the Department and of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Department and the Dean.

LATE PENALTIES AND REQUESTS FOR EXTENSIONS

The granting of extensions is at the discretion of the instructor, who will confirm whether an extension is approved and its duration. A late submission penalty of 2 points deduction per day will apply to each late submission for which an extension has not been approved.

For information about requesting short-term or long-term extensions, deferrals for final exams, or academic consideration due to illness, injury, or other extraordinary circumstances, please visit the Academic Consideration Policy page and complete the relevant forms as required. All requests must be submitted to the instructor before the assignment due date or, in the case of exam deferrals, directly to the Registrar's Office. Full details and instructions can be found here: <https://carleton.ca/registrar/academic-consideration-policy/>.

Class rules and expectations

- Students are expected to follow students' code of conduct and refrain from behaviors that disrupt the teaching processes. This includes using devices for purposes other than learning during class hours.
- Given the nature of the topics covered in this course, discussions at times could be sensitive, attracting divergent views based on different experiences and even identities. It is expected that students express their views freely while remaining respectful to other views and experiences.
- In compliance with intellectual property rights and to respect everyone's safety and privacy, recording of teaching sessions and their circulation in any format is completely forbidden.
- Attendance and participation in the seminar is mandatory and students are expected to complete the weekly reading materials prior to coming to class.

CLASS SCHEDULE

Week 1 (January 7): Introductions

Introductions and presentation of the course outline, seminar structure, topics and class requirements and evaluation. Orientation and technical demonstration of the cuPortfolio assignment.

Week 2 (January 14): What is Global Justice?

Introductory lecture by the instructor followed by group discussion. Students are encouraged to read the following:

Tan, K.-C. (2021). *What is this thing called Global Justice?* (2nd ed.). Routledge (Chapter 1, Introduction)

Global Justice (Stanford Encyclopedia of Philosophy). (2023, June 9).
<https://plato.stanford.edu/entries/justice-global/>

Week 3 (January 21): Global Justice Theory: Concepts and Frameworks

Required readings:

KNISS, J. (2025). Internalist and Integrationist Theories of (Global) Justice. *American Political Science Review*, 119(3), 1322–1332. doi:10.1017/S0003055424001114

Caney, S. (2005). *Justice Beyond Borders: A Global Political Theory*. Oxford Academic (online edn.) (Chapter 1- Introduction)

Risse, M. (2012). *On Global Justice*. Princeton University Press. (Chapter 1- The Grounds of Justice).

Week 4 (January 28): Justice in A World of States

Required readings:

Rawls, J. (2002). *The Law of Peoples*. Harvard University Press. (Part I, p.: 11-54)

Nagel, T. (2005). *The Problem of Global Justice*. *Philosophy & Public Affairs*, 33(2), 113–147.
<https://doi.org/10.1111/j.1088-4963.2005.00027.x>

Miller, D. (2008). *National Responsibility and Global Justice*. Oxford Political Theory (online edn.). (Chapter 3- Global egalitarianism)

Week 5 (February 4): Justice Beyond States: Cosmopolitanism

Pogge, T. W. (1992). Cosmopolitanism and Sovereignty. *Ethics*, 103(1), 48–75.

<https://doi.org/10.1086/293470>

Tan, K. (2004). *Justice without borders: Cosmopolitanism, nationalism, and patriotism*. Cambridge University Press. (Part 1, Cosmopolitanism)

Brock, G. (2009). *Global justice: a cosmopolitan account*. Oxford University Press. (Chapter 2)

Week 6 (February 11): Poverty, Global Structural (in)Justice and Institutional Responsibility

Required readings:

Pogge, T. (2008). *World poverty and human rights: cosmopolitan responsibilities and reforms*. (2nd ed.). Polity. (Chapter 1)

Singer, P. (1972). Famine, Affluence, and Morality. *Philosophy & Public Affairs*, 1(3), 229–243.
<http://www.jstor.org/stable/2265052>

Young, I. M. (2011). *Responsibility for justice*. Oxford University Press. (Chapter 2)

Week 7 (February 18): WINTER BREAK. NO CLASS**Week 8 (February 25): Global Justice and Development**

Gilabert, P. (2020) 'The Human Right to Democracy and the Pursuit of Global Justice', in Brooks, T. (ed.), *The Oxford Handbook of Global Justice*, Oxford Academic. (Chapter 14)

Sen, A. (2001). *Development as freedom*. Oxford University Press. (Introduction and Chapter 1)

Nussbaum, M. C. (2011). *Creating capabilities: The human development approach*. Harvard University Press. (Chapter 2- The Central Capabilities)

Week 9 (March 4): Global Health Inequity

Pogge, T. W. (2005). Human rights and Global Health: a research program. *Metaphilosophy*, vol. 36, no. 1–2; pp. 182–209, <https://doi.org/10.1111/j.1467-9973.2005.00362.x>.

Tasioulas, J. & Effy V. (2020). 'Just Global Health: Integrating Human Rights and Common Goods', in Brooks, T. (ed.), *The Oxford Handbook of Global Justice*. Oxford Handbooks (online edn.) <https://doi.org/10.1093/oxfordhb/9780198714354.013.7>

Stewart, I. A., & LaBeaud, A. D. (Eds.). (2025). *Transforming global health partnerships: Critical reflections and visions of equity at the research-practice interface*. Springer. (Part I- Colonialism, Decolonization, and Global Health)

Week 10 (March 11): Global Gender Justice*Required readings:*

Jaggar, A. M. (2020), 'Global Gender Justice', in Brooks, T. (ed.), *The Oxford Handbook of Global Justice*, Oxford Handbooks (Chapter 17)

Nussbaum, M. C. (2000). 'Introduction: Feminism and International Development', In *Women and Human Development: Vol. Series Number 3* (pp. 1–33). Cambridge University Press. <https://doi.org/10.1017/CBO9780511841286.002>

Susan, M. O. (1999). 'Is Multiculturalism Bad for Women?' In Joshua C. Matthew, H. & Martha, C. N. (Eds.), *Is Multiculturalism Bad for Women?* (p. 7). Princeton University Press.

Week 11 (March 18): Climate Justice and Intergenerational Duties*Required readings:*

Simon C. (2009). 'Climate change, human rights, and moral threshold', In Humphreys, S. (Ed.). (2009). *Human rights and climate change*. Cambridge University Press. (Part I, Chapter 2)

Shue, H. (1999). Global Environment and International Inequality. *International Affairs (London)*, 75(3), 531–545. <https://doi.org/10.1111/1468-2346.00092>

Ezra, O. (2016). Global Distributive Justice: An Environmental Perspective. *Environmental Ethics*, 38(3), 367–378. <https://www.jstor.org/stable/48844191>

Week 12 (March 25): The Ethics of Migration and Borders

Required readings:

Brock, G. (2023). Migration, Open Borders, Human Rights, and Democracy. *Journal of Applied Philosophy*, 40(1), 1–14. <https://doi.org/10.1111/japp.12559>

Miller, D. (2013). ‘Immigration: the case for limitation,’ In Cohen, A. I. (ed). *Contemporary debates in applied ethics*. John Wiley & Sons, Incorporated. (Chapter 25)

Armstrong, C. (2012). Global justice and migration. In *Global Distributive Justice* (pp. 220–251). <https://doi.org/10.1017/CBO9781139026444.011>

Week 13 (April 1): End of the Term Wrap-up Discussions

University and Departmental Policies

ACADEMIC INTEGRITY

It is expected that, as members of Carleton University, students fully comply with and respect Carleton’s *Academic Integrity Policy* (Available here: www.carleton.ca/senate/senate-policies/) in conducting their academic work, including in their written assignments. In that regard, the following practices are prohibited in this class:

- a. Permissibility of submitting substantially the same piece of work more than once for academic credit.
 - Although this is not a violation of the Academic Integrity Policy, students are prohibited from re-using their own work from a different course/assignment to fulfill the requirement for this course. However, students are allowed to use any arguments or findings from of such assignments provided that they are acknowledged and properly cited.
 - If you are planning to use segments from your previous assignments and have questions about what constitutes ‘substantially the same piece of work’, please seek the instructor’s advice.

b. Permissibility of group or collaborative work.

- Students may work in teams to produce a collaborative content e.g. seminar presentation. In such cases, each student should demonstrate that they have equally contributed to the production and presentation of such assignment as evidenced through peer-evaluation (the instructor will provide the evaluation form to those choosing to work in teams).

c. Permissibility of the use of generative artificial intelligence tools (e.g. ChatGPT).

- Any use of generative AI tools to produce assessed assignment in this course is considered a violation of academic integrity standards. Assignments suspected to have been produced by generative AI will be investigated according to Carleton's Academic Integrity Policy on plagiarism, and the assignment will not receive a grade if found to have been generated by AI (e.g. ChatGPT) and the student will be referred to the academic integrity office for disciplinary action.
- Please seek the instructor's advice if you are in doubt about using AI tools as research or writing aid e.g. editing, visualization, etc.

COOPERATION AND COLLABORATION

Collaboration is permitted in specific instances where the instructor allows it e.g. class presentation, in which case students are encouraged to work together and divide the tasks evenly. In all other cases, students must complete their work independently.

PLAGIARISM

The University Academic Integrity Policy defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one's own.*” This includes reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else, including the unauthorized use of generative AI tools (e.g., ChatGPT);
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae,

scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;

- using another's data or research findings without appropriate acknowledgement;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one's own; and
- failing to acknowledge sources through the use of proper citations when using another's work and/or failing to use quotations marks.

Plagiarism is a serious offence that cannot be resolved directly by the course's instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course.

STATEMENT ON STUDENT MENTAL HEALTH

As a University student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you.

For more information, please consult <https://wellness.carleton.ca/>

Emergency Resources (on and off campus):

- <https://wellness.carleton.ca/get-help-now/>

Carleton Resources:

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

Off Campus Resources:

- Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

ACADEMIC ACCOMMODATIONS

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances, are outlined on the Academic Accommodations

website (students.carleton.ca/course-outline).

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows.

Pregnancy and Family-Status Related Accommodations

Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details about the accommodation policy, visit the [Equity and Inclusive Communities \(EIC\)](#) website.

Religious Obligation

Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, please go to: <https://carleton.ca/equity/focus/discrimination-harassment/religious-spiritual-observances/>.

Academic Accommodations for Students with Disabilities

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. You can find the Paul Menton Centre online at: <https://carleton.ca/pmc/>

If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/equity/sexual-assault-support-services>

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. Read more here: <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>.

For more information on academic accommodation, please visit: <https://students.carleton.ca/services/accommodation/>.

Academic Consideration for Medical and Other Extenuating Circumstances

Due to medical and other extenuating circumstances, students may occasionally be unable to fulfill the academic requirements of their course(s) in a timely manner. The University supports the academic development of students and aims to provide a fair environment for students to succeed academically. Medical and/or other extenuating circumstances are circumstances that are beyond a student's control, have a significant impact on the student's capacity to meet their academic obligations, and could not have reasonably been prevented.

Students must contact the instructor(s) as soon as possible, and normally no later than 24 hours after the submission deadline for course deliverables. If not satisfied with the instructor's decision, students can conduct an "informal appeal" to the Chair of the department within three (3) working days of an instructor's decision. We have created a webform specifically for appeals to the Chair, which can be found here: <https://carleton.ca/law/application-for-review-of-refusal-to-provide-academic-consideration/>. *Note: This form only applies to LAWS courses and is not the same as a formal appeal of grade.* More information about the academic consideration can be found [here](#).