

# PHIL 2020 Issue in Practical Philosophy: Current Debates in Global Justice

**Class schedule:** Tue/Thurs 10:05-11:25am

**Room:** Nideyinàn (former UC) 378

**Instructor:** Dr. Marie-Pier Lemay  
Department of Philosophy Paterson Hall  
Office: 3A54 Paterson Hall  
Office Hours: Monday/Tuesday/Wednesday 3-4pm  
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## I. Course description

### Calendar Course Description

Issues drawn from ethics, social and political philosophy, and related fields will be examined through careful study of significant philosophical texts after 1900, along with some ensuing debates. Prerequisite(s): enrolment in Honours or Combined Honours Philosophy programs, or in Philosophy, Ethics, and Public Affairs, or with permission of the Department. Lectures and discussion three hours a week.

### Course Description

This course explores contemporary debates and theories in global justice. We will explore the possibilities for justice between states and between citizens of the world. After looking at earlier debates about whether it is morally permissible to ensure domestic justice before global justice, we will move towards debates that currently animate global justice theorists with a particular focus on questions of race, gender, and colonialism. What do countries of the Global North owe to countries of the Global South? Do countries of the Global North have a duty to alleviate poverty in countries of Global South due to the history of colonialism? And if so, what is morally required? Should we open international borders? How should we appropriately define poverty? Who are the agents of global justice? Does global justice suppose a climate justice? We will reflect on our shared and collective responsibility to alleviate global structural injustice.

## II. Learning Outcomes

In addition to gaining familiarity with contemporary debates in the field of global justice, this course focuses on developing your writing and speaking skills to express yourself in a cogent and nuanced way. I will first encourage you to come to class prepared and to do your best to contribute to class discussions; acknowledging you do not fully understand a concept, or a theory seen in class can be as valuable as showing a flaw in an author's argument. Through oral presentations of readings to the class, along with providing discussion questions, you will help guide your classmates (and I) to intellectually orient ourselves.

This course is also designed to help you gain confidence in your ability as a writer through writing two papers. The first paper would be a short essay of approximately 1000 words focused on one reading for the class. The second paper is divided in two steps. I will first require you to

submit an outline and a bibliography of your paper; you will get feedback on this, and this will help you to write your final paper. I encourage you to discuss the topic of your final paper well in advance with me. I will provide the class with a list of topics you may choose, but you are welcome to come up with your own.

### III. Texts

Required Textbook: None. All readings will be electronically available on the course website.

### IV. Course calendar

\* = a class presentation is possible on this text.

Week and Topic	Date	Readings	Assignments due
1: Course introductions	Thu., Sep. 7	<ul style="list-style-type: none"> <li>Read the syllabus!</li> </ul>	Not Applicable (NA)
2: Introduction to Global Justice	Tue., Sep. 12	<ul style="list-style-type: none"> <li>Brock, G., &amp; Hassoun, N. (2023). Global Justice. In E. N. Zalta &amp; U. Nodelman (Eds.), <i>The Stanford Encyclopedia of Philosophy</i> (Summer 2023). Metaphysics Research Lab, Stanford University. <a href="https://plato.stanford.edu/archives/sum2023/entries/justice-global/">https://plato.stanford.edu/archives/sum2023/entries/justice-global/</a></li> </ul>	NA
2: Introduction to Global Justice	Thu., Sep. 14	<ul style="list-style-type: none"> <li>UNDP (United Nations Development Programme). (2022). Human Development Report 2021-22. <i>UNDP (United Nations Development Programme)</i>. <a href="http://report.hdr.undp.org">http://report.hdr.undp.org</a>, 2–21.</li> </ul>	NA
3: Liberalism and Global Justice	Tue., Sep. 19	<ul style="list-style-type: none"> <li>Rawls, J. (2001) <i>Law of Peoples</i>, §§7–12 (pages 59–88), §§15–16 (105–120)*</li> </ul>	NA
3: Liberalism and Global Justice	Thu., Sep. 21	<ul style="list-style-type: none"> <li>Nagel, T. (2005) The Problem of Global Justice. <i>Philosophy &amp; Public Affairs</i> 33 (2), 113–47*</li> </ul>	NA
4: Cosmopolitanism	Tue., Sep. 26	<ul style="list-style-type: none"> <li>Brock, G. (2013). Contemporary Cosmopolitanism: Some Current Issues. <i>Philosophy Compass</i>, 8(8), 689–698. <a href="https://doi.org/10.1111/phc3.12054">https://doi.org/10.1111/phc3.12054</a></li> </ul>	NA
4: Cosmopolitanism	Thu., Sep. 28	<ul style="list-style-type: none"> <li>Cabrera, L. (2020). The Arrogance of States. In <i>The Humble Cosmopolitan: Rights, Diversity, and Trans-state Democracy</i>. Oxford University Press, 126–164. *</li> </ul>	NA
5: The Capability Approach	Tue., Oct. 3	<ul style="list-style-type: none"> <li>Sen, A. (1999). Introduction &amp; The Perspective of Freedom In <i>Development as Freedom</i>, 3–34.*</li> </ul>	NA

Week and Topic	Date	Readings	Assignments due
5: The Capability Approach	Thu., Oct. 5	<ul style="list-style-type: none"> <li>Sen, A. (1999). The Ends and Means of Development. In <i>Development as Freedom</i>, 35–53.*</li> </ul> Optional: <ul style="list-style-type: none"> <li>UNDP (United Nations Development Programme). (2022). Human Development Report 2021-22. <i>UNDP (United Nations Development Programme)</i>. <a href="http://report.hdr.undp.org">http://report.hdr.undp.org</a> 28–55.</li> </ul>	NA
6: Nussbaum's Capabilities Approach	Tue., Oct. 10	<ul style="list-style-type: none"> <li>Nussbaum, M. C. (2011). <i>Creating Capabilities: The Human Development Approach</i>. ix-45*</li> </ul>	NA
6: Nussbaum's Capabilities Approach	Thu., Oct. 12	<ul style="list-style-type: none"> <li>Nussbaum, M. C. (2011). <i>Creating Capabilities: The Human Development Approach</i>. 46-69.*</li> </ul>	<u>Short paper: (20% of the final grade):</u>
7: Responsibility for Global Injustices	Tue., Oct. 17	<ul style="list-style-type: none"> <li>Young, I. M. (2006). Responsibility and global justice: A social connection model. <i>Social Philosophy and Policy</i>, 23(1), 102–130.*</li> </ul>	NA
7: Responsibility for Global Injustices	Thu., Oct. 19	<ul style="list-style-type: none"> <li>Ackerly, B. A. (2018). Injustice Itself: Complicated Causality, Power Inequalities, Normalization, and the Social Epistemologies of Injustice. In <i>Just Responsibility: A Human Rights Theory of Global Justice</i>. Oxford University Press, 71–103.*</li> </ul>	NA
Fall Break	Tue., Oct. 24	No class	NA
Fall Break	Thu., Oct. 26	No class	NA
8: Immigration and Borders	Tue., Oct. 31	<ul style="list-style-type: none"> <li>Carens, J. (2015). The Case of Open Borders. In <i>The Ethics of Immigration</i> (Reprint edition). Oxford University Press, 225–254.*</li> </ul>	NA
8: Immigration and Borders	Thu., Nov. 2	<ul style="list-style-type: none"> <li>Parekh, S. (2020). Reasons for and against Accepting Refugees: A Philosophical Overview. In <i>No Refuge: Ethics and the Global Refugee Crisis</i>. Oxford University Press, 76–100.*</li> </ul>	NA
9: Global Poverty	Tue., Nov. 7	<ul style="list-style-type: none"> <li>Singer, P. (1972). Famine, Affluence, and Morality. <i>Philosophy &amp; Public Affairs</i>, 1(3), 229–243.*</li> </ul>	NA
9: Global Poverty	Thu., Nov. 9	<ul style="list-style-type: none"> <li>Deveaux, M. (2021). Philosophical Misframings of Poverty. In <i>Poverty, Solidarity, and Poor-Led Social Movements</i>. Oxford University Press, 48–70.*</li> </ul>	NA
10: Gender and Global Justice	Tue., Nov. 14	<ul style="list-style-type: none"> <li>Jaggar, A. M. (2005). “Saving Amina”: Global Justice for Women</li> </ul>	NA

Week and Topic	Date	Readings	Assignments due
		and Intercultural Dialogue. <i>Ethics &amp; International Affairs</i> , 19(03), 55–75.*	
10: Gender and Global Justice	Thu., Nov. 16	<ul style="list-style-type: none"> <li>• Khader, S. J. (2017). Neoliberalism, global justice, and transnational feminisms. In A. Garry, S. J. Khader, &amp; A. Stone (Eds.), <i>The Routledge companion to feminist philosophy</i>, Routledge, Taylor &amp; Francis Group, 607–619.</li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li>• <a href="https://www.nytimes.com/2019/09/11/opinion/why-are-poor-women-poor.html">https://www.nytimes.com/2019/09/11/opinion/why-are-poor-women-poor.html</a></li> </ul>	NA
11: Race and Global Justice	Tue., Nov. 21	<ul style="list-style-type: none"> <li>• Mills, C. W. (1997). Introduction &amp; Overview. In <i>The Racial Contract</i>, 1–40.*</li> </ul>	NA
11: Race and Global Justice	Thu., Nov. 23	<ul style="list-style-type: none"> <li>• Mills, C. W. (2019). Race and Global Justice. In D. Bell (Ed.), <i>Empire, Race and Global Justice</i>. Cambridge University Press, 94–119.* <a href="https://doi.org/10.1017/9781108576307.005">https://doi.org/10.1017/9781108576307.005</a></li> </ul>	Due: Final paper outline and bibliography
12: Colonialism	Tue., Nov. 28	<ul style="list-style-type: none"> <li>• Lu, C (2011). Colonialism as Structural Injustice: Historical Responsibility and Contemporary Redress. <i>Journal of Political Philosophy</i>, 19(3), 261–281. <a href="https://doi.org/10.1111/j.1467-9760.2011.00403.x">https://doi.org/10.1111/j.1467-9760.2011.00403.x</a> *</li> </ul>	NA
12: Colonialism	Thu., Nov. 30	<ul style="list-style-type: none"> <li>• Fanon, F., (2005) On National Culture &amp; Mutual Foundations for National Culture and Liberation Struggles. In <i>The Wretched of the Earth</i>, 145–180.*</li> </ul>	NA
13: Climate Justice	Tue., Dec. 5	<ul style="list-style-type: none"> <li>• Táíwò, O. O. (2022). What's Next: Why Reparations Require Climate Justice. In <i>Reconsidering Reparations</i>. Oxford University Press, 149–190. <a href="https://doi.org/10.1093/oso/9780197508893.001.0001">https://doi.org/10.1093/oso/9780197508893.001.0001</a></li> </ul>	NA
13. Conclusion	Thu., Dec. 7	Wrap up.	
Take-home (Final paper)	TBD	Take-home	NA

## V. Evaluation:

Students will be assessed on five components: (1) attendance and participation, (2) class presentation (3) short paper, (4) final paper outline and bibliography, and (5) final paper.

- Attendance and participation (15% of the final grade): Come to class prepared, having read the texts that will be discussed. Be attentive to what your classmates are saying and try to advance the discussions accordingly. Please avoid using your phone during class unless it enhances your learning. If you are not comfortable with public speaking, please reach out to me at the beginning of the semester and we will work out alternate arrangements for this grade. Please note that these arrangements must be worked out ahead of time; for instance, I could ask you to submit a short paragraph every week. Finally, I will take attendance every class. You are entitled to miss three classes without penalty.
- Class presentation: (20% of the final grade): Critical discussion of a reading for that day (10–15 minutes). These class presentations will be spread out thorough the semester, and you will sign up for one by the beginning of the second week of the semester. You must circulate 3 to 5 discussion questions to the class by emailing these questions to me by 6 p.m. at the latest the day before your presentation. Being critical does not necessarily mean being “negative.” For example, you can highlight a part of a reading that you think was especially interesting (and explain why), you can contrast a reading with another one, or you can build up from your discussion questions to show some tensions in the reading.
- Short paper: (20% of the final grade): 1000 words essay, on a reading discussed in the first six weeks of the semester.
- Final paper outline and bibliography (10% of the final grade): A month before the end of the semester, you will send me a 300 to 500 words outline. For the outline, I want to know which puzzle, conundrum, question, or tension that will interest you for your final paper. You should include:
  - A brief explanation of the context that leads to your question (ex. Global justice theorists have been oblivious of Y because of ...).
  - Your central research question or your puzzle (How can we consider Y while X) and a thesis statement (ex. I will argue that...).
  - A brief outline of how you are planning to lead your essay (ex. In the first section, I will explain X ..., Afterwards, I will show that X totally missed Y ..., I will ultimately demonstrate that taking into account Y makes X argument much stronger because of Z.

You will also integrate an annotated bibliography of five sources you are planning to use for the final paper (approximately 100 words per source).
- Final paper (35% of the final grade): You will write an essay (length TBA) exploring a political or ethical conundrum originating from the course material. In addition to the readings we have seen in the course, I expect you to do research outside of the course materials (at least 3 external sources).

## VI. Course Policies (Including late work)

Unless other arrangements are made, in advance and in writing, with the course instructor, **late assignments for essays** will be penalized by 5% for the first day they are late and then 2% for every subsequent day (including weekends), except in cases of documented family emergency or illness.

All assignments should be submitted to me through the Brightspace dropbox. Please submit a file in Word or Rich Text Format (no .pdf files please).

If you **email** me, use your Carleton email address, and write the course code (2020) in the subject line. If you haven't received a response within 48 hours (excluding weekends), feel free to send me a quick follow up email.

## **VII. Statement on Plagiarism**

### **Generative artificial intelligence (AI) tools (CHATGPT, ETC.)**

We would discuss this more in class together, but I would encourage you to refrain yourself for using these tools for your work submitted for this class. I want to be able to hear your distinctive voice when I read your essay and these tools will not reproduce your voice.

Using AI tools to generate content for assignments, and presenting it as one's own original work, as well as copying or paraphrasing the content produced by AI tools without proper citations or the instructor's consent, are both considered to be in violation of academic integrity.

### **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;
- 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.



## Department of Philosophy and Carleton University Policies (Fall/Winter 2023-24)

### **Assignments:**

Please follow your professor's instructions on how assignments will be handled electronically. There will be NO hard copies placed in the essay box this coming year.

### **Evaluation:**

Standing in a course is determined by the course instructor subject to the approval 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 Dean.

### **Deferrals for Term Work:**

If students are unable to complete term work because of illness or other circumstances beyond their control, they should contact their course instructor no later than *three working days* of the due date. Normally, any deferred term work will be completed by the last day of the term. Term work cannot be deferred by the Registrar.

### **Deferrals for Final Exams:**

Students are expected to be available for the duration of a course including the examination period. Occasionally, students encounter circumstances beyond their control where they may not be able to write a final examination or submit a take-home examination. Examples of this would be a serious illness or the death of a family member. If you miss a final examination and/or fail to submit a take-home examination by the due date, you may apply for a deferral no later than *three working days* after the original due date (as per the University Regulations in [Section 4.3 of the Undergraduate Calendar](#)). Visit the [Registrar's Office](#) for further information.

### **Plagiarism:**

It is the responsibility of each student to understand the meaning of 'plagiarism' as defined in the Undergraduate or Graduate Calendars, and to avoid both committing plagiarism and aiding or abetting plagiarism by other students. ([Section 10.1 of the Undergraduate Calendar Academic Regulations](#))

### **Academic Accommodation:**

You may need special arrangements to meet your academic obligations during the term:

- ***Pregnancy or religious obligation:*** write to your professor 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 visit the [EDC](#) website.
- ***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](mailto:pmc@carleton.ca) for a formal evaluation.



If you are already registered with the PMC, contact your PMC coordinator to send your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class test or exam requiring accommodation. After requesting accommodation from PMC, meet with your professor to ensure accommodation arrangements are made.

- ***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](#).
- ***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.

### **Important Dates:**

- Sept. 6      Classes start.
- Sept. 19     Last day for registration and course changes for fall term and fall/winter (two-term) courses.
- Sept. 30     Last day for entire fee adjustment when withdrawing from fall term or two-term courses. Withdrawals after this date will result in a permanent notation of WDN on the official transcript.
- Oct. 9       Statutory holiday. University closed.
- Oct. 23-27   Fall Break – no classes.
- Nov. 24     Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, before the official examination period.
- Dec. 8       Last day of fall term classes. ***Classes follow a Monday schedule.*** Last day for academic withdrawal from fall term courses. Last day for handing in term work and the last day that can be specified by a course instructor as a due date for term work for a fall term course.
- Dec. 10-22   Final examinations for fall term courses and mid-term examinations in two-term courses. Examinations are normally held all seven days of the week.
- Dec. 22     All take-home examinations are due.
- Jan. 8       Classes begin.
- Jan. 19     Last day for registration and course changes in the winter term.
- Jan. 31     Last day for a full fee adjustment when withdrawing from winter term courses or from the winter portion of two-term courses. Withdrawals after this date will result in a permanent notation of WDN on the official transcript.
- Feb. 19     Statutory holiday. University closed.
- Feb. 19-23   Winter Break – no classes.
- Mar. 15     Last day for academic withdrawal from fall/winter and winter courses.

- Mar. 27 Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in winter term or fall/winter courses before the official examination period.
- Mar. 29 Statutory holiday. University closed.
- Apr. 10 Last day of two-term and winter term classes. *Classes follow a Friday schedule.* Last day for handing in term work and the last day that can be specified by a course instructor as a due date for two-term and for winter term courses.
- Apr. 11-12 No classes or examinations take place.
- Apr. 13-25 Final examinations for winter term and two-term courses. Examinations are normally held all seven days of the week.
- Apr. 25 All take-home examinations are due.

**Addresses:**

Department of Philosophy:  
[www.carleton.ca/philosophy](http://www.carleton.ca/philosophy)  
520-2110

Registrar's Office:  
[www.carleton.ca/registrar](http://www.carleton.ca/registrar)  
520-3500

Academic Advising Centre:  
[www.carleton.ca/academicadvising](http://www.carleton.ca/academicadvising)  
520-7850

Writing Services:  
<http://www.carleton.ca/csas/writing-services/>  
520-3822

MacOdrum Library  
<http://www.library.carleton.ca/>  
520-2735