

**UCSD, Dept. of Political Science**  
**Political Science 119A Summer II 2015**  
***Global Justice***

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SSB 349, M/W 10-10:45

What do we mean by ‘global justice’? Is this the best, or most useful way to think about global poverty? Is it an unachievable ideal, better suited to philosophical discussion than concrete action? Is it out of touch with the way real problems, real deprivations are addressed on the ground? Is global justice an inherently Western concept infused with values and agendas particular to affluent Western societies? In this course we will consider these foundational questions, and address the structural realities that perpetuate gross deprivations across the globe. We will consider the magnitude and almost paralyzing complexity of the causes of global poverty. In the second half of the course, we will “localize the global”, focusing our attention on urban poverty and “uneven growth” in cities across the world. We will explore how some cities have become powerful agents of global justice, effectively fighting poverty and dramatic urban inequality at the local scale.

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**Requirements**

One open-book mid-term exam (40%) and one presentation / essay (50%). The remaining 10% will be at our discretion, based upon your attendance and participation in discussion. Significant improvement in your written work will be considered when calculating your final grade.

**Schedule**

**Week 1: Global Justice**

**M: Introduction**

**W: Is ‘Global Justice’ (always) a smothering, arrogant, Western imposition?**

**READ:**

Frédérique Appfel-Marglin, "Smallpox in Two Systems of Knowledge"

Amnesty International: "What is Female Genital Mutilation?"

Molly Melching, "You are an African Woman"

Yael Tamir, "Hands Off Clitoridectomy"

Martha Nussbaum, "Women and Cultural Universals"

DOCUMENTARY: *The Final Inch*

**Week 2: Global Power / Global Justice****M: Poverty, Inequality and Global Justice****READ:**

Peter Singer, "Famine, Affluence and Morality"

Thomas Nagel, "Poverty and Food: Why Charity is Not Enough"

UN High Commissioner for Human Rights, Zeid Ra'ad Al Hussein, June 8, 2015.

**SUGGESTED EXPLORATION:**

"Millennium Development Goals"; visit: [www.un.org/millenniumgoals/](http://www.un.org/millenniumgoals/)

The International Forum for Social Development report: Social Justice in an Open World: The Role of the United Nations; visit:

<http://www.un.org/esa/socdev/documents/ifsd/SocialJustice.pdf>

International Covenant on Economic, Social and Cultural Rights; visit:

<http://www.ohchr.org/Documents/ProfessionalInterest/cescr.pdf>

**W: DOCUMENTARY: The End of Poverty?****READ:**

"In Fiery Speeches, Francis Excoriates Global Capitalism", *New York Times*, July 12, 2015.

William Finnegan, "Leasing the Rain: The world is running out of fresh water, and the fight to control it has begun," *New Yorker*, April 8, 2002

**Week 3:****M: Open Book mid-term****W: Localizing the Global: Global Justice and the City**

**READ:**

Mike Davis, Introduction to *Planet of Slums*

David Harvey, "Right to the City"

Charles Montgomery, "The secrets of the world's happiest cities," *The Guardian*, Nov 1, 2013.

**Case Study: Citizenship Culture in Bogota, Colombia**

DOCUMENTARY: *Bogota: Cities on Speed*

**READ:**

Antanas Mockus, *Bogotá's Capacity for Self-Transformation And Citizenship Building*, unpublished paper

Gregory Scruggs, "New San Diego-Tijuana Survey Holds Mirror Up to Border Cities," *Next City*, February 25, 2015.

**Week 4: Global Justice and the City****M: Case Study: Social Urbanism in Medellin, Colombia**

LECTURE: Sergio Fajardo at Political Equator III, September 15, 2011.

**READ:**

Joseph Stiglitz, "Medellín's metamorphosis provides a beacon for cities across the globe," *The Guardian*, May 28, 2014.

**W: Urban cases: class presentations****Week 5: Urban cases****M: Urban cases: class presentations****W: Urban cases: class presentations (if necessary)**

TA-led wrap-up, essay-writing help.

**Urban cases: prompt**

Your presentation will have both an in-class presentation component during the last two weeks of our session, as well as a written paper of 8-12 pages, to be submitted instead of a traditional sit-down final exam. The material you present in class, and in the final paper, will be generally the same, though the in-class presentation should use visual tools – images, video clips, diagrams, data – to produce a more compelling, communicative presentation.

Prompt: Identify a city / municipality that has produced successful interventions designed to tackle urban poverty and inequality. The intervention can take the form of municipal re-organization, public policy, social service, civic engagement and participatory processes, collaborative programming, physical infrastructure, public transportation, etc. Please provide a robust account of the intervention itself (using images when applicable). Discuss how the intervention was conceived, designed, funded, executed, managed and sustained. Discuss the motivations advanced by advocates of the intervention, and any urban models they drew upon. Also discuss the detractors / critics, if this information is available. Your presentation should include a contextual description of your chosen city -- detail about the territory, its history of urban growth, its economy and related histories of colonization and post-colonization, its regional and global significance, its major urban challenges, its inhabitants and demographics, notable ethnic conflicts, and the history and causes of inequality in the city.