

POLI 110G: International Political Theory

Spring 2014

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1 Course Description

Two and a half billion people—more than one third of global population—live on less than \$2 per day. Twelve million children die before their fifth birthday every year, many from diseases that are readily cured in the developed world. More than one billion people lack access to an adequate water supply. Thirty-seven million people are displaced from their homes, many as a result of conflict or systematic human rights violations.

The problems underlying these statistics are global in both scope and scale. These problems prompt serious moral questions: *Do duties of justice extend beyond national borders? What moral duties do people have to address these problems? What are the global poor owed as a matter of justice?* These are questions of *global justice*. This course surveys recent attempts to answer these questions in a systematic way. That is, we will cover various abstract *theories* of global justice, which offer general normative principles to help think through more specific issues, like international trade, humanitarian intervention, foreign aid, international migration, and so on. (If you prefer a course that covers these more applied issues, check out POLI 111B.)

The main pedagogical objective of this course is to help you develop a set of skills that will enable you to present cogent critical analyses of your own on a wide variety of issues. These skills include: (1) The ability to summarize and synthesize what you read; (2) The ability to critically evaluate arguments; (3) The ability to communicate clearly and to construct compelling arguments. (4) The ability to collaborate with others to pursue mutual understanding. To this end, class discussion and assignments will focus primarily on analyzing arguments.

2 Course Texts

1. Armstrong, Chris, *Global Distributive Justice* (Cambridge University Press, 2012)
2. Pogge, Thomas, *World Poverty and Human Rights*, 2nd edition (Polity Press, 2008)
3. Rawls, John, *The Law of Peoples* (Harvard University Press, 1999)

3 Assignments

1. **The levels.**— A series of short (*short!*) papers. The first level is *argument reconstruction* (150–300 words); the second level is *reconstruction and synthesis* (300–500 words); the third level is *reconstruction, synthesis, and critique* (500–900 words). (Check the course materials webpage for numerous examples of arguments reconstructions.)

Each level is graded as follows:

Level not attempted	0 points
Missed the point	5 points
Basic competence	10 points
Intermediate competence	15 points
Advanced competence	20 points

Everyone must start at level one. Advanced competence must be achieved before advancing to the next level. Your levels score is the sum of your high score on each level:

$$\text{Levels score} = [\text{L1 high score}] + [\text{L2 high score}] + [\text{L3 high score}].$$

The highest possible score is 60. You have five chances to advance as far as you can through the levels (Fri Apr 11, Fri Apr 25, Fri May 9, Fri May 23, Fri June 6). Submit each levels attempt by email (sent to dwpolisubmit@gmail.com) by 17:00 on the due date. Please submit levels attempts as a PDF.

For more details, see <http://www.dwiens.com/2013/11/23/the-levels/>.

2. **Elective component.**— You can choose between two general options: a conventional term paper or a group project. This highest possible score for the elective component is 60 points.

The *conventional term paper* is a longer version of the third level (1200–1750 words). I will distribute topic suggestions, but you are free to write on a topic of your choice. This assignment has a collaboration option—*you are allowed to write the paper together with one other student in the class*. The final paper is due Wed June 11 at 12:00. A grading rubric and further details are available at <http://www.dwiens.com/2013/11/23/elective-component/>.

The *group project* can be whatever you want it to be. You will work together with 3–5 students to create a project that engages with a theme, theory, or theorist discussed in the course in interesting and compelling ways. Some options include: an interactive website, a short film, a series of political cartoons—but you're limited only by your imagination. The group project is due Wed June 11 at 12:00. A grading rubric and further details are available at <http://www.dwiens.com/2013/11/23/elective-component/>.

4 Grades

Your final grade is a function of three variables: your levels score; your elective score; and x (to be explained in a minute). Here are the mathematical details:

$$\text{Total score} = \left(\frac{30+x}{100}\right) \times \text{levels score} + \left(\frac{30+y}{100}\right) \times \text{elective score} - 3 \times \text{penalties},$$

where $y = 40 - x$. What is x ? Basically, both the levels score and the elective score will be worth at least 30% of your final grade. But that's only 60%. You get to select where to place the remaining 40% by choosing some number x that is between 0 and 40. For example, if you select $x = 35$, then your levels score will be worth $30 + 35 = 65\%$ of your final grade and the elective component will be worth 35%.

Your final grade is a score out of 60 points. Letter grades have a tangible interpretation in terms of the level of competence achieved during the course. Your letter grade is determined as follows. (Let T be your total score.)

$T > 59$	A+	Advanced competence achieved in all phases of the course.
$59 \geq T > 54$	A	Advanced competence achieved in most phases of the course, intermediate competence achieved in the remaining phases.
$54 \geq T > 51$	A-	Advanced competence achieved in a few phases, intermediate competence achieved in all or most of the remaining phases.
$51 \geq T > 48$	B+	Advanced competence achieved in one phase and a mix of intermediate and basic competence achieved in the remaining phases; OR intermediate competence achieved in most phases with basic competence achieved in the remaining phases.
$48 \geq T > 42$	B	Intermediate competence achieved in several phases, basic competence achieved in the remaining phases.
$42 \geq T > 38$	B-	Intermediate competence achieved in one or two phases, basic competence achieved in most phases.
$38 \geq T > 34$	C+	Basic competence achieved in most phases, perhaps missed the point in one phase.
$34 \geq T > 28$	C	Basic competence achieved in many phases, missed the point in one or two phases.
$28 \geq T > 24$	C-	A mix of basic competence and missing the point, but basic competence more often than not.
$24 \geq T > 16$	D	Even mix of basic competence and missing the point.
$16 \geq T > 12$	D-	Missed the point in most phases, perhaps basic competence in one or two phases.
$12 \geq T$	F	Missed the point throughout all phases (or didn't attempt the assignments).

Penalties. Pop quizzes will be randomly administered during the quarter. When a quiz is administered, each student should write down their name and answer on a small card (e.g., a recipe card) and submit their card at the end of lecture. If you do not submit a card with your name on it at the end of lecture, you receive a penalty. Each penalty you receive subtracts 3 points from your total score for the class. (Penalties will be removed only if you submit documentation corroborating your excuse and I approve it: for example, a medical problem, a death in the family, broken down car, etc.)

Late assignments. An assignment is late if it is submitted after the scheduled time. You lose 5 points at the start of every 24 hour period, starting with the due time, until you submit the assignment. **Assignments will no longer be accepted once those submitted on time have been graded and returned.**

5 Expectations

1. Personal Investment. My investment in you as a student is a function of your investment in yourself. If it is clear to me that you are putting a lot of work into the course — that is, if you participate in class discussion or contribute to group assignments, if you come see me during office hours — then you will receive a lot of attention from me — e.g., I will help you work through assignments, I will help you through the readings, etc. However, if it is clear to me that you have little interest in this class, then you will receive little attention from me.

Your investment in this class could help to raise borderline grades at the end of the term. If you are a point shy of the next letter grade and you have demonstrated consistent investment throughout the term, your grade could be raised as a result of your participation.

The requirements are designed so that success in this course will require an average investment of 12–15 hours per week including class time (approx. 3–4 out-of-class hours for every in-class hour).

2. Respect for Others. Philosophy is a collaborative process and students learn philosophy best when they engage in that process. Such a participation-heavy environment requires that each of us gives others adequate space to participate, in addition to recognizing that we don't know everything. We must work to cultivate an environment in which people do not hesitate to ask “silly” questions, make mistakes, or disagree with others. We will disagree (sometimes vigorously) with each other and we will work through our disagreements in class. But our debate will always be conducted respectfully. Similar to Personal Investment, you will be shown respect to the extent that you respect others.

3. Out-of-Class Help. You are welcome to come to us for help with your assignments (but you aren't required to do so — this depends upon how much you are willing to invest in this class). However, there are some guidelines to prevent last-minute calls/emails and to insure that we are able to make time to help you.

- (1) Please try to see me during office hours (I've scheduled these to be at times when I'm sure to be available). If these hours are not convenient, it is possible to set up an appointment at a mutually convenient time. To set up an appointment with me, send me an email providing 3 or 4 times that work for you. I will then select a time from those provided. (**Warning:** I'm generally not available to meet in the mornings.)
- (2) If you have a question or concern about the class, please search the syllabus or the course website for the answer. If there is no answer to be found, then feel free to email us about any questions or concerns and we will try to reply to you within 24 hours. If you need an answer right away, email may not be the best option. (If this is the case, you may have waited too long.)
- (3) I will not look at drafts of submissions. I will discuss progress reports on final papers/group projects during the appointed times.

4. Grade Disputes. I am more than willing to re-examine assignment grades with you if you feel your work deserves a better grade. There are two steps to this process:

- (1) You must wait 24 hours after the assignment as been returned before you approach Alan.
- (2) You must approach me with a written justification for your complaint (a single paragraph is fine). In this, you must outline why you think your work deserves a better grade and where the discrepancy lies between your work and the assigned grade. **Warning:** If you challenge a grade, I reserve the right to reset the grade *as I see fit*. Opening a grade dispute means a re-examination of the assignment. Thus, your grade will not necessarily improve and may even go down.

5. Plagiarism. Plagiarism is a serious academic offence. Accordingly, it will be treated seriously. Plagiarism will not be tolerated in any form. Any case of plagiarism will be referred to the Academic Integrity Office.

Plagiarism will be defined as follows:

Plagiarism is representing someone else's ideas, words, statements or other works as one's own without proper acknowledgment or citation. Examples of plagiarism include:

- Copying word for word or lifting phrases or a special term from a source or reference— whether oral, printed, or on the Internet— without proper attribution.
- Paraphrasing, that is, using another person’s written words or ideas, albeit in one’s own words, as if they were one’s own thought.
- Borrowing facts, statistics, or other illustrative material without proper reference, unless the information is common knowledge, in common public use.

6. Accommodations. If you feel that you need an accommodation for any sort of disability or for religious reasons, please discuss this with me as early as possible (after class, in office hours, or by email).

6 Schedule

All readings will be available electronically, except the required texts (denoted *). Subject to change.

Date	Reading
March 31	Feinberg, <i>Doing Philosophy</i> Introduction to reading philosophy analytically
April 2/4	*Armstrong, <i>Global Distributive Justice</i> , chs. 1 & 2

Expanding Duties

April 7/9	Singer, “Famine, Affluence, and Morality”
April 9/11	Shue, <i>Basic Rights</i> , chs. 1 & 2
April 14/16	Beitz, <i>Political Theory and International Relations</i> , part 3
April 16/18	Caney, <i>Justice Beyond Borders</i> , ch. 5
April 21/23/28	*Pogge, <i>World Poverty and Human Rights</i> , Introduction, chs. 2, 4, 7 (secs. 7.0 & 7.1), 8
April 25	No class (Out of town)

Restricting Duties (and Responses)

April 30	*Armstrong, <i>Global Distributive Justice</i> , ch. 3
May 2	Walzer, “The Moral Standing of States”
May 5/7/9	*Rawls, <i>The Law of Peoples</i>
May 9	Caney, “Cosmopolitanism and the Law of Peoples”
May 12/14	Nagel, “The Problem of Global Justice”

May 14/19	Sangiovanni, "Global Justice, Reciprocity, and the State"
May 16	No class (Sun God)
May 21	Abizadeh, "Cooperation, Pervasive Impact, and Coercion"
May 23	Cohen and Sabel, "Extra Rempublicam Nulla Justitia?"
May 26	No class (Memorial Day)
May 28/30	Miller, <i>On Nationality</i> , chs. 1-3
June 2	Scheffler, <i>Boundaries and Allegiances</i>
June 4	Goodin, "What's so Special About Our Fellow Countrymen?"
June 6	TBD