

**CHAPMAN UNIVERSITY**  
**Philosophy 327: Global Justice**

**COURSE SYLLABUS**

PHIL 327  
Global Justice, Fall 2018  
MW 2:30-3:45pm Room: Wilkinson 221

**Dr. John Thrasher**

Department of Philosophy & Smith Institute for Political Economy and Philosophy  
ThrasherIV@chapman.edu

## Course Catalog Description

An examination of ways in which our world can work to balance human rights with respect for cultural diversity. Topics covered include human rights, global trade, international law, cultural pluralism, imperialism, war and intervention, and more. (Offered every year.) 3 credits.

## Required Texts

1. *Violence and Social Orders: A Conceptual Framework for Interpreting Recorded Human History*, by Douglass North, John Wallis, and Barry Weingast. Cambridge University Press, 2009.
2. *The Great Escape: Health, Wealth, and the Origins of Inequality*, by Angus Deaton. Princeton University Press, 2013.
3. *The Tyranny of Experts: Economists, Dictators, and the Forgotten Rights of the Poor*, by William Easterly.

Students are expected to bring the relevant text to each discussion. Additional readings will be made available via Blackboard and are listed on the class schedule.

## Instructional Methods

This course uses a combination of Socratic discussions of readings, short-essay writing exercises, a mid-term written examination, an essay plan, and a final essay. Students are required to bring the readings with them to each meeting.

## Students with Disabilities

In compliance with ADA guidelines, students who have any condition, either permanent or temporary, that might affect their ability to perform in this class are encouraged to contact the [Office of Disability Services](#). If you will need to utilize your approved accommodations in this class, please follow the proper notification procedure for informing your professor(s). This notification process must occur more than a week before any accommodation can be utilized. Please contact Disability Services at (714) 516-4520 if you have questions regarding this procedure, or for information and to make an appointment to discuss and/or request potential accommodations based on documentation of your disability. Once formal approval of your need for an accommodation has been granted, you are encouraged to talk with your professor(s) about your accommodation options. **The granting of any accommodation will not be retroactive and cannot jeopardize the academic standards or integrity of the course.**

## **Chapman University Academic Integrity Policy**

Chapman University is a community of scholars that emphasizes the mutual responsibility of all members to seek knowledge honestly and in good faith. Students are responsible for doing their own work, and academic dishonesty of any kind will be subject to sanction by the instructor/administrator and referral to the University's Academic Integrity Committee, which may impose additional sanctions up to and including expulsion. Please see the full description of Chapman University's policy on Academic Integrity at [www.chapman.edu/academics/academic-integrity](http://www.chapman.edu/academics/academic-integrity).

## **Equity and Diversity**

Chapman University is committed to ensuring equality and valuing diversity. Students and professors are reminded to show respect at all times as outlined in [Chapman's Harassment and Discrimination Policy](#). Any violations of this policy should be discussed with the professor, the [Dean of Students](#) and/or otherwise reported in accordance with this policy.

## **Student Learning Outcomes**

Values and Ethical Inquiry (7VI):

- Students will be able to employ theories of how people frame and analyze social and/or historical phenomena.

Social Inquiry (7SI):

- Students will be able to articulate how values and ethics inform human understanding, structures, and behavior.

PLO 1: Writing

- Ability to state and support a thesis, apply knowledge of critical reasoning, accurately interpret philosophic sources, and clearly communicate a balanced account in writing.

PLO 2: Critical Reasoning

- Ability to construct and analyze complex arguments, and distinguish good reasoning from bad.

PLO 3E: Ethics

- Ability to demonstrate knowledge of some of the most important figures and theories in philosophical ethics.

## Assessment

|                                  | <u>Letter Grade</u> | <u>Numerical Scale</u> |
|----------------------------------|---------------------|------------------------|
| Class Participation (10%)        | A                   | 94-100                 |
| Short Responses (15%)            | A-                  | 90-93                  |
| Class Introduction (15%)         | B+                  | 87-89                  |
| Mid-semester Examination (25%)   | B                   | 84-86                  |
| Final Essay and Essay Plan (35%) | B-                  | 80-83                  |
|                                  | C+                  | 77-79                  |
|                                  | C                   | 74-76                  |
|                                  | C-                  | 70-73                  |
|                                  | D+                  | 67-69                  |
|                                  | D                   | 64-66                  |
|                                  | D-                  | 60-63                  |
|                                  | F                   | 0-59                   |

## Attendance Policy

Because of the interactive nature of the class, attendance is an essential component. Excessive tardiness constitutes an absence; six absences may result in failure (Undergraduate Catalog 2017-2018 “[Academic Policies and Procedures](#)”). Please keep this in mind.

## Class Participation (10%)

Participation in this class offers you the opportunity to experiment with and practice formulating questions and responding to other students. You will develop skill in articulating your ideas, developing support for your positions, and submitting your views to rational scrutiny. For this approach to be successful, however, each student is expected to participate actively in each session. This means doing the reading thoroughly before class and coming to class with questions and thoughts from the reading.

Missed in-class work cannot be made up. Specific aspects of participation include:

- *Class discussion*—You are expected to enter discussion in each and every meeting of the class. Your comments and questions are expected to be about or grounded in the texts we are reading together. We expect you to develop skill in utilizing passages from the texts as evidence for your arguments and interpretations.
- *Short Response Papers*—These papers will only be graded if you are present in class on the day they are due. We will talk about the papers in class and part of the goal of the papers (see below) is to facilitate a deeper and more productive classroom discussion so these papers cannot be accepted late or made-up except in extraordinary circumstances.

## **Short Response Papers (15%)**

Each student will submit 7 short papers of ~300 words throughout the course of the semester. Questions will be posted on Blackboard the week prior to when the short responses are due. The top 5 papers will count towards your final grade. You must be in class on the day the response papers are due for the paper to be graded. There is no make-up for these papers.

Drafting short papers is practice in writing concisely. Limits on how much you can say force you to be efficient in your writing. Additionally, short papers help you think carefully about how to craft and present your argument. I expect you to practice these two skills (concision and argumentation) in your “shorties.”

## **Class Introduction (15%)**

Each student will be responsible for introducing the readings assigned for the day one day in the semester. A schedule will be available on Blackboard and students can sign up for any days that suit them and change their dates so long as there are open slots. The introduction should:

- Cover the core topics in the reading
- Explain why those topics are important in the context of the class
- Raise 2-3 critical questions for discussion about the text or ideas in the text
- Students must also provide a handout summarizing their introduction as an aid to the other students.

## **Mid-Term Examination (25%)**

At the mid-semester point in the course, all students will sit an in-class examination consisting of several short questions. Detailed instructions will be presented closer to the time of the exam. The exam will cover only the material we have studied in the first half of the semester. Questions posed to the students will pertain to the subject matter of the course. Students are expected to demonstrate the following abilities:

- Critically analyze and communicate complex issues and ideas.
- Utilize examples and positions in the texts to support your interpretations.
- Demonstrate developed skill in articulating positions and constructing relevant, concise arguments that are well-supported.

## **Final Essay (35%)**

Each student will submit a final paper of  $\leq 1,200$  words at the end of the semester, due at the final class meeting during the exam period. These papers are your opportunity to demonstrate the skills that you have acquired writing efficiently and constructing well-supported, well-articulated arguments in relation to the topics we have covered in class. You will develop these skills through writing your shorties and discussion.

Before you will be allowed to submit your final paper, you will be required to submit an essay plan and to briefly meet with the professor to discuss your essay plan. Details on the final essay and the essay plan will be available after the mid-term.

### Class Schedule and Readings\*

|                                   |            | Readings & Assignments   |
|-----------------------------------|------------|--|
| <b>Week 1</b>                     |            |  |
| Introduction                      | Mon. 8/27  | No Reading   |
|                                   | Wed. 8/29  | Charles Beitz, “Justice and International Relations”   |
| <b>Week 2</b>                     |            |  |
|                                   | Mon. 9/3   | <b>Labor Day—No Class</b>  |
|                                   | Wed. 9/5   | Thomas Nagel “The Problem of Global Justice”   |
| <b>Week 3</b>                     |            |  |
| A Duty to Rescue: For and Against | Mon. 9/10  | Peter Singer “Famine, Affluence, and Morality”<br><b>Short Paper 1</b>                             |
|                                   | Wed. 9/12  | Cecil Fabre “Good Samaritanism: A Matter of Justice”   |
| <b>Week 4</b>                     |            |  |
|                                   | Mon. 9/17  | Judith Thomson “A Defense of Abortion”   |
|                                   | Wed. 9/19  | David Schmitz “Islands in a Sea of Obligation”<br><b>Short Paper 2</b>                             |
| <b>Week 5</b>                     |            |  |
| Heath and Poverty                 | Mon. 9/24  | Angus Deaton, <i>The Great Escape</i> Part I   |
|                                   | Wed. 9/26  | Angus Deaton, <i>The Great Escape</i> Part II  |
| <b>Week 6</b>                     |            |  |
|                                   | Mon. 10/1  | Angus Deaton, <i>The Great Escape</i> Part III   |
|                                   | Wed. 10/3  | <b>Mid-Term Exam</b>   |
| <b>Week 7</b>                     |            |  |
| Violence and Governance           | Mon. 10/8  | Douglass North, John Wallis, Barry Weingast, <i>Violence and Social Orders</i> (VSO), Chapters 1-2 |
|                                   | Wed. 10/10 | Douglass North, John Wallis, Barry Weingast, <i>VSO</i> , Chapters 4                               |
|                                   |            |  |

\* N.B., there may be slight changes to this schedule throughout the semester. An updated version will be kept on Blackboard and any changes will be communicated clearly.

|  |            |   |
|--|------------|---|
| <b>Week 8</b>                          |            |   |
|  | Mon. 10/15 | Douglass North, John Wallis, Barry Weingast, <i>VSO</i> , Chapter 4<br><b>Short Paper 3</b>       |
|  | Wed. 10/16 | Douglass North, John Wallis, Barry Weingast, <i>VSO</i> , Chapter 5.1-5.3                         |
| <b>Week 9</b>                          |            |   |
|  | Mon. 10/22 | <b>Guest Lecture:</b> John Wallis<br><b>Short Paper 4</b>   |
|  | Wed. 10/24 | Douglass North, John Wallis, Barry Weingast, <i>VSO</i> , Chapter 5.4-5.8                         |
| <b>Week 10</b>                         |            |   |
|  | Mon. 10/29 | Douglass North, John Wallis, Barry Weingast, <i>VSO</i> , Chapter 6.1-6.4                         |
|  | Wed. 10/31 | Douglass North, John Wallis, Barry Weingast, <i>VSO</i> , Chapter 6.5-6.8<br><b>Short Paper 5</b> |
| <b>Week 11</b>                         |            |   |
|  | Mon. 11/5  | Douglass North, John Wallis, Barry Weingast, <i>VSO</i> , Chapter 7.1-7.3                         |
|  | Wed. 11/7  | Douglass North, John Wallis, Barry Weingast, <i>VSO</i> , Chapter 7.4-7.6                         |
| <b>Week 12</b>                         |            |   |
|  | Mon. 11/12 | William Easterly <i>Tyranny of Experts</i><br>Chapter 1-2<br><b>Short Paper 6</b>                 |
|  | Wed. 11/14 | William Easterly <i>Tyranny of Experts</i><br>Chapter 3   |
| <b>Thanksgiving Break (Nov. 19-24)</b> |            |   |
| <b>Week 13</b>                         |            |   |
|  | Mon. 11/26 | William Easterly <i>Tyranny of Experts</i><br>Chapter 6-7   |
|  | Wed. 11/28 | William Easterly <i>Tyranny of Experts</i><br>Chapter 9-10<br><b>Short Paper 7</b>                |
| <b>Week 14</b>                         |            |   |
|  | Mon. 12/3  | William Easterly <i>Tyranny of Experts</i> Part Five  |
|  | Wed. 12/5  | William Easterly <i>Tyranny of Experts</i><br>Conclusion  |
|  |            |   |

