

Global Justice

POS 480 / SBS 480, Fall 2012

Online Class

Office: FAB S110D (West Campus)

Office Hours: In Person: T and Th 12:30-1:30

Online, and by Appointment

Email me and we'll set something up

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Communicating with the Instructor

I will be available through a number of different modalities. First, I regularly check my ASU email. I am also available on Skype (audio or video; account ID = toutautrejd), Facebook for Instant Messaging (Search for William Simmons), and Gmail for Instant Messaging (account ID = toutautrejd). If several students want to meet at the same time about similar topics, I'll set up an Adobe Connect room and we can then move there and meet via audio or video. I'll send you the URL.

I haven't had great luck with online office hours. My schedule this semester is very flexible. Feel free to email me to set up a time to meet in person or virtually.

We have close to 75 students in the class all with different schedules. I will try my best to accommodate everyone, but I also have a family and several other projects I'm working on. I will try my best to answer emails within 24-36 hours of receiving them. Please don't expect me to email back within minutes at any hour of the day or night.

This is my second time teaching the course online, so it is still something of an experiment. Please be patient as we figure out which technological tools work best for you and me.

IS THIS ONLINE COURSE FOR ME?

I am a reluctant convert to the value of online courses. Those who have taken my courses know that I love face-to-face interaction in the classroom and getting to know the students. You also know that my courses are generally considered more difficult, but I hope more rewarding, than the average course.

This is not an online course where you can passively watch PowerPoint lectures, complete some readings, and then complete easy exams or make fairly banal posts on the discussion boards. Students must write thoughtful posts on the discussion board, complete assignments that will require you to wrestle with some complex and significant ideas, and critically analyze blog entries or email lists. In short, this course requires regular and thoughtful work. I will be actively involved in the course through regular emails, postings, and feedback on your written work. This course is not for everybody. But, I firmly believe that you will learn a great deal from it.

Catalog Description

Explores questions of justice that cross national borders, including delivery of foreign aid, immigration, and military intervention.

Course Description

“Justice” as a concept has been debated for millennia at least back to the Hebrew Bible and the Greek philosopher Heraclitus in the 6th century b.c.e. and many of the great works of ethical and political theory such as Plato’s *Republic*, Aristotle’s *Nicomachean Ethics* and John Rawls’ *A Theory of Justice* are extended meditations on the meaning of the term. Yet, there is no settled meaning of justice.

Similarly, the term “global justice” defies easy definition. Indeed, until recently it was rarely used in an academic context. Without an established place in the academic curriculum, there is little guidance as to what topics and materials should be covered in a course with this title. It could be taught almost solely as a political theory course, a law course, or even a methods course. It could emphasize one issue or a range of issues, one location, or a range of locations.

I have decided to revolve the course around “learning modules” that are extended explorations of specific issues dealing with justice. These issues include economic development and justice, justice after atrocities, structural violence and justice, and what does it mean to “do justice.” Theoretical, legal, and methodological issues will come up throughout the course, but they will not be central. I have also decided to eschew more canonical or traditional theoretical conceptions of justice; such as “justice as fairness,” justice as “just desserts,” or “might makes right,” for an emphasis on justice for the marginalized Other in the developing world.

- What is justice for those marginalized in society?
- How much, and in what manner, should we respond to the marginalized?

Where possible we will attempt to take into account the viewpoint of the marginalized Other—a viewpoint that is absolutely essential, but is perhaps impossible to achieve. To approach such a viewpoint we will need to explore narratives as well as social, historical, legal, and theoretical writings.

I take seriously the term “global” in the title. We will explore issues from around the globe with an emphasis on the developing world. If there is a regional focus it is on sub-Saharan Africa, a region that is too often neglected or stereotyped. We will cover a range of issues including economic development and foreign aid, the Millennium Development Goals, participatory development, transitional justice with an emphasis on the Great Lakes region of Africa (Rwanda, Burundi, and Congo), U.S. asylum law, the experiences of refugees, and immigration in a transnational context. Most likely, “justice” will continue to defy our grasp. As will be clear from each topic covered justice in a specific context needs to be globalized; that is, it needs to be understood from a complex transnational perspective.

Justice will also inform the pedagogical approach of the course. As much as practical, this will be a learner-centered course where the instructor and students are all engaged as learners. Participation and empowerment will be key themes both substantively and pedagogically.

Objectives

By the end of the semester each student should:

1. have a greater sense of the range and complexity of global justice issues, especially in the developing world and among marginalized peoples.
2. More clearly understand that global justice issues are not just “over there” but take place in our own backyards and affect all of our lives.
3. develop some understanding of the roles played by IGOs, NGOs, and legal systems in the advancement of global justice.
4. have a better understanding of the recent “advances” in economic development scholarship, including such issues as the efficacy of foreign aid, rights-based development, the Millennium Development Goals, and participatory development.
5. be familiar with the current debates in transitional justice in countries such as Rwanda and the Democratic Republic of Congo.
6. have an increased sense of the importance but also the difficulties in considering the voices of the marginalized in advancing global justice.
7. demonstrate the ability to locate, evaluate, and synthesize primary and secondary sources in social justice and human rights
8. have improved their critical thinking and group skills including improving their ability to engage with, and learn from, each other.
9. Understand that most global justice issues are extremely complex, that a large number of very bright minds are working on these issues, but these problems are not intractable and there is a place for each of us to help out and bring substantive change.
10. develop a passion for the scholarly study of social justice and human rights; that is, for doing justice in an informed and critical way.

Reasonable Accommodations

The instructor will be happy to work with students who require reasonable accommodations for disabilities or other circumstances. Students who wish accommodations for a disability should contact DRC as early as possible to assure appropriate accommodations can be provided.

WARNING!

Cheating and plagiarism will not be tolerated. Plagiarism includes not only the exact duplication of an author's words but also an unacknowledged close paraphrase. When in doubt give a citation. Students are responsible for knowing and observing the ASU Student Life *Academic Integrity Code*. The introduction to this code states the following:

“The highest standards of academic integrity are expected of all students. The failure of any student to meet these standards may result in suspension or expulsion from the university and/or other sanctions as specified in the academic integrity policies of the individual academic unit. Violations of academic integrity include, but are not limited to, cheating, fabrication, tampering, plagiarism, or facilitating such activities. The university and unit academic integrity policies are available from the Office of the Provost and Academic Affairs and from the deans of the individual academic units.”

The rest of the code, which consists of several pages, is available at the following url: <https://students.asu.edu/srr/code>

Course/Instructor Evaluation

The course/instructor evaluation for this course will be conducted online 7-10 days before the last official day of classes for any given semester. The use of a course/instructor evaluation is an important process that allows our college to (1) help faculty improve their instruction, (2) help administrators evaluate instructional quality, (3) ensure high standards of teaching, and (4) ultimately improve instruction and student learning over time. Completion of the evaluation is not required for you to pass this class and will not affect your grade, but your cooperation and participation in this process is critical. About two weeks before the class finishes, watch for an e-mail with "ASU Course/Instructor Evaluation" in the subject heading. The email will be sent to your official ASU e-mail address, so make sure ASU has your current email address on file.

Course Requirements

NOTE: no exams or term papers are required. Instead, we will have a number of shorter assignments due throughout the semester.

Module Assignments (45 Points): Throughout the semester students will be required to complete four assignments related to the course material. These will most likely include; drafting letters to individuals that we learn about, compiling a draft development plan for an African country, and preparing for an asylum case. A couple of these might involve a minimal amount of group work.

Participation in the Class Discourse on Global Justice (40 Points): Students will be expected to regularly participate on the class discussion board. We will have seven (7) discussions based upon the readings and films and each is worth 5 points. Student groups will take turns serving as Discussion Leaders (worth 5 points), coming up with questions for the discussion and leading class discussions on the readings and films. This will involve reading or viewing the material ahead of time, reading authoritative reviews of the material, consulting with the instructor, and coordinating with the other Discussion Leaders. The Discussion Leaders will also serve as the moderators of the discussion, providing focus and prodding where necessary.

Participation in the Global Discourse for Global Justice (15 Points): Students will be expected to monitor and participate in the burgeoning global discourse on global justice issues. This will first involve regularly checking specific listservs, email lists, or discussion groups, and signing up for Google Alerts or similar news monitoring sources. Students will also participate in this global discourse by writing book reviews for Amazon.com, adding to Wikipedia, or another similar exercise. These contributions to the global discourse should be posted on the class blog on Blackboard and students are expected to comment on relevant posts from other students.

Extra Credit Learning Quizzes (4 Points): Two extra credit quizzes will be given. These learning quizzes will help students see the connections between and within the material covered up to that point.

Late Papers: All late assignments, without a valid excuse, will be penalized two points per day.

Grades

Your final grade will be determined as follows:

97 and above	A+	77-79	C+
93-96	A	70-76	C
90-92	A-	60-69	D
87-89	B+	Below 60	E
83-86	B		
80-82	B-		

Required Books

Banerjee, Abhijit and Esther Duflo. 2011. *Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty*. PublicAffairs. (1586487981, \$26.99).

Hatzfeld, Jean. 2005. *Machete Season: The Killers in Rwanda Speak*. Picador, 2006. (ISBN= 0312425031, \$15.95).

Ilibagiza, Immaculée. 2007. *Left to Tell: Discovering God Amidst the Rwandan Holocaust*, Hay House. (ISBN= 1401908977, \$14.95).

Kenney, David Ngaruri and Philip G. Schrag. 2008. *Asylum Denied: A Refugee's Struggle for Safety in America*. University of California Press. (9780520261594, \$20.00).

Additional short readings will be required as needed.

Information will also be regularly posted on Blackboard and by Email

STUDENTS ARE REQUIRED TO HAVE ACCESS TO BLACKBOARD!

Technological note: students often complain that Blackboard is regularly offline. Many times, it is the ASU Portal that is down and not the Blackboard site. To go directly to Blackboard site you can use the URL:

<http://myasucourses.asu.edu>

Course Outline and Schedule

NOTE: DB = Discussion Board

Week 1 Introductions

Assigned Syllabus Quiz and Wiki Introductions

Week 2 Prelude

Readings Peter Singer, "What Should a Billionaire Give – and What Should You?"

What Are We Doing Here? Why Western Aid Hasn't Helped Africa

DB 1 Responding to the Less Fortunate

Module 1 Transitional Justice in Rwanda and Beyond

Weeks 3-5

Readings Ilibagiza, Immaculee. *Left to Tell: Discovering God Amidst the Rwandan Holocaust*
Hatzfeld, Jean. *Machete Season: The Killers in Rwanda Speak* (Selections)

Movies *Notebooks of Memory*
The Greatest Silence: Rape in Congo

Assignment 1 Reflection Letters (5 Points)

DB 2 *Left to Tell* and *Machete Season*

DB 3 The DRC and the Aftermath of Rape

Module 2 The Refugee Experience and Refugee Rights in Arizona

Weeks 6-8

Readings Jaya Ramji-Nogales, et al., *Refugee Roulette* (Internet)
Kenney and Schrag, *Asylum Denied*

Movies *God Grew Tired of Us*
One-Way Ticket to Ghana: Forced Deportation from the E.U.

Assignment 2 Letters to Detainees or Refugees (10 Points)

Assignment 3 Moot Court on Asylum Law (15 Points)

DB 4 Kenney and Refugee Roulette

DB 5 The Lost Boys

Module 3 Immigration and Structural Violence in a Globalized Context

Weeks 9-11

Readings Simmons and Mueller, "Introduction"
Simmons and Téllez, "Sexual Violence against Migrant Women and Children in Arizona"

Movies *De Nadie*
Escape to the E.U.? Human Rights and Immigration Policy in Conflict

DB 6 Immigration, Structural Violence, and Sexual Violence

Module 4 Economic Development and Justice

Weeks 12-16

Readings Millennium Development Goals Report – 2011
Banerjee and Duflo, *Poor Economics*
Cooke, Bill, "Rules of Thumb for Participatory Change Agents"
Williams, Glyn, "Evaluating Participatory Development: Tyranny, Power and Re(Politicisation)"

Movies *Through a Child's Eyes: Views of Global Poverty*

Assignment 4 Critical MDGs in Specific Countries and an Information Literacy Scavenger Hunt (20 Points)

DB 7 *Poor Economics* and Participatory Development

We are no closer to a useable blueprint for development than we were 50 years ago. It is true that we now think we know which blueprints to avoid, but it is not always clear that we know why (Abhijit Banerjee, 2004).