

Term Information

Effective Term Spring 2023
Previous Value Autumn 2014

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

We ask that POLITSC 3460 be included in two new GE themes Citizenship for a Just and Diverse World and Migration, Mobility, Immobility

Update ELOs and Goals

Update content topic list

What is the rationale for the proposed change(s)?

Content of course matches new GE themes

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

Inclusion into new GE themes

No impact on Political Science programs for BA/BS degree or on BA program in World Politics

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Political Science
Fiscal Unit/Academic Org	Political Science - D0755
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	3460
Course Title	Global Justice
Transcript Abbreviation	Global Justice
Course Description	Examines the idea of justice between states and among the people of the world. What would a just world look like? How should we live in our unjust world? Current debates about war, the environment, diversity and poverty will be considered.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	No
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never

Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster
Previous Value *Columbus*

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions
Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 45.1001
Subsidy Level Baccalaureate Course
Intended Rank Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

Citizenship for a Diverse and Just World; Migration, Mobility, and Immobility
The course is an elective (for this or other units) or is a service course for other units

Previous Value

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Students develop skills at understanding, evaluating, and making both normative and empirical arguments about global politics, the role of justice within it, and what it means to be a responsible citizen in a diverse world.
- Students will learn to read and evaluate advanced scholarly work on the institutions and individual actions necessary to achieving and sustaining a just and diverse world.
- Students will engage theoretical approaches to understanding global justice and their responsibilities as citizens of a diverse world: social democratic, liberal egalitarian, consequentialist, libertarian, neoliberal, decolonial, and indigenous.
- Students will analyze perspectives on citizenships and apply that knowledge to their own local, national, and global citizenship
- Students will analyze the expressions and implications of diversity, equity, and inclusion in various topic areas.
- **Skills:** *critical thinking about justice, incl. what it is and what obligations it entails; critical thinking about particular issue areas, incl. ability to make use of the concepts of the just war tradition; ability to apply concepts to specific cases*
- **Knowledge:** *history of international political thought; tradition of just war thinking; normative issues about climate change, international diversity, human rights practice, and global poverty*

Previous Value

Content Topic List

- Sweatshops, Poverty, and Inequality
- Global Environmental Justice
- Neoliberalism, Populism, and Sovereignty

Previous Value

- *History of international political thought, including skepticism about the possibility of international political justice;*
- *The tradition of just war theory*
- *Human rights*
- *Climate change*
- *Global poverty*

Sought Concurrence

No

Attachments

- Citizenship Theme Course Submission Form for PS3460.docx: Citizenship GE theme submission form
(Other Supporting Documentation. Owner: Smith, Charles William)
- Curriculum Map BA Political Science.pdf: Curriculum Map BA Poli Sci
(Other Supporting Documentation. Owner: Smith, Charles William)
- Curriculum Map BA World Politics.pdf: Curriculum Map BA World Politics
(Other Supporting Documentation. Owner: Smith, Charles William)
- Curriculum Map BS Political Science.pdf: Curriculum Map BS Poli Sci
(Other Supporting Documentation. Owner: Smith, Charles William)
- PS3460 course submission form MMI Theme.docx: MMI GE Theme submission form
(Other Supporting Documentation. Owner: Smith, Charles William)
- PS3460 Syllabus for GE Themes.docx: POLISC 3460 Syllabus
(Syllabus. Owner: Smith, Charles William)
- Political Science 3460 syllabus Spring 2020.pdf: Current syllabus
(Syllabus. Owner: Smith, Charles William)

Comments

- Returned to request additional theme *(by Vankeerbergen, Bernadette Chantal on 06/03/2022 12:50 PM)*

COURSE CHANGE REQUEST
3460 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
09/08/2022

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Smith, Charles William	04/29/2022 01:23 PM	Submitted for Approval
Approved	Caldeira, Gregory Anthony	04/29/2022 01:56 PM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	05/31/2022 01:04 PM	College Approval
Submitted	Smith, Charles William	05/31/2022 01:12 PM	Submitted for Approval
Approved	Caldeira, Gregory Anthony	05/31/2022 02:56 PM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	06/03/2022 12:50 PM	College Approval
Submitted	Smith, Charles William	06/03/2022 01:20 PM	Submitted for Approval
Approved	Caldeira, Gregory Anthony	06/03/2022 03:59 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	09/08/2022 02:33 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	09/08/2022 02:33 PM	ASCCAO Approval

Political Science 3460: Global Justice

Prof. Benjamin McKean

Syllabus for GE Approval

Email: mckean.41@osu.edu

Office Hours: TBA

Teaching Assistant: TBA

Office Hours: TBA

Course Description

We live in a world of national borders and a global economy. Living on one side of the border can mean earning an order of magnitude more than living on the other. Is that fair? If not, what does global justice demand? What would such a world look like and what does this tell us about how to live today in our own unjust world? These important questions motivate this political theory course about the possibility of justice between states and among the people of the world. We begin by looking at how the combination of national borders and an interdependent global economy shapes the experiences of workers in the developed and the developing world. We'll consider questions concerning garment industry sweatshops as well as fairness in trade generally before turning to broader issues concerning our responsibilities to address poverty and inequality. We will consider environmental justice with a particular focus on how we should think about duties to mitigate and adapt to climate change and consider the issues around the state borders of our world - immigration, indigenous people, and the legacy of colonialism. Throughout, we will connect these issues to each other as well as to newsworthy developments in global politics today.

Course Policies

Disabilities

The University strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's [request process](#), managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766. If you are thinking of harming yourself or need a safe, non-judgmental place to talk, or if you are worried about someone else and need advice about what to do, 24-hour emergency help is also available through the Suicide Prevention Hotline (Columbus: 614-221-5445 / National: 800-273-8255); or text (4hope to 741741); or at suicidepreventionlifeline.org

Questions and Communications

In addition to my office hours and the Q&A discussion board on Carmen, I welcome questions via email. This is a large class so due to email volume, please allow 24 hours for a response on weekdays and longer over weekends. My class-wide communications will be sent through the Announcements tool in CarmenCanvas. Please check your [notification preferences](#) (go.osu.edu/canvas-notifications) to be sure you receive these messages.

Course Materials

All course materials and readings will be available on Carmen.

How This Course Works

There are five areas of work for the course:

- 1) **Class meetings** will take place on Tuesdays and Thursdays during our scheduled course meeting time (12:45pm to 2:05pm). These meetings will be in person with the exception of our meetings with guest speakers, which will online on Zoom.
- 2) **Discussion activities** in small groups will be incorporated into our meetings. If you have missed class, you will have the opportunity to complete the discussion activity on your own.
- 3) **Reading quizzes** about the assigned readings will be regularly assigned through Carmen. These will be very short quizzes of 5-6 questions, but you will have two hours to complete them once you start so that you can have them open as you do the assigned reading. These will be do before the class in which we will discuss the reading that is the subject of the quiz. You can expect 7 quizzes throughout the semester; they will be announced a week in advance.
- 4) **Three short writing assignments** of 500-1000 words will ask you to respond to the course material with your own critical thinking. These assignments are due before class on January 24th, February 21st, and April 18th.
- 5) A **midterm and final exam** will demonstrate your cumulative mastery of the course material. The midterm will be in class on February 28th and the final exam will be during

our assigned time during the exam period. Both tests will be closed book and closed notes, but all questions on the midterm and final exams will be drawn from study guides distributed in advance.

Grades will be based on reading quizzes (10%), group activities (15%), three short writing assignments (25%), a midterm (20%), and a final exam (30%). Short writing assignments will be roughly 500-1000 words each and are of three kinds: (i) identifying “lock and key” passages from a reading I’ve selected; (ii) explaining the argument of an assigned reading in your own words; and (iii) using a reading of your choice to analyze a news story of your choice. Grading rubrics for the writing assignments will be distributed along with the assignments themselves. You can anticipate large assignments like the writing assignments and midterm to be graded within two weeks of being completed.

Discussion Activities

Every week in class, you will be asked to complete one or two short activities engaging with the course material. These activities will all be graded as Complete/Incomplete. Everyone starts with 100 points for your discussion activities grade and will lose 4 points for each activity left incomplete.

Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct at <http://studentlife.osu.edu/csc/>

Additional Remarks on Academic Misconduct

Writing assignments and exams will be checked with TurnItIn software to prevent plagiarism. While I encourage group studying in advance of tests, you are prohibited from collaborating during the midterm and final themselves. As you know, plagiarism and cheating are wrong and unfair to your fellow students. Moreover, it wastes your education. Cheating can lead to automatic failure of the course and will be referred to the University administration for additional sanctions. If you are confused or have questions, please don’t hesitate to ask me or the teaching assistants; we’re always happy to talk with you.

Technology Skills Needed for This Course

- Basic computer and web-browsing skills
- [Navigating CarmenCanvas](http://go.osu.edu/canvasstudent) (go.osu.edu/canvasstudent)
- [CarmenZoom virtual meetings](http://go.osu.edu/zoom-meetings) (go.osu.edu/zoom-meetings)

Technology Support

For help with your password, university email, CarmenCanvas, or any other technology issues, questions or requests, contact the IT Service Desk, which offers 24-hour support, seven days a week.

- **Self Service and Chat:** go.osu.edu/it
- **Phone:** [614-688-4357 \(HELP\)](tel:614-688-4357)
- **Email:** servicedesk@osu.edu

Zoom Guidelines

Some of our interactions in this class will occur through Zoom videoconferencing. I anticipate this will be when we host guest speakers, but there may be other class meetings online if the need arises. Because this mode of discussion has benefits and challenges that differ from in-person class sessions, I want to share my expectations for how we will meet and communicate:

Preparation: Come to the session having completed any readings or pre-work and be ready to have open, civil, and supportive discussions in video and chat spaces. I ask that you update your Zoom profile with your preferred name and add a picture with your face.

Participation: At the start of our sessions, I'll share specific expectations for how to use the chat, how to interact, and how to raise questions or concerns as we go. If you are unsure about expectations or are unsure about raising a question, please follow up with me afterward to make sure your questions are answered. Plan to be present during the entire class session as much as you are able. For some activities, I may ask you to share your faces on camera if you are comfortable doing so to help us connect with each other. Please feel free to use a non-distracting [virtual background](#). Many students and instructors prefer not to share their remote spaces for a variety of reasons. Mute your microphone when others are talking to minimize background noise in the meeting. If you have any concerns about participating in class over Zoom in this way, please let me know. My goal is to create a safe environment where we can benefit from seeing each other and connecting, but I want to prioritize your safety and well-being.

Recordings: I will be recording our meetings for the benefit of students who may need to be absent. These links will only be shared with students in our class.

Technical Issues: If you encounter a technical issue with Zoom during a session, first make sure you are using the latest version of Zoom. Next, contact the IT Service Desk at go.osu.edu/it or 614-688-4357(HELP). If issues continue, contact me after the session to learn how to make up for the missed content either via a recording or other means. I will not be able to address technical issues during a live session.

Creating a Safe and Welcoming Environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

Reading Schedule (subject to change)

Week 1

- Tues 1/10 Katherine Gypson, "Shifting Global Marketplace Leaves US Workers Behind" *Voice of America* December 4, 2018
Mark Stevenson, "Mexico-US trade deal unlikely to boost low Mexican wages" *Associated Press* August 30, 2018
Marcela García, "Ukrainian refugees arriving at the US-Mexico border raise questions for Biden" *Boston Globe* March 14, 2022
- Thurs 1/12 Iris Marion Young, "From Guilt to Solidarity: Sweatshops and Political Responsibility" *Dissent* (Spring 2003): 39-44
Erik Loomis, "In the Global Apparel Industry, Abusive and Deadly Working Conditions Are Still the Norm" *In These Times* Jun 15, 2015
Robb Young, "Fashion to Die For" *Business of Fashion* September 13, 2018

Week 2

- Tues 1/17 Alison Jaggar, "Transnational Cycles of Gendered Vulnerability: A Prologue to a Theory of Global Gender Justice" *Philosophical Topics* Vol. 37, No. 2 (Fall 2009): pages 33-52.
- Thurs 1/19 Sarah C. Goff "Fair trade: global problems and individual responsibilities" *Critical Review of International Social and Political Philosophy* Vol. 21, No 4, 521-543

Recommended: Margaret M. Willis and Juliet B. Schor, "Does Changing a Light Bulb Lead to Changing the World? Political Action and the Conscious Consumer" *Annals of the American Academy of Political and Social Science*, Vol. 644 (November 2012), pages 160-190.

Mark Moberg and Sarah Lyon, "Fair Trade and Neoliberal Globalization: A Brief History," in *Fair Trade and Social Justice: Global Ethnographies* (NYU Press, 2010), pages 1-13.

Week 3

- Tuesday 1/24 Matt Zwolinski, "Sweatshops, Choice, and Exploitation" *Business Ethics Quarterly* Vol 17, No 4 (2007), pages 689-727.
First "Lock & Key" Writing Assignment Due

Thurs 1/26 Mathew Coakley and Michael Kates, "The Ethical and Economic Case for Sweatshop Regulation" *Journal of Business Ethics* Vol 117, No 3 (2013), pages 553-558.
Michael Kates, excerpt from "The Ethics of Sweatshops and the Limits of Choice" *Business Ethics Quarterly* Vol 25, No 2 (2015), pages 195-205
"The Closure of a Hong Kong-Invested Company" from *China on Strike: Narratives of Workers' Resistance* ed. Hao Ren (Chicago: Haymarket Books, 2016), pages 41-49.

Week 4

Tues 1/31 Guest speaker – Jess Dampier, national organizer, United Students Against Sweatshops

Thurs 2/2 Milton Friedman, "Neoliberalism and Its Prospects" *Farmand* (1951): pages 89-93.
Milton Friedman, "The Social Responsibility Of Business Is to Increase Its Profits" *New York Times* September 13, 1970

Recommended: Milton Friedman, "Liberalism, Old Style" (1955) reprinted in *The Indispensable Milton Friedman*, pages 11-24.

Gabriel Winant, "Not Every Kid-Bond Matures" *N+1* No 30 (2018)

David Harvey, "Neoliberalism as Creative Destruction" *Annals of the American Academy of Political and Social Science*, Vol 610 (2007), pages 22-44.

Week 5

Tues 2/7 Peter Singer, "Famine, Affluence, and Morality" *Philosophy and Public Affairs* Vol 1 No 3 (Spring 1972): pages 229-243

Recommended: Andrew Kuper, "More Than Charity: Cosmopolitan Alternatives to the 'Singer Solution'" *Ethics & International Affairs* Vol 16 No 2: pages 107-120

Thurs 2/9 William MacAskill, "Don't 'Follow Your Passion'" from *Doing Good Better* (New York: Penguin Books, 2015), pages 1-21
Jennifer Rubenstein, "The Lessons of Effective Altruism" *Ethics & International Affairs* Vol 30, No 4 (2016), pages 511-526.

Week 6

Tues 2/14 Kok-Chor Tan, excerpt from *What is This Thing Called Global Justice?* (New York: Routledge, 2017), pages 21-29 and 35-41
Chris Armstrong, excerpt from *Why Global Justice Matters: Moral Progress in a Divided World* (2019), pages 32-48

Thurs 2/16 Puneet Dhaliwal, "Decolonial global justice: A critique of the ethics of the global economy" *Routledge Handbook of Ethics and International Relations* (2018): pages 445-458.

Week 7

Tues 2/21 Guest speaker from Justice is Global, a grassroots movement to create an equitable and sustainable global economy
Second Writing Assignment Due

Thurs 2/23 Pandemic and Global Justice activity – no assigned reading

Week 8

Tues 2/28 **MIDTERM AVAILABLE**

Thurs 3/2 Guest Speaker from Sunrise Movement

Week 9

Tues 3/7 Darrell Moellendorf, "Climate change and global justice" *Wiley Interdisciplinary Review of Climate Change* Vol 3, No 2 (2012), pages 131-143.
David Schlosberg, excerpt from "Theorising Environmental Justice: The Expanding Sphere of a Discourse" *Environmental Politics* Vol 22 (2013), pages 46-49

Recommended: IPCC Special Report on Global Warming of 1.5 °C released October 2018
David Wallace-Wells, "The Uninhabitable Earth" *New York Magazine* July 10, 2017

Thurs 3/9 Alyssa Battistoni and Jedediah Britton-Purdy, "After Carbon Democracy" *Dissent* Winter 2020

Week 10 SPRING BREAK in 2023

Tues 3/14 no class
Thurs 3/16 no class

Week 11

Tues 3/21 Kyle Powys Whyte, "Way Beyond the Lifeboat: An Indigenous Allegory of Climate Justice" in *Climate Futures: Re-Imagining Global Climate Justice*, pages 11-20
Vine Deloria, Jr., "Sacred Places and Moral Responsibility" in *Spirit and Reason: The Vine Deloria Jr Reader*, pages 323-338

Thurs 3/23 Allen Thompson, "Virtues of Responsibility for Global Climate" from *Ethical Adaptation to Climate Change* (MIT Press, 2012), pages 203-221

Recommended: Dale Jamieson, "Ethics, Public Policy, and Global Warming" *Science, Technology, & Human Values*, Vol. 17, No. 2 (Spring, 1992), pages 139-153;

Troy Vettesse, “Climate Gut Check” *Boston Review* December 5, 2018

Week 12

Tues 3/28 David Miller, “Immigration: The Case for Limits,” in *Contemporary Debates in Applied Ethics* (2005), pages 193–206

Thurs 3/30 Joseph Carens, “Aliens and Citizens: The Case for Open Borders,” *Review of Politics* 49 (1987): 251-73

Week 13

Tues 4/4 Cristina Beltrán, *Cruelty as Citizenship: How Migrant Suffering Sustains White Democracy* (University of Minnesota, 2020), pages 1-31;
Jay Caspian Kang interview with Reihan Salam, “The Anti-C.R.T. Movement and a Vision For a New Right Wing” *The New York Times* February 10, 2022

Thurs 4/6 Guest Speakers from Coalition of Immokalee Workers and the Alliance for Fair Food

Week 14

Tues 4/11 Wendy Brown, “Waning Sovereignty, Walled Democracy” from *Walled States, Waning Sovereignty*, pages 7-42

Thurs 4/13 James Tully, “The Struggle of Indigenous Peoples for and of Freedom” in *Political Theory and the Rights of Indigenous Peoples* Eds. Duncan Ivison, Paul Patton, and Will Sanders (2000), pages 36-59

Week 15

Tues 4/18 Taiaiake Alfred, *Peace, Power, Righteousness: An Indigenous Manifesto*, pages 41-54

Leanne Betasamosake Simpson, “Theorizing Resurgence from within Nishnaabeg Thought” in *Dancing on our Turtle’s Back*, pages 31-48

Third Writing Assignment Due

Thurs 4/20 Review and Reflect – no additional reading assigned

Exam Week

4/26 to 5/2 Final exam date TBD

Learning Objectives

All courses in the political science department aim to meet two learning objectives: (1) Students will gain in-depth knowledge of the scholarly literature in a field or thematic specialization; (2) Students will develop analytic and critical thinking skills that will enable them to evaluate competing arguments and to appraise value-based claims. In this course specifically, students should expect to acquire knowledge of the history of international political thought; cosmopolitanism; and normative issues about global poverty, trade, climate change, immigration; and indigenous rights. They should also acquire the following skills: knowing how to read for normative argument; knowing how to make a normative argument; critical thinking about justice, including what it consists in and what obligations it entails; critical thinking about particular issue areas and the ability to apply these concepts to particular cases.

This is also a GE course, which fulfills the requirements for the GE Themes “Citizenship for a Just and Diverse World” and “Migration, Mobility, and Immobility,” as listed below.

Learning Objectives applying to all GE Themes courses		
Goals	Expected Learning Outcomes	In this course
GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.	Successful students are able to... 1.1. Engage in critical and logical thinking about the topic or idea of the theme.	In this course, students... Develop their skills at understanding, evaluating, and making both normative and empirical arguments about the role of migration in global politics.
	1.2. Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.	1.2. Read and evaluate advanced scholarly explorations of migration and mobility in the global economy.
GOAL 2: GOAL: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.	2.1. Identify, describe, and synthesize approaches or experiences as they apply to the theme.	2.1. Learn how to identify these approaches both through reading and in-class activities. Students learn how to describe these approaches in their own words through the second writing assignment, which requires them to explain an author’s argument in their own words, as well as through the Reading Questions and Explaining Key Concepts sections of the midterm and final exam. Students synthesize the approaches in class discussions.
	2.2. Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.	2.2. The writing assignments and group activities for the course are scaffolded so that students can see how their work builds on previous efforts.

This course fulfills the specific requirements and expected learning outcomes for the GE Theme: Migration, Mobility, and Immobility (thereafter, MMI) or Citizenship for a Just and Diverse World.

Theme: Migration, Mobility, and Immobility		
Goals	Expected Learning Outcomes	Related course content
<p>GOAL 1: Successful students will explore and analyze a range of perspectives on migration, mobility, and immobility, including causes and effects, personal or group experiences, or artistic expression.</p>	<p>Successful students are able to...</p> <p>1.1. Explain environmental, political, economic, social, or cultural causes of migration, mobility, and/or immobility (thereafter, MMI).</p>	<p>In this course, students...</p> <p>1.1. Learn about economic causes of migration, mobility, and immobility in Week 1, Week 2 (which focuses on the intersection of economic causes and gender), and Week 3. Students will learn about the political causes in Week 6 and in Weeks 12 – 15. Students will learn about the environmental causes in Weeks 9 and 11.</p>
	<p>1.2 Describe and analyze diverse experiences or portrayals of migration, mobility, or immobility (e.g. migration, incarceration, disability, or flight) and the complex effects of these phenomena on individuals, societies, institutions, and/or places.</p>	<p>1.2. Learn about experiences and representations of migration, mobility, and immobility in Weeks 1 and 3. Students will also learn about these experiences directly from the migrants themselves who will serve as guest speakers. Students will also learn about experiences of immobility, forced displacement, and reservation life in reading about Native American experiences of Weeks 11, 14, and 15. Students will demonstrate mastery in describing these experiences and effects in class discussions, reading quizzes, the midterm and final exam, and the second and third writing assignments.</p>
<p>GOAL 2: Successful students will explain a variety of scholarly or artistic approaches to understanding mobility and immobility, and analyze how texts, perceptions, representations, discourses, or artifacts represent these concerns.</p>	<p>2.1 Discuss how migration, mobility, or immobility have shaped attitudes, beliefs, behaviors, and values of individuals and/or institutions.</p>	<p>2.1 Students will discuss how migration, mobility, and immobility have shaped political institutions most explicitly in Week 3 (on whether regulations on business are justifiable), in Week 12 (on whether political institutions have a right to exclude migrants), in Week 13 (on whether immigration restrictions are motivated by racial animus), in Week 14 (on the relationship between immigration and state sovereignty), and in Week 15 (on the effect of state borders on indigenous political forms).</p>
	<p>2.2 Describe how people (e.g. scholars, artists, scientists, etc.) perceive or represent migration, mobility, or immobility and critique conventions, theories, and/or ideologies that influence such perceptions or representations.</p>	<p>2.2 Students will learn to describe how people have represented migration, mobility, and immobility through engaging with the experiences and portrayals enumerated above in response to ELO 1.2. They will learn to critique the theories that influence these portrayals through assigned readings which critique the portrayal of migrants as people in need of help rather than agents themselves; in Week 13, Jay Caspian Kang’s interview with Reihan Salam, which questions the assumption that migrants want to be identified as different; class discussion that call into question the assumptions undergirding them as well as through structured in-class activities (for example, an activity in Week 15 that asks students to reflect</p>

		on the kinds of stories they tell about their families).
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GE Theme: Citizenship for a Just and Diverse World	
Goals	Expected Learning Outcomes
GOAL 1: Successful students will analyze concepts of citizenship, justice and diversity at a more advanced and in-depth level than in the Foundations component.	Successful students are able to ... 1.1 Engage in critical and logical thinking about the topic or idea of citizenship for a just and diverse world.
	1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of citizenship for a just and diverse world.
GOAL 2: Successful students will integrate approaches to understanding citizenship for a just and diverse world by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.	2.1 Identify, describe and synthesize approaches or experiences as they apply to citizenship for a just and diverse world.
	2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment and creative work, building on prior experiences to respond to new and challenging contexts.
GOAL 3: Successful students will explore and analyze a range of perspectives on local, national or global citizenship and apply the knowledge, skills and dispositions that constitute citizenship.	3.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global and/or historical communities.
	3.2 Identify, reflect on and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.
GOAL 4: Successful students will examine notions of justice amid difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within society, both within the United States and around the world.	4.1 Examine, critique and evaluate various expressions and implications of diversity, equity and inclusion, and explore a variety of lived experiences.
	4.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.

GE Theme course submission document for Political Science 3460

Goals and ELOs shared by *a//*Themes

Goal 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.

Political Science 3460 is an advanced course in the political theory of global justice in which students will deeply engage with cutting edge research on the role of national borders and the global economy in relation to migration and mobility. Students will read peer reviewed academic publications addressing economic fairness, environmental responsibilities, and indigenous rights and learn how to synthetically draw conclusions that link issue areas as well as how link to academic findings to current events.

Goal 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

Students in Political Science 3460: Global Justice will learn how to use the academic frameworks with which they become familiar to understand news articles and current events; we’ll develop those skills through discussing assigned readings and in-class activities that pair theoretical texts with short news stories before culminating in the News Analysis writing assignment. The course readings draw from multiple disciplines, including political science, philosophy, Native American Studies, and economics. Students who have taken previous political theory classes will find that the course readings draw on more introductory work while also being prepared to undertake even more focused and advanced work in the areas covered by the course.

For each of the ELOs below, please identify and explain course assignments, readings, or other activities within this course that provide opportunity for students to attain the ELO. If the specific information is listed on the syllabus, it is appropriate to point to that document. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

ELO 1.1 Engage in critical and logical thinking.	This course will help students develop their skills at understanding, evaluating, and making both normative and empirical arguments about the role of migration in global politics. <ul style="list-style-type: none">• Socratic teaching incorporated into every lecture – students are invited to respond to claims from the reading with their own thoughts, which are then pressed for clarity and further responses
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	<ul style="list-style-type: none"> • Weekly in-class group activities that help students learn and practice different argument skills (eg, week 1, students work in pairs to develop a shared definition of justice; Week 5, students work in groups to find the premises of Peter Singer’s argument and make an objection to it) • Three writing assignments ask to (i) identify important passages from the reading and explain their importance (ii) explain an author’s argument in their own words (iii) use an assigned reading to analyze a news story of their choice
<p>ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met.</p>	<p>Students will read and evaluate advanced scholarly explorations of migration and mobility in the global economy.</p> <ul style="list-style-type: none"> • Students begin on the first day of class with accessible material aimed at the general public (Marcela García, “Ukrainian refugees arriving at the US-Mexico border raise questions for Biden”) before proceeding to more difficult material • Week 2: Alison Jaggar, “Transnational Cycles of Gendered Vulnerability” addresses the global movement of care workers and offers an analysis of migration and gender • Week 3: Mathew Coakley and Michael Kates, “The Ethical and Economic Case for Sweatshop Regulation” looks at the relative lack of mobility of workers in comparison to capital gives rise to the need for national and translation workplace regulations • Week 6: Puneet Dhaliwal, “Decolonial global justice” examines the role of colonialism in creating national borders and circuits of migration • Week 9: Darrell Moellendorf, “Climate change and global justice” considers how rising sea levels will give rise to climate migration and the issues of justice that this will generate • Week 10: Vine Deloria, Jr., “Sacred Places and Moral Responsibility” introduces the idea that places are not fungible – that people should not have to move if they think of their relation to where they live as a sacred place • Weeks 11-13: immigration ethics debated explicitly by David Miller, “Immigration: The Case for Limits” and Joseph Carens, “Aliens and Citizens: The Case for Open Borders”; guest speakers from the Coalition of Immokalee Workers, an immigrant workers rights group <p>All of these readings will be subject to critical discussion in lecture and in small groups. Their exploration of these topics will be spot checked by short reading quizzes as well as by the midterm and final. Both exams have three parts: (i) reading questions to confirm understanding (ii) explaining and synthesizing key concepts in their own words and (iii) a short essay comparing two or three different approaches to the topic and explaining which they think is more successful.</p>

<p>ELO 2.1 Identify, describe, and synthesize approaches or experiences.</p>	<p>Through lecture, discussion, and readings, the course introduces students to a range of theoretical approaches to understanding global justice and migration: social democratic, liberal egalitarian, consequentialist, libertarian, neoliberal, decolonial, and indigenous. Students will learn how to identify these approaches both through reading and in-class activities (for example, an activity in Week 3 when students read short scenarios and identify whether the freedom of the person in the scenario is being violated and if so, according to what approach(es) to freedom). Students will learn how to describe these approaches in their own words through the second writing assignment, which requires them to explain an author’s argument in their own words, as well as through the Reading Questions and Explaining Key Concepts sections of the midterm and final exam. Students will be asked to synthesize the approaches in class discussions and activities (for example, the group activity in Week 6, when students will be asked to defend one approach to global justice in comparison to two others) as well as the News Analysis writing assignments.</p>
<p>ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.</p>	<p>The writing assignments and group activities for the course are scaffolded so that students can see how their work builds on previous efforts. For example, the first writing assignment asks students to identify particular passages in the readings as “locks” that block their understanding of the argument and “keys” that help them make sense of it (indeed, even before they do this at home, we do this as an in-class activity in Week 2). Explaining what they can’t understand and why they think it matters helps students identify what about political theory is difficult for them. This prepares them for the second writing assignment, in which they explain and evaluate an author’s argument (again, after practicing component skills in class, as when they complete a group activity in class asking them to identify the premises of an author’s argument in Week 6). Similarly, students build up to the final news analysis writing assignment through the integration of news articles into our class discussions and group activities, as when students discuss the fairness of the wage differentials on the US/Mexico border in Week 1. Students are also asked to reflect on their own positionality with respect to the material and how it connects to their own lived experiences, as in Week 10 when they are asked to reflect upon what it means to them to live on land that was previously home to indigenous people and in Week 11 when they are asked to consider both the costs and the benefits for them of efforts to address climate change.</p>

Goals and ELOs of “Migration, Mobility, and Immobility”

GOAL 1: Successful students will explore and analyze a range of perspectives on migration, mobility, and immobility, including causes and effects, personal or group experiences, or artistic expression.

GOAL 2: Successful students will explain a variety of scholarly or artistic approaches to understanding mobility and immobility, and analyze how texts, perceptions, representations, discourses, or artifacts represent these concerns.

For each ELO, please identify and explain course assignments, readings, or other activities within this course that provide opportunity for students to attain the ELO. If the specific information is listed on the syllabus, it is appropriate to point to that document. The number of activities or emphasis within the course are expected to vary among ELOs. Examples from successful courses are shared below.

<p>ELO 1.1 Explain environmental, political, economic, social, or cultural causes of migration, mobility, and/or immobility.</p>	<p>Students will learn about economic causes of migration, mobility, and immobility in Week 1, Week 2 (which focuses on the intersection of economic causes and gender), and Week 3. Students will learn about the political causes in Week 6 and in Weeks 12 – 15. Students will learn about the environmental causes in Weeks 9 and 11. Students will demonstrate mastery in explaining these causes in class discussions, through the midterm and final exam, and the second and third writing assignments.</p>
<p>ELO 1.2 Describe and analyze diverse experiences or portrayals of migration, mobility, or immobility (e.g. migration, incarceration, disability, or flight) and the complex effects of these phenomena on individuals, societies, institutions, and/or places.</p>	<p>Students will learn about experiences and representations of migration, mobility, and immobility in Week 1 (assigned news article and “Fashion to Die For,” a profile of a garment worker who moved to Dhaka from a rural area) and Week 3 (the excerpt from <i>China on Strike</i> is an oral history of a migrant worker’s experience moving among factories in China). Students will also learn about these experiences directly from the migrants themselves who will serve as guest speakers (the speakers from Justice is Global and the Coalition of Immokalee Workers are immigrants). Students will also learn about experiences of immobility, forced displacement, and reservation life in reading about Native American experiences of Weeks 11, 14, and 15. Students will demonstrate mastery in describing these experiences and effects in class discussions, reading quizzes, the midterm and final exam, and the second and third writing assignments.</p>
<p>ELO 2.1 Discuss how migration, mobility, or immobility have shaped attitudes, beliefs, behaviors, and values of individuals and/or institutions.</p>	<p>Students will discuss how migration, mobility, and immobility have shaped political institutions most explicitly in Week 3 (on whether regulations on business are justifiable), in Week 12 (on whether political institutions have a right to exclude migrants), in Week 13 (on whether immigration restrictions are motivated by racial animus), in Week 14 (on the relationship between immigration and state sovereignty), and in Week 15 (on the effect of state borders on indigenous political forms).</p>
<p>ELO 2.2 Describe how people (e.g. scholars, artists, scientists, etc.) perceive or represent migration,</p>	<p>Students will learn to describe how people have represented migration, mobility, and immobility through engaging with the experiences and portrayals enumerated</p>

<p>mobility, or immobility and critique conventions, theories, and/or ideologies that influence such perceptions or representations.</p>	<p>above in response to ELO 1.2. They will learn to critique the theories that influence these portrayals through assigned readings (for example, in Week 5, Jennifer Rubenstein, “The Lessons of Effective Altruism,” which critiques the portrayal of migrants as people in need of help rather than agents themselves; in Week 13, Jay Caspian Kang’s interview with Reihan Salam, which questions the assumption that migrants want to be identified as different); class discussion that call into question the assumptions undergirding them as well as through structured in-class activities (for example, an activity in Week 15, drawing on Leanne Betasamosake Simpson’s work, that asks students to reflect on the kinds of stories they tell about their families).</p>
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Political Science 3460: Global Justice
“Citizenship for a Just and Diverse World” Theme Goals and ELO Rationale

General Theme Goals and ELOs:

GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. Please briefly identify the ways in which this course represents an advanced study of the focal theme. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.

Political Science 3460 is an advanced course in the political theory of global justice in which students will deeply engage with cutting edge research on the global economy, climate change, migration, and indigenous issues. Students will read peer reviewed academic publications addressing these issues and learn how to synthetically draw conclusions that link issue areas as well as how link to academic findings to current events. Assigned readings will be longer and more sophisticated than texts assigned in an introductory level course and students will accordingly be expected to show mastery of understanding, analyzing, and applying more complicated arguments than those introduced at the foundations level.

ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met.

This course will help students develop their skills at understanding, evaluating, and making both normative and empirical arguments about global politics, the role of justice within it, and what it means to be a responsible citizen in a diverse world.

- Socratic teaching incorporated into every lecture – students are invited to respond to claims from the reading with their own thoughts, which are then pressed for clarity and further responses
- Weekly in-class group activities that help students learn and practice different argument skills (eg, week 1, students work in pairs to develop a shared definition of justice; Week 5, students work in groups to find the premises of Peter Singer’s argument and make an objection to it)
- Three writing assignments ask to (i) identify important passages from the reading and explain their importance (ii) explain an author’s argument in their own words (iii) use an assigned reading to analyze a news story of their choice

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met.

To be honest, the course could accurately be retitled “Citizenship for a Just and Diverse World” given the centrality of the Theme’s topic to the syllabus. Students will learn to read and evaluate advanced scholarly work on the institutions and individual actions necessary to achieving and sustaining a just and diverse world.

From Week 1 of the course, students will be asked to wrestle with Iris Marion Young’s article “From Guilt to Solidarity: Sweatshops and Political Responsibility” and its pressing question: what political responsibilities do we have to distant others that we rely upon in the global economy? This framing question is returned to repeatedly throughout the course. In Week 2, for example, students read Sarah C. Goff’s paper “Fair trade: global problems and individual responsibilities” and debate whether or not they have a responsibility to buy fair trade coffee when they seek caffeine. In Week 4, they engage with Milton Friedman’s argument people acting in the market have no responsibilities other than to profit from every exchange while in Week 5, they consider Peter Singer’s argument that we have a responsibility to help distant others in need even if it requires significant sacrifices on our part. In Week 7, they try to design fair principles for the global distribution of vaccines. In Week 11, they consider what benefits they might derive from living up to their responsibilities to act as stewards of the earth’s resources. In Week 14, they consider what responsibilities citizens of settler colonial societies have towards indigenous peoples.

All of these readings will be subject to critical discussion in lecture and in small groups. Their exploration of these topics will be spot checked by short reading quizzes as well as by the midterm and final. Both exams have three parts: (i) reading questions to confirm understanding (ii) explaining and synthesizing key concepts in their own words and (iii) a short essay comparing two or three different approaches to the topic and explaining which they think is more successful.

GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

Students in Political Science 3460: Global Justice will learn how to use the academic frameworks with which they become familiar to understand news articles and current events; we’ll develop those skills through discussing assigned readings and in-class activities that pair theoretical texts with short news stories before culminating in the News Analysis writing assignment. The course readings draw from multiple disciplines, including political science, philosophy, Native American Studies, and economics. Students who have taken introductory political theory classes will find that the course readings build on their previous work while also preparing them to undertake even more focused and advanced work in the areas covered by the course.

ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met.

Through lecture, discussion, and readings, the course introduces students to a range of theoretical approaches to understanding global justice and their responsibilities as citizens of a diverse world: social democratic, liberal egalitarian, consequentialist, libertarian, neoliberal, decolonial, and indigenous. Students will learn how to identify these approaches both through reading and in-class activities (for example, an activity in Week 3 when students read short scenarios and identify whether the freedom of the person in the scenario is being violated and if so, according to what approach(es) to freedom). Students will learn how to describe these approaches in their own words through the second writing assignment, which requires them to explain an author's argument in their own words, as well as through the Reading Questions and Explaining Key Concepts sections of the midterm and final exam. Students will be asked to synthesize the approaches in class discussions and activities (for example, the group activity in Week 6, when students will be asked to defend one approach to global justice in comparison to two others) as well as the News Analysis writing assignments.

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met.

The writing assignments and group activities for the course are scaffolded so that students can see how their work builds on previous efforts. For example, the first writing assignment asks students to identify particular passages in the readings as “locks” that block their understanding of the argument and “keys” that help them make sense of it (indeed, even before they do this at home, we do this as an in-class activity in Week 2). Explaining what they can't understand and why they think it matters helps students identify what about political theory is difficult for them. This prepares them for the second writing assignment, in which they explain and evaluate an author's argument (again, after practicing component skills in class, as when they complete a group activity in class asking them to identify the premises of an author's argument in Week 6). Similarly, students build up to the final news analysis writing assignment through the integration of news articles into our class discussions and group activities, as when students discuss the fairness of the wage differentials on the US/Mexico border in Week 1. Students are also asked to reflect on their own positionality with respect to the material and how it connects to their own lived experiences, as in Week 10 when they are asked to reflect upon what it means to them to live on land that was previously home to indigenous people and in Week 11 when they are asked to consider both the costs and the benefits for them of efforts to address climate change.

Citizenship Theme Goals and ELOs:

GOAL 1: Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.

Political Science 3460 will help students analyze perspectives on citizenships and apply that knowledge to their own local, national, and global citizenship in two broad ways. First, students will learn subject-area knowledge about pressing topics that are key to the challenges facing citizens at all levels today. Students will become more familiar with the nature and function of the global economy; the role of migration and mobility in world and national politics; the causes and consequences of climate change; and the historic and contemporary politics of indigenous peoples. Second, students will learn broadly applicable skills that are important to citizenship and the exercise of political judgment. Students in the course will become adept at distinguishing between normative and empirical claims; at making and analyzing arguments that employ both kinds of claims; and at considering and rebutting objections. In doing so, they will be exposed to a wide variety of perspectives that reflect the diverse experiences of our world.

ELO 1.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met.

Students who complete this course will become familiar with a range of perspectives on citizenship in a diverse world. They will learn cosmopolitan approaches that prioritize global citizenship (eg, Peter Singer, Week 5); national approaches that prioritize state citizenship (David Miller, Week 12); indigenous approaches that decenter the state (James Tully, Week 14); decolonial approaches that put citizenship in the context of empire (Puneet Dhaliwal, Week 6); and neoliberal approaches that see citizenship responsibilities discharged through the market (Milton Friedman, Week 4).

Students will be required to describe and analyze these perspectives in their own words in class discussions and in group activities (as in Week 3, when they will read short scenarios and identify whether the freedom of the person in the scenario is being violated and if so, according to what approach(es) to freedom; Week 5, when they will reconstruct Singer's argument in their own words and develop an objection to it; Week 6, when they will defend a principle of global distributive justice against alternatives; and Week 12, when they will evaluate the debate about whether closed state borders are justifiable). They will also be required to describe and analyze these perspectives as part of the second writing assignment (reconstructing and evaluating one such perspective in their own words) and the third writing assignment (explaining one such perspective and applying it to understanding a news story of their choice) as well as the midterm and the final exam, where they will be required to answer short questions about these perspective and to explain key concepts in their own words.

ELO 1.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met.

Students will develop intercultural competence through learning about substantive views held by others and through reflecting on their own positionality with respect to the views of others. The first meeting of the course juxtaposes the perspectives of US and Mexican workers and asks students to reflect on how the closure of GM's factory in Lordstown, Ohio, and the shift of manufacturing jobs to Mexico looks to people from each perspective. Students are then asked to consider how communication could happen across this divide and how people with divergent perspectives could nevertheless identify shared interests. This activity at the start of the course sets the tone for other exercises in perspective-taking with the aim of fostering intercultural competence. For example, students are subsequently asked to consider

- Buying cheap apparel from the perspective of a consumer in the US and a garment worker in Bangladesh (Week 1)
- Buying fair trade coffee from the perspective of a consumer in the US and a coffee farmer in Guatemala (Week 2)
- The testimony and perspective of a migrant worker in China assembling consumer electronics (Week 3)
- The difference between the perspective of an academic in the developed world and the perspective of an anti-poverty activist in a post-colonial, developing country (Week 6)
- The experience of a changing climate from the perspective of settler colonists and indigenous peoples (Weeks 11 and 15)
- Guest speakers throughout the semester who speak from different cultural perspectives (eg, the migrant laborers of the Coalition of Immokalee Workers in Week 13)

GOAL 2: Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.

The question of justice amidst global difference is at the heart of Political Science 3460: Global Justice, as the course constitutes a semester-length exploration of what constitutes global justice and how it might be achieved. The in-class activity scheduled for the second course meeting explicitly asks students to reflect on what justice is on their own and then work with a partner to arrive at a consensus definition of the concept. Students will then return to that definition throughout the semester and test its adequacy against various cases – global supply chains, international inequality, famine, colonialism, climate change, the COVID-19 pandemic, immigration and freedom of movement, and the rights of indigenous peoples. Students will be asked to consider these cases from multiple perspectives (eg, supply chains from the perspective of consumer, worker, and factory owner; international inequality from the perspective of a coffee

farmer, a CEO, and a student; climate change from the perspective of developed countries, developing countries, and island nations; and so on).

ELO 2.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met.

Students will be exposed to lived experiences of contemporary global injustice throughout the course. For example, in Week 1, they will read assigned news articles on the Lordstown factory closure and “Fashion to Die For,” a profile of a garment worker leader in Bangladesh; in Week 3, the assigned excerpt from *China on Strike* is an oral history of a migrant worker’s experience moving among factories in China; the lived experiences of Native Americans are the topic of assigned readings in Weeks 11 and 15. Students will also learn about these experiences directly from the guest speakers integrated into the course, like the speakers from Justice is Global and the Coalition of Immokalee Workers.

Students will analyze the expressions and implications of diversity, equity, and inclusion in each topic area. For example, using Alison Jaggar’s article, students will employ a gender lens on global economic justice in Week 2. In Weeks 3 and 4, through assigned readings and class discussion, they’ll consider the market and how it constrains and enables diversity, equity, and inclusion. In Weeks 5 and 6, they’ll use a DEI lens to consider how charitable efforts to assist the global poor could be expressions of paternalism and a “white savior” complex. In the discussions of climate change in Weeks 9 and 11, the DEI lens will play a central role in examining the differential affects of climate change both across the globe and across differences within nations. Diversity, equity, and inclusion are also at the heart of the class debates on immigration in Weeks 12 and 13 as students consider whether states have a right to exclude outsiders and whether preserving the cultural status quo is a valid political goal. The course concludes in Weeks 14 and 15 with a discussion of indigenous rights where students will be asked to consider the implications of the different political status indigenous groups have not only as culturally distinct but politically sovereign peoples.

Students will demonstrate mastery in describing these experiences and implications in class discussions, reading quizzes, the midterm and final exam, and the second and third writing assignments.

ELO 2.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met.

As it describes global injustices, Political Science 3460 considers throughout the various cultural and political resources that individuals have to address these injustices and achieve

global justice. Students will be asked to consider the efficacy and appropriateness of advocacy for fair trade (Week 2), sweatshop regulations (Weeks 3 and 4), effective altruism (Week 5), intellectual property waivers for vaccines (Week 7), investing in a green energy transition (Week 9), taking personal responsibility for the environment (Week 11), immigration reform (Week 13), and indigenous resurgence (Week 15). They will learn to analyze and critique these examples of advocacy using the conceptions of justice, difference, and citizenship through class discussion and group activities. For example, in Week 7, students will spend the bulk of class doing a “veil of ignorance” activity in which they decide on strategies for addressing the global COVID-19 pandemic without knowing who they represent. At the end of negotiating a strategy, they will learn who they represented in the negotiations (eg, a coffee farmer in Guatemala, an autoworker in Ohio, and so on) and then assess the strategy from that perspective. In Week 9, students will debate whether advocacy for achieving climate justice should be linked to broader questions of structural equity (as in the “Green New Deal”) or is best addressed as a standalone issue.