PHI 3777 – Ethics & Global Politics

Spring 2025, Wednesday and Friday 10:10 AM – 11:40 AM, AC04 LR007
Professor: Danny Weltman | danny.weltman@ashoka.edu.in | **Office hours:** As listed on Canvas

About This Course: Topic and Goals

In this course we'll discuss some of the key ideas in normative political theory related to global issues. Many topics will be chosen by vote.

Below are the **goals** for this course. All of the course's assignments are focused on helping achieve you achieve these goals.

- Get an overview of some key ideas in global political philosophy.
- Form some thoughts about the key ideas that we discuss.
- Get practice with reading, writing, talking about, and thinking about philosophy.

Course Content

All course materials are available on the course website at https://canvas.instructure.com/courses/10783556/. Do the assigned reading for each class before that class. *Please* **bring the readings to class meetings**. This can be done by printing them out, purchasing a copy, or bringing them in *helpful, usable* electronic form. A copy of the text on a phone does not constitute a helpful or usable version of the readings because it's way too small.

Assignments

There are 4 kinds of assignments in this class: **reading quizzes**, **Perusall annotations**, **1,250 word papers**, and **paper consultations**. Late quizzes will have a 10% lower score for every 24 hours they are late, with a maximum reduction of 50%. Late Perusall annotations won't be accepted. There is no penalty for late papers.

Reading Quizzes are to help you focus on the important parts of the reading and to get instant feedback on whether you have understood the reading. There is one quiz per reading. The quiz is due 10:00 AM the day we discuss the reading but you should complete it much earlier. The lowest 6 reading quiz scores will be dropped.

Perusall Annotation Assignments allow you to collaboratively annotate the readings by sharing thoughts and questions with fellow students. Canvas has a document detailing examples of annotations you can make on Perusall. Your Perusall annotations are due 10:00 AM the day we discuss the reading but you should write them far earlier. The lowest 7 Perusall annotation scores will be dropped.

1,250 Word Papers give you practice thinking about and writing about important aspects of the topics we cover in this class. They have a word limit of 1,250 words. Prompts for these papers are available on Canvas. Papers will be graded as satisfactory or not yet satisfactory. A satisfactory paper is roughly equivalent to a B+ paper. Any not yet satisfactory paper can be rewritten and turned in again up until the end of the course (May 10 2025). You can only submit two papers per week (including resubmissions), so if you want to rewrite papers, do not leave all your papers until the end.

Paper Consultations consist of discussing your paper with me. These exist to discourage AI use, to give you practice talking about some topic thoroughly and in detail, and to explore your paper ideas in more detail. They are graded satisfactory or unsatisfactory. These are optional. You can request a paper consultation for any paper you've turned in. Details about consultations are available on Canvas.

Grading

You must satisfy each one of the requirements listed to get the relevant letter grade. If you do not satisfy *all* of the requirements for a letter grade, you do not get that letter grade. Satisfactory papers can count for multiple categories. (E.g. if you have four satisfactory papers and four satisfactory paper consultations then these meet the relevant requirements for an A.)

Requirements for an A: An average score of 75% or better on the reading quizzes. An average score of 75% or better on the Perusall assignments. Four or more satisfactory papers. Eight or more satisfactory papers plus paper consultations. Four or more papers turned in by their suggested due dates.

Requirements for an A-: An average score of 75% or better on the reading quizzes. An average score of 75% or better on the Perusall assignments. Four or more satisfactory papers. Seven or more satisfactory papers plus paper consultations. Four or more papers turned in by their suggested due dates.

Requirements for a B+: An average score of 70% or better on the reading quizzes. An average score of 70% or better on the Perusall assignments. Three or more satisfactory papers. Six or more satisfactory papers plus paper consultations. Three or more papers turned in by their suggested due dates.

Requirements for a B: An average score of 70% or better on the reading quizzes. An average score of 70% or better on the Perusall assignments. Three or more satisfactory papers. Five or more satisfactory papers plus paper consultations. Three or more papers turned in by their suggested due dates.

Requirements for a B-: An average score of 70% or better on the reading quizzes. An average score of 70% or better on the Perusall assignments. Three or more satisfactory papers. Four or more satisfactory papers plus paper consultations. Three or more papers turned in by their suggested due dates.

Requirements for a C+: An average score of 65% or better on the reading quizzes. An average score of 65% or better on the Perusall assignments. Two or more satisfactory papers. Three or more satisfactory papers plus paper consultations. Two or more papers turned in by their suggested due dates.

Requirements for a C: An average score of 65% or better on the reading quizzes. An average score of 65% or better on the Perusall assignments. Two or more satisfactory papers. Two or more papers turned in by their suggested due dates.

Requirements for a C-: An average score of 65% or better on the reading quizzes. An average score of 65% or better on the Perusall assignments. Two or more satisfactory papers. One or more papers turned in by their suggested due dates.

Requirements for a D+: An average score of 60% or better on the reading quizzes. An average score of 60% or better on the Perusall assignments. One or more satisfactory papers. One or more papers turned in by their suggested due dates.

Requirements for a D: An average score of 60% or better on the reading quizzes. An average score of 60% or better on the Perusall assignments. One or more satisfactory papers or paper consultations. One or more papers turned in by their suggested due dates.

Requirements for a D-: An average score of 60% or better on the reading quizzes. An average score of 60% or better on the Perusall assignments. One or more satisfactory papers or paper consultations.

Disabilities

If you have disabilities which require some form of accommodation, contact me ahead of time.

Email and Office Hours

If you contact me via email, please include "PHI 3777" in the subject line so I know that the email is about this course. You can come meet me during office hours in my office AC01 610 (the top of the tall building with the main entrance courtyard) without an appointment to talk about anything you would like to talk about, like feedback on your papers or questions about the readings. If you cannot meet during office hours you can email me to schedule an appointment at another time.

Incompletes

If you have been making good progress in the course up until something calamitous occurs, I will typically grant an Incomplete. If you have not been making good progress in the course up until the point where you ask for an Incomplete, I typically will not grant an Incomplete. The purpose of an Incomplete is to allow you to complete what you have started, not to extend due dates for stuff you haven't done.

AI Tools (ChatGPT, Grammarly, etc.)

For your own sake, you should not use AI tools in this course. I assign reading and writing assignments because the process of doing them helps **you** develop the thoughts that this class is designed to help you think. Using ChatGPT, Grammarly, and similar AI tools prevents you from thinking these thoughts and thus wastes your time. It also wastes everyone's time, because it isn't useful for me to comment on AI-written papers, nor are your classmates interested in reading AI comments on Perusall. If you are worried that your grammar or spelling are bad, and that you need to fix them with AI, you should not worry, because writing assignments in this course are not graded on their grammar or spelling. You should also not use AI tools at all because they generate bullshit, because they are terrible for the environment, because they rely on training material unethically used without permission in order to generate profits for AI companies, because their classification schemas have been developed through exploitative labor practices that exacerbate inequalities within and across borders, and for other reasons that are divinable via further exploration of the topic. AI use is grounds for a grade reduction in this course, including a reduction to an F.

Paper Grading

A large chunk of the learning you will do in this course comes from writing the papers. It is easy to get AI to write papers. If you use AI to write the papers you will not learn. There are assignments I could use to encourage learning that are not as vulnerable to AI, like in-class tests. These assignments have drawbacks, like testing memory rather than understanding, penalizing students whose facility with written English, emphasizing surface-level rapid first-draft writing rather than writing which requires lots of thinking and revising, and taking up valuable class time. Because these assignments would make the class worse for students who want to learn, I have not chosen to assign them. This means it is easier to use AI in this course than it otherwise would be, and thus easier to avoid learning. There is not a lot I can do about this. Most of the responsibility falls to you to decide how much you want to learn, and thus how much to avoid using AI. I encourage you not to use it at all. The main disincentive for AI use in this course is a paper-grading scheme according to which papers that seem to me to be AI written will be rejected and counted as not having been turned in at all. This may generate false positives: papers you write yourself may be labeled as AI-written, especially if your style sounds similar to AI. If this happens, schedule a paper consultation with me and talk about your paper with me. This will show me you wrote it, and then the paper will be treated as having been turned in.

Plagiarism and Academic Integrity

Any time you use **words**, **phrases**, **ideas**, or **anything else** in your writing that you did not think up on your own, you must **cite** your source the best of your ability. Words and phrases not written by you must be enclosed in quotation marks to show that you did not write them yourself. Failure to cite a source is **plagiarism** and it's not okay. You should not need to use (or cite) outside sources for this class, but if you do use them, you must cite them. It is perfectly okay to use points made by your classmates in discussion (or anyone else), *as long as you cite them to the best of your ability.* The one exception is that you do not need to cite me in this class, unless you want to. Plagiarism or other violations of academic integrity may entail sanctions like an F in the course.

Initial Schedule

22 January: Course syllabus

24 January: Beitz, "Social and Cosmopolitan Liberalism"

29 January: Caney, "Cosmopolitan Justice and Equalizing Opportunities"

31 January: Sangiovanni, "Global Justice and the Moral Arbitrariness of Birth"

5 February: Margalit and Raz, "National Self-Determination"

7 February: Miller, "In Defence of Nationality"

12 February: Abizadeh, "On the Demos and Its Kin: Nationalism, Democracy, and the Boundary Problem"

14 February: Lee, "The Identity Argument for National Self-Determination"

Possible Topics

Below are possible topics for the latter part of the course. If you have a suggestion for a topic you would like to think about that is not listed below, please let me know (sooner rather than later, ideally).

Climate Change: Gardiner, "A Perfect Moral Storm: Climate Change, Intergenerational Ethics and the Problem of Moral Corruption"; Shue, "Global Environment and International Inequality"; Schwenkenbecher, "Is there an obligation to reduce one's individual carbon footprint?"; Placani, "Individual Responsibility for Collective Climate Change Harms"; Caney, "Cosmopolitan Justice, Responsibility, and Global Climate Change"

Colonialism: Ypi, "What's Wrong with Colonialism"; Moore, "The Taking of Territory and the Wrongs of Colonialism"; Nine, "Colonialism, Territory and Pre-Existing Obligations"; Bufacchi, "Colonialism, Injustice, and Arbitrariness"; Reibold, "Global Welfare Egalitarianism, Resource Rights, and Decolonization"

Global Distributive Justice: Miller, "The Ethical Significance of Nationality"; Risse, "How Does the Global Order Harm the Poor?"; Singer, "Famine, Affluence, and Morality"

Human Rights: Williams, "In the Beginning Was the Deed"; Beitz, "Human Rights as Common Concern"; Raz, "Human Rights without Foundations"

Immigration: Frick, "National Partiality, Immigration, and the Problem of Double-Jeopardy"; Miller, "Immigrants, Nations, and Citizenship"; Carens, "Aliens and Citizens: The Case for Open Borders"; Wellman, "Immigration and Freedom of Association"; Fine, "Freedom of Association is Not the Answer"

International Agreements: Suttle, "Evaluating International Agreements: The Voluntarist Reply and its Limits"; Buchanan, "The Legitimacy of International Law"; Tasioulas, "The Legitimacy of International Law"; Christiano, "Democratic Legitimacy and International Institutions"

International Order/World State: Dahl, "Can International Institutions Be Democratic?"; Bohman, "International Regimes and Democratic Governance"

Intervention: Buchanan, "Self-Determination, Revolution, and Intervention"; Renzo, "Helping the Rebels"; Finlay, "Assisting Rebels Abroad: The Ethics of Violence at the Limits of the Defensive Paradigm"

Just War: Walzer, *Just and Unjust Wars* chapters 3, 8, and 9; McMahan, "The Ethics of Killing in War"

More Cosmopolitanism: Arneson, "Extreme Cosmopolitanisms Defended"; Scheffler, "Conceptions of Cosmopolitanism"; Cabrera, "'Gandhiji, I Have no Homeland'"; Ypi, "Statist Cosmopolitanism"

More Nationalism: Lee, "The Instrumental Value Arguments for National Self-Determination"; Moore, "Normative Justifications for Liberal Nationalism: Justice, Democracy and National Identity"; Moltchanova, "Nationhood and Political Culture"

National Partiality: McMahan, "The Limits of National Partiality"; Hurka, "The Justification of National Partiality"; Lichtenberg, "Nationalism, For and (Mainly) Against"; Miller, "Reasonable Partiality Towards Compatriots"

Realism: Nardin, "Realism and Right: Sketch for a Theory of Global Justice"; Scheuerman, "The (Classical) realist vision of global reform"; Sleat, "The value of global justice: Realism and moralism"

Republicanism: Young, "Two Concepts of Self-Determination"; Laborde, "Republicanism and Global Justice: A Sketch"; Levy, "Self-determination, Non-domination, and Federalism"

Secession: Moore, "The Moral Value of Collective Self-Determination and the Ethics of Secession"; Catala, "Secession and Distributive Justice"; Wellman, "A Defense of Secession and Political Self-Determination"; Sanjaume-Calvet, "Moralism in theories of secession: a realist perspective"

Tagore: Nussbaum, *For Love of Country* selections; Tagore, "Tagore's Conception of Cosmpolitanism"; Quayum, "Imagining 'One World': Rabindranath Tagore's Critique of Nationalism"; Puri, "For Love of Country: Debating Martha Nussbaum on Cosmopolitanism in Tagore"

Territory: Simmons, "Territorial Rights: Justificatory Strategies"; Miller, "Territorial Rights: Concept and Justification"; Ypi, "A Permissive Theory of Territorial Rights"; Stilz, "Nations, States, and Territory"; Moore, "Which people and what land? Territorial right-holders and attachment to territory"

Vaccines: Emanuel et al., "On the Ethics of Vaccine Nationalism"; Hassoun, "Against Vaccine Nationalism"

War: Buchanan, Keohane, "The Preventive Use of Force: A Cosmopolitan Institutional Proposal"; Banta, "Grasping neither war nor peace: the folly of cosmopolitan preventive war"; Lippert-Rasmussen, "Global Injustice and Redistributive Wars"