

Political Science 103: Justice – An Introduction to Political Theory Introduction, Assignments, Study Guide, and Syllabus

Prof. Brooke Ackerly
TA: Matt Koch
Spring 2012, Monday, Wednesday 9:10-10, and weekly sections
Commons 335

INTRODUCTION

Description

Welcome! Justice is a course for the future global problem-solver and social entrepreneur who wants to develop critical and creative thinking skills and apply them to questions about how we do and should live our political lives. More pragmatically, the course is an introduction to a key theme – justice – and related themes, theorists, and modes of inquiry in the field of political theory. It is not about current events though the themes we discuss are relevant to developing and articulating your opinions about current events. During this course you will learn to assess and to craft a convincing (and interesting) argument *that is your own*.

“In the center of moral considerations of human conduct stands the self; in the center of political considerations stands the world.”
-- “Collective Responsibility”
(Arendt [1968] 2003: 153)

Professor Brooke A. Ackerly

Office:

Commons 358, 322-6231

Office Hours:

Monday 10-12, except 3/12 and 4/2 and by appointment

Tea time:

Wednesday 1-2

Email of Prof. Ackerly:

brooke.ackerly@vanderbilt.edu. **Yours are the most important** of my over 150 emails per day, **so PLEASE** put “PS103” in the subject line. Delete “re” or “fwd;” I get TONS of those. I will respond to all emails with PS103 in the subject line within 24 hours. And I will do my best to find the others, but if you haven’t heard back from me within 24 hours, please send your message again with PS103 in the subject line.

Matt Koch, Teaching Assistant

Office:

Commons 331

Office Hours:

Wednesday 2-4

Email:

matthew.e.koch@Vanderbilt.Edu

About the study of Political Theory

Political thinking about justice may be exciting for you from the very beginning, but for most of us it takes hard thinking, reading and rereading in order to get excited. In fact, in political theory, the only real reading is rereading; the only real thinking is rethinking. We will be reading old texts in translation and new texts in English that may seem even more foreign in the construction of their arguments than the old! You may love some texts at the first read, or be bored, angered, or confused by them. All four of these feelings can get in the way of understanding a reading. Hence, the rereading! (Your first and second assignments are designed to help you develop the skill of reading well.)

You may have a handle on what you think is justice or ethical in political life or for a particular question and then confront a reading that destabilizes that thinking! (It happens to me almost every day.)

As much as I love thinking about justice in everyday life and on a global scale, I know that not everyone loves the intellectual and ethical challenges that come from studying Political Theory. If you get the sense that you are not liking these challenges *after* the add drop period, please come see me.

The Master said, "If a man keeps cherishing his old knowledge, so as continually to be acquiring new, he may be a teacher of others." *Analects 2.11*

ASSIGNMENTS

Assignment summary

15% Preparation, Participation, and Reflection (Regular reading of the syllabus)

2.5% Assignment 1, in class, lecture 2 (Rosling assignment)

5% Assignment 2, Tuesday, 1/17/2012 5pm (Lewis assignment)

10% Weekly section questions, Tuesday 5pm

beginning 1/24/2012 and ending 2/28/2012 (all questions)

20% Assignment 3, Friday, 2/24/2012 5pm (Four introductions assignment)

2.5% Assignment 4, Friday, 3/16 5pm (Good essay question assignment)

15% Weekly section questions, Tuesday 5pm beginning 3/20/2012 and ending 4/17/2012 (Good essay questions)

30% Final exam, Take home due April 26, 2012, 9am

Process pack, pass/incomplete due April 26, 2012, 9am

Explanation of requirements

The course requirements and weightings are designed to be a set of incentives that encourage you to spend your time on this course in ways that will help you develop your skills for focused, extended, thinking and writing about political theory. They are also designed to enable you to build your skills. Later assignments draw on the skills from the first assignments and expect you to apply the skills developed in the earlier assignments to “new” readings.

15% Preparation, Participation, and Reflection¹

For an A on this 15%, you need 200 points. You may accumulate preparation, participation and reflection points in the following ways:

1. Come to office hours. You can earn 10 points by coming to office hours – even if just to say hello. There is a maximum of 20 points you can earn this way, but there is no limit on how often you come to office hours!

2. Ask a question or make a comment in class. You will receive 10 points for asking or answering a question in class or for making a comment as part of a class discussion. To receive points, hand me a slip of paper

(not a full sheet, just a scrap is fine) at the end of a class in which you ask a question or make a comment. Include your full name and a brief cue to remind me about the nature of your comment. This may be obvious, but if your comment demonstrates that you have not done the reading, I will deduct 10 points from your class participation grade which can be made up with real reflective comments. Misunderstandings are fine (and are obviously based on the reading), but it is *very easy* to know the difference between a comment that is based on reflection on the reading and a comment that is perhaps responsive to class content, but not informed by the reading. A person who has done this doesn’t know how “off” and annoying this is to his or her classmates because he or she has not done the reading. The 10 point subtraction is intended to reduce the moral hazard created by a comment-based system of assessing class participation, it is not intended to discourage commenting in class so if it has that effect on you, please mention this in office hours.

3. Listen and reflect. You can receive 10 points for submitting a one or two-paragraph reflection on some aspect of the discussion from the previous class session. These must be typed; you can give them to me at the next class; please include your name and a brief cue regarding the aspect of the discussion that prompted your reflection. These reflections must be thoughtful– no credit for slapping something down on paper!

4. Know your classmates. You can earn 10 points by knowing the names of all of your classmates and having the email addresses of at least two on or before lecture 4. After Lecture 4, you can earn 5 points for this.

The Master said,
"Learning without
thought is labor lost;
thought without
learning is perilous."
Analects 2.15

¹ I have been inspired by Michael Goodhart’s mechanism of grading class participation and the narrative of this part of the syllabus follows his description of grading class participation as well. I have not used quotation marks when quoting directly from his Introduction to Political Theory syllabus because I thought it would make things *very difficult* for students to read, but I *should*. I have sought his permission for this use of his ideas and words. Goodhart is the author of *Democracy As Human rights*.

5. Clickers. Bring clickers to class, participate in all clicker-based queries, whether these are anonymous, or graded. 100 points maximum based on presence the days that the clickers are used and scoring correctly on the questions that have right and wrong answers.

2.5% Assignment 1, in class, lecture 2 (Rosling assignment)

Assignment 1 takes place during Lecture 2, will be discussed in the first section, and will prepare you for Assignment 2.

5% Assignment 2, Tuesday, 1/17/2012 5pm (Lewis assignment)

Use the guiding questions (handed out in section 1) to assess the lecture by John Lewis: "Fostering The Beloved Community" on Monday, January 16, 2012 in Langford Auditorium at 7PM. Opening performances and readings will begin at 6:30 p.m.

10% Weekly section questions, Tuesday 5pm beginning 1/24/2012 and ending 2/28/2012 (all questions)

On the Tuesday prior to each section, please submit one question via email to Matt Koch. For the first part of the semester these questions can be of any nature: things you want clarified, connections you are making across theorists, connections you are making between the news and the readings, etc.

20% Assignment 3, Friday, 2/24/2012 5pm (Four introductions assignment)

The assignment will ask you to write four introductory paragraphs each an appropriate first paragraph of a paper answering the questions of the assignment. These will be handed out at the end of class on 2/15/2012. Given the topic of the preceding weeks, you can expect some to relate to the questions: "How should I live? How should we live?."

2.5% Assignment 4, Friday, 3/16 5pm (Good essay question assignment)

Assignment 3 gave examples of good essay questions and you generated four introductory paragraphs for essays responding to those questions. Now it is time for you to develop the skill of coming up with your own paper topic. What would be a good essay question? For this assignment, you will submit one such question. The remainder of the Weekly Section Discussion questions will be of this form as well.

15% Weekly section questions, Tuesday 5pm beginning 3/20/2012 and ending 4/17/2012 (Good essay questions)

Each week through the end of the term, please submit one potential essay question. Questions should cover more than one theorist. They may focus on the readings for that unit or compare insights across units or with the first part of the course with the latter part of the course. In section you will discuss what makes a good question and outline the answers to good questions.

30% Final exam, Take home and due April 26, 2012, 9am

On the last day of class, you will vote on the final exam questions. These exam questions will be selected from the best exam questions submitted during section and for assignment 4. If sections fail to generate enough "good" exam questions, I will generate these. Class will select the top four questions. Students will answer three of the four for the final exam.

Process pack, pass/incomplete due with each assignment

For each assignment, please keep a **Process Packet** in which you put the envelopes, napkins, and notepaper on which you sketched out your first theses and one or two early drafts so that you and I can see how much you have worked on your assignment and how far you have come. **(SAVE YOUR NOTES AND DRAFTS. Do not contribute to deforestation and global warming by reprinting materials for the process pack.) Any assignments handed in without a process back will be graded incomplete.**

Late policy. Nothing will be accepted late.

STUDY GUIDE

Reading

There is a lot of reading in this course. You will benefit from allowing yourself enough time to read the material before class and time to reread the material as you prepare your

I have heard that rulers of states and chiefs of families are not troubled lest their people should be few, but are troubled lest they should not keep their several places; that they are not troubled with fears of poverty, but are troubled with fears of a want of contented repose among the people in their several places. For when the people keep their several places, there will be no poverty; when harmony prevails, there will be no scarcity of people; and when there is such a contented repose, there will be no rebellious upsettings.

Analects 16.1

assignments and exam. The “questions for reading and thinking” associated with earlier readings differ depending on the reading and the associated lecture, but reflecting on them will guide you through the reading, prepare you for the class, or both. Later in the term you can generate your own reading questions.

If you have not reread significant portions of the text in the process of preparing your assignments and exam, you have not adequately prepared. If you take the time to read the text slowly the first time and note key passages in a way that enables you to find them quickly in the future, you will have an easier time preparing the assignments and exam. By “research” I mean reading, thinking about, and rereading the assigned texts. There is no outside reading for this course.

Some students may be inclined to search the web for interesting work or comments by others. If you choose to spend time doing this, consider the opportunity cost. This course is designed to help develop your critical thinking. Searching for other people’s critical thoughts uses a different skill and is time away from your own rereading of texts and from developing your own thoughts and argument. This is not wasted time, but it is time away from more direct

means of developing your own ability to put together a convincing argument.

If you have particular interests related to a theorist and would like to read some secondary literature, I would be happy to offer you specific suggestions. This may be a more efficient means of pursuing your interest than a Google search on “Aristotle” for example.

Note, the possible ways of distracting ourselves have increased and you probably have your favorites. One of the skills you will need to develop in this class is NOT interrupting yourself or allowing others to while you are reading for this course.

Clickers – Classroom Response System



During most classes, we will use the TurningPoint classroom response system to get your perspective on issues of justice, assess reading comprehension, and to provoke critical thinking. I use these questions to help you engage with the course content and to provide me information on your learning so that I can make the most of class time. Clicker questions are an integral part of your learning experience in this course.

As a result, you are required to obtain a TurningPoint XR clicker. You'll find these clickers available at the Vanderbilt bookstore and online at the TurningPoint store (<http://store.turningtechnologies.com>). To order a clicker from the online store, you'll need to use the Vanderbilt code

js8y for a school discount. You may use a TurningPoint XR clicker from a previous course or borrow one from a friend for the semester. You must bring it every day.

Once you have your clicker, you will need to register it with this class:

- Log into OAK
- Select our course
- Click on Course Tools
- Click on TurningPoint Registration Tool
- Enter the serial number found on your clicker.

I can then download this information from OAK, allowing me to associate you with your clicker. If you have any questions or run into any difficulties with this enrollment process, please contact me. All students should have their clickers and registered them online by the beginning of second class.

Clickers are a tool for class participation and preparation. Please note that you are responsible for (a) registering your clicker via OAK, (b) keeping it in good working condition, and (c) bringing it to class every day.

Social norms of “Justice”: Honor Code, Collaboration and plagiarism

Classroom and accommodation. Students are not allowed to use laptops during class. We will use Classroom Response Technology and students should bring “clickers” and readings to class. Students who need particular accommodation for any reason should discuss these

with the professor **prior to the end of add drop period**. Students staying in the class after the add drop period are assumed to be committed to the class and aware of all of its requirements.

Section Participation. Participate actively in section discussions by being prepared (see readings and questions for reading and thinking below), having done the reading, thought about the reading, gone to lecture, being up for discussion, and sending to Matt Koch in a question of clarification or for discussion by Tuesday at 5pm.

Focus. Focused reading and thought is an essential skill of doing political theory. You cannot learn political theory if you interrupt your train of thought. The course will help you develop tools for staying focused. Multitasking is inconsistent with developing this skill. Please do not multitask during class – FOCUS on what is happening in class. Focused attention is a course objective. If you find that this is difficult for you, please see me. Listen to your classmates. Your comments should follow a train of thought that we develop collectively. We will reflect both on the readings and on issues which you identify as important issues for global justice.

Missed classes. You are responsible for material missed on days you are not in class. My personal lecture notes are not available to students. Please get to know other students in the course so you can ask them for their lecture materials and notes on days you will not be able to attend class. There is no way to make up “clicking.”

Informal discussion. I encourage you – I implore you – to talk with one another. Those comfortable with theory and those bored or intimidated by it will find that talking and sharing ideas with others will further their understanding. This is not plagiarism. This is how theorists do Political Theory!

The Master said, "Is it not pleasant to learn with a constant perseverance and application?" *Analects 1.1*

Citation system. All work and works should be properly cited following the Political Science approved citation system <http://www.vanderbilt.edu/political-science/includes/PAPERFORMAT2011.pdf> which is also exhibited in the course bibliography. Assignments that do not follow this format will be “incomplete.” (We will grade the paper handed in as is [so this is not a way to get an extension], but you will not receive a grade for the course until the correct formatting is achieved.) This is a basic skill and the Political Science Department has determined that it is an essential skill for all Political Science students.

Plagiarism. Plagiarism is taking ideas and offering them as one’s own. This is wrong if you intentionally take someone else’s direct words and forget to put quotation marks around it *and* if you take someone’s ideas and are vague about that taking. Notice, I put a lot of effort into my teaching. This includes learning from my colleagues who teach at other places or other kinds of courses. Note that even in this syllabus I have a footnote that attribute certain ideas to a colleague whose syllabi have inspired me. Most of these are ideas and inspirations, not quotations, yet I still note their influence. No one is offended by being given credit for having inspired your thinking. If you are unsure about any aspect of citation or plagiarism, please talk to me.

Honor code. Vanderbilt University has established an Honor Code outlining the appropriate code of conduct in regards to academic honesty and plagiarism. This code of conduct will govern all aspects of this course. In short, I require that the work you submit be your own work. Furthermore, it is your responsibility to familiarize yourself with the policies and procedures set forth by the university.

For more information or clarification regarding the Vanderbilt University Undergraduate Honor Code policies, please see the following links:

- <http://studentorgs.vanderbilt.edu/HonorCouncil/>
- http://www.vanderbilt.edu/student_handbook/chapter-2-the-honor-system

Office Hours

During office hours, I do not meet with students one on one (unless only one student

“We observe further that the most honored capacities, such as strategy, household management, and oratory are contained in politics. Since [the] science [of politics] uses the rest of the sciences, and since, moreover, it legislates what people are to do and what they are not to do, its end seems to embrace the ends of the other sciences. Thus it follows that the end of politics is the good for man. For even if the good is the same for the individual and the state, the good of the state clearly is the greater and more perfect thing to attain and to safeguard. The attainment of the good for one man alone is, to be sure, a source of satisfaction; yet to secure it for a nation and for states is nobler and more divine.”
(Aristotle, *Nicomachean Ethics* 1094b2-11)

comes). Because learning political theory is not a matter of memorization but rather of engagement with the material in the processes of reading, discussing, and writing, my office hours will generally take the form of collaborative work. Come to office hours with any questions you have and we will work collaboratively. **Please bring the texts.** Feel free to bring breakfast, snacks, or lunch for yourselves and plan to stay as long as is beneficial, and don't feel rude about walking out. If the door is closed, knock. Do not wait in the hall.

Students need not come to office hours with a specific question but may come to learn from one another. However, the more prepared you are, the more you will gain. All must come with the expectation of working on each other's questions.

If you need to discuss a matter unrelated to the course material or cannot come in my scheduled office hours, you should make an appointment. I also host a regular tea hour on Wednesdays during which

I am happy to discuss the course as well as other topics including my research, majoring in political science, etc.

Writing guidelines

Citation. In your papers and final, do not cite lectures, classmate comments, or any secondary literature for corroboration of your interpretation of a text. You may cite these only if you wish to take issue with their arguments. For evidence in support of your views you must use the texts or your own empirical research. Words that are quoted should be correctly quoted and properly cited by noting the author, publication date, and page in parenthesis or in a footnote. Ideas should be correctly cited by noting the author, publication date, and page numbers where the idea is found in parenthesis or in a footnote.

Citations of the Greeks should refer to line numbers not page numbers. Citations for the Analects and the Mencius should follow the notation system I use in this syllabus and

model in lectures. Therefore, you may cite from any source, but if you use a different translation from the one assigned, please note that. Citations from website-available texts should refer to the texts from whence they come and the web address included in parentheses after the traditional citation. Each reference in this syllabus is complete; use these references as a model for yours. Always cite the original source. Each citation must have the information necessary for someone at the University of Michigan to be able to find the words and ideas you cite. **Ask if you have any questions about proper citation.**

Interpretation and Incorporation. All text that is quoted should be accompanied with your own interpretation of the cited text and should be incorporated into your argument. State in your own words the meaning of the text that you cite. Your interpretation of the text should be of approximately the same length as the text you cite. **Spell the authors' names correctly.**

Formatting. Use 1 to 1¼ inch margins, page numbers, and ± 12 point serif font (as in Times Roman or Courier, not Arial). Double space. Scientific research proves that these things make papers easier to read. Give yourself every advantage!

Seek Help. Good grammar is important. Have a classmate proof read your assignments. **Always ask for help from the TA, a classmate, or Professor Ackerly.** (The Vanderbilt Writing Studio is a great resource for EVERY stage of the writing process including the “I don’t know what she wants?” stage. You can contact them at writing.studio@vanderbilt.edu for consultations. For more information see www.vanderbilt.edu/writing.) **If there is a reason you are unable to see me during office hours, please let me know and we can set up an appointment or I can change my office hours. You are expected to make use of office hours and to discuss the course material with one another. Writing is the culmination of a process that includes both individual critical thinking and collective exchange of ideas. If you are trying to write alone, you are going about it the hard way.**

Language

Pay attention to whom the theorists refer when they write “man” or “woman.” Do they mean all men, citizens, men who are not slaves, or humanity? Do they mean some women, all women, women who are not slaves, women of a certain community, citizens, citizens who are women, or humanity? When contemporary authors use the “universal SHE” is it really a she or he or is it a “he” in “she’s clothing”?

Paying attention to gendered language will remind you of a more general caution: don’t assume that a theorist and you have similar understandings of given ideas just because you recognize their words.

Course website on OAK

I will use the course website on OAK to post the syllabus and all readings. I will also use the YES class roster system to generate a class email list. If your desired email address is not what YES uses, then please change that. You are responsible for getting these messages most of which will likely be intended to clarify something from class or on the assignments.

SYLLABUS: COURSE OUTLINE AND READINGS

	Class Date	Lecture Title	Due in Class
Introduction			
1	1/9	Introduction to political theory and the course	
2	1/11		Hans Rosling http://www.ted.com/talks/hans_rosling_reveals_new_insights_on_poverty.html ; google "Global Justice" and email me the screen shot
S 1			
no class	1/16	MLK Day events on Justice: The honorable John Lewis, U.S. Congressman from Georgia and civil rights leader will deliver the keynote address at the University of Michigan Law School Auditorium at 7PM. Opening performances and readings will begin at 6:30 p.m. A reception and book signing will follow the keynote address.	
3	1/18	Introduction to Justice: How should I live? How should we live?	Assignment 1 based on Lewis lecture
S 2			
How should we live?			
4	1/23	Confucius (551-479 BCE)	Selections from the Analects. I prefer you use the class translation (Confucius and Slingerland 2003),
5	1/25	Mencius (372 – 289 BCE)	Selections from the Mencius. I prefer you use the class translation (Mencius, Ivanhoe, and Bloom 2000)
S 3			
6	1/30	Socrates (469 – 399 BCE) – first answer	Apology, http://classics.mit.edu/Plato/apology.html
7	2/1	Socrates – 2 nd answer	Crito, http://classics.mit.edu/Plato/crito.html
S 4			

	Class Date	Lecture Title	Due in Class
8	2/6	Aristotle (384-322 BC)	Aristotle. Nicomachean Ethics X, 9. Aristotle. The Politics. Book I. (Aristotle et al. 1996) Aristotle's Nicomachaen Ethics: http://classics.mit.edu/Aristotle/nicomachaen.html Aristotle's Politics: http://classics.mit.edu/Aristotle/politics.html You may use these texts for your reading but you should cite from the printed text in your assignment From the text: Why is man a political animal? Is it his biological or social nature to be political? What household? What does it mean that "the state is by nature clearly prior to the family and to the individ
9	2/8	Aristotle's method and introduction to the state	Nicomachean Ethics V, 1-7, 10-11 (Aristotle 1962) From the text: What is the purpose of justice in society? What does he mean by "complete justice"? "distribution" and "justice as rectification"? How does Aristotle determine what is just? What does Ar
S 5			
10	2/13	Aristotle on Justice, Equality, and Liberty	Aristotle. Politics III, 9-13
11	2/15	Aristotelianism and Social Justice	(Nussbaum 1992)
S 6			
Contemporary theories of justice			
12	2/20	Principles of Justice	(Rawls 2001: selections)
13	2/22	Boundaries of Justice	(Nozick 1974: selections; Walzer 1983: selections)
S 7			
Cultural relativism			
14	2/27	Asian exceptionalism debate	(Zakaria 1994; Kim Dae 1994)
15	2/29	The politics of relativism and feminism	(Narayan 1997: chapter 1; Song 2005) optional text (Rothschild, Long, and Fried 2005)
16	Th 3/1 4-5pm	Required extra lecture: Elinor Ostrom, Nobel Prize winning Economist and Political Theorist	EXTRA LECTURE: Note this lecture replaces the class scheduled for March 12, 2011. This lecture is http://calendar.vanderbilt.edu/calendar/2012/03/01/talk-by-elinor-ostrom-nobel-laureate-in-economics.14260
S 8			
Spring Break			
	3/12	no class to make up for the Thursday evening Ostrom lecture before break	
Global justice			
17	3/14	Overlooking everyday injustice with Global Justice	(Baker and Cooke 1935; Jaggard 2009) Compare the notion of justice offered by Jaggard with that of each of the theorists from the first part o

	Class Date	Lecture Title	Due in Class
S 9 – Professor Ackerly will be leading sections this week.			
Global labor justice			
18	3/19	Global labor injustice	(Ahmed 2004; Bajaj 2010; Hertel 2010)
19	3/21	Global labor justice	(Young 2004)
S 10			
Gender inequality			
20	3/26	Gender equality for global justice	(Kristof and WuDunn 2009: selections; Sen 1990; Murray 2008: selections)
21	3/28	Gender equality for everyday justice	(Narayan 2010; Symington 2004)
S 11			
Human Rights, Environment, and Poverty			
22	4/2	Human Rights	(Rorty 1993)For a time line see http://www.netnebraska.org/extras/humanrights/00/0000/0000_06 http://www.american.edu/sis/hrc/Timeline.cfm
23	4/4	Human Rights and Development	No class meeting (United Nations 2000; Alkire and Santos 2010: selections)
S 12 – Professor Ackerly will be leading sections this week.			
24	4/9	Poverty	(Singer 1972)
25	4/11	Poverty	(Pogge [2002] 2008)
S 13			
26	4/16	Environment	(Hayward 2009)
27	4/18	Environment	(Schlosberg 2004)
S 14			
Conclusion			
28	4/23	Review and closing lecture	In class, we will be voting on your final exam questions

Bibliography

- Ahmed, Fauzia Erfan. 2004. "The Rise of the Bangladesh Garment Industry: Globalization, Women Workers, and Voice." *NWSA Journal* 16, 2: 34-45.
- Alkire, Sabina, and Maria Emma Santos. 2010. "Acute Multidimensional Poverty: A New Index for Developing Countries." *OPHI Working Paper No. 38*.
- Arendt, Hannah. [1968] 2003. "Collective Responsibility." In *Responsibility and Judgment*. New York: Schocken Books, xxxvii, 295 p.
- Aristotle. 1962. *Nicomachean Ethics*. Indianapolis, IN: Bobbs-Merrill.
- Aristotle, Stephen Everson, Aristotle, and Aristotle. 1996. *The Politics, and the Constitution of Athens*. Cambridge: Cambridge University Press.
- Bajaj, Vikas. 2010. "Bangladesh, with Low Pay, Moves in on China." *New York Times*.
- Baker, Ella, and Marvel Jackson Cooke. 1935. "The Bronx Slave Market." *Crisis* 42: 330-331, 340.
- Confucius, and Edward G. Slingerland. 2003. *Confucius Analects: With Selection from Traditonal Commentaries*. Indianapolis, IN: Hackett Pub. Co.
- Hayward, Tim. 2009. "International Political Theory and the Global Environment: Some Critical Questions for Liberal Cosmopolitans." *Journal of Social Philosophy* 40, 2: 276-295.
- Hertel, Shareen. 2010. "The Paradox of Partnership: Assessing New Forms of NGO Advocacy on Labor Rights." *Ethics & International Affairs* 24, 2: 171-189.
- Jaggar, Alison M. 2009. "Transnational Cycles of Gendered Vulnerability: A Prologue to a Theory of Global Gender Justice." *Philosophical Topics* 37, 2: 33-52.
- Kim Dae, Jung. 1994. "Is Culture Destiny: The Myth of Asia's Anti-Democratic Values; a Response to Lee Kuan Yew." *Foreign Affairs* 73, 6: 189+.
- Kristof, Nicholas D., and Sheryl Wudunn. 2009. *Half the Sky: Turning Oppression into Opportunity for Women Worldwide*. New York: Alfred A. Knopf.
- Mencius, P. J. Ivanhoe, and Irene Bloom. 2009. *Mencius*. New York: Columbia University Press.
- Murray, Anne Firth. 2008. *From Outrage to Courage: Women Taking Action for Health and Justice*. Monroe, Me.: Common Courage Press.
- Narayan, Uma. 1997. *Dislocating Cultures: Identities, Traditions, and Third-World Feminism*. New York: Routledge.
- Narayan, Uma. 2010. "Global Gender Inequality and the Empowerment of Women." *Perspectives on Politics* 8, 01: 282-284.
- Nozick, Robert. 1974. *Anarchy, State, and Utopia*. New York: Basic Books.
- Nussbaum, Martha C. 1992. "Human Functioning and Social Justice: In Defense of Aristotelian Essentialism." *Political Theory* 20, 2: 202-246.
- Pogge, Thomas. [2002] 2008. *World Poverty and Human Rights: Cosmopolitan Responsibilities and Reforms, Second Edition*. Cambridge, UK: Polity Press.
- Rawls, John. 2001. *Justice as Fairness: A Restatement*. Cambridge, MA: Harvard University Press.
- Rorty, Richard. 1993. "Human Rights, Rationality, and Sentimentality." In *On Human Rights: The Oxford Amnesty Lectures*, ed. Stephen Shute and Susan Hurley. New York, NY: BasicBooks, 111-134.

- Rothschild, Cynthia, Scott Long, and Susana T. Fried, eds. 2005. *Written Out: How Sexuality Is Used to Attack Women's Organizing*. New York: International Gay and Lesbian Human Rights Commission & The Center for Women's Global leadership.
- Schlosberg, David. 2004. "Reconceiving Environmental Justice: Global Movements and Political Theories." *Environmental Politics* 13, 3: 517-540.
- Sen, Amartya. 1990. "More Than 100 Million Women Are Missing." *The New York Review of Books* 37, 20: 61-66.
- Singer, Peter. 1972. "Famine, Affluence, and Morality." *Philosophy and Public Affairs* 1, 3: 229-243.
- Song, Sarah. 2005. "Majority Norms, Multiculturalism, and Gender Equality." *The American Political Science Review* 99, 4: 473-489.
- Symington, Alison. 2004. "Intersectionality: A Tool for Gender and Economic Justice." *Women's Rights and Economic Change*, 9.
- United Nations. 2000. "United Nations Millennium Declaration." United Nations General Assembly.
- Walzer, Michael. 1983. *Spheres of Justice: A Defense of Pluralism and Equality*. New York: Basic Books.
- Young, Iris Marion. 2004. "Responsibility and Global Labor Justice." *Journal of Political Philosophy* 12, 4: 365-388.
- Zakaria, Fareed. 1994. "Culture Is Destiny: A Conversation with Lee Kuan Yew." *Foreign Affairs* 73, 2: 109+.