

Class meets 5:00 to 6:20 p.m. via ZOOM online meeting. You can join the classroom each meeting by clicking on the ZOOM entry on the menu of options that appear on the left side of the screen when you open the course Canvas page.

The final exam for this class will take place on Friday, June 12. The format is yet to be determined, probably some sort of takehome. This will be a regular final exam covering course required readings, lectures, and posted lecture notes.

This course studies “Global justice.” Justice here just names the enforceable part of morality. A moral duty is apt for enforcement just in case those who violate the duty are liable to penalties, so long as the penalties are not disproportionate (so it would be disproportionate, and wrong, to shoot someone who has violated a duty not to steal your milk shake, or your car). The study of global justice is the study of duties we have to people anywhere on Earth. Otherwise put, theories of global justice advance claims about what conditions would have to obtain, for the relationships that people have to other people around the globe to be fair, morally acceptable.

Talk about global justice can sound utopian—pie in the sky. We can just as well think of our enterprise as studying global worseness and global betterness. What states of the world are morally better, which ones worse? What’s the morally best place we can feasibly get to from where we are? What are the moral constraints on the duties we might have to improve the world? (Examples: Maybe it would not be OK to kill your innocent grandmother to make the world better, and maybe you would not be required to sacrifice your life, letting a shark eat you, even if that would make the world a lot better.)

The main topics we will cover are (1) what duties do we have, if any, to help people anywhere, just by virtue of the facts that they are in peril and we are in a position to help them, (2) when, if ever, is it acceptable for one nation or group of people to resort to war against another nation or group of people, and in war, what duties do we have to combatants and noncombatants, (3), what do our duties, if any, to refrain from wrongfully harming others require of us, in present world conditions, (4) what border control policies are morally acceptable, and (5) what are the limits, if any, on our moral entitlement to favor those near and dear to us over distant strangers, when deciding whom to harm or help.

Under (3) we consider duties to cooperate with others to lessen and mitigate climate change damage. These are mainly duties to future people, but they interact with global justice duties owed to people alive now. What’s the right balance between duties to future people and duties to present inhabitants of Earth?

The topics we discuss are intended to be seriously controversial among reasonable people, people like us. Opinions will differ. Not all the readings are balanced; sometimes we will have to figure out for ourselves what can be said in support of other sides of the issue in play.

The ZOOM on-line classroom. We'll have to play it by ear, and be ready to make adjustments to make this work effectively.

The goals of the course are to develop our skills at reading and understanding hard texts and assessing their arguments, and to also reflect on our own political values. In the light of current controversies.

Course Texts consist of essays accessible under the reading for each week at the Canvas course page. The expectation is that students will read the required readings before that day's class. If more than 1 essay was required reading for a class, we will designate a single reading that will be the focus of class discussion.

Listed also for some classes are recommended readings. These are not required—they won't show up on an exam; and you don't need to read any of them to complete your writing assignment. The recommended readings are optional. They are suggestions for further reading in case you want to explore a further topic in greater depth. At the canvas course page, recommended readings are labelled "merely recommended," to emphasize that they are not a required component of the course.

Course Requirements: There is a class participation course requirement (described in the next paragraph). The other course requirements are a takehome midterm exam, an analytical writing assignment (about five to seven pages in length), and a regular final exam. The writing assignment will not require extra reading, but will ask you to interpret and assess some required course texts. On the writing assignment you will have a choice among topics assigned in class. The writing assignment has two components: (1) write a draft or outline of your paper and discuss it with me and (2) complete and turn in a final draft of your paper. The final exam will comprehend all course materials (required readings, lectures, and handouts). The final will be a takehome final.

To encourage keeping up with the reading class by class and week by week, there will be a class participation component of your grade. On all class days, there will be class discussion for about half of the class, usually on questions posed in advance of class (and relating to the readings assigned for that class). During the lecture portion of any class, you are encouraged to interject questions and comment. I will take notes after every class on the class discussion, and the quality and frequency of your contributions to discussion will be the basis of your class participation grade, along with two other components. (1) You may also participate in class discussion by sending me email questions or comments before class regarding some significant aspect of the assigned reading for that day. I will keep a file of these email messages for each student. (2) Also, it's possible there might be a few short quizzes or writing exercises given throughout the quarter on the assigned readings for that class (or maybe also on recent readings prior to that class). (Each day of class counts the same toward your class participation grade.).

Grading: Class participation counts for 20 per cent of your final grade, the midterm takehome exam for 15 per cent of your final grade, the writing assignment for 30 per cent, and the final exam counts for 35 per cent.

Course grading for those enrolled on a Pass/Not Pass basis: If you are taking the course on a Pass/Not Pass basis, and you have an A- average or better on all class work up to the final, you will be excused from the final exam.

Academic Honesty. Students are expected to understand and follow the University policy on academic honesty (Integrity of Scholarship). You can read this at

<http://students.ucsd.edu/academics/academic-integrity/policy.html>

Integrity of scholarship--the basic idea is simple: be honest. Don't cheat.

Week 1. March 30-April 5.

MON: Introduction. Reading: Thomas Nagel, "The Problem of Global Justice"

WED: Duties to aid; a skeptical view. Reading: Jan Narveson, "We Don't Owe Them a Thing,"

Week 2. April 6-12.

MON: Duties to aid, a maximalist view. Reading: Peter Singer, excerpt from *The Life You Can Save*; also Barry and Gerhard Overland, review essay on Singer.

Recommended reading: Leif Wenar, *Poverty Is No Pond*."

WED: Duties to aid, some complications. Reading: Garrett Cullity, "Asking Too Much." Also, Liam Murphy, "The Demands of Beneficence."

Recommended reading: Richard Arneson, "Moral Limits to the Demands of Beneficence?"

Week 3. April 13-19.

MON: International relations; just war. Reading: Michael Walzer, *Just and Unjust Wars*, excerpts.

WED: Just war doctrine revised. Reading: Jeff McMahan, "The Ethics of Killing in War."

Week 4. April 20-26.

MON: Just war & pacifism. Reading: Seth Lazar, "The Responsibility Dilemma." Arneson, "Resolving the Responsibility Dilemma."

Recommended reading: Richard Arneson, "Self-defense and Culpability: Fault Forfeits First."

WED: Is there a sharp line separating combatants and noncombatants? Reading: Seth Lazar, *Sparing Civilians*, excerpts.

Week 5. April 27—May 3.

MON: Proportionality. Reading: Thomas Hurka, "Proportionality in the Morality of War"

WED: Proportionality in decisions to initiate war. Reading: Kieran Oberman, "War and Poverty."

Week 6. May 4-10.

MON: Climate change duties; complicity in evil. Reading: Shelly Kagan, "Do I Make a Difference?"

WED: Duties to help solve collective problems. Reading: Gunnar Bjornsson, "On individual and Shared Obligations: In Defense of the Activist's Perspective."

Recommended reading: Gunnar Bjornsson, "Collective Responsibility and Collective Moral Obligations without Collective Agents."

Week 7. May 11-17.

MON: Wrongfully causing global poverty. Reading: Thomas Pogge: "Are we Violating the Human Rights of the Global Poor?"

WED: Doing harm and enabling harm. Reading: Christian Barry and Gerhard Overland, "The Feasible Alternatives Thesis: Kicking Away the Livelihoods of the Global Poor."

Week 8. May 18-24.

MON: Climate change again; duties to future people. Also, the contractualist view on duties to others, including duties to future people. Reading: Alex Gosseries, "Theories of Intergenerational Justice: A Synopsis"; Joseph Heath, "The Structure of Intergenerational Cooperation."

WED: National borders and border control. Reading: Christopher Wellman, "Immigration and Freedom of Association."

Recommended reading: Joseph Carens, *The Ethics of Immigration*, chapter 11; also Andy Lamey, "A Liberal Theory of Asylum."

Week 9. May 25-May 31.

MON: NO CLASS. MEMORIAL DAY.

WED: Global trade. Reading: Leif Wenar, "Lifting the Resource Curse."

Week 10. June 1-7.

MON: Cosmopolitanism, moderate & extreme. Reading: Samuel Scheffler, "Conceptions of Cosmopolitanism." Also Jeremy Waldron, "Minority Cultures and the Cosmopolitan Alternative."

Recommended reading: David Miller, *Justice for Earthlings*, chapter 5, "Justice and borders."

WED: Extreme cosmopolitanism. Reading: Richard Arneson: Extreme Cosmopolitanisms Defended."

Recommended reading: Thomas Hurka, "The Justification of National Partiality" (sections 2 & 3 only); also Michael Blake, "Distributive Justice, State Coercion, and Autonomy"; also Andrea Sangiovanni, "Global Justice, Reciprocity, and the State."