

DRAFT

Politics 4413G/9729B: Intergenerational Justice

Tuesday 1:30-3:30

SSC 4103

Instructor: E. Finneron-Burns (efinnero@uwo.ca)

Office: SSC 4138

Office Hours: Mondays 10-11 (or by appointment)

Course Outline

This course examines what our obligations to past and future people are. We have a huge influence over several matters including who will be born, how many people will be born, and what kinds of lives they will lead (including the environment and climate change). This leads to a number of normative questions including how good a life we ought to leave future people, whether future people have rights, how many future people there should be, and what we ought to do about historic injustices.

The emphasis throughout the course will be on critical review of the arguments provided in the readings and by your fellow students. Each week the two readings will provide differing views on the same question. Your job is to reflect on and evaluate the persuasiveness of the arguments in each. In each seminar we will discuss the merits and demerits of each article as well as comment on the topic at large. Your essays and exam will require you to be able to argue persuasively, taking due consideration of others' arguments.

Readings

Undergraduates must read the core readings each week and graduate students must also read the supplementary readings where applicable. Graduate students should be prepared to explain the contents of the supplementary readings should the need arise during class discussions.

Assessment

Blog Post Assignment (15%)– due February 11 in class

Research Essay (60%) – due March 31 in class

Participation (25%)

Blog Post Assignment

A short piece, of no more than 1000 words, responding to the question “Do we have obligations to future generations?” The piece should be aimed at an educated but non-specialist audience.

Research Essay:

3000 words (undergraduates) or 5000 words (graduates). You may choose your own essay topic but you must come and see me or email me to discuss your proposed essay topic **at least two weeks** before the due date. This is for your benefit—to ensure your topic is relevant and focused enough to be successfully done within the confines of the word limit. The essays are research projects meaning that you are expected to read beyond the scope of the syllabus.

Response Papers:

You are required to email to me, by 9am on the day of class, a short (no longer than one page) response paper in which you should explain what you think the strengths and weaknesses are of each reading and any questions you have about the readings. The aim of the response papers is to a) ensure that each member of the seminar group has given due consideration to the readings each week in order to improve the quality of our discussions; and b) to hone your skills in critical analysis in preparation for the research essays and final exam; c) let me know what everyone did not understand in the readings in order to guide our discussion in class.

Participation:

Participation is assessed primarily on the quality of your contributions to class discussions, but you will not do well if you attend only a few classes even if your contributions in those classes are very good. Similarly, if you simply attend every class without contributing, you will find your participation mark disappointing. Participation marks can be earned through critiquing the readings, raising questions or requesting clarification of things you did not understand (there are no stupid questions!), responding to classmates' points, participating in in-class debates or small group discussions, among others. If you are struggling with active participation in class, please do email me or come to see me in my office hours to discuss strategies on how to improve.

How to Do Well

The emphasis throughout is on the critical evaluation of arguments. How are important political positions supported? In our weekly discussions we will examine the arguments put forward in the readings and consider whether or not they are persuasive. Often the two readings for the week put forward conflicting views, thus inviting us to make decisions about which has the better argument. (It is taken for granted that we may not all reach the same conclusion.)

Late Submission of Work

Late essays will incur a penalty of 5% per day and will not be accepted after one week. In extenuating circumstances, extensions may be granted, but only if arranged in advance of the due date. Please note that computer problems do not constitute extenuating circumstances—you are strongly advised to back up your work.

Email Etiquette

I will do my best to respond to emails received Monday-Friday 9am-5pm within 24 hours. Occasionally there will be delays in replies but if you do not hear back from me within 48 hours (Monday-Friday), please do resend your email as it might have been missed (professors receive a lot of emails!). Note that I rarely work on evenings, weekends, or holidays, so emails sent at those times will take longer to receive a reply. Before you fire off an email at 2am, check and double check this syllabus to see if your question is answered here.

Electronic Devices

There is a vast array of research demonstrating that the use of electronic devices not only does not aid learning, but actually hinders it. Research suggests that information taken down on laptops is not retained as well as handwritten notes. Laptops may present a variety of social media and internet distractions to the user and those within eyesight, and create a 'wall' of screens that is not conducive to active discussion. With this in mind, laptops are not banned, but I encourage you to think seriously about whether you really need to use it during

a discussion-based class such as this. It goes without saying that if you do choose to use your laptop/tablet, you should not use it for non-class related activities. Students found to be using technology for non-academic purposes may be asked to leave class. Cell phones must be put on silent (not vibrate) and placed out of view for the duration of class.

Schedule

January 14 – Introduction to the course

Are there obligations to the future?

January 21 – *Can future people be harmed?*

Core:

Hanser, Matthew (1990), “Harming Future People” *Philosophy & Public Affairs* 19(1).

Heyd, David (2009), “The Intractability of the Non-Identity Problem” in Melinda Roberts and David Wasserman (eds) *Harming Future Persons*.

Supplementary:

Woodward, James, “The Non-Identity Problem”

January 28 – *Do future people have rights?*

Gosseries, Axel (2008), “On Future Generations’ Future Rights” *Journal of Political Philosophy* 16(4).

Beckerman, Wilfrid and Joanna Pasek (2001), *Justice, Posterity, and the Environment*, ch. 2

Supplementary:

Reiman, Jeffrey, “Being Fair to Future People: The Non-Identity Problem in the Original Position”

February 4 – *Reciprocity and Community*

Hugh McCormick (2009), “Intergenerational Justice and the Non-reciprocity Problem” *Political Studies*.

Avner de-Shalit (1995), *Why Posterity Matters*, chapter 1

Supplementary:

Wilfrid Beckerman, “Sustainability and Intergenerational Justice,” in Andrew Dobson ed, *Fairness and Futurity*.

What are our obligations to the future?

February 11 – *Should there be future people?*

Finneron-Burns, Elizabeth, "What's Wrong with Human Extinction?" *Canadian Journal of Philosophy*

Kaczmarek, Patrick and Simon Beard, "Human Extinction and Our Obligations to the Past" *Utilitas* 2

Supplementary:

Benatar, David, *Better Never to have Been*, ch. 6.

February 25 – *How much should we save for future people?*

John Rawls (1971), *A Theory of Justice*, pp. 284-93

Page, Ed (2007), "Justice Between Generations: Investigating a Sufficiency Approach" *Journal of Global Ethics* 3(1).

Caney, Simon (2018) "Justice and Future Generations" *Annual Review of Political Science*, sections 3 & 4.

Supplementary:

Jane English (1977), "Justice Between Generations" *Philosophical Studies* 31(2).

March 3 – *Creating the best children*

Julian Savulescu (2001), "Procreative Beneficence: why we should select the best children" *Bioethics* 15(5-6).

Inmaculada de Melo-Martin (2004) "On Our Obligation to Select the Best Children: A Reply to Savulescu" *Bioethics* 18(1).

March 10 – *Conferring advantage on children*

Harry Brighouse and Adam Swift (2014), *Family Values*, ch. 5

Tom Douglas (2015) "Parental Partiality and the Intergenerational Transmission of Advantage" *Philosophical Studies* 172(10).

Are there duties to the past/because of the past?

March 17 – *Do inherited benefits create obligations?*

Daniel Butt (2014), "A Doctrine Quite New and Altogether Untenable: Defending the Beneficiary Pays Principle," *Journal of Applied Philosophy* 31.

Richard Vernon (2006), *Justice Back and Forth*, ch. 3.

Supplementary:

Dennis Klimchuk (2004), "Unjust Enrichment and Reparations for Slavery," *Boston University Law Review* 84.

March 24 – *Do inherited wrongs create obligations?*

Jeremy Waldron, "Superseding Historical Injustice," *Ethics* 103 (1992), 4-28.

Ton van den Beld (2002), "Can Collective Responsibility for Perpetrated Evil Persist Over Generations?" *Ethical Theory and Moral Practice* 5.

Supplementary:

Nahshon Perez, *Freedom from Past Injustices* Edinburgh University Press 2012, chapter 2.

March 31 – *Other types of redress—remembrance, truth & reconciliation, apologies*

Richard Vernon, (2006), *Justice Back and Forth*, ch. 5.

Dyzenhaus, David (2000), "Justifying the Truth and Reconciliation Commission", *Journal of Political Philosophy* 8(4).

Richard Vernon (2012), *Historical Redress*, pp. 80-87.

Supplementary:

Margalit, Avishai (2002), *The Ethics of Memory*, ch. 6.

APPENDIX TO UNDERGRADUATE COURSE OUTLINES
DEPARTMENT OF POLITICAL SCIENCE

Prerequisite checking - the student's responsibility

"Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites."

Essay course requirements

With the exception of 1000-level courses, most courses in the Department of Political Science are essay courses. Total written assignments (excluding examinations) will be at least 3,000 words in Politics 1020E, at least 5,000 words in a full course numbered 2000 or above, and at least 2,500 words in a half course numbered 2000 or above.

Use of Personal Response Systems ("Clickers")

"Personal Response Systems ("clickers") may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning.

Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else's clicker in class constitutes a scholastic offence,
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence."

Security and Confidentiality of Student Work (refer to current *Western Academic Calendar*

<http://www.westerncalendar.uwo.ca/>

"Submitting or Returning Student Assignments, Tests and Exams - All student assignments, tests and exams will be handled in a secure and confidential manner. Particularly in this respect, leaving student work unattended in public areas for pickup is not permitted."

Duplication of work

Undergraduate students who submit similar assignments on closely related topics in two different courses must obtain the consent of both instructors prior to the submission of the assignment. If prior approval is not obtained, each instructor reserves the right not to accept the assignment.

Grade adjustments

In order to ensure that comparable standards are applied in political science courses, the Department may require instructors to adjust final marks to conform to Departmental guidelines.

Academic Offences

"Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Submission of Course Requirements

ESSAYS, ASSIGNMENTS, TAKE-HOME EXAMS MUST BE SUBMITTED ACCORDING TO PROCEDURES SPECIFIED BY YOUR INSTRUCTOR (I.E., IN CLASS, DURING OFFICE HOURS, TA'S OFFICE HOURS) OR UNDER THE INSTRUCTOR'S OFFICE DOOR.

THE MAIN OFFICE DOES NOT DATE-STAMP OR ACCEPT ANY OF THE ABOVE.

Attendance Regulations for Examinations

EXAMINATIONS/ATTENDANCE (Sen. Min. Feb.4/49, May 23/58, S.94, S.3538, S.3632, S.04-097) A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations: 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year. 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Medical Policy, Late Assignments, etc.

Students registered in Social Science should refer to

https://counselling.ssc.uwo.ca/procedures/medical_accommodation.html for information on Medical Policy, Term Tests, Final Examinations, Late Assignments, Short Absences, Extended Absences, Documentation and other Academic Concerns. Non-Social Science students should refer to their home faculty's academic counselling office.

University Policy on Cheating and Academic Misconduct

Plagiarism: Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence." (see Scholastic Offence Policy in the Western Academic Calendar).

Plagiarism Checking: "All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>)."

Multiple-choice tests/exams: "Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating."

Note: Information excerpted and quoted above are Senate regulations from the Handbook of Scholarship and Academic Policy. https://www.uwo.ca/univsec/academic_policies/index.html

PLAGIARISM*

In writing scholarly papers, you must keep firmly in mind the need to avoid plagiarism. Plagiarism is the unacknowledged borrowing of another writer's words or ideas. Different forms of writing require different types of acknowledgement. The following rules pertain to the acknowledgements necessary in academic papers.

A. In using another writer's words, you must both place the words in quotation marks and acknowledge that the words are those of another writer.

You are plagiarizing if you use a sequence of words, a sentence or a paragraph taken from other writers without acknowledging them to be theirs. Acknowledgement is indicated either by (1) mentioning the author and work from which the words are borrowed in the text of your paper; or by (2) placing a footnote number at the end of the quotation in your text, and including a correspondingly numbered footnote at the bottom of the page (or in a separate reference section at the end of your essay). This footnote should indicate author, title of the work, place and date of publication, and page number.

Method (2) given above is usually preferable for academic essays because it provides the reader with more information about your sources and leaves your text uncluttered with parenthetical and tangential references. In either case words taken from another author must be enclosed in quotation marks or set off from your text by single spacing and indentation in such a way that they cannot be mistaken for your own words. Note that you cannot avoid indicating quotation simply by changing a word or phrase in a sentence or paragraph which is not your own.

B. In adopting other writers' ideas, you must acknowledge that they are theirs.

You are plagiarizing if you adopt, summarize, or paraphrase other writers' trains of argument, ideas or sequences of ideas without acknowledging their authorship according to the method of acknowledgement given in 'A' above. Since the words are your own, they need not be enclosed in quotation marks. Be certain, however, that the words you use are entirely your own; where you must use words or phrases from your source, these should be enclosed in quotation marks, as in 'A' above.

Clearly, it is possible for you to formulate arguments or ideas independently of another writer who has expounded the same ideas, and whom you have not read. Where you got your ideas is the important consideration here. Do not be afraid to present an argument or idea without acknowledgement to another writer, if you have arrived at it entirely independently. Acknowledge it if you have derived it from a source outside your own thinking on the subject.

In short, use of acknowledgements and, when necessary, quotation marks is necessary to distinguish clearly between what is yours and what is not. Since the rules have been explained to you, if you fail to make this distinction your instructor very likely will do so for you, and they will be forced to regard your omission as intentional literary theft. Plagiarism is a serious offence which may result in a student's receiving an 'F' in a course or, in extreme cases in their suspension from the University.

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Adopted by the council of the Faculty of Social Science, October, 1970; approved by the Dept. of History August 13, 1991

Accessibility at Western: Please contact poliscie@uwo.ca if you require any information in plain text format, or if any other accommodation can make the course material and/or physical space accessible to you.

SUPPORT SERVICES

- The Registrar's office can be accessed for Student Support Services at www.registrar.uwo.ca
- Student Support Services (including the services provided by the USC listed here) can be reached at: <https://westernusc.ca/your-services/>
- Student Development Services can be reached at: <http://sdc.uwo.ca/>
- Students who are in emotional/mental distress should refer to Mental Health@Western <https://www.uwo.ca/health/> for a complete list of options about how to obtain help.

Procedures for Requesting Academic Consideration

Students who experience an extenuating circumstance (illness, injury, or other extenuating circumstance) sufficiently significant to temporarily render them unable to meet academic requirements may submit a request for academic consideration through the following routes:

Submitting a Self-Reported Absence form provided that the conditions for submission are met;

- For medical absences, submitting a Student Medical Certificate (SMC) signed by a licensed medical or mental health practitioner in order to be eligible for Academic Consideration; or
- For non-medical absences, submitting appropriate documentation (e.g., obituary, police report, accident report, court order, etc.) to Academic Counselling in their Faculty of registration in order to be eligible for academic consideration. Students are encouraged to contact their Academic Counselling unit to clarify what documentation is appropriate.

Students seeking academic consideration:

- are advised to consider carefully the implications of postponing tests or midterm exams or delaying handing in work;
- are encouraged to make appropriate decisions based on their specific circumstances, recognizing that minor ailments (upset stomach) or upsets (argument with a friend) are **not** an appropriate basis for a self-reported absence;
- must communicate with their instructors **no later than 24 hours** after the end of the period covered by either the self-reported absence or SMC, or immediately upon their return following a documented absence.

Academic consideration **is not** normally intended for students who require academic accommodation based on an ongoing physical or mental illness (recurring or chronic) or an existing disability. These students are expected to seek and arrange reasonable accommodations with Student Accessibility Services (SAS) as soon as possible in accordance with the Policy on Academic

Accommodation for Students with Disability.

Students who experience high levels of stress related to academic performance (including completing assignments, taking part in presentations, or writing tests or examinations). These students should access support through Student Health and Wellness and Learning Skills Services in order to deal with this stress in a proactive and constructive manner.

Requests for Academic Consideration Using the Self-Reported Absence Form

Students who experience an unexpected illness or injury or an extenuating circumstance (48 hours or less) that is sufficiently severe to temporarily render them unable to meet academic requirements (e.g., attending lectures or labs, writing tests or midterm exams, completing and submitting assignments, participating in presentations) should self-declare using the **online Self-Reported Absence portal**. This option should be used in situations where the student expects to resume academic responsibilities **within 48 hours or less**.

The following conditions are in place for self-reporting of medical or extenuating circumstances:

Students will be allowed:

- a maximum of two self-reported absences between September and April;
- a maximum of one self-reported absence between May and August.

Any absences in excess of the number designated above, regardless of duration, will require students to present a Student Medical Certificate (SMC) no later than two business days after the date specified for resuming responsibilities.

- The duration of the excused absence will be for a maximum of 48 hours from the time the Self-Reported Absence form is completed through the online portal, or from 8:30 am the following morning if the form is submitted after 4:30 pm;
- The duration of the excused absence will terminate prior to the end of the 48 hour period should the student undertake significant academic responsibilities (write a test, submit a paper) during that time;
- The duration of an excused absence will terminate at 8:30 am on the day following the last day of classes each semester regardless of how many days of absence have elapsed;
- Self-reported absences **will not be** allowed for scheduled final examinations; for midterm examinations scheduled during the December examination period;
- Self-reporting **may not be** used for assessments (e.g. midterm exams, tests, reports, presentations, or essays) worth more than 30% of any given course.
- students must be in touch with their instructors **no later than 24 hours** after the end of the period covered by the Self-Reported Absence form, to clarify how they will be expected to fulfil the academic expectations they may have missed during the absence.

Request for Academic Consideration for a Medical Absence

Students seeking academic consideration for a medical absence not covered by existing Student Accessibility Services (SAS) accommodation, will be required to provide documentation in person to Academic Counselling in their Faculty of registration in the form of a completed, signed Student Medical Certificate (SMC) where the conditions for a Self-Reported Absence have not been met, including where the student has exceeded the maximum number of permissible Self-Reported Absences.

Request for Academic Consideration for a Non-Medical Absence

Students seeking academic consideration for a non-medical absence will be required to provide appropriate documentation to Academic Counselling in their Faculty of registration where the conditions for a Self-Reported Absence have not been met, including where the student has exceeded the maximum number of permissible Self-Reported Absences.