

**School of Social and Political Science/
POLITICS AND INTERNATIONAL RELATIONS
2014-15 Semester 1**

GLOBAL JUSTICE AND CITIZENSHIP (PLIT10054)

Course organiser

& Lecturer:	Prof Tim Hayward	tim.hayward@ed.ac.uk
Lecturer:	Dr Kieran Oberman	kieran.oberman@gmail.com
Tutors:	Christina Dineen	cdineen@dineenmail.com
	Andrew Drever	A.W.Drever-2@sms.ed.ac.uk
	Dr Elena Pollot	epollot@ed.ac.uk
	Dr Michal Rozynek	mrozynek@gmail.com
Course Secretary:	Amelia Hodgson	Amelia.Hodgson@ed.ac.uk

Course Materials

Documentation produced by academic staff for this course can be downloaded from *LEARN*, accessible through your 'MyEd' account.

Aims and Objectives

This course examines concepts central to political debate - particularly justice and rights - and investigates how political theorists use these in trying to justify basic principles governing the activities of the state. We consider how such principles might be justified and applied in contexts beyond the state.

The literature studied is recent or contemporary. In the early weeks we examine questions about the nature and status of human rights in the context of contemporary debates about global ethics and citizenship. We inquire how human rights should be conceptualised, what their scope and justification are. We ask, for instance, whether 'social rights' should have the same status as 'rights of liberty'; or whether in the light of relativist criticisms human rights can be said to be universal; we also examine tensions between principles of rights and democracy. All this helps us assess the continuing relevance, or otherwise, of the Universal Declaration of Human Rights as an instrument of global ethics. We turn then to theories of what justice means in the contemporary world, examining the contrasting accounts of justice to be found in the work of John Rawls and Robert Nozick. These have been influential in shaping debates about the theory and practice of justice in recent decades. We then address contemporary debates about global justice. A central question is whether principles of distributive justice formulated in the context of a modern democratic state can or should be applied beyond state borders. Contrasting answers are given by cosmopolitan or nationalist theories. The relative merits of selected specific positions on the question are considered. We also include a week specifically on the question of secession, chosen partly because of its resonance with certain issues of public discussion in Scotland just now.

A central concern throughout the course is to develop skills of conceptual analysis, textual interpretation and the critical evaluation of theoretical arguments. Importance is attached to

understanding how theoretical issues arise in relation to actual political circumstances in the world, and how fundamental principles have application to those circumstances. Stress is also laid on the importance of distinguishing normative from explanatory or descriptive claims, of recognizing when an argument depends on empirical presuppositions, and of appreciating the basic logical structure of arguments.

Teaching Times

Lectures are held on Tuesdays from 3.10-4.00 pm in Appleton Tower Lecture Theatre 1. Please see course timetable on LEARN for full details of lecture and tutorial times.

GJC week 'starts' at the Tuesday afternoon lecture. The lecture is intended as an introduction and guide to the reading that is to be done in preparation for the tutorial discussions. The first lecture is on Tuesday week 1, and the tutorial relating to week 1 material takes place on the coming Monday or Tuesday (i.e. university week 2). We follow this pattern throughout the course. The exceptions to this are Tutorial Groups 11 and 12, whose tutorials on Friday afternoon will mean that their tutorials pertain to the lecture of the previous week. The final lecture is in week 9, and the final tutorials relating to it are held the following week. The exam revision session will be held in week 10's lecture slot. In week 11 Tim Hayward will be available during the lecture slot for a final Q&A session, at which attendance is optional.

A note on teaching and learning

The weekly lecture provides an initial guide and stimulus for a week of independent student learning. The tutorial, which comes at the end of that week's work, is a forum in which you have the opportunity to consolidate your learning and discuss your studies in the presence of a scholar able to help you frame your arguments and discipline your thinking. Your contact time with academic staff represents a small proportion of the total time you are expected to work on the course. We assume your studies occupy forty hours a week in total; dividing that by three (the number of courses you take) and subtracting the contact hours leaves about 10 hours per week for independent study plus some time for gathering resources.

Readings and resources

Each week you must come to your tutorial fully prepared to answer and discuss the questions set for it. The tutorial will address a central text that must be studied beforehand. Each of the texts is available online to ensure there is never any problem of access. You should additionally read at least two further items from the lists provided. (In the early weeks these lists are separated into introductory and advanced readings.) Some (and in later weeks most) of the further readings are also available electronically, and these are generally linked to* in the electronic version of this course outline and/or provided via *LEARN* (under 'Sundry Readings'). There is no set textbook for this course.

Many of the items are available via JSTOR, which can be accessed from terminals on the University network. URLs of recommended and other useful items can also be found by using the JSTOR search facility. Additionally, the full texts of books published by Oxford University Press are electronically available to University users at Oxford Scholarship Online (OSO).

** NB If clicking a JSTOR or OSO link does not take you directly to the item sought you can find it by going through their respective basic search facilities. Remember that the computer you're using needs to be recognized by those sites as located on the University network because they are*

subscription sites. Note, too, that links to articles on publishers' sites may sometimes require you to log on via the University library before you have access.

Assessment & Regulations

The course is assessed by a combination of coursework - one essay (from list of titles following) - and a two-hour examination. (**The deadline for essay submission is noon Thursday 30 October 2014.**) **Please see the 'Honours Handbook' for further information on submission of coursework; 'Late Penalty Waivers'; plagiarism; learning disabilities, special circumstances, and common marking descriptors.**

Essay questions – select one

1. Is Robert Nozick's approach to distributive justice more persuasive than that of John Rawls?
2. Does talking of a human right to an adequate standard of living serve 'to push *all* talk of human rights out of the clear realm of the morally compelling into the twilight world of utopian aspiration' (Cranston)?
3. 'Humans have human rights simply in virtue of being human.' Discuss.
4. Critically assess Jeremy Waldron's 'rights-based critique of constitutional rights'.

The word limit will be 2000 words. Essays above 2000 words (excluding bibliography) will be penalised using the Ordinary level criterion of 1 mark for every 20 words over length: anything between 2000 and 2020 words will lose one mark, between 2020 and 2040 two marks, and so on.

You will not be penalised for submitting work below the word limit. However, you should note that shorter essays are unlikely to achieve the required depth and that this will be reflected in your mark.

Feedback for coursework will be returned online via ELMA on 20/11/14

The Operation of Lateness Penalties:

Unlike in Years 1 and 2, NO EXTENSIONS ARE GRANTED WITH RESPECT TO THE SUBMISSION DEADLINES FOR ANY ASSESSED WORK At HONOURS LEVEL.

Managing deadlines is a basic life-skill that you are expected to have acquired by the time you reach Honours. Timely submission of all assessed items (coursework, essays, project reports, etc.) is a vitally important responsibility at this stage in your university career. Unexcused lateness can put at risk your prospects of proceeding to Senior Honours and can damage your final degree grade.

If you miss the submission deadline for any piece of assessed work 5 marks will be deducted for each calendar day that work is late, up to a maximum of five calendar days (25 marks). Thereafter, a mark of zero will be recorded. There is no grace period for lateness and penalties begin to apply immediately following the deadline. For example, if the deadline is Tuesday at 12 noon, work submitted on Tuesday at 12.01pm will be marked as one day late, work submitted at 12.01pm on Wednesday will be marked as two days late, and so on.

Failure to submit an item of assessed work will result in a mark of zero, with potentially very serious consequences for your overall degree class, or no degree at all. It is therefore always in your interest to submit work, even if very late.

Please be aware that all work submitted is returned to students with a provisional mark and without applicable penalties in the first instance. The mark you receive on ELMA is therefore subject to change following the consideration of the Lateness Penalty Waiver Panel (please see LPW appendix for further information) and the Board of Examiners.

Avoiding Plagiarism:

Material you submit for assessment, such as your essays, must be your own work. You can, and should, draw upon published work, ideas from lectures and class discussions, and (if appropriate) even upon discussions with other students, but you must always make clear that you are doing so. **Passing off anyone else's work** (including another student's work or material from the Web or a published author) **as your own is plagiarism** and will be punished severely. When you upload your work to ELMA you will be asked to check a box to confirm the work is your own. ELMA automatically runs all submissions through 'Turnitin', our plagiarism detection software, and compares every essay against a constantly-updated database, which highlights all plagiarised work. Assessed work that contains plagiarised material will be awarded a mark of zero, and serious cases of plagiarism will also be reported to the College Academic Misconduct officer. In either case, the actions taken will be noted permanently on the student's record. **For further details on plagiarism see the Academic Services' website:**

<http://www.ed.ac.uk/schools-departments/academic-services/students/undergraduate/discipline/plagiarism>

PROGRAMME OVERVIEW

1. Political theory within and beyond the state: themes and approaches
2. Henry Shue: Social Justice and Basic Rights
3. The idea of universal human rights and the relativist critique
4. Rights and democracy: conflicting or mutually supporting principles?
5. John Rawls: Justice as Fairness
6. Robert Nozick: Justice as Entitlement
7. Secession
8. Charles Beitz: Global Justice from a Cosmopolitan Perspective
9. Thomas Pogge: Proposal for a Global Resources Dividend (GRD)
10. Revision Lecture
11. *[Tim Hayward will be available in the lecture slot for Q&A session; no tutorials]*

Procedure for Viewing Marked Exam Scripts

If you would like to see your exam script after the final marks have been published then you should contact the course secretary by email to arrange a time to do this. Please note that there will be no feedback comments written on the scripts, but you may find it useful to look at what you wrote, and see the marks achieved for each individual question. You will not be permitted to keep the exam script but you are welcome to take it away to read over or make photocopies. If you wish to do this please bring a form of ID that can be left at the office until you return the script. Please note that scripts cannot be taken away overnight.

PROGRAMME WEEK-BY-WEEK

1. Introduction to the course (lecture 16 Sept)

Reading. For this week only there is not a specific text to study. In thinking about the exercise set for the first tutorial, you could get some helpful ideas – and a bit of a head start on the course – by taking a first look at the texts assigned for weeks 2 and 3.

If you're interested in how the exercise and those texts connect with your wider studies in Politics then an accessible read is Jonathan Wolff's 'Social Justice' (from C.McKinnon, ed, *Issues in Political Theory*, OUP 2008) – available on LEARN.

If you're interested in how this question fits with concerns of International Relations you might preview the text(s) for Week(s) 7 and/or 8, or look at Andrew Hurrell, 'Global Inequality and International Institutions' (on LEARN).

Tutorials (23/24 Sept). The purpose of your first tutorial is to orientate you to the kinds of consideration and forms of reasoning that figure in theories of justice and rights. In preparation, you should carry out the exercise based on the thought experiment introduced in the lecture (and found on LEARN).

2. Are some human rights more 'real' than others? (lecture Sept 23)

Text: Henry Shue, *Basic Rights*, pp.13-29.

Two or more of:

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|------------|---|
| H Shue | <i>Basic rights</i> chs 1-3 |
| M Cranston | 'Human Rights, Real and Supposed', in D.D.Raphael (ed) <i>Political Theory and the Rights of Man</i> (Indiana UP, 1967). [on LEARN] |
| J Donnelly | <i>Universal Human Rights in Theory and Practice</i> ch 2 |
| P Jones | <i>Rights</i> ch 7 |
| J Nickel | <i>Making Sense of Human Rights</i> chs 7 and 9 [on LEARN] |
| D Beetham | 'What future for economic and social rights?' in D.Beetham (ed) <i>Politics and Human Rights</i> |

- R Vincent *Human Rights and International Relations*. (CUP, 1986) Part III
- C Fabre *Social Rights under the Constitution* pp.40-53 [[OSO]
- T Hayward *Constitutional Environmental Rights* (2005) pp 79-84 [OSO]
- S.Agbakwa 'Reclaiming Humanity: Economic, Social and Cultural Rights as the Cornerstone of African Rights' *Yale HR&D LJ* (2002)
- C Beitz 'Economic Rights and Distributive Justice in Developing Countries', *World Politics* 33.3 (1981) [JSTOR]
- H Shue 'Mediating Duties' *Ethics* 98.4 (1988) [JSTOR]
- B Orend *Human Rights: Concept and Context* (2002) pp 139-51
- C Beitz Introduction: *Basic Rights and Beyond*' in Beitz and Goodin (eds) *Global Basic Rights* (OUP 2009)
- R Goodin
- M Cranston *What Are Human Rights*, (New York: Talpringer Publishing, 1973), pp65-71.
- J Waldron "Rights in Conflict", *Ethics* 99 (1989) [JSTOR]
- J Tasioulas "The Moral Reality of Human Rights", in Pogge (ed), *Freedom from Poverty as a Human Right: Who Owes what to the Very Poor?*, (Cambridge: Crambridge University Press) [on LEARN]

Tutorials (29/30 Sept):

- Compare Shue's view of human rights to Cranston's. Which is more persuasive and why?
- What are the implications of Shue's account with regard to international obligations of rich and powerful states?
- Some states claim it is justifiable to prioritise rights of economic development over civil and political liberties: can this be justified by appeal to the 'basicness' of the former?

3. Are there any universal human rights at all? (lecture 30 Sept)

Reading: Tutorial groups will decide whether to focus on specific arguments supporting universal human rights (e.g. Hart, Gewirth), or the cultural relativism debate in general, or Islamic approaches specifically. Readings to be selected accordingly.

a) On the idea of universal human rights

- P Jones *Rights* (Macmillan, 1994) chs 4 & 5
- J Nickel *Making Sense of Human Rights* ch 3 [on LEARN]
- J.Nickel 'Are Human Rights Utopian?' [JSTOR]
- R Martin *A System of Rights* (Clarendon, 1993) ch 4
- J Donnelly *Universal Human Rights in Theory and in Practice* ch 1
- A Gewirth *Human Rights: justification and applications*, ch 1
- H Shue *Basic rights* (Princeton UP, 1980) ch 1
- H.L.A. Hart 'Are there any natural rights?' [on LEARN]

b) On the relativist critique

- A Pollis & P Schwab 'Human rights: a western construct with limited applicability'. [LEARN]
P Jones *Rights* pp.213-221.
P Vizard *Antecedents of the Idea of Human Rights*: ch 2
http://hdr.undp.org/docs/publications/background_papers/Vizard2000.html
HREC 'Human Rights Explained' 4: *The Global View*
http://www.hreoc.gov.au/hr_explained/global/
A Renteln *International Human Rights: universalism versus relativism* chs 2, 3.
J Donnelly *Universal Human Rights in Theory and Practice* esp ch 6 (&3)
J Nickel *Making Sense of Human Rights* ch 4 [on LEARN]
R Wilson (ed) *Human Rights, Culture and Context* ch. 1.
R Howard *Human Rights and the Search for Community* esp chs 3 & 4.
R Vincent *Human Rights and International Relations* esp ch 3.
T Evans (ed) *Human Rights Fifty Years On*, esp chs 1, 3
D Beetham (ed) *Politics and Human Rights*, esp articles by Mendus and Halliday
J Donnelly 'Human Rights: a new standard of civilization?',
International Affairs 74.1 (1998) [jstor]
J Habermas 'Remarks on legitimation through human rights',
Philosophy and Social Criticism 24.2 (1998).
Li, Xiaorong "'Asian Values" and the Universality of Human Rights'
<http://www.puaf.umd.edu/IPPP/li.htm>
Heiner Bielefeldt 'Muslim Voices in the Human Rights Debate',
Human Rights Quarterly, 17: 587-617:
Heiner Bielefeldt "'Western" vs "Islamic" Human Rights Conceptions?' [JSTOR]

Tutorials (6/7 Oct). To what extent do relativist considerations undermine the universalist claims of the Universal Declaration of Human Rights? What does it even mean to speak about the reality of rights?

4. Rights and democracy: conflicting or mutually supporting principles? (Lec. 7 Oct)

Text: J Waldron, 'A rights-based critique of constitutional rights', *Oxford Journal of Legal Studies* 13 (1993) 18-51. [JSTOR]

Two or more of:

- C Gould, 'Are Democracy and Human Rights Compatible in the Context of Globalization?'
Globalizing Democracy and Human Rights chapter 8
C Gould, 'Hard Questions in Democratic Theory: When Justice and Democracy Conflict'
Globalizing Democracy and Human Rights chapter 1
P Jones, *Rights* ch 8

A Weale, *Democracy* (Macmillan) ch 9

M Saward, *The Terms of Democracy* (1998) ch 5

N MacCormick, 'Constitutionalism and democracy', in R. Bellamy (ed) *Theories and Concepts of Politics* (Manchester UP, 1993)

J Raz, *The Morality of Freedom* pp.255-263

<http://www.oxfordscholarship.com/oso/public/content/philosophy/0198248075/toc.html>

C Fabre, *Social Rights under the Constitution* (Clarendon, 2000) ch 4

<http://www.oxfordscholarship.com/oso/public/content/politicalscience/0198296754/toc.html>

R Bellamy, 'The Constitution of Europe: Rights or Democracy?', in R Bellamy et al (eds) *Democracy and Constitutional Culture in the Union of Europe*

T Hayward, *Constitutional Environmental Rights* ch 4

<http://www.oxfordscholarship.com/oso/public/content/politicalscience/0199278687/toc.html>

J Bohman, 'Constituting the Human Community: Democracy, Human Rights, and Global Justice' ([download here](#))

J Cohen, 'A Human Right to Democracy?' ([download here](#))

Tutorials (13/14 Oct). Most of us tend to assume that basic human rights and democracy go together as part and parcel of a civilised polity: But is the relationship between the two ideals unproblematic? If they conflict, which should take preference? Or are they mutually supporting? Is democracy itself a human right? Regarding the set reading specifically, how persuasive is Waldron's argument that the constitutional protection of rights is fundamentally undemocratic? To what extent might it depend on *which* rights one has in mind?

5. John Rawls: Justice as Fairness (lecture 14 Oct)

Text: John Rawls, 'Justice as Fairness' (on LEARN)

Expository/introductory sources:

C Kukathas & P Pettit, *Rawls: A Theory of Justice and its Critics* chs 1-3

W Kymlicka, *Contemporary Political Philosophy* pp 50-70 [2nd edn 53-70]

R P Wolff, *Understanding Rawls* chs 1-3; 6-7

R Plant, *Modern Political Thought* pp 98-107

T Nagel, 'Rawls and Liberalism' in S Freeman ed *The Cambridge Companion to Rawls*

S Freeman, Introduction, sec II, in S Freeman ed *The Cambridge Companion to Rawls*

G Thomas, *Introduction to Political Philosophy* secs 17.3; 5.5

T Campbell, *Justice* ch 5

A Brown, *Modern Political Philosophy* ch 3
A E Buchanan, *Marx and Justice* pp 103-21
K Graham, *Contemporary Social Philosophy* ch 3
N Barry, *Introduction to Modern Political Theory* 3rd edn ch 6

For more of Rawls's own account:

John Rawls, *A Theory of Justice* §§1-5, 9, 11-16 (esp §§1 & 3)
John Rawls, *A Theory of Justice* §§20-26, 29-30 (esp §§26 & 29)

Further reading (more critical and/or advanced)

T.Pogge, *John Rawls: His Life and Theory of Justice* [OUP 2007 – OSO]
B Barry, *The Liberal Theory of Justice* chs 2, 5, 9,10
R Keat & D Miller, 'Understanding Justice' Political Theory 1974 [JSTOR]
R Dworkin, 'The Original Position', in N Daniels ed *Reading Rawls*
J Cohen, 'Democratic Equality' Ethics 99, 1989 [JSTOR]
R Nozick, *Anarchy, State and Utopia* ch 7 pp 183-197
A Okun, *Equality and Efficiency* pp 88-100
J Harsanyi, 'Can the Maximin Principle Serve as the Basis for Morality?', American Political Science Review 69, 1975 [JSTOR]
J Rawls, 'Some Reasons for the Maximin Criterion', American Economic Review, 64 (2) 1974 [JSTOR]

Tutorials (20/21 Oct): What is the 'original position'? What are the parallels Rawls draws between his use of this and social contract theory? Why should we pay attention to what would be chosen in the purely hypothetical and 'impossible' situation of the original position? What does Rawls see as the crucial differences between his theory and utilitarianism?

6. Robert Nozick: Justice as Entitlement (lecture 21 Oct)
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Text: R Nozick 'Distributive Justice' Sec.I, pp-46-78 [JSTOR]
[or ch 7.I of Nozick's *Anarchy, State and Utopia*]

Expository/introductory:

Kukathas & Pettit, *Rawls: A Theory of Justice and its Critics* ch 5
J Wolff, *Robert Nozick* chs 1 (and 4 & 5)

W Kymlicka,	<i>Contemporary Political Philosophy</i> ch 4, secs 1,2
R Plant,	<i>Modern Political Thought</i> pp 122-135
G Thomas,	<i>Introduction to Political Philosophy</i> secs 17.4, 20, 22.3
J Paul (ed),	<i>Reading Nozick</i> Introduction, papers in Parts I & IV

Further reading

G A Cohen	<i>Self-ownership, Freedom and Equality</i> chs 1-4
N Barry	<i>Introduction to Modern Political Theory</i> ch 6
G Graham	<i>Contemporary Social Philosophy</i> ch 4
A Brown	<i>Modern Political Philosophy</i> ch 4
A Buchanan	<i>Ethics, Efficiency and the Market</i> pp 64-78
G A Cohen	'Nozick on Appropriation', <i>New Left Review</i> 150, 1985
B Barry	'Review of ASU', <i>Political Theory</i> vol 3, 1975
D Miller	<i>Market, State and Community</i> ch 2
J Waldron	<i>The Right to Private Property</i> ch 7
J Narveson	<i>The Libertarian Idea</i>
J Baker	<i>Arguing for Equality</i> ch 7
R Norman	<i>Free and Equal</i>

Readings available online

C.Ryan,	<u>'Yours, Mine, and Ours: Property Rights and Individual Liberty' [JSTOR]</u>
T.Scanlon,	<u>'Nozick on Rights, Liberty, and Property' [JSTOR]</u>
B.Fried,	<u>'Wilt Chamberlain Revisited: Nozick's "Justice in Transfer" and the Problem of Market-Based Distribution' [JSTOR]</u>
J.Exdell,	<u>'Distributive Justice: Nozick on Property Rights' [JSTOR]</u>
J.Locke,	<u>Second Treatise of Government</u> , ch.5

Tutorials (27/28 Oct):

- What does Nozick mean by saying that his 'entitlement' theory is 'historical' and 'unpatterned'?
- Why does he insist that we shouldn't regard production and distribution as distinct from one another?
- What is the Wilt Chamberlain example intended to show?
- Is it true that 'liberty upsets patterns'?
- Is this a strong objection to 'patterned' principles (such as the difference principle)?

- Does Nozick succeed in showing justice should be based on rights?
- How persuasive is his conception of the rights that justice implies?
- Can it intelligibly be argued, even as a thought experiment, that persons have any rights at all in a 'state of nature'?

7. Secession (lecture 28 October)

Text: Allan Buchanan, "Secession", Stanford Encyclopaedia of Philosophy. Available at <http://plato.stanford.edu/entries/secession/>

Further reading:

Christopher Wellman (1995). "A Defense of Secession and Political Self Determination", Philosophy & Public Affairs 24.

David Miller, On Nationality, Chapter 4.

Allan Buchanan, "The Morality of Secession" in The Rights of Minority Cultures, ed. Will Kymlicka.

Cecil Fabre, Justice in a Changing World, pp. 74-84.

Simon Caney (1997). Self-Government and Secession: The Case of Nations. Journal of Political Philosophy 5 (4):351–372.

Nicolaus Tideman (2004). Secession as a Human Right. Journal of Moral Philosophy 1 (1):9-19.

Michel Seymour (2007). Secession as a Remedial Right. Inquiry 50 (4):395 – 423.

Josep Costa (2003). On Theories of Secession: Minorities, Majorities and the Multinational State. Critical Review of International Social and Political Philosophy 6 (2):63-90.

F. Dietrich (2013). Secession of the Rich: A Qualified Defense. Politics, Philosophy and Economics.12, 3.

David Lefkowitz (2008). On the Foundation of Rights to Political Self-Determination: Secession, Nonintervention, and Democratic Governance. Journal of Social Philosophy 39 (4):492-511.

Alan Patten (2002). Democratic Secession From a Multinational State. Ethics 112 (3).

R. E. Ewin (1994). Peoples and Secession. Journal of Applied Philosophy 11 (2):225-231.

Margaret Moore (2006). The Ethics of Secession and Postinvasion Iraq. Ethics and International Affairs 20 (1):55–78.

Tutorials (3/4 Nov): Under what conditions are people justified in seceding from one state and setting up their own? Must the seceding peoples form a national group? If there is a referendum should everyone in the whole country get a vote (e.g. the UK) or just people in the part of the country that would secede (e.g. Scotland)? Is the idea of self-determination worth all the trouble it has caused?

8. Charles Beitz: global justice from a cosmopolitan perspective (lecture 4 November)

Text: [Beitz, C. \(1975\) 'Justice and International Relations' \[jstor\]](#)

Two or more of:

Rawls, J. (1999) *The Law of Peoples* pp.115-120

Cochran, M (1999) *Normative Theory in International Relations* ch 1

Barry, B. (1989) 'Humanity and Justice in Global Perspective', in B.Barry *Democracy, Power and Justice* ch 16; also in Goodin and Pettit (eds) *A Companion to Political Philosophy*

[Caney, S \(2005\) *Justice Beyond Borders*, ch 4 \[OSO\]](#)

[Hayward, T. \(2006\) 'Global Justice and the Distribution of Natural Resources', *Political Studies*, 54.2: esp. sec.1 on Beitz.](#)

Or, you could read from the following symposium on Beitz's contribution in *Review of International Studies*, 31.2 (2005) [a Cambridge UP journal accessible online via university library]

Nicholas Rengger, Reading Charles Beitz: twenty-five years of *Political Theory and International Relations*

Chris Brown, 'The house that Chuck built: twenty-five years of reading Charles Beitz'

David Miller, 'Defending political autonomy: a discussion of Charles Beitz'

Simon Caney, 'Global interdependence and distributive justice'

Catherine Lu, 'Cosmopolitan liberalism and the faces of injustice in International Relations'

Charles R. Beitz 'Reflections'

Further reading

[Beitz, C. \(1983\) 'Cosmopolitan Ideals and National Sentiments' \[jstor\]](#)

[Beitz, C. \(2000\) 'Rawls's Law of Peoples' \[jstor\]](#)

Kamminga, M (2003) 'On Global Justice'

<http://www.eco.rug.nl/cds/resrep17.pdf>

[Buchanan, A. \(2000\) 'Rawls's Law of Peoples: Rules for a Vanished Westphalian World' \[jstor\]](#)

Tutorials (10/11 Nov). What factors are relevant when considering whether principles of justice developed in the context of a domestic state can or should be applied globally? Does Beitz's argument from natural resources succeed? Can the scheme of cooperation argument be defended?

9. Thomas Pogge: Proposal for a Global Resources Dividend (GRD) (lecture 11 Nov)

Text: Thomas Pogge, *World Poverty and Human Rights* chapter 8;
Also available as
'Eradicating Systemic Poverty: brief for a global resources dividend'
Journal of Human Development, 2.1, 2001

At least two of:

Pogge, T. and Reddy, S.G. (2003)
'Unknown: The Extent, Distribution, and Trend of Global Income Poverty'
linked at <http://www.etikk.no/globaljustice/>

Pogge, T.,
"Assisting" the Global Poor' <http://www.scu.edu.tw/hr/forum/pogge.pdf>

Pogge, T. (2004),
'Severe Poverty as a Human Rights Violation'
[http://www.cappe.edu.au/PDF Files/SPasHRV.pdf](http://www.cappe.edu.au/PDF%20Files/SPasHRV.pdf)

Campbell, T. (2003)
'Poverty as a Violation of Human Rights'
[http://www.csu.edu.au/faculty/arts/cappe/PDF Files/Campbell4.pdf](http://www.csu.edu.au/faculty/arts/cappe/PDF%20Files/Campbell4.pdf)

Risse, M.
'What We Owe the Global Poor'
[http://ksghome.harvard.edu/~mrisse.academic.ksg/Papers/Papers -
Philosophy/InternationalJustice.pdf](http://ksghome.harvard.edu/~mrisse.academic.ksg/Papers/Papers%20-%20Philosophy/InternationalJustice.pdf)

Risse, M
'Do we live in an unjust world?'
[http://ksghome.harvard.edu/~mrisse.academic.ksg/Papers/Papers -
Philosophy/UnjustWorld.pdf](http://ksghome.harvard.edu/~mrisse.academic.ksg/Papers/Papers%20-%20Philosophy/UnjustWorld.pdf)

Mertens, T. (2003)
'Kant, Rawls and Pogge on Global Justice'
linked at <http://www.etikk.no/globaljustice/>

Hurrell, A (2000)
'Global Inequality and International Institutions'
<http://users.ox.ac.uk/~ssfc0041/hurrell.pdf>

Haubrich, D (2004)
'Global Distributive Justice and the Taxation of Natural Resources'
Contemporary Political Theory 3.1.

Hayward, T (2005)
'Thomas Pogge's Global Resources Dividend: a critique and an alternative',
Journal of Moral Philosophy, 2

Hayward, T (2008)

'On the Nature of Our Debt to the Global Poor' [on LEARN]

Symposium, in Ethics and International Affairs 19.1 (2005): [This collection is on LEARN]

Thomas Pogge
World Poverty and Human Rights

Mathias Risse
Do We Owe the Global Poor Assistance or Rectification?

Alan Patten
Should We Stop Thinking about Poverty in Terms of Helping the Poor?

Rowan Cruft
Human Rights and Positive Duties

Norbert Anwander
Contributing and Benefiting: Two Grounds for Duties to the Victims of Injustice

Debra Satz
What Do We Owe the Global Poor?

Thomas Pogge
Severe Poverty as a Violation of Negative Duties

Tutorials (17/18 Nov). What is the significance of Pogge's claim that the rich have a 'negative obligation' towards the poor? How well-founded is that claim? Are there any principled objections to his proposal for GRD? Is global poverty a human rights violation?

10. Revision lecture (following final tutorials) (18 Nov)

11. Additional revision Q&A with Tim Hayward: attendance optional (25 Nov)

ELMA: Submission and return of coursework

Coursework is submitted online using our electronic submission system, ELMA. You will not be required to submit a paper copy of your work.

Marked coursework, grades and feedback will be returned to you via ELMA. You will not receive a paper copy of your marked course work or feedback.

For information, help and advice on submitting coursework and accessing feedback, please see the ELMA wiki at <https://www.wiki.ed.ac.uk/display/SPSITWiki/ELMA>. Further detailed guidance on the essay deadline and a link to the wiki and submission page will be available on the course Learn page. The wiki is the primary source of information on how to submit your work correctly and provides advice on approved file formats, uploading cover sheets and how to name your files correctly.

When you submit your work electronically, you will be asked to tick a box confirming that your work complies with university regulations on plagiarism. This confirms that the work you have submitted is your own.

Occasionally, there can be technical problems with a submission. We request that you monitor your university student email account in the 24 hours following the deadline for submitting your work. If there are any problems with your submission the course secretary will email you at this stage.

We undertake to return all coursework within 15 working days of submission. This time is needed for marking, moderation, second marking and input of results. If there are any unanticipated delays, it is the course organiser's responsibility to inform you of the reasons. **All our coursework is assessed anonymously to ensure fairness: to facilitate this process put your Examination number (on your student card), not your name or student number, on your coursework or cover sheet.**

Learning Resources for Undergraduates:

The Study Development Team at the Institute for Academic Development (IAD) provides resources and workshops aimed at helping all students to enhance their learning skills and develop effective study techniques. Resources and workshops cover a range of topics, such as managing your own learning, reading, note making, essay and report writing, exam preparation and exam techniques.

The study development resources are housed on 'LearnBetter' (undergraduate), part of Learn, the University's virtual learning environment. Follow the link from the IAD Study Development web page to enrol: www.ed.ac.uk/iad/undergraduates

Workshops are interactive: they will give you the chance to take part in activities, have discussions, exchange strategies, share ideas and ask questions. They are 90 minutes long and held on Wednesday afternoons at 1.30pm or 3.30pm. The schedule is available from the IAD Undergraduate web page (see above).

Workshops are open to all undergraduates but you need to book in advance, using the MyEd booking system. Each workshop opens for booking 2 weeks before the date of the workshop itself. If you book and then cannot attend, please cancel in advance through MyEd so that another student can have your place. (To be fair to all students, anyone who persistently books on workshops and fails to attend may be barred from signing up for future events).

Study Development Advisors are also available for an individual consultation if you have specific questions about your own approach to studying, working more effectively, strategies

for improving your learning and your academic work. Please note, however, that Study Development Advisors are not subject specialists so they cannot comment on the content of your work. They also do not check or proof read students' work.

To make an appointment with a Study Development Advisor, email iad.study@ed.ac.uk (For support with English Language, you should contact the English Language Teaching Centre).

How to Submit a Lateness Penalty Waiver Form:

If there are extenuating circumstances beyond your control which make it essential for you to submit work after the deadline you must fill in a 'Lateness Penalty Waiver' (LPW) form to state the reason for your lateness. This is a request for any applicable penalties to be removed and will be considered by the Lateness Penalty Waiver Panel.

Before submitting an LPW, please consider carefully whether your circumstances are (or were) significant enough to justify the lateness. Such circumstances should be serious and exceptional (e.g. not a common cold or a heavy workload). Computer failures are **not** regarded as justifiable reason for late submission. You are expected to regularly back-up your work and allow sufficient time for uploading it to ELMA.

You should submit the LPW form and supply an expected date of submission as soon as you are able to do so, and preferably before the deadline. Depending on the circumstances, supporting documentation may be required, so please be prepared to provide this where possible.

LPW forms can be found in a folder outside your SSO's office, on online at:

http://www.sps.ed.ac.uk/undergrad/on_course_students/assessment_and_regulations/coursework_requirements/coursework_requirements_honours

Forms should be returned by email or, if possible, in person to your SSO. They will sign the form to indicate receipt and will be able to advise you if you would like further guidance or support.

Please Note: Signing the LPW form by either your SSO or Personal Tutor only indicates acknowledgment of the request, not the waiving of lateness penalties. Final decisions on all marks rest with Examination Boards.

There is a dedicated SSO for students in each subject area in SPS. Your SSO and contact details are below:

Subject Area	Name of SSO	Email	Phone	Office
Politics	Ruth Winkle	ruth.winkle@ed.ac.uk	0131 650 4253	Room 1.11, Chrystal MacMillan Building

If you are a student from another School, you should also submit your LPW to this SSO.

Guide to Using LEARN for Online Tutorial Sign-Up:

The following is a guide to using LEARN to sign up for your tutorial. If you have any problems using the LEARN sign up, please contact the course secretary by email (Amelia.Hodgson@ed.ac.uk).

Tutorial sign up will open on Tuesday 16 September, after the first lecture has taken place, and will close at 12 noon on the Friday of Week 1 (19 September 2014).

Step 1 – Accessing LEARN course pages

Access to LEARN is through the MyEd Portal. You will be given a log-in and password during Freshers' Week. Once you are logged into MyEd, you should see a tab called 'Courses' which will list the active LEARN pages for your courses under 'myLEARN'.

Step 2 – Welcome to LEARN

Once you have clicked on the relevant course from the list, you will see the Course Content page. There will be icons for the different resources available, including one called 'Tutorial Sign Up'. Please take note of any instructions there.

Step 3 – Signing up for your tutorial

Clicking on **Tutorial Sign Up** will take you to the sign up page where all the available tutorial groups are listed along with the running time and location.

Once you have selected the group you would like to attend, click on the 'Sign up' button. A confirmation screen will display.

IMPORTANT: If you change your mind after having chosen a tutorial you cannot go back and change it and you will need to email the course secretary. Reassignments once tutorials are full or after the sign-up period has closed will only be made in exceptional circumstances.

Tutorials have restricted numbers and it is important to sign up as soon as possible. The tutorial sign up will only be available until 12 noon on the Friday of Week 1 (19 September 2014) so that everyone is registered to a group ahead of tutorials commencing in Week 2. If you have not yet signed up for a tutorial by this time you will be automatically assigned to a group which you will be expected to attend.