



**University of Edinburgh  
School of Social & Political Science  
Politics and International Relations  
2018 – 2019**

**Climate Justice  
PLIT10118  
Semester 2, Year 4**

**Key Information**

<b>Course Organiser</b>	Dr Elizabeth Cripps Email: <a href="mailto:elizabeth.cripps@ed.ac.uk">elizabeth.cripps@ed.ac.uk</a> Room 3.30 Chrystal MacMillan Building 15A George Square Guidance & Feedback Hours: Thursday 9-11
<b>Seminar Location</b>	Semester 2 Thursday 11.10 – 13:00 3.1, Lister Learning and Teaching Centre
<b>Course Secretary</b>	Alexander Dysart Email: <a href="mailto:Alex.Dysart@ed.ac.uk">Alex.Dysart@ed.ac.uk</a> Undergraduate Teaching Office
<b>Assessment Deadlines</b>	<ul style="list-style-type: none"><li>• Essay 1: 12 noon Tuesday 26th February 2019</li><li>• Essay 2: 12 noon Thursday 5<sup>th</sup> April 2019</li></ul>

**Aims and Objectives**

Why is climate change an injustice? Do we have duties of justice to future generations, or even to non-humans? Who is responsible for climate harm, given that each individual's emissions may make no perceptible difference? How should the burdens of mitigation, adaptation, and compensation be distributed across states? How just is the Paris Agreement? How should global negotiators respond to urgency and non-compliance? Should extreme measures such as geoengineering or population controls be considered? What should individuals be doing: cutting emissions, promoting local, state or global action, aiding the victims of climate change, even having fewer children? This course will enable students to address questions such as these, around the normative implications of anthropogenic climate change, using the tools of moral and political philosophy.

## Table of contents

### Contents

<b>Key Information</b> .....	1
<b>Aims and Objectives</b> .....	1
<b>Learning Outcomes</b> .....	3
<b>Teaching Methods</b> .....	3
<b>Assessment</b> .....	4
<b>Assessment Criteria</b> .....	4
<b>Essay questions</b> .....	5
<b>Attendance</b> .....	6
<b>Communications and Feedback</b> .....	6
<b>Readings and resources</b> .....	6
<b>General reading on climate justice and ethics</b> .....	8
<b>Selected climate science reading</b> .....	8
<b>Other resources</b> .....	9
<b>Seminar Summary</b> .....	10
<b>Course Seminars and Readings</b> .....	13
<b>Part 1. Pushing the boundaries of justice and morality</b> .....	13
<b>Week 1: Introduction:</b> .....	13
<b>Week 2: Climate change, human interests, human rights, and responsibility</b> .....	13
<b>Week 3: Justice, future generations, and the non-identity problem</b> .....	15
<b>Week 4: Climate change &amp; justice to non-humans</b> .....	16
<b>Week 5: Population growth &amp; procreative rights</b> .....	17
<b>Part 2. Collective Challenges</b> .....	19
<b>Week 6: Distributing burdens:</b> .....	19
<b>Week 7: Climate justice in a non-ideal world: responding to non-compliance</b> .....	20
<b>Week 8: Geoengineering: The moral questions</b> .....	21
<b>Week 9: Population policy &amp; global justice</b> .....	22
<b>Part 3. Individual Challenges</b> .....	24
<b>Week 10: Collective problems and individual moral duties</b> .....	24
<b>Week 11: Essay trouble-shooting</b> .....	25
<b>Appendix 1 – General Information</b> .....	26
<b>Students with Disabilities</b> .....	26
<b>Learning Resources for Undergraduates</b> .....	26
<b>Discussing Sensitive Topics</b> .....	27
<b>Attendance Monitoring</b> .....	27
<b>External Examiner</b> .....	27
<b>Appendix 2 - Course Work Submission and Penalties</b> .....	28
<b>Penalties that can be applied to your work and how to avoid them.</b> .....	28
<b>ELMA: Submission and Return of Coursework</b> .....	28
<b>Extensions:</b> .....	29
<b>Plagiarism Guidance for Students: Avoiding Plagiarism</b> .....	29
<b>Data Protection Guidance for Students</b> .....	30

## Learning Outcomes

On completion of the course, students will be able to:

- demonstrate empirically-informed understanding of contemporary debates on climate justice from a relevant range of normative perspectives
- acquire specialist in-depth knowledge of specific areas and issues in relation to climate justice
- critically engage with key theories, concepts, and arguments in the study of climate justice
- acquire effective communications skills, both written and verbal, to provide clear and concise analysis of the topic and arguments at hand
- engage in critical thinking, reflection and debate for academic and non-academic consumption.

## Teaching Methods

This is will be taught in a seminar format, involving a mixture of student presentations, responses by the organiser, small group work, debate, and discussion, facilitated by the organiser. A 'flipped classroom' approach is used, with mini-lectures by the organiser available for students to view online in advance, leaving more time for in-depth discussion and student participation in class.

Students are expected to read at least two articles/chapters and organise their thoughts around two or three debate questions in advance of the seminar (see 'Seminar Summary' below for the debate questions). Each seminar will begin with student presentations around one or two of these questions. However, **you are expected to have done the required reading and prepared some thoughts on all debate questions even if you aren't presenting that week.** You should be aware that you may be called on to give your views on a particular question during the discussion.

## Assessment

Students will be assessed as follows:

Assessment	Word count limit Do not exceed the word limit or penalties will be applied	Weighting	Submission date	Return of feedback
Seminar participation*	N/A (10 minute limit for presentations)	10%		End of semester
Essay 1	2,000 words max (excluding bibliography)	40%	12 noon on 26/02/19	19/03/19
Essay 2	2,500 words max (excluding bibliography)	50%	12 noon on 05/04/19	26/04/19

\*50% presentation; 50% participation in discussion throughout the semester.

*Note:* All coursework is submitted electronically through ELMA. Please read the School Policies and Coursework Submission Procedures which you will find [here](#).

## Assessment Criteria

Please also refer to the assessment and submission procedure information on our webpages which you will find in [Appendix 2](#); general SPS grade descriptors are available [here](#).

### *Presentation:*

1. Does the presentation demonstrate good understanding of the relevant readings?
2. Does the presentation make use of arguments from the readings as part of a coherent overall answer to the question?
3. Does the presentation show awareness and understanding of arguments both for and against the conclusion drawn?
4. Does the student demonstrate critical engagement and draw his or her own informed, clearly-defended conclusions?
5. Does the student respond constructively and appropriately to questions from his/her peers or the course organiser?

Note: Presentations must be of **8-10 minutes per student** and this time limit is strictly enforced.

### *Participation in discussion:*

1. Willingness to engage in discussion
2. Evidence of preparation/reading
3. Relevance, critical insight, and originality of comments
4. Willingness to listen to and engage constructively with others' views.

### *Essays:*

1. Does the essay provide a balanced, reasoned, focused answer to the question?
2. Does the essay demonstrate a logical and effective pattern of argument?
3. Does the essay demonstrate relevant knowledge of the literature and use this appropriately as part of a coherent overall argument?
4. Does the essay, if appropriate, support arguments with relevant, accurate and effective forms of evidence?
5. Does the essay demonstrate understanding of key philosophical concepts relevant to the question?
6. Does the essay demonstrate reflexivity and critical thinking in relation to arguments, literature, and evidence?
7. Is the essay clearly structured and sign-posted, with a strong, value-adding introduction and conclusion?
8. Is the essay clearly written and adequately presented in terms of correct referencing and quotations, spelling and grammar?

Note: The assessed essay should be typed, in a decent size font (minimum 11pt) and with decent spacing (at least 1.5). You should include a properly referenced list of works cited at the end.

### **Essay questions**

Essay questions must be chosen from the list below. There is inevitably some overlap between topics. However, students should avoid repetition between their two essays. Students should NOT attempt their first essay on a topic not yet covered in the seminars. If you write one essay on question 2a, you must not do the other on 2b.

'Climate change is a fundamental interest deprivation and, as such, a morally unacceptable harm; employing the language of human rights adds nothing to the moral debate.' Discuss.

1. EITHER:
  - a) Do we have duties of justice to future generations?OR:
  - b) 'Climate change constitutes a failure of justice to non-human animals, species and ecosystems.' Discuss.
2. Critically compare the Polluter Pays Principle, Beneficiary Pays Principle and Ability to Pay Principle for distributing the burdens of climate change mitigation and adaptation.
3. When major polluters fail to fulfil their duties of climate justice, how should other states respond? Why?
4. Critically evaluate Stephen Gardiner's use of the 'Wayne' example in his moral case against geoengineering.
5. 'Incentive-changing policies to reduce birth rates are a necessary part of a just response to global climate change.' Discuss.

6. 'It is better to enjoy your Sunday driving while working to change the law so as to make it illegal for you to enjoy your Sunday driving.' (Walter Sinnott-Armstrong) Do you agree? Why?

## Attendance

Attendance and participation are essential for developing an understanding of the topics. Students should note that if they miss a class *and* this absence has been excused in advance by the organiser, this week can be discounted for the purposes of their discussion participation mark. However, no more than two absences can be excused without supporting evidence, e.g. a doctor's letter. If a student misses his/her own presentation, he/she will need to do one another week to make up for it.

## Communications and Feedback

If you have a query about the course, regulations, or deadlines, please make sure you have checked this course handbook before asking the course organiser or secretary.

Outside the seminar, the best way to contact the course organiser is by coming to her Feedback and Guidance Hours (9-11 Thursday). Dr Cripps will be willing to give you further feedback on essays or presentations, or address questions or concerns about any of the topics covered. If you can't make those hours, email her ([elizabeth.cripps@ed.ac.uk](mailto:elizabeth.cripps@ed.ac.uk)) to arrange another time. Note also that Dr Cripps works a compressed week: Monday to Thursday. You are welcome to follow the course organiser on Twitter: @ebcripps. However, do not use social media to contact her with queries about the course.

All students are provided with email addresses on the university system. Note that this is the **ONLY** email address we shall use to communicate with you and it is essential that you check your university email regularly, preferably each day. If you are not sure of your address, which is based on your matriculation number, check your EUCLID database entry using the Student Portal.

## Readings and resources

Required and further readings are listed for each week. Some additional readings for reading changes may be announced on Learn throughout the course. Mini-lectures will be made available on Learn in advance of each seminar.

You **must** do the required reading each week. You are also recommended to do some of the general reading in advance of Week 1. Additional reading is necessary for those topics on which you will be writing an essay or presenting in the seminar. **Often, the most useful and relevant readings for a specific essay or debate question will include those which are 'further readings' for the topic as a whole.** If you have any doubts about which readings are most helpful on for the week you are presenting or writing on, please ask the course organiser in advance.

An electronic reading list should be available through Leganto. If you experience any difficulties accessing or using this, however, note that you can locate the readings for yourself using Edinburgh University Library. Most of the journal articles are easily available online through the library website. Most of the Oxford University Press and some other books are also available electronically. Some of the readings are publically

available and are directly linked. Where talks have been recommended for which the papers are not yet published, the videos are linked.

## General reading on climate justice and ethics

Gardiner, S., Caney, S., Jamieson, D. & Shue, H. (2010). Climate Ethics: Essential Readings. Oxford University Press. (*Several articles on the reading list are reproduced in this book and students might find it useful to buy a copy.*)

Arnold, Denis G. (2011). The Ethics of Global Climate Change. Cambridge, Cambridge University Press.

Garvey, J. (2008). The Ethics of Climate Change: Right and Wrong in a Warming World. London, Continuum.

Singer, P. (2002). One World: The Ethics of Globalization. New Haven & London, Yale University Press.

*(Both Singer and Garvey are useful introductory level texts, worth reading in advance if possible.)*

Broome, J. (2012). Climate Matters: Ethics in a Warming World. New York & London. Norton. (*This is engaging and very readable. Highly recommended to get you thinking philosophically about climate change.*)

Gardiner, S. M. (2004). "Ethics and Global Climate Change." Ethics 114(3): 555-600. Reprinted in Climate Ethics: Essential Readings.

Gardiner, S. & Thompson, A. (2017). The Oxford Handbook of Environmental Ethics. New York. Oxford University Press. (*Useful insights/introduction to a number of topics covered in this course.*)

Shue, H. (2016): "High Stakes: Inertia or Transformation?", *Midwest Studies in Philosophy*, Vol. XL: 63-75

Shue, H. (2014). Climate Justice: Vulnerability and Protection. Oxford. Oxford University Press (*This is a useful collection of some of Shue's classic writings on this topic.*)

Jamieson, D. (2014). "Environment" in C. McKinnon ed. Issues in Political Theory. 3<sup>rd</sup> edition. Oxford: Oxford University Press

You will also want to keep up to date with both specialist environmental political theory journals (e.g. Environmental Ethics, Environmental Politics, Environmental Values), and anything relevant in the main political theory/philosophy journals (e.g. Philosophy and Public Affairs, Ethics, Journal of Political Philosophy, Critical Review of International Social and Political Philosophy, Journal of Applied Philosophy, Journal of Social Philosophy)

## Selected climate science reading

[Intergovernmental Panel on Climate Change](#) reports.

Worldwide Fund for Nature: [Living Planet Reports](#).

Oreskes, Naomi (2004): "The Scientific Consensus on Climate Change". *Science* 306



Doran, P.T. & M.K. Zimmerman (2009): "Examining the Scientific Consensus on Climate Change." *Eos, Transactions American Geophysical Union*, vol. 90, no. 3, 22-23.

Brief summaries/discussions of climate science are also available in Garvey (2008), Gardiner (2004), Arnold (2011), and:

Page, E. (2006). *Climate Change, Justice and Future Generations*. Cheltenham & Northampton, M.A., Edward Elgar.

### **Other resources**

For information on the UN Framework Convention on Climate Change, including the Kyoto Protocol and the Paris Agreement, see:

[http://unfccc.int/paris\\_agreement/items/9485.php](http://unfccc.int/paris_agreement/items/9485.php)

There are a number of podcasts now available on environmental politics and sustainability. E.g. [Costing the Earth](#) (BBC), [Living on Earth](#) (PRI). You may also find it helpful for your general knowledge on climate change to watch documentaries such as Al Gore's [An Inconvenient Truth](#) or Leonardo Di Caprio's [Before the Flood](#), or read Naomi Klein's [This Changes Everything](#).

The [Guardian's Environment](#) webpage is a useful source of relevant news. For updates on the Paris Agreement, see also the [UNFCCC newsroom](#). You are also welcome to follow the course organizer on [Twitter](#).

The [Ethics Bites](#) interview with James Garvey, '[Why should we care about Climate Change?](#)', is an accessible introductory podcast touching on several topics from this course. [Philosophy Bites](#) also includes a number of other relevant interviews, including with Shelly Kagan, Peter Singer, Jeff McMahan, and Dale Jamieson.

Dr Cripps' Just World Institute blogposts provide accessible summaries of her ongoing work on a number of this semester's topics: '[Climate Change and Me](#)', '[How Not To Talk About Population](#)', '[Population and Justice: Facing up to hard choices](#)', and '[If having children is bad for the environment, what should parents do about it?](#)'. Also relevant is a video of interviews of speakers at a 2016 Cumberland Lodge [colloquium on population and ethics](#).

## Seminar Summary

Week	Date	Topic	Debate Questions	Group Work
<i>Part 1: Pushing the boundaries of justice and morality</i>				
1	17 Jan	Introduction	None: course organiser will give a brief introductory talk.	None: Presentations will be allocated for the rest of the semester.
2	24 Jan	Climate change, human interests, human rights, & responsibility	Which model (human rights or capabilities) do you find most useful for assessing the impact of climate change, and why? Do we have a human right to a safe environment? Who is morally responsible for the harms caused by anthropogenic climate change and why?	Class-level discussion on human rights v. capabilities approach. Then, small group (SG) work: Make & defend the strongest moral case you can for/against a shared or collective moral duty requiring the global affluent to organize to mitigate and enable adaptation to climate change
3	31 Jan	Justice, future generations, and the non-identity problem	What do we owe to future generations with respect to climate change, and why? (If two students, one focuses on non-reciprocity problem.) What is the non-identity problem? Can it be avoided?	SG work: You are appointed to represent future generations at the international climate negotiations. Summarise what you see the core moral claims on us of future persons in terms of climate change. Present & discuss at full class level.
4	7 Feb*	Climate change & justice to non-humans	Is it of moral significance that climate change harms sentient nonhuman animals, or that it seriously impacts the natural world more generally? Why? (Separate the 2 questions if 2 students) Do we have duties of justice to nonhuman animals, species or ecosystems?	SG work: Make the strongest moral case you can for/against taking non-human rights or interests into account in determining climate change policy; present and debate conclusions at full group level.
5	14 Feb	Population growth & procreative rights	Morally speaking, is there a human right to determine family size? (If 2 students, one focuses on whether there is a human right to be a parent.) Was the shift in language and focus from population to reproductive health, recognised in the Cairo ICPD, justified?	SG work: You are representatives of the feminist/population movements preparing for a new international conference on procreative rights and population policy. Agree & make brief key points for your opening statement, then debate at full group level.
<b>NO SEMINAR DURING THE FESTIVAL OF CREATIVE LEARNING (22 Feb)</b>				
<i>Part 2: Collective challenges</i>				
6	28 Feb	Distributing burdens: who should bear the costs of mitigation, adaptation &	Which of the APP, BPP and PPP do you find most compelling and why? What is the case, morally speaking, for international climate policy involving	Full group discussion mitigation v. adaptation-only. Then SG work: Agree and briefly present your proposal for allocating the costs of global climate change mitigation,

		compensation ?	mitigation, adaptation, & compensation? What duties do more developed states have to help less developed states respond to climate change?	adaptation, and compensation. Followed by full group discussion.
7	7 Mar	Climate justice in a non-ideal world: responding to non-compliance	Should other duty-bearing states increase their burdens in response to non-compliance with climate justice duties? If not, what should they do instead? (If 2 students, one engages specifically with Murphy's compliance condition.) In the current non-ideal context, could it be justified to mitigate climate change but pass on the costs of doing so to future generations?	SG work: You have been given the task of briefing the rest of the global community how they should (morally) respond to the decision by the Trump Administration in the US to pull out of the Paris Agreement on Climate Change. Give a very brief outline proposal drawing on considerations of non-ideal justice. Followed by full group discussion and attempt to reach agreement.
8	14 Mar	Geo-engineering: the moral questions	Is there a plausible moral case for undertaking (any kind of) geoengineering? (If two students, one focuses on the 'lesser evil' defence.) Should we at least be funding research into options such as sulphate injections into the stratosphere?	SG work: Imagine you are representatives in the international climate negotiations (COP). Agree on a few headline conclusions on what global policy on geoengineering should be (and why). Then debate at wider level.
9	21 Mar*	Population policy & global justice	Do we have duties to limit population growth as part of a just approach to tackling climate change? Could such policies permissibly include incentive-changing policies and if so under what circumstances? (If two students, one focuses on more developed countries (MDCs) and one on less developed countries (LDCs).)	SG work: You are required to make policy recommendations on the most justifiable policy response to global population growth, in the context of climate change. Summarise these in terms of either policies within more developed countries or policies within less developed countries (including how/whether MDCs should contribute to these). Then present & debate.
<i>Part 3: Individual challenges</i>				
10	28 Mar	Collective problems & individual moral duties	What (if anything) should affluent individuals do in the face of climate change? Why? (If two students, one focuses on emissions cuts and one on promotional duties.) Is there a moral duty to have only a small family?	SG work: Make & briefly present the strongest case you can for one of the following claims. (a) 'As an individual, my primary duty with respect to climate change is to promote effective collective action.' Or (b) 'As an individual, my only moral duty with respect to climate change is to reduce my own emissions as far as reasonably

				possible.' Then group wide discussion on implications for procreative duties.
11	No seminar, but extra feedback & guidance hours <b>Tuesday 2 April 11.10-13:00 (CMB 3.30)</b> for last minute support with final essay.			

\*Weeks 4 and 9 will include a brief Q&A session on writing a political philosophy essay.

## Course Seminars and Readings

### ***Part 1. Pushing the boundaries of justice and morality***

#### **Week 1: Introduction: Climate change as a challenge for moral and political philosophy**

Required reading

Cripps, E. Climate Change and the Moral Agent: Individual duties in an interdependent world. (2013) Oxford. Oxford University Press. Chapter 1: "Introduction."

*Students should also do some of the general reading on climate justice and ethics listed above.*

#### **Week 2: Climate change, human interests, human rights, and responsibility**

Required reading

Caney, S. (2005). "Climate Change, Human Rights, and Moral Thresholds." In Human Rights and Climate Change e.d. S. Humphreys. Cambridge, Cambridge University Press. Reprinted in Climate Ethics: Essential Readings

Jamieson, D. (2010). "Climate Change, Responsibility, and Justice." Science and Engineering Ethics, vol. 16, 431-445.

Further reading

*(On climate change and human rights)*

Gardiner, S. (2013). "Human rights in a hostile climate." In Human Rights: The Hard Questions, C. Holder and D. Reidy (eds.), 211-230. Cambridge: Cambridge University Press.

Caney, S. (2006). "Cosmopolitan Justice, Rights and Global Climate Change." Canadian Journal of Law and Jurisprudence **19**(2): 255-278.

Nickel, J. (1993) "The Human Right to a Safe Environment: Philosophical Perspectives on Its Scope and Justification", Yale Journal of International Law, 18: 281-95

Hayward, T. (2004) "The Case for a Human Right to an Adequate Environment". In: Constitutional Environmental Rights, T. Hayward. Oxford: Oxford University Press.

Bell, D. (2013). "Human Rights and Climate Change." WIREs Climate Change **4**: 159-170.

Vanderheiden, S. (2017). "Human Rights and the Environment." The Oxford Handbook of Environmental Ethics. Gardiner, S. & Thompson, A. New York. Oxford University Press.

Shue, H. (2010). *Deadly Delays, Saving Opportunities: Creating a More Dangerous World?* Climate Ethics: Essential Readings. S. M. Gardiner, S. Caney, D. Jamieson and H. Shue. New York, Oxford University Press: 146-162.

*(On the capabilities approach and climate change)*

Holland, B. (2008). "Justice and the Environment in Nussbaum's Capabilities Approach: Why Sustainable Ecological Capacity is a Meta-Capability." Political Research Quarterly **61**(2): 319-332.

Page, E. (2007). "Intergenerational Justice of What: Welfare, Resources or Capabilities?" Environmental Politics **16**(3): 455-471.

Nussbaum, M. (2000). Women and Human Development: The Capabilities Approach. Cambridge, Cambridge University Press, chapter 1: "In defense of universal values", esp. pp59-101

O'Neill, J. (1993): Ecology, Policy and Politics: Human Well-being and the Natural World. London: Routledge

*(On climate change and responsibility)*

Gardiner, S.M. 2011. "Is No-One Responsible for Global Environmental Tragedy? Climate Change as a Challenge to Our Ethical Concepts." In The Ethics of Global Climate Change, ed. D.G. Arnold, 38-59. Cambridge, Cambridge University Press.

Cripps, E. Climate Change and the Moral Agent: Individual duties in an interdependent world. (2013) Oxford. Oxford University Press. Chapter 3: "Doing and Preventing Harm", sections 2-4. *(Also useful: Chapter 2: "In the Same Boat", sections 3 and 4.)*

Lawford-Smith, H. (2015): "What 'we'?" Journal of Social Ontology vol. 1, no. 2: 225-249

Lichtenberg, J. (2010). "Negative Duties, Positive Duties, and the 'New Harms'". Ethics **120**, 557-578.

Kutz, C. (2000). Complicity: Ethics and Law for a Collective Age. Cambridge & New York, Cambridge University Press, chapter 6: "Problematic Accountability"

Held, V. 1970. "Can a random collection of individuals be morally responsible?" Journal of Philosophy, vol. 67, no. 14, 471-481.

May, L. (1992). Sharing Responsibility. Chicago & London, University of Chicago Press, chapter 6: "Collective inaction and responsibility"

Shue, H. (1980). Basic Rights: Subsistence, Affluence, and U.S. Foreign Policy. Princeton, Princeton University Press. Chapters 1 and 2: "Security and Subsistence" and "Correlative Duties".

Goodin, R. E. (1985). Protecting the Vulnerable: A Reanalysis of Our Social Responsibilities. Chicago & London, University of Chicago Press, pp. 134-141: "Individual and Collective Responsibilities" (part of Chapter 5)

### **Week 3: Justice, future generations, and the non-identity problem**

#### Required reading

Page, E. (2006). Climate Change, Justice and Future Generations. Cheltenham & Northampton, M.A., Edward Elgar. Ch 5 (*The rest of the book is also useful.*)

Parfit, D. (1984). Reasons and Persons. Oxford, Clarendon Press, chapter 16: "The Non-Identity Problem"

#### Further reading

Nolt, J. (2017). "Future Generations in Environmental Ethics." The Oxford Handbook of Environmental Ethics. Gardiner, S. & Thompson, A. New York. Oxford University Press.

Shue, H. (1999). "Bequeathing Hazards: Security Rights and Property Rights of Future Humans". Global Environmental Economics: Equity and the Limits to Markets. M. Dore and T. Mount. Oxford, Blackwell.

Shue, H (2015): "Last Opportunities: Future Human Rights Generate Urgent Present Duties", *Global Policy Journal*, special issue, M. di Paola and D. Kamal (eds.), *Climate Change and Human Rights: The 2015 Paris Conference and the Task of Protecting People on a Warming Planet*.

Barry, B. (1999): "Sustainability and Intergenerational Justice". Fairness and Futurity. A. Dobson. Oxford University Press

Vanderheiden, S. (2008). Atmospheric Justice: A Political Theory of Climate Change. New York, Oxford University Press, chapter 4: "Climate change and intergenerational justice"

Gosseries, A. (2009). Three Models of Intergenerational Reciprocity. Intergenerational Justice. A. Gosseries and L. H. Meyer. Oxford & New York, Oxford University Press: 118-146. (*The rest of the book is also useful.*)

Caney, S. (2006). "Cosmopolitan Justice, Rights and Global Climate Change." Canadian Journal of Law and Jurisprudence **19**(2): 255-278.

Gardiner, S. (2014): "A Call for a Global Constitutional Convention focused on Future Generations." Ethics and International Affairs Vol. 28, Iss. 3: 299-315.

*(On the non-identity problem:)*

Parfit, D. (1984). Reasons and Persons. Oxford, Clarendon Press, chapter 16: "The Non-Identity Problem"

Page, E. (2006). Climate Change, Justice and Future Generations. Cheltenham & Northampton, M.A., Edward Elgar. Ch 6

Hare, C. (2007): "Voices from Another World: Must We Respect the Interests of People Who Do Not, and Will Never, Exist?". Ethics 117

Woodward, J. (1986). "The Non-Identity Problem." Ethics **96**(4): 804-831.

Parfit, D. (1986). "Comments." Ethics **96**(4): 832-872.

Woodward, J. (1987). "Reply to Parfit." Ethics 97(4): 800-816.

Carter, A. (2001) "Can We Harm Future People?" Environmental Values 10, 429-454.

Harman, E. 2004. "Can we harm and benefit in creating?" Philosophical Perspectives, vol. 18, 89-113.

Shiffrin, S.V. 1999. "Wrongful life, procreative responsibility, and the significance of harm." Legal Theory, vol. 5, 117-148.

#### **Week 4: Climate change & justice to non-humans**

##### Required reading

Schlosberg, D. (2007). Defining Environmental Justice: Theories, Movements and Nature. New York, Oxford University Press, chapter 6: "Justice to Nature 2: Incorporating Recognition, Capabilities, and Participation"

Palmer, C. (2011). "Does nature matter? The place of the nonhuman in the ethics of climate change." In The Ethics of Global Climate Change, ed. D.G. Arnold, 272-291. Cambridge, Cambridge University Press.

##### Further reading

*(On justice to non-humans)*

Nussbaum, M. (2006). Frontiers of Justice: Disability, Nationality, Species Membership. Cambridge, Mass. & London, Harvard University Press. Chapter 6 (Or see earlier version of this chapter in Sunstein, C. and M. Nussbaum. Animal Rights: Current Debates and New Directions. New York: Oxford University Press.)

Nussbaum, M. (2011). "The Capabilities Approach and Animal Entitlements." In The Oxford Handbook of Animal Ethics, eds. T.L. Beauchamp & R.G. Frey, 228-251. New York, Oxford University Press.

Cripps, E. (2010). "Saving the Polar Bear, Saving the World: Can the Capabilities Approach do Justice to Humans, Animals and Ecosystems?" Res Publica 16(1): 1-22

Schinkel, A. (2008). "Martha Nussbaum on Animal Rights". Ethics and the Environment 13: 41-69

Cowan, T. (2003) "Policing Nature". Environmental Ethics 25: 169-182

Carter, Alan. 2011. "Towards a Multidimensional, Environmentalist Ethics." Environmental Values 20, 347-374

Singer, P. (2003) "Not for Humans Only: The Place of Nonhumans in Environmental Issues". Environmental Ethics: An Anthology. A Light and H Rolston. Oxford, Blackwell

Armstrong, Adrian (2012). Ethics and Justice for the Environment. London and New York, Routledge. Chapters 6 and 7.

Wienhues, A. (2017) "Sharing the Earth: A Biocentric Account of Ecological Justice." Journal of Agricultural and Environmental Ethics 30 (3), 367-385



Singer, P. (1976). All Animals Are Equal. Applied Ethics. P. Singer. Oxford, Oxford University Press.

McMahan, J. (2008). "Challenges to Human Equality." Journal of Ethics, vol. 12, 81–104.

Townley, C. (2010). "Animals and Humans: Grounds for Separation?" Journal of Social Philosophy, vol. 41, no. 2, 512-526.

Regan, T. (2004). The Case for Animal Rights. Berkeley, Calif., London, University of California Press.

Rolston III, H. (1994). "Value in Nature and the Nature of Value." In Philosophy and Natural Environment, eds. R. Attfield & A. Belsey, 13-30. Cambridge, Cambridge University Press.

Caldicott, J.B. 1986. "On the Intrinsic Value of Non-Human Species." In The preservation of species: the value of biological diversity, ed. B. Norton, 138-172. Princeton, Princeton University Press.

*(On climate change, justice, and non-humans)*

Nolt, J. (2011). "Nonanthropocentric climate ethics." WIREs Climate Change, vol. 2, 701-711.

Cripps, E. Climate Change and the Moral Agent: Individual duties in an interdependent world. (2013) Oxford. Oxford University Press. Chapter 4.

## **Week 5: Population growth & procreative rights**

### Required reading

Conly, S. (2015). One Child: Do We Have a Right to More? New York: Oxford University Press, Chapter 2

Nair, S. and P. Kirbat with S. Sexton (2004) "A Decade After Cairo Women's Health in a Free Market Economy" *Corner House Briefing* 31:

### Further reading

Kates, C. (2004) "Reproductive Liberty and Overpopulation". Environmental Values 13

United Nations (1994): Programme of Action Adopted at the International Conference on Population and Development. Cairo: UNFPA:

R. Petchesky.: "From Population Control to Reproductive Rights: Feminist Fault Lines" Reproductive Health Matters, 1995, 6, pp. 152-161

Sinding, S (2016). "Reflections on the Changing Nature of the Population Movement". Journal of Population and Sustainability, Vol. 1, Iss. 1: 7-14

Coole, Diana. (2013). "Too Many Bodies? The Return and Disavowal of the Population Question?", Environmental Politics, Vol. 32: 195-215.

Hartmann, Betsy (1987): Reproductive Rights and Wrongs: The Global Politics of Population Control and Contraceptive Choice. New York: Harper & Row. Chapters 1-2

Abrams, P. (1996). "Reservations about Women: Population Policy and Reproductive Rights." Cornell International Law Journal **29**: 1-41.

Sen, A. (1996). "Fertility and Coercion." University of Chicago Law Review **63**(3): 1035-1061.

Newman, K., S. Fisher, S. Mayhew & J. Stephenson (2014): "Population, sexual and reproductive health, rights and sustainable development: forging a common agenda". Reproductive Health Matters, Vol. 22, Iss. 43: 53-64

Smyth, I. (1998): "Gender Analysis of Family Planning: Beyond the feminist versus population control debate" in in C. Jackson & R. Pearson (eds.): Feminist Visions of Development

Conly, S. (2015). One Child: Do We Have a Right to More? New York: Oxford University Press, Chapter 3

Cripps, E. 2016. "Population and environment: The impossible, the impermissible, and the imperative." in S. Gardiner and A. Thompson (eds.), Oxford Handbook of Environmental Ethics. Oxford University Press: Oxford. Section 1.

Cripps, E. 2016. "Climate Change, Population, and Justice: Hard choices to avoid tragic choices", Global Justice: Theory, Practice, Rhetoric, 8: 1-22. pp. 6-8.

Hardin, G. (1968). "The Tragedy of the Commons". Science 162

Gardiner, S. (2001). "The Real Tragedy of the Commons" Philosophy and Public Affairs 30

## Part 2. Collective Challenges

### Week 6: Distributing burdens: who should bear the costs of mitigation, adaptation, and compensation?

#### Required reading

Shue, H. (1999). "Global Environmental and International Equality." International Affairs 75(3): 531-545. Reprinted in Climate Ethics: Essential Readings

Caney, S. (2010). "Climate Change and the Duties of the Advantaged." Critical Review of International Social and Political Philosophy 13(1): 203-228.

#### Further reading

Page, E. (2012). "Give it up for climate change: a defense of the beneficiary pays principle". International Theory, vol. 4, no. 2, 300-330.

Gosseries, A. (2004). "Historical Emissions and Free-Riding." Ethical Perspectives 11(1): 36-60.

Shue, H. (1993). "Subsistence Emissions and Luxury Emissions." Law and Policy 15(1): 39-60. Reprinted in Climate Ethics: Essential Readings

Caney, S. (2005). "Cosmopolitan Justice, Responsibility, and Global Climate Change." Leiden Journal of International Law 18: 747-775. Reprinted in Climate Ethics: Essential Readings

Caney, S. (2009). "Justice and the Distribution of Greenhouse Gas Emissions." Journal of Global Ethics 5(2): 125-146.

Singer, P. (2002). One World: The Ethics of Globalization. New Haven & London, Yale University Press, chapter 2. Reprinted in Climate Ethics: Essential Readings

Baer, P., T. Athanasiou, et al. (2010). Greenhouse Development Rights: A Framework for Climate Protection That Is "More Fair" Than Equal Per Capita Emissions Rights. Climate Ethics: Essential Readings. S. M. Gardiner, S. Caney, D. Jamieson and H. Shue. Oxford & New York, Oxford University Press: 215-230.

Shue, H. (Forthcoming) "Subsistence Protection and Mitigation Ambition: Necessities, Economic and Climatic". Breakthrough Article, British Journal of Politics and International Relations. (See also the responses by *Tim Hayward, Giovanna di Chiro, Alex McLaughlin, Catriona McKinnon, David Schlosberg and Robert Falkner.*)

*(On mitigation v. adaptation (& compensation))*

Shue, H. (2017) "Mitigation: First Imperative of Environmental Ethics." The Oxford Handbook of Environmental Ethics. Gardiner, S. & Thompson, A. New York. Oxford University Press.

Lomborg, B. (2001). The Skeptical Environmentalist: Measuring the Real State of the World. Cambridge, Cambridge University Press

Caney, S. (2005). "Climate Change, Human Rights, and Moral Thresholds." Human Rights and Climate Change. S. Humphreys. Cambridge, Cambridge University Press. Reprinted in Climate Ethics: Essential Readings. Section IV.

Shue, H. (1992). "The Unavoidability of Justice." The International Politics of the Environment. A. Hurrell and B. Kinsbury. Oxford, Oxford University Press. Reproduced in Climate Justice: Vulnerability and Protection.

Stern, N. (2008). "The Economics of Climate Change." American Economic Review **98**(2): 1-37. Reprinted in Climate Ethics: Essential Readings

Gardiner, S. M. (2004). "Ethics and Global Climate Change." Ethics **114**(3): 555-600, sections IV & V. Reprinted in Climate Ethics: Essential Readings

Jamieson, D. (2005). Adaptation, Mitigation, and Justice. Perspectives on Climate Change. W. Sinnott-Armstrong and R. Howarth. Amsterdam, Elsevier. Reprinted in Climate Ethics: Essential Readings

Caney, S. (2008). "Human rights, climate change and discounting". Environmental Politics **17**

## **Week 7: Climate justice in a non-ideal world: responding to non-compliance**

### Required reading

Roser, D. and S. Hohl. 2011. "Stepping in for the Polluters? Climate Justice under Partial Compliance." Analyse und Kritik **33**(2):477-500.

Caney, S. (2016): "Six Ways of Responding to Non-Compliance." in C. Heyward and D. Roser (eds.), Climate Change and Non-Ideal Theory. Oxford: Oxford University Press (*The rest of this book is also useful.*)

### Further reading

Caney, Simon. 2016. "The Struggle for Climate Justice in a Non-Ideal World". Midwest Studies in Philosophy, **40**: 9-26.

Roser, Dominic. 2016. "Reducing Injustice within the Bounds of Motivation." In Clare Heyward and Dominic Roser (eds.), Climate Justice in a Non-Ideal World (Oxford University Press: Oxford).

Heyward, Clare, and Dominic Roser. 2016. Climate Justice in a Non-Ideal World (Oxford University Press: Oxford). Introduction.

Moellendorf, Darrel. 2016. 'Taking UNFCCC Norms Seriously.' In Clare Heyward and Dominic Roser (eds.) (Oxford University Press: Oxford).

Maltais, Aaron. 2015. "Making our Children Pay for Mitigation" In Aaron Maltais and Catriona McKinnon (eds.), The Ethics of Climate Governance (Rowman & Littlefield: London & New York).

Broome, John, 2012. Chapter 3, "Economics" in John Broome Climate Matters: Ethics in a Warming World (W. W. Norton: New York).

*(On the compliance condition)*

Murphy, L. B. (1993). "The Demands of Beneficence." Philosophy and Public Affairs **22**(4): 267-292.

Cripps, E. Climate Change and the Moral Agent: Individual duties in an interdependent world. (2013) Oxford. Oxford University Press. Chapter 6: "Promotional and Direct Duties", section 5.

*(On the Paris agreement and climate governance)*

United Nations (2015): Paris Agreement. Paris: UN

Climate Justice After Paris Conference, University of Reading, 28/29 Jan 2016. Esp. keynote talks. (Conference programme.)

Beckman, Lugvig. 2015. "Climate Change Duties and the Human Right to Democracy." In Aaron Maltais and Catriona McKinnon (eds.), The Ethics of Climate Governance (Rowman & Littlefield: London & New York).

## **Week 8: Geoengineering: The moral questions**

### Required reading

Crutzen, Paul. 2006. "Albedo Enhancement by Stratospheric Sulphur Injections: A Contribution to Resolve a Policy Dilemma?" Climatic Change 77 (2), 1-219.

Gardiner, S. 2013. "Geoengineering and Moral Schizophrenia: What's the Question." In: Climate Change Geoengineering: Philosophical Perspectives, Legal Issues, and Governance Frameworks, eds. W. Burns and Andrew L. Strauss. Cambridge University Press

### Further reading

Gardiner, S. (2017). "Geoengineering: Ethical Questions for Deliberate Climate Manipulators." The Oxford Handbook of Environmental Ethics. Gardiner, S. & Thompson, A. New York. Oxford University Press.

Gardiner, S. 2012. "Are We the Scum of the Earth? Climate Change, Geoengineering and Humanity's Challenge". In: Ethical Adaptation to Climate Change: The Human Virtues of the Future, ed. Allen Thompson and Jeremy Bendik-Keymer, 241-259: MIT Press.

Gardiner, S. 2010. "Is 'Arming the Future' with Geoengineering Really the Lesser Evil?" In: Climate Ethics: Essential Readings

Gardiner, S. 2013. "The desperation argument for geoengineering". PS: Political Science & Politics 46 (1): 28-33

Heyward, C. 2013. "Situating and Abandoning Geoengineering: A Typology of Five Responses to Dangerous Climate Change." PS: Political Science & Politics 46 (1): 23-27

Rayner, S. et al. (2013). "The Oxford Principles". Climatic Change 121 (3)

Hamilton, C. 2013. "The Ethical Foundations of Climate Engineering" in Burns, W. and Andrew L. Strauss eds. Climate Change Geoengineering: Philosophical Perspectives, Legal Issues, and Governance Frameworks. Cambridge University Press 2013.

Svoboda, Toby. 2016. "Solar Radiation Management and Comparative Climate Justice", in Christopher J, Preston ed. Climate Justice and Geoengineering: Ethics and Policy in the Atmospheric Anthropocene. Rowman & Littlefield.

Hourdequin, Marion. 2016. "Justice, Recognition and Climate Change", in Christopher J, Preston ed. Climate Justice and Geoengineering: Ethics and Policy in the Atmospheric Anthropocene. Rowman & Littlefield.

Horton, J., and D. Keith. 2016. "Solar Geoengineering and Obligations to the Global Poor." In Christopher J, Preston ed. Climate Justice and Geoengineering: Ethics and Policy in the Atmospheric Anthropocene. Rowman & Littlefield.

Baatz, C., and K. Ott. 2016. "Why Aggressive Mitigation Must Be Part of Any Pathway to Climate Justice." In Christopher J, Preston ed. Climate Justice and Geoengineering: Ethics and Policy in the Atmospheric Anthropocene. Rowman & Littlefield.

Heyward, C. 2015 "Is There Anything New Under the Sun? Novelty and Exceptionalist Claims in Early Geoengineering Rhetoric", in A Maltais and C. McKinnon (eds) The Ethics of Climate Governance, Routledge, pp. 135-154.

Heyward, C., and S. Rayner (2015) "A Curious Asymmetry: Social Science Expertise and Geoengineering", in Michael Heazle, John Kane and Haig Patapan (eds) Who Makes Policy? Knowledge and Action in Today's Democracies, Routledge"

See also Climatic Change 77 (2) for a number of response to Paul Crutzen from other scientists.

## **Week 9: Population policy & global justice**

### Required reading

Caney, S. (Forthcoming). "Human Rights, Population and Climate Change". In: Human Rights and 21st Century Challenges: Poverty, Conflict, and the Environment. Dapo Akande, Jaakko Kuosmanen, Helen McDermott & Dominic Roser. Oxford: Oxford University Press.

Cripps, E. 2016. "Climate Change, Population, and Justice: Hard choices to avoid tragic choices", Global Justice: Theory, Practice, Rhetoric, 8: 1-22

### Further reading

Cafaro, P. (2012). "Climate ethics and population policy." WIREs Climate Change 3:45-61

Heyward, C. (2012). "A Growing Problem: Dealing with Population Increases in Climate Justice." Ethical Perspectives 19(4):703-732.

Cripps, E. 2016. "Population and environment: The impossible, the impermissible, and the imperative." in S. Gardiner and A. Thompson (eds.), Oxford Handbook of Environmental Ethics. Oxford: Oxford University Press.

Cripps, Elizabeth. 2017. 'Population, Climate Change, and Global Justice: A Moral Framework for Debate', Population and Sustainability, 1: 23-36.

Gheaus, Anca. 2016. 'The right to parent and duties concerning future generations', Journal of Political Philosophy, 24: 487-508.

Hardin, G. (1968). "The Tragedy of the Commons". Science 162

Hardin, G., (1974) "Living on a Lifeboat", Bioscience 24

Gardiner, S. (2001) "The Real Tragedy of the Commons" Philosophy and Public Affairs 30

Sen, A. (1996). "Fertility and Coercion." University of Chicago Law Review 63(3): 1035-1061

Conly, S. (2015). One Child: Do We Have a Right to More? New York: Oxford University Press, Chapters 1 & 4. (*The rest of the book is also relevant*)

Rieder, Travis (2016): *Toward a Small Family Ethic: How Overpopulation and Climate Change Are Affecting the Morality of Procreation*. Baltimore: Springer. Chapter 1.

Hartmann, Betsy (1987): *Reproductive Rights and Wrongs: The Global Politics of Population Control and Contraceptive Choice*. New York: Harper & Row. Chapters 3 and 14.

*(On optimum population)*

Dasgupta, P (2016). "Population Ethics and Earth's Carrying Capacity." Keynote address. Cumberland Lodge colloquium: Population and Ethics: Interdisciplinary Perspectives on Birth and Death.

Daily, Gretchen, Anne H Ehrlich, and Paul R. Ehrlich. 1994. "Optimum Human Population Size", Population and Environment, 15: 469-75.

### Part 3. Individual Challenges

#### Week 10: Collective problems and individual moral duties

##### Required reading

Cripps, E. Climate Change and the Moral Agent: Individual duties in an interdependent world. (2013) Oxford. Oxford University Press. Chapters 5 and 6.

##### Further reading

Fragniere, A. 2016. "Climate Change and Individual Duties". Wires Climate Change 7.

Jamieson, D. (2007). "When Utilitarians Should be Virtue Theorists." Utilitas 19(2): 160-183. Reprinted in Climate Ethics: Essential Readings

Sinott-Armstrong, W. (2005). It's Not My Fault: Global Warming and Individual Moral Obligations. Perspectives on Climate Change: Science, Economics, Politics, Ethics. W. Sinnott-Armstrong and R. Howarth. Oxford, Elsevier. Reprinted in Climate Ethics: Essential Readings

Kingston, E., and W. Sinnott-Armstrong. (2018.) 'What's Wrong with Joyguzzling', Ethical Theory and Moral Practice, 21: 169-86.

Hiller, A. (2011). "Climate Change and Individual Responsibility". The Monist 94 (3), 349-368

Lawford-Smith, H. (2016): "Difference-Making and Individuals' Climate-Related Obligations." C. Heyward and D. Roser (eds.), Climate Change and Non-Ideal Theory. Oxford: Oxford University Press

Lawford-Smith, H. (2015): "Unethical consumption and obligations to signal." Ethics and International Affairs vol. 29 No. 3: 315-330

Nolt, J. 2011. "How Harmful Are the Average American's Greenhouse Gas Emissions?" Ethics, Policy and Environment, vol. 14, no. 1, 3–10.

Broome, J. (2012). Climate Matters: Ethics in a Warming World. New York & London. Norton. Ch 5

Cripps, Elizabeth. 2016. 'On Climate Matters: Offsetting, Population, & Justice', Midwest Studies in Philosophy, 40: 114-28. (*Response to Broome; see also Holly Lawford Smith's contribution & Broome's response in the same issue.*)

Hourdequin, M. (2010). "Climate, Collective Action, and Individual Ethical Obligations". Environmental Values, vol. 19, 443-464.

Garvey, J. (2010). "Climate Change and Moral Outrage." Human Ecology Review, vol. 17, no. 2.

Garvey, J. 2011. "Climate Change and Causal Inefficacy: Why Go Green When It Makes No Difference?" In Philosophy and the Environment, ed. A. O'Hear, 157-174. Cambridge, Cambridge University Press.

Baatz, C. 2014. "Climate Change and Individual Duties to Reduce GHG Emissions" Ethics, Policy & Environment 17 (1)



Baatz, C. 2016. 'Reply to my Critics: Justifying the Fair Share Argument', Ethics, Policy, & Environment, 19: 160-69.

Hursthouse, Rosalind. "Environmental Virtue Ethics." In Working Virtue: Virtue Ethics and Contemporary Moral Problems, ed. Rebecca L Walker and Philip J Ivanhoe, 155-209. Oxford: Oxford University Press, 2007.

Trachtenberg, Zev (2010). "Complex Green Citizenship and the Necessity of Judgement." Environmental Politics 19(As), no. 3: 339-55.

*(On duties to pick up the slack if others don't act)*

Murphy, L. B. (1993). "The Demands of Beneficence." Philosophy and Public Affairs 22(4): 267-292.

(See also readings on the compliance condition – plus Roser & Hohl required reading - from Week 7.)

*(On population and individual duties)*

Rieder, T. (2016): *Toward a Small Family Ethic: How Overpopulation and Climate Change Are Affecting the Morality of Procreation*. Baltimore: Springer.

Overall, C. (2012): *Why Have Children: The Ethical Debate*. Cambridge, Mass.: MIT Press

Young, T. (2001): "Overconsumption and Procreation: Are They Morally Equivalent?" Journal of Applied Philosophy Vol. 18 No. 2: 183-92

Cripps, Elizabeth. 2016. 'On Climate Matters: Offsetting, Population, & Justice', Midwest Studies in Philosophy, 40: 114-28, pp. 119-123

### **Week 11: Essay trouble-shooting**

No seminar this week. However, the course organiser will be available for additional guidance and feedback hours **11:10-13:00 Tuesday 2 April** to help with last minute trouble-shooting for the final essay. (CMB 3.30)

## **Appendix 1 – General Information**

### **Students with Disabilities**

The School welcomes disabled students with disabilities (including those with specific learning difficulties such as dyslexia) and is working to make all its courses as accessible as possible. If you have a disability special needs which means that you may require adjustments to be made to ensure access to lectures, tutorials or exams, or any other aspect of your studies, you can discuss these with your Student Support Officer or Personal Tutor who will advise on the appropriate procedures.

You can also contact the Student Disability Service, based on the University of Edinburgh, Third Floor, Main Library, You can find their details as well as information on all of the support they can offer at: <http://www.ed.ac.uk/student-disability-service>

### **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](http://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 two 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.

Students can book a study skills consultation <https://www.ed.ac.uk/institute-academic-development/undergraduate/services/quick-consultations>

Academic English support can also be accessed at <https://www.ed.ac.uk/english-language-teaching>

### **Discussing Sensitive Topics**

The discipline of Politics and International Relations addresses a number of topics that some might find sensitive or, in some cases, distressing. You should read this Course Guide carefully and if there are any topics that you may feel distressed by you should seek advice from the course convenor and/or your Personal Tutor.

For more general issues you may consider seeking the advice of the Student Counselling Service, <http://www.ed.ac.uk/schools-departments/student-counselling>

### **Attendance Monitoring**

In accordance with the University general degree regulations you are expected to attend all teaching and assessment events associated with all courses that you are enrolled on. The College of Arts, Humanities and Social Sciences undertakes routine monitoring of attendance at tutorials and seminars for all students enrolled on courses delivered by Schools within our College. We undertake monitoring of attendance and engagement to enable us to identify where individual students may be experiencing difficulties and to ensure that timely and appropriate intervention can be delivered to provide support and guidance. We also undertake monitoring for sponsored students specifically to meet our obligations to the UKVI. If you miss one or more of your tutorials and/or seminars you may be contacted by your local Student Support Team and be asked to provide an explanation for your absence.

All data is gathered and stored in line with the University policies and guidance on data handling and you can view the privacy statement at:

<https://www.ed.ac.uk/student-systems/use-of-data/policies-and-regulations/privacy-statement>

External Ex

### **External Examiner**

The External Examiner for the Politics and International Relations Honours programme is: Professor Jon Agar, University College London

## Appendix 2 - Course Work Submission and Penalties

### Penalties that can be applied to your work and how to avoid them.

Below is a list of penalties that can be applied to your course work and these are listed below. Students **must** read the full description on each of these at: [http://www.sps.ed.ac.uk/undergrad/current\\_students/teaching\\_and\\_learning/assessment\\_and\\_regulations/coursework\\_penalties](http://www.sps.ed.ac.uk/undergrad/current_students/teaching_and_learning/assessment_and_regulations/coursework_penalties)

Make sure you are aware of each of these penalties and know how to avoid them. Students are responsible for taking the time to read guidance and for ensuring their coursework submissions comply with guidance.

- **Lateness Penalty**

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 seven calendar days (35 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.

- **Word Count Penalty**

Your course handbook will specify the word length of your assessments. All coursework submitted by students must state the word count on the front page. All courses in the School have a standard penalty for going over the word length; if you are taking courses from other Schools, check with them what their penalties are.

The penalty for excessive word length in coursework is a 5-mark penalty. These 5 marks will be deducted regardless of how many words over the limit the work is (whether it is by 1 word or by 500!). In exceptional circumstances, a marker may also decide that any text beyond the word limit will be excluded from the assignment and it will be marked only on the text up to the word limit. In most cases, appendices and bibliography are not included in the word count whilst in-text references, tables, charts, graphs and footnotes are counted. In most cases, appendices and bibliography are not included in the word count whilst in-text references, tables, charts, graphs and footnotes are counted. Make sure you know what is and what is not included in the word count

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.

### **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 details of how to submit your course work to ELMA, please see our webpages [here](#).

Please note that all submissions to ELMA should be formatted as a Word document (doc or.docx.).

Any submission that is not in word format will be converted by the Undergraduate Teaching Office into word where possible. By submitting in any format other than word, you are accepting this process and the possibility that errors may occur during conversion. The UTO will do everything possible to ensure the integrity of any document converted but to avoid issue, please submit in Word format as requested.

### **Extensions:**

From September 2016, there will be a new extensions policy that applies to all courses in the school from years one to four.

If you have good reason for not meeting a coursework deadline, you may request an extension. Before you request an extension, make sure you have read all the guidance on our [webpages](#) and take note of the key points below. You will also be able to access the online extension request form through our [webpages](#).

- Extensions are granted for 7 calendar days.
- Extension requests must be submitted no later than 24 hours before the coursework deadline.
- If you miss the deadline for requesting an extension for a valid reason, you should submit your coursework as soon as you are able, and apply for Special Circumstances to disregard penalties for late submission. You should also contact your Student Support Officer or Personal Tutor and make them aware of your situation.
- If you have a valid reason and require an extension of more than 7 calendar days, you should submit your coursework as soon as you are able, and apply for Special Circumstances to disregard penalties for late submission. You should also contact your Student Support Officer or Personal Tutor and make them aware of your situation.
- If you have a Learning Profile from the Disability Service allowing you potential for flexibility over deadlines, you must still make an extension request for this to be taken into account.

### **Plagiarism Guidance for Students: 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. All submissions will be run through 'Turnitin', our 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 can be punished severely.

Copying part of one of your own assignments previously submitted for credit for the same or another course is **self-plagiarism**, which is also not allowed. This is an important consideration if you are retaking a course; an assignment submitted the previous year cannot be resubmitted the next, even for the same course.

When you upload your work to ELMA you will be asked to check a box to confirm the work is your own. All submissions will be run through 'Turnitin', our plagiarism detection software. TurnItIn compares every essay against a constantly-updated database, which highlights all plagiarised work. Students who are found to have included plagiarised (including self-plagiarised) material in their work will be reported to an Academic Misconduct Officer for further investigation, and grade penalties can be applied. In extreme cases, assignment grades can be reduced to zero.

**For further details on plagiarism see our college website:**

<http://www.ed.ac.uk/arts-humanities-soc-sci/taught-students/student-conduct/academic-misconduct>

### **Data Protection Guidance for Students**

In most circumstances, students are responsible for ensuring that their work with information about living, identifiable individuals complies with the requirements of the Data Protection Act. The document, *Personal Data Processed by Students*, provides an explanation of why this is the case. It can be found, with advice on data protection compliance and ethical best practice in the handling of information about living, identifiable individuals, on the Records Management section of the University website at:

<https://www.ed.ac.uk/records-management/guidance/data-protection/dpforstudents>