

UNIVERSITY OF ALBERTA
Political Science Department

Fall Term 2016

POLS 469 Section A1: Ethics in International Relations

Mondays 1:00 pm - 3:50 pm
Location: Tory Basement #109

Instructor: Surma Das

Office: Tory 11-6

Office Hours: Monday, 4:00 pm-5:15 pm

Email: surma@ualberta.ca

COURSE OBJECTIVES

This course will offer students the necessary tools to think critically about theories and issues related to ethics in international relations. How can one think about moral dilemmas in global politics? What does thinking and acting ethically in the world entail? What are the “ethical” dimensions of international relations? What is the dynamics of relationship between ethics, politics and power? The study of ethics in international relations (or simply international ethics) has grown rapidly over the past two decades. This is driven by expansion in intellectual developments in related fields of moral and political philosophy and the growing urgency of moral concerns surrounding various contemporary global problems such as issues of poverty, inequality and ethics of war and conflict. The initial few weeks of the course will survey and examine the diverse theoretical perspectives on international ethics. This will be followed by study of issues and problems in international ethics, such as poverty, human rights, international law, ethics of war, humanitarianism and humanitarian interventions, citizenship, immigration and boundaries, global health and bioethics. Upon completion of the course, students will have a solid understanding of mainstream and alternative theoretical approaches in international ethics. They will be able to use these theoretical tools to make sense of the way ethical arguments work in international politics.

COURSE PREREQUISITES

Students are required to have successfully completed POL S 261 or 260 (Introduction to International Relations) or else contact the instructor for consent.

CLASS FORMAT

This is a weekly seminar course, which meets for three hours. Each session will begin with a brief introduction from the instructor, which will be followed by presentations, general discussion and deliberations. Some weeks may also involve smaller group discussions and breakout sessions. There will be a fifteen-minute break half way through each weekly session.

ASSESSMENT & EVALUATION

Participation (including attendance)	20%
Group Seminar Presentation	20%
Reading Response	15%
Research Proposal (due October 31 @ 4 pm)	15%
Final Research Paper (due December 7@ 4 pm)	30%
TOTAL	100%

Participation (20%): Attendance at weekly seminars is mandatory. Students' participation will be evaluated based on their attendance at these meetings through out the term. **Evaluation will take into account both quantity and quality of your participation in discussions.** Students are expected to have completed the required reading before the seminar and to arrive prepared to discuss that week's material. To earn an 'A' grade for participation, students must have perfect or near perfect attendance, and have made regular, informed, intellectually stimulating contributions to the discussion. If the student has to miss a seminar for a legitimate reason, the student should inform the instructor as soon as possible (and preferably, before the seminar). All students must show respect for the instructor and the other students in the group during presentations and group discussions. **Please limit the use of electronic devices such as laptops, iPads and smartphones to consulting electronic versions of readings or occasional consultation of the Internet when required.** The instructor will present each student with mid-term participation grade during week of Oct 31 (that is, Week 9). This grade will be based on participation in first five weeks of the course (Weeks 2 to 8).

Group Seminar Presentation (20%): Each week, there will be **one** seminar presentation organized by two or three students working together as a team. The size of weekly seminar teams will depend on class enrollment and will be finalized in class during week 2. This presentation shall include the following: 1) a summary of key ideas of the week's readings (including, where possible, ideas that overlap across the readings); 2) students responses to these ideas (insights, questions, critiques, including any respectful intellectual disagreements between team members); 3) demonstration of how the key ideas apply to at least one contemporary example or case study of an ethical issue or problem in international relations (this will involve research and accessing material outside the course); 4) at least one discussion question per required reading for that week. Please document the sources properly in citing ideas from the required readings and other sources. **Each presenter should read and be prepared to lead class discussion and debate all readings for that specific week.**

Presenters may use power point for their presentations or distribute handouts to their peers, should they choose not to use visual aid. Both paper and electronic format is acceptable for handouts. **The instructor should receive an electronic copy of the power point presentation or handout via email (Surma@ualberta.ca) on the Sunday BEFORE class by 4 pm.** A hard copy should be submitted to the instructor in class.

Reading Response (15%): Each student will submit **one** reading response during the course of the semester. This will constitute responding to **all** the required readings assigned under a weekly seminar topic. Students can choose to prepare the reading response on any of the weekly seminar topics (between weeks 3 and 14) **but they are not allowed to do a reading response for the same week as their seminar presentation.** The reading response must be submitted via e-class on **Sunday (by 4 pm) BEFORE that particular weekly seminar.** Reading responses should be between 3 to 4 pages (double-spaced, 12-point font), and set out briefly the following: 1) the key ideas of the week's readings (including, where possible, ideas that overlap across the readings), 2) the student's responses to these ideas (insights, questions, critiques), and 3) at least **two** discussion questions arising from the readings. Students are only required to use the course readings for the week for these, but they shall document the sources properly in citing ideas from the readings and other sources in their reading responses. A hard copy should be submitted to the instructor in class.

Research Paper Proposal (15%): All students will submit a research paper proposal. The proposal should be approximately 3-4 pages (double spaced, 12-point font), and should include the following: 1) a working title; 2) a research question or a working argument/thesis; 4) a paragraph outlining the direction or the analysis and issues to be addressed; and 5) an annotated bibliography (**at least 5 academic sources beyond class readings**). It is recommended that students consult with the instructor in person during office hours or by e-mail on the topic *before* submitting the proposal. **The research paper proposal is due on October 31, 2016. Please submit an electronic version via e-class and also submit a print copy in the Political Science Office by 4:00 pm located in the corridor outside of room 10-16 (Tory Building).**

Final Research Paper (30%): All students will be required to write one substantial research essay (approx. 15 pages, double spaced, 12-point font). The essay will be on a topic of the student's choice related to the general topic of ethics in international relations. Essay topics may be purely theoretical; however, students can choose to address a particular ethical issue or problem in international relations. However, all essays must have a clear theoretical framework or 'lens' through which they examine the issue(s) in question. **The deadline for submission is December 7, 2016 at 4:00 pm.** The instructor will circulate a rubric in class, which will be used to evaluate the final research paper.

****All writing assignments must have identifying information (student name and id number), else they will not be graded. They must be formatted in 12-point font, Times New Roman, double-spaced, 2 centimeters margin style. They must indicate page numbers. Students must ensure that writing assignments are free of spelling and grammar errors. Points will be deducted otherwise. ****

POLICY FOR LATE ASSIGNMENTS

Late submission of assignments will be accepted but penalized by 5% per day for up to a maximum of 5 calendar days (Saturday and Sunday count as one day). Extensions will be granted at the discretion of the course instructor and only for serious medical reasons or for other emergency personal circumstances. Requests for extension submitted after the due date will **not** be considered. It is the students' responsibility to manage their time effectively.

GRADING SCHEME

Descriptor	Numerical Grade	Letter Grade	Grade Point Value
Excellent	91-100	A+	4.0
	86-90	A	4.0
	81-85	A-	3.7
Good	77-80	B+	3.3
	74-76	B	3.0
	71-73	B-	2.7
Satisfactory	67-70	C+	2.3
	64-66	C	2.0
	61-63	C-	1.7
Poor	58-60	D+	1.3
Minimal Pass	55-57	D	1.0
Failure	<55	F or F4	0.0

OFFICE HOURS & E-MAIL

If the student wishes to discuss any aspect of the course with the instructor, the student should meet with the instructor during office hours posted at the beginning of the course outline. If for any reason the student is unable to visit the instructor during scheduled office hours, please e-mail the instructor and arrange an alternate meeting time. Additionally, please restrict e-mail usage to brief procedural or information-related question requiring a brief answer; it is difficult to answer substantive questions about the course and its content via e-mail. Students are strongly encouraged to meet the instructor during office hours to discuss their essay topic and progress.

COURSE READINGS

Nearly all of the required readings for this course are available on-line through the Library's electronic journals. All other required readings (in books) have been placed on reserve in the Library. If for any reason students experience any difficulties accessing the required course material, please contact the instructor immediately.

ACADEMIC INTEGRITY

“The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at www.governance.ualberta.ca) and avoid any behaviour, which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.”

LEARNING AND WORKING ENVIRONMENT

The Faculty of Arts is committed to ensuring that all students, faculty and staff are able to work and study in an environment that is safe and free from discrimination and harassment. It does not tolerate behaviour that undermines that environment. The department urges anyone who feels that this policy is being violated to:

- Discuss the matter with the person whose behavior is causing concern; or
- If that discussion is unsatisfactory, or there is concern that direct discussion is inappropriate or threatening, discuss it with the Chair of the Department. For additional advice or assistance regarding this policy you may contact the student ombudservice: (<http://www.ombudservice.ualberta.ca/>). Information about the University of Alberta Discrimination and Harassment Policy and Procedures is described in UAPPOL a <https://policiesonline.ualberta.ca/PoliciesProcedures/Pages/DispPol.aspx?PID=110>

ACADEMIC HONESTY:

All students should consult the information provided by the Office of Judicial Affairs regarding avoiding cheating and plagiarism in particular and academic dishonesty in general (see the Academic Integrity Undergraduate Handbook and Information for Students). If in doubt about what is permitted in this class, ask the instructor. An instructor or coordinator who is convinced that a student has handed in work that he or she could not possibly reproduce without outside assistance is obliged, out of consideration of fairness to other students, to report the case to the Associate Dean of the Faculty. See the Academic Discipline Process.

RECORDING OF LECTURES:

Audio or video recording of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan.

ATTENDANCE, ABSENCES, AND MISSED GRADE COMPONENTS:

Regular attendance is essential for optimal performance in any course. In cases of potentially excusable absences due to illness or domestic affliction, notify your instructor by e-mail within two days. Regarding absences that may be excusable and procedures for addressing course components missed as a result, consult sections 23.3(1) and 23.5.6 of the University Calendar. Be aware that unexcused absences will result in partial or total loss of the grade for the “attendance and participation” component(s) of a course, as well as for any assignments that are not handed-in or completed as a result.

SPECIALIZED SUPPORT & DISABILITY SERVICES:

If you have special needs that could affect your performance in this class, please let me know during the first week of the term so that appropriate arrangements can be made. If you are not already registered with Specialized Support & Disability Services, contact their office immediately (2-800 SUB; ssdsrec@ualberta.ca; 780-492-3381; www.ssds.ualberta.ca).

FEELING OVERWHELMED? (In need of student, social, financial or security services?): The Student Distress Centre is there to listen, offer support, supply information and provide services:

- Call: 492-HELP (492-4357)
- Drop in: 030-N in the S.U.B.
- Visit: www.su.ualberta.ca/sdc
- Chat: <http://www.campuscrisischat.com/>

WEEKLY TOPICS AND READINGS

******Please note that the instructor may revise this course outline at any time. Any changes will be announced in class and via the course e-class website ******

Week 1 **No class, Monday, September 5th; Labour Day

Week 2 Introduction September 12

This week I will go through the course outline, discuss expectations and aims for the course, and assign reading responses and presentations. I will also briefly introduce the the sub-field of ethics in international relations, its origins and development so far, key issues and arguments addressed by normative theories in international relations, methodologies used to develop normative theories and their limitations, and the implications of changing character of world politics for normative theorists

Further Readings:

- Kimberly Hutchings. (1992). The Possibility of Judgement: Moralizing and Theorizing in International Relations. *Review of International Studies* 18(2): 51-62.
- Steve Smith. (2004). Singing our World into Existence: International Relations Theory and September 11. *International Studies Quarterly*, 48 (3): 499-515.
- Amanda Russell Beattie and Kate Schick. (2013). Introduction in Amanda Russell Beattie and Kate Schick, eds., *The Vulnerable Subject: Beyond Rationalism in International Relations*. London: Palgrave Macmillan.

Week 3 Rationalist Traditions in International Ethics September 19

Kimberly Hutchings. (1999). Realism and Idealism, Chapter 1 in *International Political Theory*. London: Sage.

Mervyn Frost. (1998). A Turn not Taken: Ethics in IR at the Millennium', *Review of International Studies*, 24, Special Issue: 119-132.

Andrew Linklater. (1998). Cosmopolitan Citizenship. *Citizenship Studies*, 2(1):23-41.

Further Readings:

- Michael C. Williams. (2004). Why Ideas Matter in International Relations: Hans Morgenthau, Classical Realism, and the Moral Construction of Power Politics. *International Organization*, 58(4): 663-665.

- Duncan Bell. (2010). Political Realism and the limits of Ethics in Duncan Bell, ed., *Ethics and World Politics*. Cambridge: Cambridge University Press.
- R.B.J. Walker. (1993). *Inside/Outside: International Relations as Political Theory*. Cambridge: Cambridge University Press. Chapter 3.
- Kathryn Sikkink. (2008). The role of consequences, comparison and counterfactuals in constructivist ethical thought' in Richard Price, ed., *Moral Limit and Possibility in World Politics*. Cambridge: Cambridge University Press.

Week 4 Beyond Rationalism in International Ethics

September 26

- Kimberly Hutchings. (2013). A Place of Greater Safety? Securing Judgement in International Ethics in Amanda Russell Beattie and Kate Schick, eds., *Beyond Rationalism in International Relations*. London: Palgrave.
- William E. Connolly. (1999). Suffering, Justice and the Politics of Becoming in David Campbell and Michael Shapiro, eds., *Moral Spaces: Rethinking Ethics and World Politics*. Minneapolis: University of Minnesota Press.
- Molloy, P. (1997). Face to Face with the Dead Man: Ethical Responsibility, State-Sanctioned Killing, and Empathetic Impossibility. *Alternatives: Global, Local, Political*, 22(4), 467-492.

Further Reading:

- Richard Price. (2003). Reversing the Gun Sights: Transnational Civil Society Targets Land Mines. *International Organization*, 52(3): 613-644.
- Robbie Shilliam. (2013). Who will Provide the West with Therapy? in Amanda Russell Beattie and Kate Schick, eds., *Beyond Rationalism in International Relations*. London: Palgrave.

Week 5 Global Justice

October 3

- Onora O'Neill. (2000). Bounded and Cosmopolitan Justice. *Review of International Studies*, 26: 45-60.
- Thomas Nagel. (2005). The Problem of Global Justice. *Philosophy and Public Affairs*, 33(2): 113-47.
- David Miller. (1988). The Ethical Significance of Nationality. *Ethics*, 98(4): 647-62.
- Alison Jaggar. (2005). Saving Amina: Global Justice for Women and Intercultural Dialogue. *Ethics and International Affairs*, 19(3): 55-75.

Further Reading:

- Brock, G. (2009). *Global justice: a cosmopolitan account* (Vol. 9). Oxford: Oxford University Press.
- Iris Marion Young. (2006). Responsibility and Global Justice: A Social Connection Model. *Social Philosophy and Policy*, 23(1): 102-130.

Week 6 **No class, Monday, October 10th; Thanksgiving Day

Week 7 Poverty

October 17

- Thomas Pogge. (2005). World Poverty and Human Rights. *Ethics and International Affairs*, 19(1): 1-7.
- Fiona Robinson. (2006). Care, Gender and Global Social Justice: Rethinking 'Ethical Globalization'. *Journal of Global Ethics*, 2(1): 5-25.
- Peter Singer. (1972). Famine, Affluence and Morality. *Philosophy and Public Affairs*, 1(3): 229-43.
- Scott Wiser. (2011). Against shallow ponds: an argument against Singer's approach to global poverty. *Journal of Global Ethics*, 7(1): 19-32.
- Patrick Hayden. Superfluous Humanity: An Arendtian Perspective on the Political Evil of Global Poverty. *Millennium: Journal of International Studies*, 35(2), 2007: 279-300.

Further Readings:

- Risse, M. (2005). How does the global order harm the poor? *Philosophy & Public Affairs* 33(4), 349-376.
- Weinar, Leif. (2009). Realistic reform of international trade in resources in A Jaggard ed. *Pogge and His Critics*, London: Polity Press, 123-51.
- Meena Krishnamurthy. (2014). "International Financial Institutions" in *Routledge Handbook of Global Ethics*, New York: Routledge.
- MK Goodman. (2004). Reading Fair Trade: Political Ecological Imaginary and the Moral Economy of Fair Trade Food. *Political Geography*, 23(7):891-915.
- Follesdal, A. (2011). The distributive justice of a global basic structure: A category mistake? *Politics, Philosophy & Economics*, 10(1), 46-65.

Week 8 Human Rights, International Law and Ethics

October 24

- Nardin, T. (1992). International Ethics and International Law. *Review of International Studies*, 18(1), 19-30.
- Tony Evans. (2005). International Human Rights Law as Power/Knowledge. *Human Rights Quarterly*, 27(3): 1046-1068.
- Benhabib, Seyla. (2005). On the Alleged Conflict between Democracy and International Law, *Ethics and International Affairs* 19.1, 85-99.
- Benvenisti, E. (2008). Reclaiming democracy: the strategic uses of foreign and international law by national courts. *American Journal of International Law*, 241-274.

Further Readings:

- Nollkaemper, A. (2003). Concurrence between individual responsibility and state responsibility in international law. *International and Comparative Law Quarterly*, 52(03), 615-640.
- Donnelly, J. (2013). *Universal Human Rights in Theory and Practice*. Ithaca: Cornell University Press.

Bantekas, I. (2004). Corporate Social Responsibility in International Law. *Boston University International Law Journal* 22(2), 309-348.

Week 9 **No class, October 31st; Research Proposal submission due date

Week 10 **No class, November 7th, Fall Reading Week

Week 11 Ethics of War

November 14

Michael Walzer. (2002). The Triumph of Just War Theory (and the Dangers of Success). *Social Research*, 69(4): 925-944.

Neta Crawford. Just War Theory and the U.S. Counterterror War. *Perspectives on Politics*, 1(1): 5-25, 2003.

Anthony Burke. (2004). Just War or Ethical Peace? Moral Discourses of Strategic Violence after 9/11. *International Affairs*, 80(2): 329-353.

Doyle, M. W. (2011). International ethics and the responsibility to protect. *International Studies Review*, 13(1), 72-84.

Daniel Brunsletter and Megan Braun. (2011). The Implications of Drones on the Just War Tradition. *Ethics and International Affairs* 25(3): 337-358.

Further Readings:

Arbour, L. (2008). The responsibility to protect as a duty of care in international law and practice. *Review of International Studies*, 34(03), 445-458.

Bellamy, A. J. (2010). The responsibility to protect—five years on. *Ethics & International Affairs*, 24(2), 143-169.

Reichberg, G., Syse, H., & Begby, E. (2006). The Ethics of War: Classical and Contemporary Readings.

Week 12 Humanitarianism and Humanitarian Interventions

November 21

Jenny Edkins. (2003). Humanitarianism, Humanity, Human. *Journal of Human Rights*, 2(2): 253-258.

Michael Walzer. (1980). The Moral Standing of States: A Response to Four Critics. *Philosophy and Public Affairs*, 9(3): 209-229.

Dan Bulley. (2010). Home is Where the Human is? Ethics, Intervention and Hospitality in Kosovo. *Millennium: Journal of International Studies* 29(1): 43-63.

Jemima Repo and Riina Yrjola. (2011). The Gender Politics of Celebrity Humanitarianism in Africa. *International Feminist Journal of Politics*, 13(1): 44-62.

Further Readings:

Wenar, L. (2006). Accountability in international development aid. *Ethics & International Affairs*, 20(1), 1-23.

- Hattori, T. (2003). The moral politics of foreign aid. *Review of International Studies*, 29(02), 229-247.
- Barnett, M. (2005). Humanitarianism transformed. *Perspectives on politics*, 3(04), 723-740.

Week 13 Citizenship, Borders, and Sovereignty
November 28

- Joe Carens. (1987). Aliens and Citizens: The Case for Open Borders in *The Review of Politics*, 49(2): 251-73.
- John Williams. (2003). Territorial Borders, International Ethics and Geography: Do Good Fences Still Make Good Neighbours? *Geopolitics*, 8(2): 25-46.
- Joan Tronto. (2011). A Feminist Democratic Ethics of Care and Global Care Workers: Citizenship and Responsibility in Rianne Mahon and Fiona Robinson, eds., *Feminist Ethics and Social Policy: Towards a New Global Political Economy of Care*. Vancouver: University of British Columbia Press.
- Christien van den Anker. (2006). Trafficking and Women's Rights: Beyond the Sex Industry to 'Other Industries. *Journal of Global Ethics*, 2(2): 163-182.

Further Readings:

- Salter, M. B. (2008). When the exception becomes the rule: borders, sovereignty, and citizenship. *Citizenship studies*, 12(4), 365-380.
- Benhabib, S. (2005). Borders, boundaries, and citizenship. *Political science and politics*, 38(04), 673-677.
- Benhabib, S. (2007). Twilight of sovereignty or the emergence of cosmopolitan norms? Rethinking citizenship in volatile times. *Citizenship studies*, 11(1), 19-36.

Week 14 Global Health and Ethical Challenges & Concluding Discussion
December 5

- Benatar, Solomon. (2013). Needs, Obligations, and International Relations for Global Health in the Twenty-first Century, Chapter 4 in Coggon, J., & Sulston, J. (2013). *Global Health and International Community: Ethical, Political and Regulatory Challenges*. London: Bloomsbury Academic, 63-80.
- Ruger, Jennifer Prah. (2009). Global health justice. *Public Health Ethics* 2(3), 261-275.
- Pogge, T. W. (2005). Human rights and global health: a research program. *Metaphilosophy*, 36(1-2), 182-209.

Further Readings:

- Farmer, Paul. (2003). Rethinking Health and Human Rights: Time for a Paradigm Shift' Chapter 9 in *Pathologies of Power: Health, Human Rights and the New War on Poor*. Berkley: University of California Press.
- Latham, Stephen R. (2013). On some difficulties of any theories of Global Health Justice in Coggon, J., & Sulston, J. edited *Global Health and International Community: Ethical, Political and Regulatory Challenges*. London: Bloomsbury Academic.
- Ruger, J. P. (2006). Ethics and governance of global health inequalities. *Journal of Epidemiology and Community Health*, 60(11), 998-1002.

Chen, Y. Y., & Flood, C. M. (2013). Medical Tourism's Impact on Health Care Equity and Access in Low-and Middle-Income Countries: Making the Case for Regulation. *The Journal of Law, Medicine & Ethics*, 41(1), 286-300.