

ETHR1015 – INTERNATIONAL ETHICS: LAW, MORALITY AND HUMAN RIGHTS

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1. COURSE CONVENOR

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| Email: | herman.salton@auw.edu.bd |
| Office: | TBA |
| Office Hours: | Sunday, 9-11am; Tuesday, 2-4pm (Please stick to these days and times. If you really cannot make them, please email me in advance to arrange an appointment. Thank you). |
| Classes: | Sunday and Tuesday, 4pm-5.20pm |
| Room: | H306 |
| Qualifications: | JD (Trento), PhD (Auckland), MPhil (Oxford) |
| Areas of Expertise: | International Relations United Nations International and Diplomatic History Human Rights (especially racial and religious discrimination) International Law (especially international organization) Comparative Law (especially France and the USA) |
| Profile: | Herman Tutehau Salton, PhD, was educated at the universities of Trento, Auckland and Oxford. A Senior Fellow at the Ralph Bunche Institute for International Studies, City University of New York (CUNY), he was also a visiting scholar at Sciences-Po, Paris (France) and TUJ, Tokyo (Japan); a human rights officer at the Icelandic Human Rights Centre, Reykjavík (Iceland); and an Associate with the Under-Secretary-General for Political Affairs, United Nations Headquarters, New York City (USA). He has published in the areas of international politics, international law, global history and human rights, and is fluent in English, French, Italian and Spanish. |

2. COURSE DESCRIPTION

This course introduces students to the ethical dimensions of international politics. Our increasingly interconnected world means that global actors include not only states and international organizations, but also individuals such as ourselves whose choices as consumers and citizens increasingly impact on the lives of others. This course aims to outline the complex moral problems resulting from the agency of both individuals and nations: are we responsible to others beyond our borders? How should we make ethical judgments? And can states develop an ethical foreign policy? The course is based on the idea that understanding the link between morality and politics is crucial if we are to become good citizens and if states are to develop a sound foreign policy. Issues of human rights, the ethics of war, international law, intervention and global justice will be considered both in their theoretical and practical aspects.

3. LEARNING OUTCOMES

By the end of the course, students should be able to:

- Decide whether morality and ethics exist at the level of nation-states;
- Debate if and how citizens and states make moral judgements;
- Understand the ethical consequences of private and political decisions;
- Critically assess the key theoretical approaches to ethical questions and their value;
- Analyse and evaluate a variety of pressing moral problems in international politics;
- Explore the practical implications for contemporary ethical issues;
- Examine a range of ethical options on what should be done in certain political circumstances;
- Understand the ethical dimensions of poverty, human rights, intervention and war;
- Assess the moral and ethical implications of foreign policy decisions;

4. COURSE STRUCTURE

The course is divided into three parts. The first introduces students to the subtle relationship between ethics and international politics. Through a combination of theoretical analyses and practical case studies, this part of the course will show that political decisions have an ethical dimension and that engaging with this dimension is essential for understanding global politics.

The second and third part of the course consider a number of practical ethical issues such as the role of morality in foreign policy; the process of ethical decision-making; the ethical aspects of political reconciliation; the ethics of human rights, war and humanitarian intervention; the morality of military sanctions and international justice. All of these ethical issues will be assessed by seamlessly blending theoretical analyses and practical case-studies.

5. CLASS FORMAT

The course involves a mixture of lectures and discussions. All classes will be interactive: in my view, the role of the teacher is not to offer the right answers but to ask probing questions, especially in a course like this that deals with controversial topics and that rarely have definitive answers. So it will not be enough to come to class: you will need to be proactive and participate in the discussion. Naturally some of you will be shyer than others, which is fine (the best students are not always the most talkative). But you *will* need to interact with your peers and teacher.

The subjects discussed are hotly debated and some of you will have strong opinions about them. Others will find the materials alien. Both situations are normal—international ethics is a fiercely contested concept, which is why it is so exciting. Yet this is also why I expect you to come to class having done the readings and ready to ask questions about materials or concepts that are unclear to you. I make a conscious effort to invite discussion, so I will raise provocative questions and you should be prepared to engage with these explorations.

In the course of our discussions, it is imperative that you interact respectfully with your colleagues. As we will be discussing issues for which there are no easy answers, it is important that you understand that everyone comes to the class with different life experiences which shape their beliefs and different levels of prior exposure to the ideas and events discussed in this class. I will thus expect—and will not condone anything short of—an attitude of collegial respect.

6. READINGS

a) Mark R. Amstutz

International Ethics: Concepts, Theories and Cases
London: Rowman & Littlefield, 2008

A comprehensive explanation of the key ideas, theories and cases of international ethics.

b) Mervyn Frost

Global Ethics: Anarchy, Freedom and International Relations, London: Routledge, 2009

A concise but sophisticated analysis of the role of ethics in international politics.

7. ASSESSMENT

1) Presentation (20%):

This will be a short, 10-minute presentation that each of you will give to the class on an ethical dilemma of your choice. This is your chance to explain to the class the ethical aspects of an international politics matter that you find intriguing and/or problematic. After the presentation, there will be a 10 minutes Q&A (question & answer) session, i.e. the class and/or I will ask you questions which you will be expected to address. Although some people are nervous about public speaking, this is a key part of your development and the sooner you start, the better. So do not be afraid—you are here to learn!

When: One presentation per class beginning from Week 3 (8 September 2013). You can sign up for a slot during Week 1 and 2.

2) Op-Ed (20%):

As an expert on international ethics, you have been asked by a major newspaper to write a 1,000-word opinion editorial (op-ed) on the ethical aspects of humanitarian intervention in Syria. The aim of your piece should be to influence the policy debate about—and the public perception of—the Syrian civil war: should we do something about it? Is it mainly an issue of human rights? Or should sovereignty be respected? Your op-ed should be persuasive, well-argued and clearly written, and should apply in practice the concepts discussed in class.

Due: Tuesday, 1 October 2013

3) Book Review (20%):

A book review is a short essay (1,000 words max) describing a volume or an article discussing the ethical aspects of a certain international political matter. You will need to briefly summarize the piece and to say whether you think the author has succeeded in doing his/her job. The maximum word length is enforced strictly—if the review is longer than 1,000 words you will lose marks. Writing a book review is not easy but is an important task that will teach you to summarize and explain a complex political issue. Your critical thinking skills will also be put to the test.

Due: Sunday, 3 November 2013

4) Exam (40%)

This two-hour exam will test the depth as well as the breadth of your knowledge. Your abilities to comprehend and analyse a number of ethical issues in contemporary world politics will be assessed. The exam will include a one-hour-long multiple choice section and a short-essay section on some of the topics discussed in class.

Date: 17-20 December 2013 (TBA)

8. GRADING SCALE

Your work will be assessed according to the following AUW scale:

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|----------------|------------|------------|-----------------|
| 97 to 100 = A+ | 87-89 = B+ | 77-79 = C+ | 67-69 = D+ |
| 93-96 = A | 83-86 = B | 73-76 = C | 63-66 = D |
| 90-92 = A- | 80-82 = B- | 70-72 = C- | 60-62 = D- |
| | | | < 60 = F (Fail) |

Please Note: While marks are important and you should strive to obtain the best possible grade, the way you study is even more important. In this course, factual knowledge is essential but insufficient to achieve good results; critical thinking is what will make the difference not only in terms of marks but also—and far more importantly—in terms of your personal development. Consequently, the mere regurgitation and memorization of facts will not take you far—only the critical assessment of those facts will. What I am interested in is *your* approach to a certain problem. However, you will only be able to acquire this analytical capacity if you come to class, read widely and participate in the discussions. Remember: analytical reasoning without facts is impossible, but facts without any analytical framework are useless! So both are needed and will be required of you.

9. COURSE SCHEDULE (*)

PART ONE:

ETHICS, MORALITY AND INTERNATIONAL POLITICS

WEEK 1. INTRODUCING THE COURSE

Sun 25 August—General Introduction: Teacher, Students and Aims

Questions Addressed: Why *him*? Why *us*? Why *here*?

Required Reading: None

Tue 27 August—Methodology: What, Why and How to Learn?

Questions: What is the best approach to this course?

Required Reading: None

WEEK 2. ETHICS AND LAW

Sun 1 September— Ethics, Law and International Politics

Question: Is an ethical approach to international politics possible? How about a legal one?

Reading: Frost, pp. 1-44; Amstutz, 1-6

Tue 3 September— Case Study: The Iraq War, 2003

Question: Does the Iraq War show that 'might is right' and that there is no international law?

Reading: Frost, pp. 45-53; further readings TBA

WEEK 3. ETHICS AND FOREIGN POLICY

Sun 8 September 2013—Ethics, Morality and Foreign Policy

Question: What are the challenges for developing an ethical foreign policy?

Reading: Amstutz, pp. 7-19

Tue 10 September 2013—Case Study: The Kosovo Intervention

Question: Was the NATO intervention in Kosovo ethical? And was it legal?

Reading: Amstutz, pp. 20-26

WEEK 4. ETHICAL DECISION-MAKING

Sun 15 September 2013—Strategies of Ethical Decision-Making

Question: What is end-based action, rule-based action and tri-dimensional ethics?

Reading: Amstutz, Chapter 2 (excluding case-studies)

Tue 17 September 2013—Cases: Nuclear Deterrence, Famine Relief, Strategic Defence

Question: What do these case-studies tell us about ethical decision-making?

Reading: Amstutz, Case-studies 2-1, 2-2 and 2-3

WEEK 5. ETHICAL TRADITIONS

Sun 22 September 2013—Realism, Idealism and Ethical Realism

Question: Are there moral assumptions in international politics?

Reading: Amstutz, Chapter 3 (excluding case-studies)

Tue 24 September 2013—Cases: Peloponnesian War, Carter's Foreign Policy and Bush Doctrine

Question: What do these case-studies tell us about moral assumptions?

Reading: Amstutz, Case-studies 3-1, 3-2 and 3-3

PART TWO: POLITICAL RECONCILIATION, HUMAN RIGHTS AND WAR

WEEK 6. THE ETHICS OF POLITICAL RECONCILIATION

Sun 29 September 2013—Political Reconciliation

Question: Is reconciliation after regime offences ethical?

Reading: Amstutz, Chapter 4 (excluding case-studies)

Tue 1 October 2013—Cases: Rwanda, South Africa and German-US Reconciliation

Question: What do these case-studies tell us about political reconciliation?

Reading: Amstutz, Case-studies 4-1, 4-2 and 4-3

WEEK 7. THE ETHICS OF INTERNATIONAL HUMAN RIGHTS

Sun 6 October 2013—The Idea of Human Rights

Question: What is the relationship between human rights and ethics?

Reading: Amstutz, Chapter 5 (excluding case-studies)

Tue 8 October 2013—Cases: Singapore's Criminal Justice and Rwanda's Genocide

Question: What do these case-studies tell us about the ethical dimensions of human rights?

Reading: Amstutz, Case-studies 5-1 and 5-2

WEEK 8. INDIVIDUAL RIGHTS VERSUS STATE RIGHTS

Sun 20 October 2013—Sovereignty and Human Rights

Question: Do human rights erode sovereignty?

Reading: Frost, pp. 96-114

Tue 22 October 2013—Case: Migrants, Globalization and Torture

Question: What kind of ethical challenges do these three issues present?

Reading: Frost, pp.114-149

WEEK 9. THE ETHICS OF WAR

Sun 27 October 2013—Pacifism, Realism and Just War

Question: What distinguishes these three 'moralities of force'?

Reading: Amstutz, Chapter 6 (excluding case-studies)

Tue 29 October 2013—Cases: Gulf War and Iraq War

Question: Were these two wars 'just'? If so, why?

Reading: Amstutz, Case-studies 6-1 and 6-2

WEEK 10. THE ETHICS OF MILITARY OPERATIONS OTHER THAN WAR

Sun 3 November 2013—Insurgency, Counterinsurgency and Terrorism

Question: What kind of ethical problems do these issues present?

Reading: Amstutz, Chapter 7 (excluding case-studies); Frost, Chapter 4

Tue 5 November 2013—Cases: Reagan Doctrine and Torture

Question: What do these case-studies tell us about the ethics of non-military operations?

Reading: Amstutz, Case-studies 7-1 and 7-2

PART THREE: HUMANITARIAN INTERVENTION, ECONOMIC SANCTIONS AND INTERNATIONAL JUSTICE

WEEK 11. THE ETHICS OF INTERVENTION

Sun 10 November 2013—Sovereignty and Intervention

Question: Is intervention incompatible with sovereignty?

Reading: Amstutz, Chapter 8 (excluding case-studies);

Tue 12 November 2013—Cases: Haiti, Grenada and Somalia

Question: What do these case-studies tell us about the ethics of intervention?

Reading: Amstutz, Case-studies 8-1, 8-2 and 8-3

WEEK 12. THE ETHICS OF ECONOMIC SANCTIONS

Sun 17 November 2013—The Morality of Economic Sanctions

Question: Are economic sanctions ethical?

Reading: Amstutz, Chapter 9 (excluding case-studies);

Tue 19 November 2013—Cases: Cuba and South Africa

Question: Were sanctions against these two countries ethical?

Reading: Amstutz, Case-studies 9-1 and 9-2

WEEK 13. THE ETHICS OF INTERNATIONAL JUSTICE

Sun 24 November 2013—Theories of International Justice

Question: What are the main theoretical approaches to international justice?

Reading: Amstutz, Chapter 10 (excluding case-studies);

Tue 26 November 2013—Cases: Foreign Aid and US Immigration Policy

Question: What do these case-studies tell us about the ethics of international justice?

Reading: Amstutz, Case-studies 10-1 and 10-2

WEEK 14. THE ETHICS OF GLOBAL SOCIETY

Sun 1 December 2013—Global Governance and Accountability

Question: Is international legal accountability realistic?

Reading: Amstutz, Chapter 11 (excluding case-studies);

Tue 3 December 2013—Cases: Climate Change and the International Criminal Court

Question: What do these two case-studies tell us about the challenges to global governance?

Reading: Amstutz, Case-studies 11-1 and 11-2

WEEK 15. CONCLUSION

Sun 8 December 2013—Ethics and Anarchy

Question: Can an anarchical society be ethical?

Reading: Frost, 54-72 and Conclusion

Tue 10 December 2013— An Ethical International Politics?

Question: To what extent do ethics matter in global affairs?

Reading: Amstutz, Conclusion

(*) *This schedule is tentative and subject to change. You will be informed of any changes as soon as possible.*

10. KEY DATES

Fall Break: Sunday 13 to Saturday 19 October 2013 (no classes)

Oral Presentations: One per class from 8 September 2013 (sign up for a slot in Weeks 1 and 2)

Open Editorial: due 1 October 2013

Book Review: due 3 November 2013

Final Exam: 17-20 December (TBA)

11. PLAGIARISM

Academic honesty is critically important and is expected of all AUW students at all times. For your information, definitions of and policies regarding academic honesty are detailed in the AUW Hand-out. Please read *carefully* the section on academic integrity on pages 13-16. Violations of academic honesty will result in failing grades for assignments and/or the entire course.

12. CLASS BEHAVIOUR

My assumption will be that each student in this class is motivated, intelligent and considerate of the opinions of others, and my expectations of you reflect this assumption.

I would like to ask you to please come to class on time and participate while you are here. Of course, sometimes circumstances prevent your timely arrival—in these cases, please enter quietly and sit by the door. If you need to leave early, please sit by the door and leave quietly. If you will frequently need to arrive late or leave early, please speak to me about it. I am committed to starting and ending every class exactly on time, so please do not prepare to leave before I have ended class. It is disrupting to your colleagues and to myself.

Also, please ensure that you do not read or sleep in class, nor talk to students around you without good reason. Please also be sure to turn off all phones and beepers. It is not appropriate to leave class in order to answer a call: if you feel that you have extenuating circumstances (e.g., a work or family emergency), please see me before class to discuss it. Thank you.

I strongly encourage you to stop me during class if you have a question or relevant comment. If you feel uncomfortable talking during class, please approach me after class. It is my job to help you understand the material and I will do whatever I can to make sure that you do.

13. RELEVANT PUBLICATIONS

'Ethics and International Affairs'

'Global Governance'

'Millennium'

'Economy and Society'

'Foreign Affairs'

'The Economist'

'Survival'