

ETHR1015 – INTERNATIONAL ETHICS

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1. COURSE CONVENOR

Email:	herman.salton@auw.edu.bd
Office Number:	H603
Office Hours:	Monday and Wednesday, 11am-1pm (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:	Monday and Wednesday, 9.30am-10.50am
Room:	H402
Qualifications:	LLB (Trento), PhD Law (Auckland), MPhil (Oxford), PhD IR (Wales)
Areas of Expertise:	International Relations United Nations International and Diplomatic History Human Rights (especially racial and religious discrimination) International Law (especially international organizations) Comparative Law (especially France and the USA)
Profile:	Herman Tutehau Salton, PhD, was educated at the universities of Trento, Auckland, Oxford and Wales. 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. He speaks 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 foundational course aims to introduce students to 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 at the theoretical and practical level.

3. LEARNING OUTCOMES

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

- Decide whether morality and ethics exist at the international level;
- Debate if and how citizens and states make moral judgements;
- Understand the ethical implications of both 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 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 it is essential for understanding international 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 micro-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 such as this that deals with controversial topics that rarely have definitive answers. So it will not be enough for you to do the readings and to come to class: you will need to 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.

The subjects discussed are hotly debated and some of you will have strong opinions about them. Others will find the materials totally alien. Both situations are normal—international ethics is an essentially 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. Please be curious: 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 we all come to the class with different backgrounds and life experiences which shape our 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. Disagreement is not only perfectly acceptable but indeed encouraged, but rudeness is not. Nobody in this course, including myself, can claim to have the ‘right’ answers, so be open-minded.

6. READINGS

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| a) Mark R. Amstutz
<i>International Ethics: Concepts, Theories and Cases</i>
London: Rowman & Littlefield, 2013
<i>A comprehensive explanation of the key ideas, theories and cases of international ethics.</i> | b) Mervyn Frost
<i>Global Ethics: Anarchy, Freedom and International Relations</i> , London: Routledge, 2009
<i>A concise but sophisticated analysis of the role of ethics in international politics.</i> |
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7. ASSESSMENT

- 1) Participation (20%) Your participation grade will depend on the regularity of your attendance to class, on your punctuality and on your contribution to class debate (such as engaging with me when I ask questions and asking questions when your colleagues present). Unjustified absences will result in penalties as per AUW’s policy.
- Date:* Your performance is monitored from Day 1, but your participation grade will be communicated to you by November.
- 2) Op-Ed on Syria (20%): As an expert on international ethics, you have been asked by a 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 an issue of human rights? Or should sovereignty be respected? Further info and readings will be given closer to the date.
- Due:* Monday, 28 September 2015
- 3) Class Debate on IS (20%): This will be an in-class assignment in the form of a debate. The Islamic State (IS) has been gaining considerable attention and newspaper headlines in recent times. Interestingly, IS claims to act in the name of international morality and purports to be entirely ethical. During this debate, we will discuss whether IS challenges the concepts of international ethics learned in the course. Specific readings and further information will be given closer to the date.
- Due:* Monday, 26 October 2015
- 4) Final Essay (40%) This in-class essay will test the depth and breadth of your knowledge. Your abilities to comprehend and analyse a number of ethical issues in contemporary world politics will be assessed. This is a pre-seen essay: 10 essay questions will be sent to you 24 hrs before the event so as to give you time to choose two and to structure your essay.
- Due:* Monday, 30 November 2015

8. GRADING SCALE

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

96.68 to 100 = A+	86.68 to 89.99 = B+	76.78 to 79.99 = C+	66.78-69.99 = D+
93.33 to 96.67 = A	83.33 to 86.67 = B	73.33 to 76.67 = C	63.33 to 66.67 = D
90 to 93.32 = A-	80 to 83.32 = B-	70 to 73.32 = C-	60 to 63.32 = D-
			< 59.99 = 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 insufficient to achieve good results; critical thinking is what will make the difference not only in terms of marks but also—and 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 and theories will. What I am interested in is *your* approach to a problem. However, you will only be able to acquire this analytical capacity if you come to class, read widely and participate in the debate. Remember: analytical reasoning without facts is impossible, but facts without any analytical framework are useless! Both are needed and will be required.

9. COURSE SCHEDULE (*)

PART I: ETHICS, MORALITY AND INTERNATIONAL POLITICS

WEEK 1. INTRODUCING THE COURSE

Mon, 24 August 2015—General Introduction: Teacher, Students and Aims

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

Required Reading: None

Wed, 26 August 2015—Methodology: What, Why and How to Learn?

Questions: What is the best approach to this course?

Required Reading: None

WEEK 2. ETHICS AND LAW

Mon, 31 August 2015—Ethics, Law and International Politics

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

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

Wed, 2 September 2015—Case Study: The Iraq War of 2003

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

Reading: Amstutz, 150-154; Frost, pp. 45-53

WEEK 3. ETHICS AND FOREIGN POLICY

Mon, 7 September 2015—Ethics, Morality and Foreign Policy

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

Reading: Amstutz, pp. 9-21

Wed, 9 September 2015—Case Study: The Kosovo Intervention

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

Reading: Amstutz, Case Study 1-1 (pp. 22-28)

WEEK 4. ETHICAL TRADITIONS

Mon, 14 September 2015—Realism, Idealism and Ethical Realism

Question: Are there moral assumptions in international politics?

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

Wed, 16 September 2015—Cases: Grenada Invasion, 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

WEEK 5. ETHICAL DECISION-MAKING

Mon, 28 September 2015—Strategies of Ethical Decision-Making

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

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

Wed, 30 September 2015—Cases: Nuclear Deterrence, Famine Relief, Strategic Defence

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

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

PART II:

POLITICAL RECONCILIATION, HUMAN RIGHTS AND WAR

WEEK 6. THE ETHICS OF INTERNATIONAL HUMAN RIGHTS

Mon, 5 October 2015—The Idea of Human Rights

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

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

Wed, 7 October 2015—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 7. THE ETHICS OF POLITICAL RECONCILIATION

Mon, 12 October 2015—Political Reconciliation

Question: Is reconciliation after regime offences ethical?

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

Wed, 14 October 2015—Cases: Rwanda, South Africa and German-US Reconciliation

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

Reading: Amstutz, Case-studies 6-1, 6-2 and 6-3

WEEK 8. CLASS DEBATE + INDIVIDUAL V. COLLECTIVE RIGHTS

Mon, 26 October 2015—CLASS DEBATE (ISIS)

Wed, 28 October 2015—Sovereignty and Human Rights

Question: Do human rights erode sovereignty?

Reading: Frost, pp.96-149

WEEK 9. THE ETHICS OF WAR

Mon, 2 November 2015—Pacifism, Realism and Just War

Question: What distinguishes these three ‘moralities of force’?

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

Wed, 4 November 2015—Cases: Gulf War and Iraq War

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

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

WEEK 10. THE ETHICS OF IRREGULAR WAR

Mon, 9 November 2015—Terrorism and Targeted Killings

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

Reading: Amstutz, Chapter 8 (excluding case-studies); Frost, Chapter 4

Wed, 11 November 2015—Cases: Torture and Drones

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

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

PART III: HUMANITARIAN INTERVENTION, ECONOMIC SANCTIONS AND INTERNATIONAL JUSTICE

WEEK 11. THE ETHICS OF FOREIGN INTERVENTION

Mon, 16 November 2015—Sovereignty and Intervention

Question: Is intervention compatible with sovereignty?

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

Wed, 18 November 2015—Cases: Libya and Somalia

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

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

WEEK 12. THE ETHICS OF INTERNATIONAL JUSTICE

Mon, 23 November 2015—The Morality of International Justice

Question: Is International Justice ethical?

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

Wed, 25 November 2015—Cases: USAID and US/EU Immigration Policies

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

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

WEEK 13. FINAL ESSAY + THE ETHICS OF GLOBAL JUSTICE

Mon, 30 November 2015—FINAL ESSAY (IN CLASS)

Wed, 2 December 2013—Global Governance & Case Studies(Climote Change and Pinochet)

Question: What do these case-studies tell us about global justice?

Reading: Amstutz, Chapter 12 (including case-studies 12-1 and 12-2);

WEEK 14. CONCLUSION

Mon, 7 December 2015—Ethics and Anarchy

Question: Can an anarchical society be ethical?

Reading: Frost, 54-72 and Conclusion

Wed, 9 December 2015— Can International Politics be ethical?

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

Reading: Amstutz, Conclusion (p.267).

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

10. KEY DATES

Eid Break: 22-24 September 2015

Fall Break: 18-22 October 2015

Op-Ed (Syria): Mon, 28 September 2015

Class Debate (IS): Mon, 26 October 2015

Final Essay: Mon, 30 November 2015

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.