

PPE3017 - GLOBAL ETHICS AND HUMAN RIGHTS

Dr. Herman T. Salton
Assistant Professor of International Relations
Chair of Politics, Philosophy and Economics (PPE)
Co-Director, Center for International Programs (CIP)

1. 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).
Class Times: Monday and Wednesday, 4.30pm-5.50pm
Class Room: G403

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. DESCRIPTION

Contemporary international relations are normally understood as a struggle for power. This course challenges this view and encourages students to think creatively about global events. Not only does the course suggest that global politics can be understood in ethical terms, it shows that failure to do so can result in misguided action and even war. Illustrating the centrality of ethics to our understanding of global politics and global civil society through case studies, the course blends theory and practice and suggests that international actors (including states, organizations and non-state actors) are regularly faced with complex ethical dilemmas. The course considers a number of contemporary issues such as poverty, conflict, bioethics, the

environment and gender. By looking at—and thinking about—these problems, students will be encouraged to confront their own ethical engagement as citizens and rights holders in an increasingly globalized society.

3. LEARNING OUTCOMES

By the end of the course, students should:

- Be familiar with the basic ethical concepts and issues;
- Decide whether morality and ethics exist at the level of nation-states;
- Debate if and how citizens and states can make moral judgements;
- Understand the ethical effects of private and collective decision-making;
- Critically assess the key theoretical approaches to ethical questions and their value;
- Analyse and evaluate a variety of pressing moral problems;
- Understand the ethical dimensions of poverty, human rights, war, environment and gender;
- Assess the ethical implications of foreign policy decisions.

4. SCHEDULE

Week 1: Introduction

Mon, 24 August 2015 - Introducing the Course

Question: Why him? Why us? Why here?

Readings: None

Wed, 26 August 2015 - Introducing the Subject

Question: Why is this course important and how should it be studied?

Readings: None

Week 2: Global Ethics: A New Subject?

Mon, 31 August 2015 - What is 'Global Ethics'?

Readings: Widdows, Chapter 1

Wed, 2 September 2015 - Case Studies: Genital Mutilation, Body Parts, Torture

Readings: Widdows, Chapter 2

Week 3: Global Ethics and Moral Theory

Mon, 7 September 2015 - A Moral Theory for Global Ethics?

Readings: Widdows, Chapter 3

Wed, 9 September 2015 - In-Depth Case Study: Female Genital Cutting

Readings: Widdows, Chapter 3

Week 4: Global Ethics and Political Theory

Mon, 14 September 2015 - A Political Theory for Global Ethics?

Readings: Widdows, Chapter 4

Wed, 16 September 2015 - In-Depth Case Study: The Sale of Body Parts

Readings: Widdows, Chapter 4

Week 5: Global Ethics and Human Rights

Mon, 28 September 2015 - A Rights Theory for Global Ethics?

Readings: Widdows, Chapter 5

Wed, 30 September 2015 - In-Depth Case Study: Torture

Readings: Widdows, Chapter 5

Week 6: Global Ethics and Global Governance

Mon, 5 October 2015 - Global Governance and Citizenship

Readings: Widdows, Chapter 6

Wed, 7 October 2015 - In-Depth Case Study: Global Institutions

Readings: Widdows, Chapter 6 + TBA

Week 7: Global Ethics and Poverty

Mon, 12 October 2015 - Global Poverty

Readings: Widdows, Chapter 7

Wed, 14 October 2015 - In-Depth Case Study: Poverty and Development

Readings: Widdows, Chapter 7 + TBA

Week 8: Global Ethics and Conflict

Mon, 26 October 2015 – CLASS DEBATE

Wed, 28 October 2015 – Global Conflict: War, Terrorism and Humanitarian Intervention

Readings: Widdows, Chapter 8

Week 9: Global Ethics and Bioethics

Mon, 2 November 2015 - Global Bioethics

Readings: Widdows, Chapter 9

Wed, 4 November 2015 - In-Depth Case-Studies: Abortion and Euthanasia

Readings: Widdows, Chapter 9 + TBA

Week 10: Global Ethics and the Environment

Mon, 9 November 2015 - Global Environmental and Climate Ethics

Readings: Widdows, Chapter 10

Wed, 11 November 2015 - In-Depth Case Study: Climate Change

Readings: Widdows, Chapter 10 + TBA

Week 11: Global Ethics and Gender Justice

Mon, 16 November 2015 - Global Gender Justice

Readings: Widdows, Chapter 11

Wed, 18 November 2015 - In-Depth Case Study: Women's Rights as Human Rights

Readings: Widdows, Chapter 11 + TBA

Week 12: Global Ethics and Political Reconciliation

Mon, 23 November 2015 - The Ethics of Political Reconciliation

Readings: TBA

Wed, 25 November 2015 - In-Depth Case Studies: Rwanda after the Genocide

Readings: TBA

Week 13: Global Ethics and International Justice

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

Wed, 2 December 2015 – International Justice & the ICC

Readings: TBA

Week 14: Conclusion

Mon, 7 December 2015 - An Evolving Global Ethics?

Wed, 9 December 2015 - In-Depth Case Study: AUW v. Cultural Imperialism

Readings: TBA

5. CLASS FORMAT

The course involves a mixture of lectures and discussions. All classes will be highly 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 which rarely have definitive answers. So it will not be enough for you 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 do 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 entirely normal—global ethics and human rights are essentially contested concepts, which is why they are 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 them.

In the course of our discussions, it is imperative that you interact respectfully with your peers. As we will be talking about 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 with different levels of prior exposure to the ideas and events discussed in class. I will thus expect—and will not condone anything short of—an attitude of collegial respect.

6. TEXTBOOK

The main text from which readings will be taken is:

Heather Widdows
Global Ethics: An Introduction
Durham, UK: Acumen, 2011

Further readings, especially for the case studies, will be provided as needed prior to class.

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) Memo on FGM (20%): As an expert on global ethics, you have been asked by your government to write a 1,000-word piece of advice on whether to prohibit female genital mutilation (FGM). The aim should be to influence your government's views about—and perception of—the issue: should FGM be legal or illegal? Is it a private or public issue? Your piece should be persuasive, well-argued and clearly written, and should apply in practice the concepts we have discussed in class. More guidance will be given close to the date.

Due: Monday, 28 September 2015

3) Roundtable (20%): This will be an in-class assignment in the form of a debate on the theme of torture. Is torture ever ethical? What kind of ethical and moral considerations does it impact, if any? Do you think that states should be allowed to use it, and if so, when and under which conditions? Readings and more info 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. KEY DATES

Eid Break: 22-24 September 2015

Fall Break: 18-22 October 2015

Memo (FGM): Mon, 28 September 2015

Roundtable (Torture): Mon, 26 October 2015

Final Essay: Mon, 30 November 2015

9. GRADING SCALE

Your work will be assessed according to the following 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 essential but insufficient to perform well; critical thinking is what will make the difference not only in terms of marks but also—and more importantly—in terms of your development. Consequently, the mere regurgitation and memorization of facts will not take you far—only the critical assessment of them 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 discussions. Remember: analytical reasoning without facts is impossible, but facts without any analytical framework are useless! Both are needed and will be required.

10. PLAGIARISM

Academic honesty is critically important and is expected of all of you 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.

11. 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 family emergency), please see me before class to discuss it.

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.

12. RELEVANT PUBLICATIONS

‘Global Governance’

‘Global Ethics’

‘International Ethics’

‘Economy and Society’

‘Foreign Affairs’

‘The Economist’

‘Survival’