

Carleton University
Winter 2017
Global and International Studies

GINS 2000B - Ethics and Globalization

Fridays, 3:35-5:25 PM

Location: Loeb Building C164

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Office Hours: Mondays, 11:00 A.M-1:00 P.M (or by appointment)

Course Description and Objectives

Currently the world is facing number of pressing and globalizing crises: global warming, refugee crisis, terrorism, pandemics, religious intolerance, racism and nationalism, etc. These issues are deeply entwined with the processes of globalization. This course will provide conceptual tools and critical skills to interrogate ethical implications of globalization. To do that end, readings material selected for this course seek to generate highly engaging discussions and debates around some key issues with globalizing and ethical implications. These themes include: technologically mediated warfare, environmental crisis, fossil fuel and the global economy, poverty, outsourcing and labour exploitation within and across the Global North and the Global South, critical rethinking of humanitarian interventions, biomedicalization of ageing, commodification of health, globalizing reproductive tourism, organ trafficking, privatizing knowledge creation, knowledge use, knowledge transfer and knowledge ownership, wealth creation and engendering inequities. In order to generate intellectually engaging concepts and analytic tools to critically assess these complex issues, the course will provide concise review of selected readings in influential ethical theories. By reviewing number of influential ethical theories students will be able to critical assess ethical implications of the themes which have been selected for this course.

Course Structure: This course will consist of a combination of lectures and tutorial groups. Lectures will be once per week; Fridays, 3:35-5:25 P.M. Tutorials will be one-hour, once per week, and will be led by one of the two TAs for this course:

Section	Day	Time	Location	TA
B01	Monday	1:35-2:25PM	204 Tory Building	Fadi Abboudy
B02	Tuesday	1:35-2:25PM	3201 Richcraft Hall	Fadi Abboudy
B04	Tuesday	10:35-11:25AM	412 St. Patrick's Building	Sacha Ghanderanian
B05	Friday	11:35-12:25PM	3202 Richcraft Hall	Sacha Ghanderanian

Readings: All readings for this course are available on the ARES system of Course Reserves through the Carleton Library. This is an excellent system that allows you access to electronic versions of the readings 24-7 from anywhere with internet.

Requirements and Assessment

Tutorial Attendance and Participation: 25%

Take-home test: 20% (questions given in February 3/Week 4; due February 10\Week 5)

Short Essay: 20% (due March 10/Week 8)

Final Research Report: 35% (due April 7\Week 12)

Note: There is no final examination for this course.

Tutorial Attendance and Participation: TAs will take attendance each week. Attendance will be worth 11 marks of your participation grade (1 mark for each tutorial). If you have to miss a tutorial for any reason, please email your TA in advance (if possible) explaining the reason for your absence. The other 14 marks of your participation grade will be for participation. In order to receive a grade in the 'A' range, participation must be i) regular, ii) informed by readings, iii) respectful, and iv) demonstrate careful and critical thinking on the issues of the week.

Take-home test: There will be a take-home test early in the term; questions will be available (on CU learn) on February 3rd (Week 4); responses will be due (submitted via CU learn) on February 10th (Week 5). Questions will be on material covered in Weeks 2 and 3 only. Students will be required to answer two (out of a choice of three) essay questions. Answers must be 400-600 words each, and must provide an answer to the question posed. Students are encouraged to refer to course readings, and cite authors, in answering the questions. Answers will be graded according to the following criteria:

- demonstrated knowledge and understanding of moral theories and their relationship to global politics- primarily on the themes we have addressed in assigned readings and the course outline.
- strength of central argument and support provided
- writing style, word-length, citations and references

Short Essay

Topic: "Globalization and the commodification of Health: A Moral Assessment."

Themes for the short essay could include medical tourism, reproductive tourism, organ trafficking, globalization of surrogacy, drone warfare, refugee crisis, humanitarian intervention,

outsourcing and exploitive labour practices, environmental ethics, economic justice. These are just examples. Students can bring up other themes with ethical implications.

All students will write a short essay on the moral implications of one theme. You must use at least four course readings from Weeks 2-7 for your essay; you may use more course readings and/or readings from beyond the course outline. Sources used (including course readings) must be properly cited. You must use one or more of the ethical theories and make your moral assessment of these theories. Your essay must have a central argument or thesis statement, and must be geared towards demonstrating the validity of that argument. One way to test these theories is think through how you could support or reject issues raised assigned readings between weeks 2-7. Essays must be 6-8 pages (1500-2000 words) (double-spaced, 12 point font). All essays must be submitted to your TA via CU learn (Word documents only). Essays will be marked for: i) the strength and coherence of your argument and analysis, ii) your understanding of both the ethical theories and the aspect(s) and globalization of capital and the commodification of health would be properly assessed, iii) writing style and formatting.

Final Research Report: Your final ‘summative’ evaluation will be to write a ‘briefing paper’ on the ethical dimensions of an issue or problem in global politics in terms of one the themes we have discussed in the course. The aim of the project is to research an issue and to present and analyze its ethical dimensions using one or more of the theories and/or theoretical concepts covered in the course (especially in Weeks 2-3). In many ways, this paper will be like a research essay. It must be researched using scholarly sources and formatted like a formal essay (with proper formatting, citations and bibliography).

The Final Research Report must be based on empirical description of pertinent issue and an analysis of its ethical dimensions. The report should resemble a ‘briefing paper’ prepared to advise policy makers on the ethical questions to be considered when developing policy.

The report must be between 12 and 18 pages (double-spaced, 12 pt font). You must use at least 5 scholarly sources (from academic journals and books), and at least 2 sources from non-academic sources (reports/briefings from NGOs, think tanks, policy research institutes, international organizations, including the UN and its agencies, etc.). You may use up to 3 sources from the course reading list (these can be included in your 5 and 2 above).

The report should be organized according to the following outline:

Introduction

Historical Background or Context

The Issue

Key Ethical Questions Arising

Moral Frameworks for Analysis

Moral Analysis

Conclusion

Examples of media reports with ethical dimensions:

Below are some links contain helpful insights issues with ethical implications

“I have to be taller': the unregulated world of India's limb-lengthening industry”

<https://www.theguardian.com/world/2016/may/09/i-have-to-be-taller-the-unregulated-world-of-indias-limb-lengthening-industry>

Globalization of the Beauty and skin whitening biotechnologies: Ethical implications and health risks.

The Ugly Face of Beauty: Is Child Labour the Foundation for your Makeup?

<https://www.youtube.com/watch?v=OHuNE1P8S3s>

<http://www.independent.co.uk/news/world/australasia/baby-gammy-australian-father-who-abandoned-down-syndrome-surrogate-child-now-tries-to-access-funds-10261916.html>

Examples of Global Ethical Issues for Final Research Report (you are not required to choose one of these; they are just examples. All topics MUST be approved by your TA or the course instructor):

The Pharmaceutical Industry

Trafficking in human beings (including ‘sex’ trafficking and organ trafficking)

Migrant labour (including migrant domestic workers)

The global refugee regime

Global commercial surrogacy

Global gender justice (generally or a specific aspect)

Child Labour

Commodification ageing and booming Unregulated anti-ageing industries

Medical tourism

Reproductive tourism

Examples of Moral Theories/Approaches :

Kantian Perspective: Autonomy and Respect

Kantian and neo-Kantian ethics (deontological ethics)

Utilitarian ethics

Consequentialism

Contractualist ethics

Communitarianism

Virtue Ethics

Feminist Ethics

Care Ethics

Postmodern ethics

Postcolonialism (and ethics)

Weekly Outline

January 6 -Introduction to Course

No readings.

January 13 - Ethics and Moral theories

Rachels, James and Rachels, Stuart (2003), *The Elements of Moral Philosophy*. Chapter 3. Subjectivism in Ethics (pp. 35-51). The McGraw-Hill Companies.

Hooft, Stan Van (2006). *Understanding Virtue Ethics*, chapter 1, Distinguishing Virtue Ethics from the Ethics of Duty (p.7-48) and chapter 4, Reconciling Virtue with Justice (p.109-126). Acumen.

Landau, Russ Shafer (2012). 'The Fundamentals of Ethics.' New York and Oxford: pp.117-186.

January 20 - Ethics in the Global Context

Crocker, David (2008). 'Ethics of Global Development: Agency, Capability, and Deliberative Democracy'. Chapter 7. Agency, responsibility and consumption (p.217-255).

Wolff, Jonathan (2011). *Ethics and Public Policy: A Philosophical Inquiry*, chapter 6, 'Health (p.128-145).

January 27 - Globalizing and Privatizing Knowledge: Create Wealth and Engender Inequities.

Dyer, Wayne (2009). 'The Commodification of Tertiary Education within a Knowledge Economy,' *Journal of Economic and Social Policy* 13(I):1-17.

May, Christopher (2004). Commodifying the 'Information Age': Intellectual Property Rights, the State and the Internet. *SCRIPTed* 1(3):408-419

Krimsky, Sheldon. 2003. *Science in the Private Interest*. Lanham, Maryland: Rowman & Littlefield Publishers, Inc. Chapter 4 (57-71).

February 3 - Ethics, Global Capital, Commodification of Health in Reproductive Tourism and Organ Trafficking

Scheper-Hughes, Nancy. 2003. Rotten trade: millennial capitalism, human values and global justice in organs trafficking. *Journal of Human Rights* 2(2): 197-226.

J.A. Parks (2010), 'Care Ethics and the Global Practice of Commercial Surrogacy', *Bioethics*, 24(7): 333-340.

Smith-Cavros, Eileen. (2010). 'Fertility and Inequality Across Borders: Assisted Reproductive Technology and Globalization'. *Sociology Compass*, Vol 4(7): 466-475.

Krolokke, C., Foss, K. A., Pant, S. (2012). *Fertility Travel: The Commodification of Human Reproduction*. *Cultural Politics*, 8(2).

Widdow, Heather (2009). *Persons and Their Parts: New Reproductive Technologies and Risks of Commodification*, *Health Care Analysis* 17(1): 36-46.

February 10 - Ethics, Biomedicalization and Commodification of Ageing

Mykytyn, C. E. (2009). *Anti-Aging is not Necessarily Anti-Death: Bioethics and the Front Lines Practices*. *Medicine Studies*, 1, 209-228.

Petersen, Alan; Seear, Kate (2009). 'In Search of Immortality: The Political Economy of Anti-Aging Medicine'. *Medicine Studies* 1: 267-279.

Pijnenburg MA, Leget C (2007). 'Who wants to live forever? Three arguments against extending the human lifespan', *Journal of Medical Ethics* 33(10):585-587.

February 17 - Poverty and Inequality: Ethical Assessments and Perspectives

Wisor, Scott (2011) *Against shallow ponds: an argument against Singer's approach to global poverty*, *Journal of Global Ethics*, 7(1): 19-32.

Miller, Richard M (2010). *Globalizing Justice: The Ethics of Poverty and Power* (chapter 4, and chapter 9). Oxford and New York. Oxford University Press.

Oxfam, 'An Economy for the 1% : How privilege and power in the economy drive extreme inequality and how this can be stopped', *Oxfam Briefing Paper*, January 2016.

https://www.oxfam.org/sites/www.oxfam.org/files/file_attachments/bp210-economy-one-percent-tax-havens-180116-en_0.pdf

February 24 ** No class, winter reading break**

March 3 - Critical Assessment of Humanitarian Interventionism and Migration Crisis

David Hollenbach, S. J. (2016). *Borders and Duties to the Displaced: Ethical Perspectives on the Refugee Protection System*. *Journal of Migration and Human Security* 4(3):148-165.

Migrant crisis: 'Should pictures of a drowned Syrian boy be shared on social media?' *Canadian Broadcasting Corporation (CBC)*.

<http://www.cbc.ca/news/world/migrant-crisis-pictures-1.3212481>

Goodman, Ryan (2006). 'Humanitarian Intervention and Pretexts for War.' *The American Journal of International Law*, vol. 100:107-141.

March 10 - Poverty, Mass Migration, Exploitation within and across the Global North and the Global South

Iris Marion Young (2006) 'Responsibility and Global Justice: A Social Connection Model', *Social Philosophy and Policy*, 23(1): 102-130.

Naila Kabeer, 'Globalization, Labor Standards, and Women's Rights: Dilemmas of Collective (In)action in an Interdependent World'. *Feminist Economics*, 10(1), 2004, 3-35.

World Affairs Council (July 15, 2013). *Labor Exploitation and Outsourcing: The Good, the Bad, and the Ugly*.

<http://www.worldaffairs.org/media-library/event/1130#.WEw1KH2qFq8>

The McGraw-Hill Companies (2008). 'Ethics of International Business' (chapter 4).

<https://www.scribd.com/doc/23616319/Ethics-in-International-Business>

March 17 - The Ethics and Technologically Mediated Warfare

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

Singer, P. W. (2009). *Military robots and the laws of war*. *The New Atlantis*, (23), 25-45.

Gray, Chris Hables (2005). 'Peace, War, and Computers.' *New York and London: Routledge*: pp. 3-45.

March 31 - Environmental Ethics, Energy and global economy

Palmer, C., McShane, K., & Sandler, R. (2014). 'Environmental ethics'. *Annual Review of Environment and Resources*, 39, 419-442.

Naomi Klein (2014) *This Changes Everything* 'Introduction: One way or another, everything changes' (1-28). Toronto: Vintage Canada.

Joseph Heath (2011) 'It's not Easy Being Green', *Literary Review of Canada*, December 2011.

(TA group: final project presentations)

April 7 - Conclusion and Review (final projects due)

No readings.

Academic Accommodations: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring

accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

Accommodation for Religious Observance: Students requesting accommodation for religious observances should apply in writing to their instructor for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Instructors and students may contact an Equity Services Advisor for assistance (www.carleton.ca/equity).

The deadlines for contacting the Paul Menton Centre regarding accommodation for final exams for the December 2016 exam period is November 11, 2016 and for the April 2017 exam period is March 10, 2017. Once again please note: Last day to request formal exam accommodations for April examinations to the Paul Menton Centre for Students with Disabilities is March 10, 2017. Note that it may not be possible to fulfil accommodation requests received after the specified deadlines.

Accommodation for Pregnancy: Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a letter of accommodation. Then, make an appointment to discuss your needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

Plagiarism: The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

Plagiarism is a serious offence which cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not

trivial. They may include a mark of zero for the plagiarized work or a final grade of "F" for the course.

Intellectual Property: Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Submission and Return of Term Work: Papers must be submitted directly to the instructor according to the instructions in the course outline. Late assignments may be submitted to the BGINs office in 2404R, River Building. For essays not returned in class please attach a stamped, self-addressed envelope if you wish to have your assignment returned by mail. Final exams are intended solely for the purpose of evaluation and will not be returned.

Grading: Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

Percentage	Letter grade	12-point scale	Percentage	Letter grade	12-point scale
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1

Approval of final grades: Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Carleton E-mail Accounts: All email communication to students from BGINs will be via official Carleton university e-mail accounts and/or cuLearn. As important course and University information is distributed this way, it is the student's responsibility to monitor their Carleton and cuLearn accounts.

Official Course Outline: The course outline posted to the BGINs website is the official course outline.