

CARLETON UNIVERSITY
Kroeger College of Public Affairs
Bachelor of Global and International Studies

GINS 2000B WINTER 2023

Ethics and Globalisation

Lectures:

Wednesdays 8:35 AM -10:25 AM

Location: Mackenzie Building 4499

Instructor:

Asume Osuoka

Office: 2127 Dunton

Email: IsaacOsuoka@cunet.carleton.ca

Office Hours: online by appointment

Teaching Assistants:

Francis Finlayson (B3), Madison Fillmore (B1)

Prerequisite

Second year standing in BGInS

Tutorials

	Day/time	TA	Email
B1	Mondays 9:35 AM - 10:25 AM	Madison Fillmore	MADIFILLMORE@cmail.carleton.ca
B3	Wednesday 1:35 PM - 2:35 PM	Francis Finlayson	frankiefinlayson@cmail.carleton.ca

Course Description

Climate change, the War in Ukraine and other inter-state and intra-state conflicts, the COVID pandemic, populism and nationalism impact the affordability of goods and services and human rights, creating displacements and cross-border migration. Global challenges show the interconnections of human societies and how the actions of states, corporations, municipalities and individuals could profoundly impact people locally and globally. However, responses to global challenges demonstrate how military, political, economic and technological power

continue to privilege some while marginalising others in an increasingly unequal world. This course will explore perspectives from Global Ethics to see how to apply social, political and moral philosophy as conceptual tools in dealing with contemporary challenges. Students will be encouraged to participate in debates around ethical theories and articulate positions on how individuals, societies and states ought to act and relate with each other.

Objectives of the Course

This course would enable students to:

1. Understand the core ethical theories as they relate to globalisation and are capable of explaining the central ideas of leading figures in the various traditions of global ethics.
2. Understand and be able to articulate how various ethical approaches might be applied to interpretations of contemporary issues (climate change, ecological damage, poverty and inequality, economic growth and consumption).
3. Participate in contemporary global debates from the perspective of ethics and articulate own position through class presentations, writing an original research paper or multimedia project.

Course Format

This course will consist of a combination of interactive lectures and tutorial groups. Lectures will be once per week on Wednesdays (8:35 AM -10:25 AM) and shall be complemented by one-hour tutorials each week, which the TAs shall lead. Lecture time will involve interactive sessions, enabling students' participation. Therefore, completing required readings and reflective exercises ahead of class is imperative.

Communication and Course Support

All email communication between students and instructors will be via official Carleton University email accounts. Students should check their email accounts regularly.

Students are encouraged to take advantage of the instructor and the TAs availability to engage with them, including helping to address questions and challenges encountered in the course. Students should recognise that the instructor and TA have other responsibilities and would try to respond to emails promptly. However, do not always expect an instant reply. The instructor and TAs may not be available 24 hours before assignment due dates or exams. The instructor and TAs may not respond to emails on Saturdays and Sundays.

Evaluation, Requirements and Grading

All assignments are to be submitted electronically through Brightspace. There will be a 5% penalty for late submission for each late day. The instructor may grant exceptions on consideration of exceptional and documented circumstances.

I.Attendance and class participation - 20% (ongoing)

Attendance in all classes and tutorials is a requirement of this course. Students are expected to participate regularly and actively in class discussions. Grading of participation would be based on how students demonstrate deep insight and a prior engagement with the assigned readings and other materials relevant to the week's theme.

II.Critical reflection journals and policy briefings (ongoing)

This course encourages student participation through discussion and practice-oriented engagement with contemporary issues. Students will be able to apply ethical theories and lessons from the course to address current global challenges. Thus, assignments will take the form of four critical reflections and policy briefings, enabling students to reflect on issues and relate them to the course readings. Writing policy briefs targeting hypothetical policy audiences enables students to develop critical skills necessary for professional engagement with leaders in government, business and global institutions, such as civil society organisations or the media, and should present specific problem(s) and make concrete recommendations for how to address them. For instruction on writing policy briefs, see <https://www.idrc.ca/en/how-write-policy-brief>

Reflection essays and policy briefs should be between 750 - 1000 words, including a bibliography, and demonstrate critical engagement of the relevant literature with concrete cases or experiences.

- Critical reflection 1 (based on Weeks 2 & 3 - due January 30) - **15%**
- Policy Briefing 1 (based on Weeks 4, 5 & 6 - due February 20) -**15%**
- Critical Reflection 2 (based on Weeks 7, 8 & 9 - due March 20) – **15%**
- Policy Briefing 2 (based on Weeks 10, 11 or 12 – due April 10) – **15%**

III.In-class test – 20 % (Week 10)

Two in-class tests will take place during Week 5 and Week 10. Students will use their personal computers to answer short-answer and essay questions.

Grading

Final standing in courses will be shown by alphabetical grades. The system of grades used 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

The course instructor determines standing in a course, subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until the Dean has approved them.

Notes on submission of assignments and projects

Students will submit all work via Brightspace. More detailed instructions about the submission of videos and audio files will be made during the semester. Students should visit Brightspace regularly.

Plagiarism

The University Academic Integrity Policy defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” This includes 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. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings without appropriate acknowledgement;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one’s own; and
- failing to acknowledge sources through the use of proper citations when using another’s work and/or failing to use quotations marks.

Plagiarism is a serious offence that cannot be resolved directly by the course's instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarised. Penalties are not trivial. They can include a final grade of "F" for the course.

Academic Accommodation

- **Pregnancy obligation:** write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For accommodation regarding a formally-scheduled final exam, you must complete the Pregnancy Accommodation Form ([click here](#)).
- **Religious obligation:** write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details [click here](#).
- **Academic Accommodations for Students with Disabilities:** 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).
- **Survivors of Sexual Violence:** As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/equity/sexual-assault-support-services>
- **Accommodation for Student Activities:** Carleton University recognises the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation will be provided to students who compete or perform at the national or international level. Write

to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

Course Materials

Textbook: Hutchings, K. (2018). *Global ethics: An introduction* (Second Edition). Cambridge: Polity Press.

The book is available as an online resource in the university library and through multiple sources, including the university bookstore and online retailers.

Other materials will be posted on the course website (Brightspace) or are accessible as electronic resources at the university library.

Students should regularly check the course website, study and watch materials posted before each class. Students are encouraged to identify and use materials from other sources besides those assigned.

Course Schedule

Week	Topics	Readings
Week 1 – Jan. 11 No tutorial	Introduction to Ethics and Globalization	Hutchings - Chapter 1 De Lissovoy, N. (2010). Decolonial pedagogy and the ethics of the global. <i>Discourse: Studies in the cultural Politics of Education</i> , 31(3), 279-293.
Week 2 – Jan. 18	Ethics and Moral Theories	Hutchings – Chapters 2 & 3
Week 3 – Jan. 25	Cosmopolitanism and Its Discontents	Hooft, S. van. (2014). <i>Cosmopolitanism : a philosophy for global ethics</i> . Routledge. Introduction: 1-20 Wieske, S. (2018). Evaluating Cosmopolitanism. <i>Global Societies Journal</i> , 6(1). Case Study: Ahmed, T. (2022, December). Qatar’s World Cup exposes moral compromises of globalisation. <i>Financial Review</i> . https://www.afr.com/companies/sport/qatar-s-world-cup-exposes-moral-compromises-of-globalisation-20221212-p5c5l8

		<p>Tombs, R. (2022, November). Fifa’s president has exposed the trouble with ‘decoloniality’. <i>Spectator Australia</i>. https://www.spectator.com.au/2022/11/fifas-president-has-exposed-the-trouble-with-decoloniality/</p> <p>Recommended:</p> <p>Dunford, R. (2017). Toward a decolonial global ethics. <i>Journal of Global Ethics</i>, 13(3), 380-397.</p>
<p>Week 4 - Feb. 1</p>	<p>Ethics, Economics and Globalization</p>	<p>World Economic Forum. (2019, January). <i>A brief history of globalisation</i>. World Economic Forum. https://www.weforum.org/agenda/2019/01/how-globalization-4-0-fits-into-the-history-of-globalization/</p> <p>Barry, C., Wisor, S. (2015). International trade. In <i>The Routledge Handbook of Global Ethics (1st ed.)</i> Edited by Moellendorf, D., & Widdows, H. 216-229.</p> <p>Silver, L., Schumacher, S., Mordecai, M., Greenwood, S., Keegan, M. (2022, July 20). In U.S. and UK, globalisation leaves some feeling 'left behind' or 'swept up'. Pew Research Center's Global Attitudes Project. https://www.pewresearch.org/global/2020/10/05/in-u-s-and-uk-globalization-leaves-some-feeling-left-behind-or-swept-up/</p> <p>Watch:</p> <p>Amnesty International (2016). This is what we die for: Child labour in the DRC cobalt mines. https://youtu.be/7x4ASxHirEA</p>
<p>Week 5 - Feb. 8</p>	<p>The White Man’s Burden: The Ethics of International Aid</p>	<p>Hutchings – Chapter 4</p> <p>Manji, F., & O’Coill, C. (2002). The missionary position: NGOs and development in Africa. <i>International affairs</i>, 78(3), 567-584.</p> <p>Case Study:</p> <p>Gómez, P. (2021, June). How Haiti Became the Republic of NGOs. <i>Impunity Observer</i>.</p>

		https://impunityobserver.com/2021/06/25/how-became-haiti-republic-of-ngos/
Week 6 Feb.15	Slavery, Colonialism and the Ethics of Global Justice	<p>Hutchings - Chapter 5</p> <p>McCarthy, T. (2004). Coming to Terms with Our Past, Part II: On the Morality and Politics of Reparations for Slavery. <i>Political Theory</i>, 32(6), 750–772.</p> <p>Case Study:</p> <p>Porter, C., Méhuet, C., Apuzzo, M., & Gebrekidan, S. (2022, May). The Ransom: The Root of Haiti’s Misery: Reparations to Enslavers. <i>The New York Times</i>, https://www.nytimes.com/2022/05/20/world/americas/haiti-history-colonized-france.html</p> <p>Gebrekidan, S., Apuzzo, M., Porter, C., and Méhuet, C., (2022, May). The Ransom: Invade Haiti, Wall Street Urged. The U.S. Obligated. https://www.nytimes.com/2022/05/20/world/haiti-wall-street-us-banks.html?action=click&module=RelatedLinks&pgtype=Article</p>
Feb. 20 - 24	Winter Break	
Week 7 – March 1	Capitalism and Ethical Responsibility	<p>Friedman, M. (2007). The social responsibility of business is to increase its profits. In <i>Corporate ethics and corporate governance</i> (pp. 173-178). Springer, Berlin, Heidelberg.</p> <p>Latapí Agudelo, M. A., Jóhannsdóttir, L., & Davídsdóttir, B. (2019). A literature review of the history and evolution of corporate social responsibility. <i>International Journal of Corporate Social Responsibility</i>, 4(1), 1-23.</p> <p>Case Study:</p> <p>Shell. (2018) Our activities in Nigeria. <i>Shell Sustainability Report 2017</i>. https://reports.shell.com/sustainability-report/2017/managing-operations/our-activities-in-nigeria.html</p>

		<p>Amnesty International. (2018). Negligence in the Niger Delta: Decoding Shell and Eni's poor record on oil spills'. (Executive Summary) 4-7. https://www.amnesty.org/en/documents/afr44/7970/2018/en/</p>
<p>Week 8 - March 8</p>	<p>Ethics and Ecology</p>	<p>Palmer, C., McShane, K., & Sandler, R. (2014). 'Environmental ethics'. <i>Annual Review of Environment and Resources</i>, 39, 419-442.</p> <p>Kothari, A., Demaria, F., & Acosta, A. (2014). Buen Vivir, degrowth and ecological Swaraj: Alternatives to sustainable development and the green economy. <i>Development</i>, 57(3), 362-375.</p> <p>First National People of Color Environmental Leadership Summit (1991, October). Principles of Environmental Justice. http://www.columbia.edu/cu/EJ/Reports_Linked_Pages/EJ_principles.pdf</p> <p>Case Study:</p> <p>Colarossi, N.(2020, August). 10 egregious examples of environmental racism in the US. <i>Insider</i>. https://www.insider.com/environmental-racism-examples-united-states-2020-8</p>
<p>Week 9 March 15</p>	<p>The Ethics of Climate Change</p>	<p>Rajamani, L. (2018). Common but differentiated responsibilities. In <i>Elgar Encyclopedia of Environmental Law</i>. 291-302. Edward Elgar Publishing.</p> <p>Moore, J. (2019, November 4). <i>Who is responsible for the Climate Crisis?</i> Maise. Retrieved from https://www.maize.io/magazine/what-is-capitalocene/</p> <p>Lohmann, L. (2009). "Neoliberalism and the calculable world: the rise of carbon trading". In <i>Upsetting the offset: the political economy of carbon markets</i>, Edited by: Bohm, S. and Dabhi, S. 25–40. London: Mayfly books.</p> <p>Documentary Film:</p> <p>"The Dark Side of Green Energy"</p>

		<p>https://www.aljazeera.com/program/featured-documentaries/2020/9/7/the-dark-side-of-green-energy</p> <p><u>Recommended:</u></p> <p>Buxton, R. (2019) Reparative justice for climate refugees. <i>Philosophy</i> 94(02): 193–219.</p>
<p>Week 10</p> <p>March 22</p>	<p>War and Ethics</p>	<p>Hutchings – Chapter 6</p> <p>Case study:</p> <p>Xypolia, I. (2022). From the White Man’s Burden to the Responsible Saviour: Justifying Humanitarian Intervention in Libya. <i>Middle East Critique</i>, 31(1), 1–19. https://doi.org/10.1080/19436149.2022.2030981</p> <p>Hamid, S. (2016, July 29). Everyone says the Libya intervention was a failure. they're wrong. <i>Brookings</i>. https://www.brookings.edu/blog/markaz/2016/04/12/everyone-says-the-libya-intervention-was-a-failure-theyre-wrong/</p>
<p>Week 11</p> <p>March 29</p>	<p>Refugees, Migration and Boundaries</p>	<p>Carens, J. H. (2014). An overview of the ethics of immigration. <i>Critical Review of International Social and Political Philosophy</i>, 17(5), 538-559.</p> <p>Hollenbach, D. S. (2016). Borders and duties to the displaced: Ethical perspectives on the refugee protection system. <i>Journal on Migration and Human Security</i>, 4(3), 148-165.</p> <p>Gibney, M. J. (2018). The ethics of refugees. <i>Philosophy Compass</i>, 13(10), e12521.</p>
<p>Week 12</p> <p>April 5</p>	<p>Ethics of Justice and Reconciliation</p>	<p>Hutchings – Chapter 7</p> <p>Margaret Kohn, (2013) ‘Postcolonialism and Global Justice’, <i>Journal of Global Ethics</i>, 9(2): 187-200.</p> <p>Molefe, M., & Magam, N. L. (2021). What can Ubuntu do? A reflection on African moral theory in light of post-colonial challenges. In <i>Philosophical Perspectives on Land Reform in Southern Africa</i>. 285-307. Palgrave Macmillan,</p>

		<p>Cham.</p> <p>Watch:</p> <p><i>Miners Shot Down.</i> (2015). https://youtu.be/g2GbCoKioEs</p>
<p>Week 13</p> <p>April 12</p> <p>No tutorial</p>	<p>Is Global Ethics Possible?</p>	<p>Hutchings – Chapter 8</p>