

**GINS 2000**  
**Ethics and Globalization**  
**Mondays, 2:30-4:30**  
**Loeb C264**

Professor : Dr. Fiona Robinson  
Department of Political Science  
Office : Loeb C663  
E-mail : [Fiona.Robinson@carleton.ca](mailto:Fiona.Robinson@carleton.ca)  
Office Hours : Mondays, 12-2pm (or by appointment)

**Course Description and Objectives**

In our increasingly connected world, ethical questions confront us like never before. Almost every day, the ‘conscience of humankind’ is shocked by terrible human suffering, much of which seems preventable. From ‘everyday’ wrongs – poverty, inequality and violence – to catastrophic humanitarian crises – war, genocide, famine – people around the world can no longer ignore the suffering of others, near and far. Many kinds of questions need to be asked to address these problems, but among these are *moral* questions. Who is responsible for these harms and suffering? What can be done to help? Who has obligations to help, and what are the extent of those obligations? Can states and organizations be ‘moral actors’, or only individuals? Whose rights have been violated? How can competing rights and duties be adjudicated? What relationships have been damaged, severed or compromised? How can these be restored or repaired?

This course is designed to help provide you with the necessary intellectual tools for thinking about ethical questions in the context of the contemporary globalized world. While much of the course will be devoted to addressing particular moral issues – and the global socio-economic and geopolitical context in which they are immersed – we will spend the early part of the course thinking about ethics as a branch of philosophy, and studying different approaches to ethics as they are related to global politics. But in addition to studying traditional moral theories, we will also think critically about the way that ‘ethics’ – as a set of discourses about ‘right and wrong’, ‘good and evil’ – operates in global politics. Indeed, as we will find, ‘ethics’ does not always act as a check or limit on power. Acting morally – or at least being seen to do so – can be a source of power in itself. By the end of the course you should be able to use the theories and ideas about ethics you have used to analyze critically the moral dimensions of a key issue related to globalization/global politics. You will get a chance to demonstrate this ability through your final research report.

**Course Structure :** This course will consist of a combination of lectures and tutorial groups. Lectures will be once per week; Mondays, 2 :30-4 :30 pm . Tutorials will be

one-hour, once per week, and will be led by one of the three graduate student TAs for this course.

<b>Tutorial</b>	<b>Teaching Assistant</b>	<b>Time</b>	<b>Room</b>
A01	Fadi Abboudy	Wednesday 4:30-5:30	212 Commons
A03	Fadi Abboudy	Tuesday 1 :30-2 :30	2400 Canal Building
A04	Sacha Ghandeharian	Monday 12 :30-1 :30	317 Southam Hall
A05	Sacha Ghandeharian	Friday 1 :30-2 :30	B243 Loeb
A06	Stephanie Gervias	Thursday 11 :30-12 :30	615 Southam Hall

**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.

To access **Ares** :

- 1) Go to the Library homepage
- 2) Click on ‘Reserves’
- 3) Click on ‘Login to Ares’
- 4) Enter your ‘Carleton One’ login details
- 5) Choose GINS 2000
- 6) Scroll through the list of readings until you find the one you are looking for.

You will notice that, especially on some weeks, there is quite a lot of reading. This is because the topics we are studying are complex; most weeks, we need readings to understand ‘the issue’, and readings to give us various perspectives on the moral analysis of these issues. Thus, two or three readings rarely suffice. Do your best with these readings, so that you are prepared to discuss them in your TA group. Ideally, you will read all of them, carefully, each week. If you can’t manage this some weeks, read as much as possible. At the very least, look at each one – read the abstracts, the introductions and the conclusions. Then if you have more time later on, go back and read what you couldn’t finish. I have chosen the readings carefully; I think you will find them informative, interesting and thought-provoking.

In addition to weekly readings, I highly recommend reading a good quality daily newspaper – *The Globe and Mail*, *The New York Times*, *The Guardian*. Be on the lookout for news and stories that highlight the ethical dimension of international or global issues. In addition, the Carnegie Council for Ethics in International Affairs has a useful website full of useful resources. Check it out at [www.carnegiecouncil.org](http://www.carnegiecouncil.org)

### **Requirements and Assessment**

**Tutorial Attendance and Participation : 25%**

**Take-home test: 20% (questions given in Week 3; due Week 5)**

**Short Essay : 20% (due Week 7)**

**Final Research Report : 35% (due Week 12) (topic due Week 8)**

**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. 4 marks will be allotted for your oral report presentation (5 minutes; weeks 11 and 12). The other 10 marks of your participation grade will be for weekly participation. In order to receive a grade in the 'A' range (8 or higher) 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 (after the lecture; on CU learn) on September 26th (Week 3); responses will be due (submitted via CU learn) on at 12 noon on October 10th (Week 5). Questions will be on material covered in Weeks 1-3 only. Students will be required to answer two (out of a choice of three) 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 the readings so far – on moral theories and their relationship to global politics
- strength of central argument and support provided
- writing style, word-length; citations; references.

**Short Essay :**

**Topic : 'Global Capitalism : A Moral Assessment'.**

All students will write a short essay on this topic. 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, but this is not required. Sources used (including course readings) must be properly cited. You may write about global capitalism generally, or you may focus on a specific aspect of global capitalism : poverty, inequality, globalized labour/'sweatshops', gender inequality, fair trade, ethical investing, etc. You must use one or more of the ethical theories/ theories on the nature of morality and politics to assist you in making your moral assessment. Your essay must have a central argument or thesis statement, and must be geared towards demonstrating the validity of that argument. Essays must be 6-8 pages (1500-200 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) of global capitalism under consideration, 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. 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 2-4). 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 – any recognized style). However, unlike an essay, you do not need to have a ‘thesis statement’ or argument; rather, I am just looking for a **empirical description** of the 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). **You must be prepared to give a very short (5 minutes) presentation on your report in your tutorial group in Week 11 or 12.** This presentation will be part of your participation grade.

The report should be organized according to the following outline :

- Introduction
- Historical Background or Context
- The Issue
- Key Ethical Questions Arising
- Moral Framework(s) for Analysis
- Moral Analysis (and its relation to political, economic, social and/or legal aspects)
- Conclusion

Below is a link to an article that contains and discusses a briefing paper on the ethics of military drones. It provides a helpful guide for the type of report I am looking for.

<http://www.theatlantic.com/technology/archive/2011/12/drone-ethics-briefing-what-a-leading-robot-expert-told-the-cia/250060/>

**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):**

Humanitarian Intervention/R2P	Fair Trade
The Pharmaceutical Industry	Humanitarianism
Human Rights (women’s rights; children’s rights)	Indigenous issues
Agricultural technology/seed patents	Child Labour
Extractive Industries (mining)	Child Soldiers
Trafficking in human beings (including ‘sex’ trafficking)	Economic sanctions
Migrant labour (including migrant domestic workers)	Global commercial surrogacy
The global refugee regime	Non-combatant immunity
Global gender justice (generally or a specific aspect)	

**Examples of Moral Theories/Approaches** (these are just examples. You may use a single moral framework, or multiple) :

Moral cosmopolitanism  
Kantian and neo-Kantian ethics (deontological ethics)  
Utilitarian ethics  
Contractualist ethics  
Discourse ethics  
Postcolonialism (and ethics)

Communitarianism  
Virtue ethics  
Feminist ethics  
Environmental ethics  
Postmodern ethics

**Weekly Topics and Readings :**

**Week 1 (no TA groups this week)  
September 12  
Introduction to Course**

No readings.

**Week 2 (TA groups begin this week)  
September 19  
Ethics, Nation-States and the Global**

Richard Shapcott (2011) 'Chapter 12 : International Ethics' in John Baylis, Steve Smith and Patricia Owens, eds., *The Globalization of World Politics*. 6th edition. OUP.

Nash, Kate (2005) 'Cosmopolitan Political Community: Why does it Feel so Right?' in John Eade and Darren O'Byrne, eds., *Global Ethics and Civil Society*. London: Ashgate.

Andrew Linklater (2007) 'Distant Suffering and Cosmopolitan Obligations', *International Politics* 44(1) : 19-36.

**Week 3 (take-home test questions available on CU learn after class today)  
Different Approaches to Global Ethics  
September 26**

Kimberly Hutchings (2010) 'Chapter 2 : Rationalist Ethical Theories' in Kimberly Hutchings, *Global Ethics : An Introduction*. Cambridge : Polity Press.

Kimberly Hutchings (2013) 'A Place of Greater Safety?: Securing Judgement in International Ethics', in Amanda Russell Beattie and Kate Schick, eds., *The Vulnerable Subject : Beyond Rationalism in International Ethics*. London : Palgrave.

Kate Manzo (1999) 'Critical Humanism : Postcolonialism and Postmodern Ethics' in David Campbell and Michael J. Shapiro, eds., *Moral Spaces : Rethinking Ethics and World Politics*. Minneapolis : University of Minnesota Press.

Fiona Robinson (2009) 'Feminist Ethics in World Politics', Patrick Hayden, ed., *The Ashgate Research Companion to Ethics in International Relations*, Ashgate,

#### **Week 4**

**October 3**

#### **Ethics, International Political Economy and Global Capitalism**

Brassett, J and Christopher Holmes (2010) 'International Political Economy and the Question of Ethics', *Review of International Political Economy*, 17(3): 425-453.

Van den Anker, C., (ed). (2016). *The political economy of new slavery*. Springer. 'Chapter 1: Contemporary Slavery, Global Justice and Globalization'.

MK Goodman (2004) 'Reading Fair Trade: Political Ecological Imaginary and the Moral Economy of Fair Trade Foods', *Political Geography*, 23(7): 891-915.

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

**\*\*\* No class October 10; Thanksgiving Day\*\*\***

#### **Week 5 (take-home test due today)**

**October 17**

#### **Poverty and Inequality**

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

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

Dollar, D. (2005). Globalization, poverty, and inequality since 1980. *The World Bank Research Observer*, 20(2), 145-175.

Cammack, P. (2004). 'What the World Bank means by poverty reduction, and why it matters'. *New Political Economy*, 9(2), 189-211.

**\*\*\* No class October 24; Fall Term Reading Week \*\*\***

#### **Week 6**

## **November 7**

### **'Sweatshops' and the Ethics of Fast Fashion**

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

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

Joy, A., Sherry Jr, J. F., Venkatesh, A., Wang, J., & Chan, R. (2012). 'Fast fashion, sustainability, and the ethical appeal of luxury brands'. *Fashion Theory*, 16(3), 273-295.  
<https://www3.nd.edu/~jsherry/pdf/2012/FastFashionSustainability.pdf>

'Flee Sweatshops or Stay and Change them?', Room for Debate, *The New York Times*, May 2, 2013 <http://www.nytimes.com/roomfordebate/2013/05/02/when-does-corporate-responsibility-mean-abandoning-ship>

## **Week 7 (short essay due today)**

### **November 14**

#### **Universal Human Rights and Justice? Thinking about 'Culture', 'Gender' and 'Difference'**

Giorgio Shani (2014) 'Who has rights?' in Jenny Edkins and Maja Zehfuss, eds., *Global Politics : A New Introduction*. London : Routledge.

Alison Jaggar (2005) 'Saving Amina: Global Justice for Women and Intercultural Dialogue', *Ethics and International Affairs*, 19(3) : 55-75.

Elisabeth Porter (2013) 'Ethical Commitment to Women's Participation in Transitional Justice', *Global Justice : Theory, Practice, Rhetoric*, 6 : 1-20.

Krushil Watene and Mandy Yap, (2015) 'Culture and sustainable development : indigenous contributions', *Journal of Global Ethics*, 11(1) : 51-55.

## **Week 8 (topic for research report submitted via CU learn today)**

### **November 21**

#### **The Ethics of War : Technology and 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.

Zehfuss, Maja (2011) 'Targeting: Precision and the Production of Ethics', *European Journal of International Relations*, 17(3): 543-566.

## **Week 9**

**November 28**

### **Security Ethics : Surveillance, Privacy and Rights**

Lucas, G. R. (2014). NSA management directive# 424: Secrecy and privacy in the aftermath of Edward Snowden. *Ethics & International Affairs*, 28(01), 29-38.

Lowe, D. (2014). Surveillance and International Terrorism Intelligence Exchange: Balancing the Interests of National Security and Individual Liberty. *Terrorism and Political Violence*, 1-21.

Bauman, Z., Bigo, D., Esteves, P., Guild, E., Jabri, V., Lyon, D., & Walker, R. B. (2014). After Snowden: Rethinking the impact of surveillance. *International political sociology*, 8(2), 121-144.

## **Week 10**

**November 17**

### **Ethics, Citizenship and Borders : Migration and Refugees**

Asrah Abizadeh (2010), Citizenship, immigration and boundaries, in Duncan Bell, ed., *Ethics and World Politics*. Oxford: OUP.

Carens, J. H. (2014). An overview of the ethics of immigration. *Critical Review of International Social and Political Philosophy*, 17(5), 538-559.

Gibney, M. J. (2015). 'Refugees and justice between states'. *European Journal of Political Theory*, 14(4): 448-463.

## **Week 11**

**December 5**

### **Carbon-Fuelled Capitalism and Environmental Ethics (TA group : final project presentations)**

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

Pandey, A. (2013). Globalization and ecofeminism in the South: keeping the 'Third World' alive. *Journal of Global Ethics*, 9(3), 345-358.

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.

## Week 12

**December 9 (\*\*\*) Please note that this is a Friday! Classes follow a Monday schedule on this day!)**

**Conclusion and Review (final projects due)  
(TA group : final project presentations)**

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](mailto: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](http://www.carleton.ca/equity)).

**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 BGIInS 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 BGIInS 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 BGIInS website is the official course outline.

