

**GINS 2000F**  
**Ethics and Globalization**  
**Thursdays 2:35-4:25**  
**4499 Mackenzie Building**

Professor: Dr. Fiona Robinson  
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Office Hours: Mondays: 11:30-1:30 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 and critical 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, Thursdays 2:35-4:25. As often as possible, lectures will be broken up with periods of discussion – as a large group or in small groups

-- especially on the 'Reflective Exercises' in the textbook. There will always be a break of at least 10 minutes during the lecture. Tutorials will be one-hour, once per week, and will be mainly group discussions 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	Barbra Chimhandamba	Wednesdays, 3:35-4:25PM	378 University Centre
A03	Fadi Abboudy	Wednesdays, 11:35AM-12:25PM	315 Southam Hall
A05	Barbra Chimhandamba	Wednesdays, 4:35-5:25PM	378 University Centre
A06	Fadi Abboudy	Wednesdays, 12:35-1:25PM	230 Tory Building

**Readings:** There is a textbook for this course. It is **Kimberly Hutchings: Global Ethics: An Introduction (Polity Press, 2010)**. Other 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, 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, 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: 20%**

**3 Lecture Quizzes: 30% (Weeks 4, 7, 10)**

**Research Report: 25% (due Week 12)**

**Take-home Exam: 25% (due via CU learn on December 22<sup>nd</sup> (final day of exam period))**

**Tutorial Attendance and Participation:** Attendance and participation in your TA group will account for 20% of your final grade. Half of this 20% will be for attendance, and half for participation. Attendance in tutorial groups is **compulsory**; if you must miss a tutorial, please notify your TA, with the reason for your absence, **before** the tutorial (or as soon as possible after the tutorial). Please arrive on time for tutorials, and be ready to participate. TAs expect **well-informed** participation. In order to receive an 'A-range' grade for participation (16/20 or higher) you must attend all or nearly all tutorials, and participate regularly and consistently in a manner that is thoughtful, well-informed and respectful of your classmates, your TA, and the material under discussion.

**3 Lecture Quizzes (Weeks 4, 7 and 10):** There will be three short (15 minute) quizzes throughout the term (Weeks 4, 7 and 10). These quizzes will be on the material covered in lectures. If you attend lectures regularly, listen, and take notes, you should be fully prepared for these quizzes. No (or very minimal) studying should be required. Quizzes will be written during the lecture, directly following the break. Questions could be on any lecture material from the beginning of the course up to the day of the quiz (but each one will concentrate on the weeks directly leading up to the quiz). Quizzes will be written by hand on hard copies, and submitted upon completion. Questions will be multiple choice, true or false, and very short answer (a few words). **There will be NO MAKE-UP QUIZZES. If you miss a quiz due to a legitimate absence, the 10 marks will be transferred to your final project (e.g. if you miss one quiz, your final project will be worth 35% of your grade rather than 25%).**

**Final Research Report:** Your final 'summative' evaluation will be to write a report on the ethical dimensions of an issue or problem in global politics. The aim of the project is to research an *international/global* issue and to present and analyze its ethical dimensions. 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 an **empirical description** of the issue and **an analysis of the ethical questions, dilemmas or debates arising**. 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 2500-3000 words (10-12 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 using the following sub-headings:**

- Introduction
- Historical Background or Context
- Description of the Issue
- Key Ethical Questions Arising
- Moral Framework(s) for Analysis
- Moral Analysis (and its relation to political, economic, social and/or legal aspects)
- Implications and Prescriptions for Policy and Practice
- 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 International 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 combine, compare or contrast multiple approaches):

Moral cosmopolitanism	Communitarianism
Kantian and neo-Kantian ethics (deontological ethics)	Virtue ethics
Utilitarian ethics	Care ethics
Contractualist ethics	Environmental ethics
Discourse ethics	Postmodern ethics
Postcolonialism (and ethics)	

### **Take-Home Exam**

This course has a take-home exam. The exam questions will be made available (and instructions given) during the Review Lecture (Week 12) on November 30<sup>th</sup>. The exam format will be essay questions. The take-home exam will be **due at 5pm via CU learn on December 22<sup>nd</sup> (the final day of the formal examination period). No extensions will be granted.**

## Weekly Topics and Readings:

### **Week 1 (no TA groups this week)**

#### *Introduction to Course*

**Sept 7**

No readings.

### **Week 2 (TA groups begin this week)**

#### *Ethics, Nation-States and the Global*

**Sept 14**

Kimberly Hutchings (2010) 'Chapter 1: What is Global Ethics?' in Kimberly Hutchings, *Global Ethics: An Introduction*. Cambridge: Polity Press.

**\*\*Reflective Exercises (Hutchings, pp. 6 and 13) (pay special attention to these reflective exercises when reading the textbook. We will discuss them in the lecture and/or in tutorial groups)**

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

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

### **Week 3**

#### *Different Approaches to Global Ethics*

**Sept 21**

Kimberly Hutchings (2010) Chapter 2 'Rationalist Ethical Theories' and Chapter 3 'Alternatives to Ethical Rationalism' in Kimberly Hutchings, *Global Ethics: An Introduction*. Cambridge: Polity Press.

**Reflective Exercises (Hutchings, pp. 32, 38, 42, 47)**

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

Margaret Kohn, (2013) 'Postcolonialism and Global Justice', *Journal of Global Ethics*, 9(2): 187-200.

\*Challenging Reading (optional): Dhawan, Nikita. "Can Non-Europeans Philosophize? Transnational Literacy and Planetary Ethics in a Global Age." *Hypatia* (2017).

### **Week 4 (Quiz #1)**

## ***Development and Global Inequality***

**Sept 28**

Hutchings, Chapter 4, 'Ethics of International Aid and Development', pp. 83-110.

**Reflective Exercises (Hutchings, pp. 60, 66, 73)**

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

Patrick Hayden (2007) 'Superfluous Humanity: An Arendtian Perspective on the Political Evil of Global Poverty', *Millennium: Journal of International Studies*, 35(2): 279-300.

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)

**Week 5**

***Global Justice***

**Oct 5**

Hutchings, Chapter 5, 'Global Distributive Justice', pp. 111-136. **(Reflective Exercises, Hutchings)**

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

<http://www.cbc.ca/radio/ideas/global-justice-part-1-justice-across-borders-1.3368968>

Global Justice, Part I: Justice across Borders (listen to broadcast, 54 minutes)

**Week 6**

***Ethics and Consumer Capitalism: Fair Trade and Global Commercial Surrogacy***

**Oct 12**

Gavin Fridell. "Fair trade and the international moral economy: Within and against the market." *Global citizenship and environmental justice* 17 (2006): 81.

<https://www.fairtrade.net>

(Read as much of this website as possible)

<https://www.theguardian.com/global-development/2014/sep/05/fairtrade-unjust-movement-serves-rich>

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

[https://www.vice.com/en\\_ca/article/how-commercial-surrogacy-became-a-massive-international-business](https://www.vice.com/en_ca/article/how-commercial-surrogacy-became-a-massive-international-business)

### **Week 7 (Quiz #2)**

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

**Oct 19**

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.

'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 8**

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

**Nov 2**

Hutchings, Chapter 6, 'Ethics of War', pp. 137-164. (**Reflective Exercises, Hutchings pp. 142, 150, 156, 159**).

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

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

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

### **Week 9**

#### ***Humanitarian Intervention and the Responsibility to Protect***

**Nov 9**

*The Responsibility to Protect*. Report of the International Commission on Intervention and State Sovereignty. <http://responsibilitytoprotect.org/ICISS%20Report.pdf>

Bellamy, Alex J. (2010) "The responsibility to protect—five years on." *Ethics & International Affairs* 24(2):143-169.

Steele, Brent J., and Eric A. Heinze (2014) "Norms of Intervention R2P and Libya." *Global Responsibility to Protect* 6.1: 88-112.

### **Week 10 (Quiz #3)**

#### ***Ethics of Making and Sustaining Peace***

**Nov 16**

Hutchings, Chapter 7, pp. 165-196. (**Reflective Exercises, Hutchings, pp. 174, 182, 192**)

Reina C. Neufeldt,. "Doing Good Better: Expanding the Ethics of Peacebuilding." *International Peacekeeping* 21.4 (2014): 427-442.

Kristoffer Lidén, "Building peace between global and local politics: The cosmopolitical ethics of liberal peacebuilding." *International Peacekeeping*, 16.5 (2009): 616-634.

### **Week 11**

#### ***Climate Change, Globalization and Ethics***

**Nov 23**

Gardiner, Stephen M. "Ethics and global climate change." *Ethics* 114.3 (2004): 555-600.

Hales, Rob, and Kellee Caton. "Proximity ethics, climate change and the flyer's dilemma: Ethical negotiations of the hypermobile traveller." *Tourist Studies* 17.1 (2017): 94-113.

‘As Environmental Catastrophe Looms, is it Ethical to have Children?’, *Foreign Policy*, May 31, 2017 <http://foreignpolicy.com/2017/05/31/is-it-ethical-to-have-children-climate-change-family-planning/>

### **Week 12**

#### ***Review and Discussion of Take-Home Examination***

**Nov 30**

This week's lecture will review the key ideas from the course and discuss the take-home examination (including strategies for success!) The take-home exam questions will be posted on CU learn today. The completed take-home exams will be due on the final day of the Fall Examination period (December 22<sup>nd</sup>).

### **Week 13**

#### **No lecture**

**Dec 7**

**\*\*Final Research Reports due today via CU Learn at 12 noon.**

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**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.