

## Ethics and Globalization

GINS 2000A

Fall 2019

Prerequisite: 2nd year standing

Lectures: Wednesdays 2:35-4:25 SC 103

Instructor: M. Steckley

Office: Ritchcraft Hall 1401R-B

Office Hours: Wednesdays 4:30-6:00

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**Teaching Assistant:**

## Course Overview

In this course, we consider Plato's question, "How ought we to live?" by drawing from the field of Global Ethics. Our focus will be on recent work in global ethics, and global ethical questions in the 21st century. Leading social and political philosophers and ethicists have long grappled with problems of poverty, inequality, environmental degradation, and conflict. In response, several thinkers have attempted to develop ethical frameworks for addressing these harms. In this course, we explore the work of scholars like Peter Singer, Franz Fanon, Noam Chomsky, Arne Naess, Judith Lichtenberg, and others, to ask some of the most pressing ethical questions of our time: What duties do we have to distant strangers? Can war ever be ethical? Is patriotism a virtue? Do all humans deserve inalienable human rights? Is killing ever just?

## Learning Outcomes

1. Understand core ethical theories as they relate to globalization, including rationalist and alternative approaches.
2. Understand and be able to articulate how various ethical approaches might be applied to interpretations of contemporary issues (i.e. of environmental change, violence, and consumption).
3. Be capable of explaining the central ideas of leading ethical figures in various ethical traditions (ie. Utilitarian ethics, Virtue Ethics, Feminist Ethics, etc)
4. Be able to draw from acquired knowledge of ethical theory to interpret film, and literary narratives.
5. To read key works in the field of global ethics, and in doing so, improve academic reading skills.

## Format

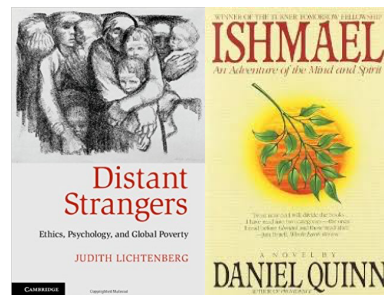
This course is based upon lectures, readings, films, assignments and tests. There is **no final exam**. We will work our way through 2 books on global ethics written by leading authors in the field, and several additional articles which will be posted on ARES. You are also asked to read a separate book (Ishmael) for a book review assignment. You will find it helpful, and get more out of each lecture, if you keep up with the reading assignments for each week. The course will follow the thematic outline below, but the schedule is subject to some flexibility.

## Required Readings

Lichtenberg, J. 2014. Distant Strangers: Ethics, Psychology, and Global Poverty.

D. 1992. Ishmael.

\*Other Weekly Readings are available on ARES



## Evaluation

<u>Tutorial Participation</u> (10% for attendance, 10% for participation)	<u>20%</u>
<u>Reading Comprehension Quizzes on cuLearn</u>	<u>15%</u>
<u>Assignment (Book Review) #1</u>	<u>10%</u>
<u>Assignment (Film Review) #2</u>	<u>10%</u>
<u>In-Class Test #1</u> In class on your personal computer: <b>September 25th</b>	<u>15%</u>
<u>In-Class Test #2</u> In class on your personal computer: <b>October 30th</b>	<u>15%</u>
<u>In-Class Test #3</u> In class on your personal computer: <b>November 27th</b>	<u>15%</u>
<u>*Optional <b>Bonus Mark</b> Opportunity*</u>	<u>1-2%</u>
*See: "Information for students about the incentives program" below	

- \* **Assignment Policies:** No extensions will be granted without approval prior to the deadline. Deductions of 10% per day begin immediately after the class on the due date. Assignments will not be accepted if they are more than seven days late. Assignments will not be accepted by e-mail. Please keep a hard copy of all assignments.

**Tutorial Attendance and Participation:** Tutorial attendance is compulsory. If you must miss a tutorial, notify your TA with the reason for your absence. 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.

**Reading Comprehension Quizzes:** You will complete short quizzes weekly on cuLearn. Quizzes are in Multiple choice format, based on the weekly readings, and include 10 questions per quiz. Quizzes for the corresponding week must be completed **before the start of class (i.e. by 2:30pm on Wednesday afternoons)**. No late quizzes, or re-writes will be accepted. The best 8 of 10 quiz marks will count towards your final quiz grade. You are welcome to work ahead on quizzes and readings!

**Tests:** In-Class Tests will take place during the first 45 minutes of lecture, on a personal computer. Tests comprise a combination of multiple choice, true false, fill in the blank, short answer questions. Tests cover the lecture material, and are **NOT** cumulative. If you attend lectures regularly, listen, take notes, and study you should be fully prepared for the tests. There will be no re-writes and **no make-up tests**. If you miss a Test due to a legitimate absence, the 15% will be distributed evenly between your other tests.

### **A Note On Evaluations:**

The instructor and Teaching Assistant will not be available for 48 hours before assignment due dates or tests, and 48 hours after assignments/tests are returned. Emails sent during these windows will not be responded to until the window has passed.

### **A Note On Appeals:**

If you wish to contest a grade, you must do so within 7 days after the assignment/test is returned to you. To appeal a grade, you must first approach your TA. Please write a courteous note explaining that you wish to set up a meeting to discuss the questions you have about your assignment/test grading. Include in your note a 1/2 page appeal outlining specifically the grading errors you have found in your test/assignment. Only legitimate requests will be considered. Please be respectful, and gracious when approaching your TA for appeals.

### **Office Hours and Communication:**

I am eager to help you with any problems you might have with the course, and will be available after each lecture, for as long as I am needed. Otherwise, catch me at a lecture and we will set up a time. My preference for in-depth thematic and content-related questions is for a meeting (either face-to-face, or by phone). In this class we will use our Q&A forum on cuLearn to address short logistical questions. Please **use CULearn as the first site** to post your questions. You are encouraged to be good class citizens and to respond to other students' questions. Please do not expect an instant reply: we will do our best to answer promptly. We do not read posts either on Saturday or Sunday.

### **Information for Students about the Incentive Program**

This course is registered in the Incentive Program offered through the Centre for Student Academic Support (CSAS). CSAS Learning Support Workshops are designed to help students cultivate and refine academic skills for a university environment. To earn 1-2% marks towards attendance/participation you are expected to attend 2 or 4 workshops throughout the term. For example: attendance of 2 workshops = 1% bonus mark; attendance of 4 workshops = 2% bonus marks. Bonus marks are given as whole numbers: I cannot grant bonus marks of .5, or 1.5%. In this respect, if you attend either 2 or 3 workshops, you will receive a 1% bonus mark.

Learning Support Workshops for the Fall 2018 term will be available starting September 4<sup>th</sup>, 2019 and must be completed by **December 2<sup>nd</sup>, 2019** to receive credit for the Incentive Program. To see the complete Learning Support Workshop schedule, please visit mySuccess via Carleton Central. You can also view your CSAS Workshop attendance history at any time by logging into mySuccess. Please also remember to review the Incentive Program participation policies here: [carleton.ca/csas/incentive-program/](http://carleton.ca/csas/incentive-program/).

If you have any questions related to the Incentive Program or the Learning Support Workshops, please contact the Centre for Student Academic Support at [csas@carleton.ca](mailto:csas@carleton.ca) or 613-520-3822.

## GINS 2000 Thematic Outline and Readings

Week	Topics		Coursework
1	Sept 4	Introduction: What is Global Ethics	<b>No Tutorials this week</b>
2	Sept 11	Rationalist Ethical Approaches	1. Peter Singer, "Famine, Affluence, and Morality" (1972) 2. Scott Wisor (2011) Against shallow ponds: an argument against Singer's approach to global poverty, Journal of Global Ethics, 7(1): 19-32.
3	Sept 18	Alternative Ethical Approaches	1. Singer P. The Logic of Effective Altruism. Boston Review. (2015) 2. Iason Gabriel "Effective Altruism & Its Critics" (2016)
4	Sept 25	Test #1	
		Alleviating suffering	Distant Strangers Chapters 1, 2 and 3
5	Oct 2	Consumption & Responsibility	Distant Strangers Chapters 4, 5, 6 and 7
		Assignment #1 Due	
6	Oct 9	Justice and Responsibility	Collste, Göran. '...restoring the dignity of the victims'. Is global rectificatory justice feasible?
7	Oct 16	National Identity & Violence	1. Portraits of Violence- Thinking Against Violence- Brad Evans 2. Portraits of Violence- Arendt 3. Portraits of Violence-Fanon
	Oct 23	Fall Reading Break	
8	Oct 30	Test #2	
		On Violence Cont.	1. Giampaolo, K. 2016. Deterrence or Disarmament?: the ethics of Nuclear Warfare 2. Arundhati Roy. The End of Imagination.
9	Nov 6	Environmental Ethics Review Assignment #2	Tongjin Yan. Towards and Egalitarian Global Environmental Ethics.
10	Nov 13	Human-Animal Ethics	Animal Liberation at 30
11	Nov 20	Gender, and Feminist Ethics	1. Alison Jaggar, "Saving Amina: Global Justice for Women and Intercultural Dialogue" (2005) 2. bell hooks. Feminist Politics: Where We Stand.
		Assignment #2 Due	
12	Nov 27	Test #3	
		No Tutorial this week	
13	Dec 4	Spillover Week	

## Global Ethics GINS 2000      Critical Film Analysis: Assignment #1

- 10% of final grade
- due to cuLearn by 2:30pm October 2nd
- Must be typed, double-spaced, 1-inch margins, in 12 pt, Times New Roman font.
- Must include a bibliography; you may use the citation style of your choice
- Length: 750- 1000 words MAX

### Summary

Drama can be an illuminating window on the human condition, and representations through film can reveal ethics from a particular ideological or value perspective. This assignment is designed to get you thinking about how ethics are portrayed through film.

### Instructions

Select **one** film from the list below and critically review the portrayal of one dimension of global ethics in the film. For example, your review should focus on the film's portrayal of its main topic (poverty, trade, consumerism, war, exploitation, discrimination) as it relates to one or two ethical positions that we have covered in the course. In other words, you are expected to situate the events, opinions, or narratives of the film within their respective ethical framework. This assignment is meant to be a critical interpretation of how the ethical theories that we have discussed are reflected in the film. **Do not summarize the plot or focus on acting, cinematography or character development.** Instead, prepare a paper discussing how ethical values portrayed in the film contributes to your understanding of one of the courses ethical theories.

### Assignment Requirements:

- Offer a strong title that relates to your article, and identifies **both** the theory/theorist and the film with which you are interacting.
- Articulate a clear thesis statement and lines of exploration (both of these will be stated in the introductory paragraph). Make sure to write your thesis statement in **bold** under your title on your title page
- Your analysis must demonstrate critical thought and involve a critical commentary. Consider, for example: How does the film deepen your understanding of an ethical principle or approach? Which ethical theory or theorist does this film best represent? Which ethical theorists might disagree with the ethics portrayed in the film?
- Reference and provide support from **at least 2** sources from course material.
- You are expected to offer evidence from the film and your reference list. As you integrate quotations, use only those that are most compelling and limit yourself to 2 quotations per page. The majority of your work should be written in prose by you. Points without explicit reference can only earn max grade of 'C.'



## Global Ethics GINS 2000 Critical Film Analysis: Assignment #1 CONT.

### Brainstorming Ideas:

- How are ethics characterized in the film? Are there biases? (Please rely concretely on course texts and the film to support your case).
- What important ethical issues have been brought up in the film and how are they portrayed? For example: if the film shows urban poverty, how is it represented? What ethical imperatives does this imply? What ethical theorists might support/refute the positions expressed by main characters, or the producer?
- Who is being represented in the film? Who is missing? What ethical consequences might this portrayal have on the audience(s)?

### Film Choices

Born into Brothels (2005)* (India)	Bliss (Mutluluk) (2007)* (Turkey)
Hotel Rwanda (2004)	No Land's Song (Iran) (2014)
Life is Sacred (Colombia)	The First Grader (2010) (Uk/Kenya)
Blood Diamond (2006)*	Rabbit-Proof Fence (2002)* (Australia)
Fire in the Blood (2013)*	In my Lifetime (Nuclear)*
Gran Torino (2008)*	The Florida Project (2017) (USA)
The Square (The Egyptian Revolution)* (2013)	
Standard Operating Procedure (2008)	
The Fog of War: Eleven Lessons from the Life of Robert S. McNamara* (2003)	
I, Daniel Blake (2016) (England)	

\*indicates that the film is available at the MacOdrum Library

### Grading Rubric

Thesis Statement and Lines of Exploration ...../3

Analysis, Critical Thought, Connection to Course Themes...../4

\*this includes a clear and meaningful articulation of the theorist, ethical approach or principle with which you will interact\*

Writing Clarity and

Bibliography..... /3

\*this includes both spelling/grammar, a clear bibliography, but also clarity of thought, logical framing, and organization\*

**Total...../10**

\* **Late Policy:** No extensions will be granted without the approval. Deductions of 10% per day begin immediately following the due date. Assignments will not be accepted if they are more than seven days late. Assignments will not be accepted by e-mail.

## GINS 2000 Critical Reflection Review of Ishmael: Assignment #2

- 10% of final grade
- due to cuLearn by 2:30pm November 20th
- Must be typed, double-spaced, 1-inch margins, in 12 pt, Times New Roman font.
- Must include a bibliography; you may use the citation style of your choice
- Length: 750- 1000 words MAX

### Summary

This assignment is designed to deepen your exploration of Global Ethics, and to foster reflection on your own ethical development in relation to the text "Ishmael". In this assignment, you will write a reflective essay drawing from both Ishmael, and **at least one** course reading.

### Assignment Instructions:

1. Engage with Ishmael, and with at least one course reading, to respond to one of the five following two questions.

- What is the best ethical approach for us to take to help combat global poverty?
- What is the best ethical approach for tackling global environmental problems?
- Do you agree or disagree with anthropocentrism?
- In chapter 11, Ishmael presents the following situation:

"Consider this. Let's suppose you're one of this nation's homeless. Out of work, no skills, a wife the same, two kids. Nowhere to turn, no hope, no future. But I can give you a box with a button on it. Press the button and you'll all be whisked instantly back to pre-revolutionary times. You'll all be able to speak the language, you'll all have the skills everyone had then. You'll never again have to worry about taking care of yourself and your family. You'll have it made, you'll be a part of that original affluent society...So, do you press the button?" (221)

Would you press the button? Is it ethical to press the button?

- How do you understand Ishmael's proverb: "With gorilla gone, will there be hope for man? With man gone, will there be hope for gorilla?"

2. Explain your response to the question of your choice, making sure to support your response with details from the text, and other real world examples/statistics as relevant. You are expected to develop detailed, specific, plausible responses, using supportive evidence/examples from the text, and other statistics and information to illustrate your argument(s)/position.
3. You are expected to engage meaningfully with **at least one** ethical theory or theorist that we have discussed: utilitarianism; social contract ethics (contractualism); rights-based ethics; virtue ethics; consequentialism; deontology; libertarian ethics etc.



## **GINS 2000 Critical Reflection Review of Ishmael: Assignment #2 CONT.**

4. Be sure to:

- Offer a strong title that relates to your chosen question, your main argument, and the theorist/theory with which you will interact.
- Provide a clear introduction, body paragraph(s), and a concise conclusion.
- Articulate a succinct thesis statement and lines of exploration that respond to one of the assignment questions (both of these will be stated in the introductory paragraph). Your thesis statement should be to the point, and reflective of your topic. Avoid ambiguous or lofty thesis statements. A great paper will have a targeted and manageable thesis statement. Be sure to also write your thesis statement in **bold** under your title on your title page include a concise title that reflect your paper and main argument.
- Ensure that that your essay is 750-1000 words in length
- Your essay must include a bibliography. You are free to choose the style of the bibliography (MLA, APA etc) that your are most comfortable with, but be sure to be consistent and include all bibliographic information.
- You must support your arguments with specific references to the text and at least one reading from your coursework this term. Again, avoid lofty, or vague examples, try to ground your discussion with empirical examples or evidence.

### **Grading Rubric**

Thesis Statement and Lines of Exploration .....	/3
Analysis, Critical Thought, Connection to Course Themes.....	/4
Writing Clarity and Bibliography.....	/3
<b>Total.....</b>	<b>/10</b>

- \* **Late Policy:** No extensions will be granted without the approval. Deductions of 10% per day begin immediately after the class on the due date. Assignments will not be accepted if they are more than seven days late. Assignments will not be accepted by e-mail.

**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 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

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.