

PSCI 5602 W
Ethics and International Relations
Wednesdays 2:35-5:25
(Online on Zoom)

Professor: Fiona Robinson (she/her)

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Office hours: On Zoom, Tuesdays 12:00-1:00pm or by appointment <https://carleton-ca.zoom.us/my/prof.robinson?pwd=U0ISZnNVMUJ3Zkl1M3cxNEVXTWNkZz09>

COURSE DESCRIPTION AND OBJECTIVES:

How should we think about moral problems in global politics? What does it mean to think, and act, ethically in the world? What role do ethics play in international relations? What is the relationship between ethics, politics and power? The aim of this course is to provide students with the necessary tools to think critically about theories and issues related to international ethics. International ethics is a rapidly expanding field within the discipline of International Relations; this growth has been driven partly by developments in related fields of moral and political philosophy, as well as by the evident moral urgency of many contemporary global problems and issues. We will consider the traditional understanding of ethics as a separate realm that serves mitigate or ‘check’ the worst excesses of power politics; we will also consider the more critical view that observes how ethics may be used by the powerful to justify particular political decisions or courses of action. We will begin by looking at theories and concepts related to international ethics, such as cosmopolitanism and human rights. We will then go on to examine issues and problems in international ethics, including the poverty, the ethics of war and intervention, and migration and borders.

LEARNING OUTCOMES:

Upon completion of this course, you should:

- Have a strong grasp of dominant and critical theoretical approaches to international ethics
- Be able to use these approaches to consider and evaluate ethical problems and issues in global and international politics.
- Have developed skills in research, close reading, critical analysis and oral and written communication.

ASSESSMENT AT A GLANCE

<u>Assignment</u>	<u>Percentage</u>	<u>Due Date</u>
Seminar Participation	25%	ongoing

Article Review (1500-2000 words)	20%	January 31
Essay Proposals (400-500 words)	10%	February 14
Proposal Presentation and Peer Feedback	5%	March 13
Research Essay (4000-4500 words)	30%	April 3
Research Presentation	10%	April 3

ASSESSMENT IN DETAIL

Attendance and Participation: Attendance at weekly seminars is required. Your participation grade will be based on your attendance at these meetings throughout the term, as well as the quality and quantity of your participation in discussions. Students are expected to have completed the required reading, or as much as possible, before the seminar and to arrive prepared to discuss that week's material. If you have to miss a seminar for a legitimate reason, please inform me as soon as possible (preferably before the seminar). All students are required to show basic courtesy and respect for the instructor and the other students by listening attentively during the seminar.

The seminar will be structured around QUOTES and QUESTIONS. Each week, students will choose a meaningful quotation (at least two sentences but no more than a single paragraph) from one of the readings that addresses a key idea, and which they find interesting, thought-provoking or which they feel is contentious or problematic. They should also prepare a question RELATED TO THE QUOTATION (i.e., a question that arises from the quotation). The aim is to choose quotes and questions that will generate meaningful class discussion. **Quotes and questions should be posted on the class Google Doc (on Brightspace) by 12 noon on the day of class.** Students will 'present' their quotes and questions during the first part of the seminar, and they will then be the focus of breakout group and full class discussion. Students should be prepared not simply to read their quote and question, but to share their thoughts on it and explain why they are significant or important. Performance on weekly quotes and questions will form an important part of your participation grade.

Article Review: All students will write a 1500–2000-word critical review of one of the following articles (available online through the library):

- Zehfuss, M. (2011). Targeting: Precision and the production of ethics. *European Journal of International Relations*, 17(3), 543-566.
- Hidalgo, J. (2016). The case for the international governance of immigration. *International Theory*, 8(1), 140-170.
- Lynch, C. (2022) Centering Global Humanitarianism on Africa. *Global Africa*, 1(1): 80-92.

- Krystalli, R., & Schulz, P. (2022). Taking love and care seriously: an emergent research agenda for remaking worlds in the wake of violence. *International Studies Review*, 24(1).

Your review should assess critically the principal arguments made in the article, paying special attention to role of ethics, morality, values and/or norms. You are encouraged to use other sources to support your ideas, including the literature we will already have examined in the course, along with any other material that you may find useful. Be sure to strike an appropriate balance between the descriptive elements of the review and the critical assessment (make sure your own 'voice' comes through). You should have a clear argument regarding your assessment of the contribution of the book and the persuasiveness of its analysis. Of course, all sources must be properly cited (APA or other in-text style) with a reference list at the end.

Research Essay Proposal: All students will write a brief (400-500 words, not including bibliography) proposal for their final research papers. The proposals should include the following:

1. Working title
2. Problem guiding the inquiry (including context)
3. Research question
4. Brief statement of the (working) central argument or thesis
5. Theoretical/analytical framework or conceptual approach
6. Key sections for the analysis
7. Annotated Bibliography with at least 4 sources (at least 3 of which must NOT be course readings). Annotations should be 2-4 sentences each.

Essay Workshop: All students will present their essay plans/drafts during a special seminar. Each student will prepare a five-minute presentation of their research to date; presentations must include all the components from the proposal (above), as well as any further research that has been completed. Students will be paired with one or their classmates who will provide oral feedback in class. Outlines should be sent to peer discussants no later than 12 noon on Monday March 11th.

Research Essay: All students will be required to write one substantial research essay (4000-4500 words). The essay will be on a topic of the student's choice related to the area of ethics and international relations. Essay topics may be purely theoretical; however, in most cases, students will choose to address an empirical issue or problem in IR from an ethical perspective. However, all essays must have a clear moral-theoretical framework or 'lens' through which they examine the issue(s) in question. Students are expected to at least six peer-reviewed scholarly sources (beyond class readings) in researching their essays. Please use APA author-date referencing. Research essays will be due in class on the final class of the term.

Research Presentations: All students will present their finished research essays during the final class of term. Presentations should be 7-8 minutes in length, and be

accompanied by 3-4 slides. Students should be prepared to answer questions on their research following their presentations.

*****There is a 24-hour grace period on all assignment submissions. After that, there will be a penalty of 3% per day including weekends for all written work handed in late, unless an extension is granted by the instructor.**

Readings: All readings are on reserve and are available through the library's ARES reserve system.

Submission of Written Assignments: Please submit all written assignments electronically via Brightspace. Please submit only **Word documents (no PDFs please)**. All assignments are due at 11:59pm on the due date. Late assignments should also be submitted via Brightspace.

Weekly Topics and Readings

Week 1 Introduction: global ethics January 10

Seminar themes: the evolution of the place of ethics in the field of IR; the meaning of 'ethics' and 'global'; the relationship between ethics and 'the political'.

- Hutchings, K. (2018). *Global ethics: An introduction*. John Wiley & Sons. Chapter 1: What is Global Ethics?
(* This book is a great basic reference text for this course. You may wish to refer to some of the other chapters for background on types of ethical theories, as well as issues and problems in global ethics **).

Week 2 IR Theory: What place for ethics? January 17

Seminar themes: IR theory (realism and critical theory) and ethics; moral epistemology and methodology in IR; ethics, gender and race.

- Bell, D. (2010). Political realism and the limits of ethics in Duncan Bell, ed., *Ethics and world politics*, Cambridge: Cambridge University Press, 93-110.
- Campbell, D., & Shapiro, M. J. (Eds.). (1999). *Moral spaces: Rethinking ethics and world politics*. U of Minnesota Press. Introduction: 'From Ethical Theory to the Ethical Relation'.
- Robinson, F. (1997). Globalizing care: Ethics, feminist theory, and international relations. *Alternatives*, 22(1), 113-133.
- Lynch, C. (2019). The moral aporia of race in international relations. *International Relations*, 33(2), 267-285.

➤ **Week 3 Recognition (and Misrecognition) in Global Politics**
January 24

Seminar Themes: the moral, racial and colonial logics of sovereignty; the ethics of (mis)recognition in international relations; epistemic injustice; ‘good’ states and moral authority

- Wohlforth, W. C., De Carvalho, B., Leira, H., & Neumann, I. B. (2018). Moral authority and status in International Relations: Good states and the social dimension of status seeking. *Review of International Studies*, 44(3), 526-546.
- Dubgen, Franziska (2012) ‘Africa Humiliated? Misrecognition in Development Aid’, *Res Publica*, 18:65-77.
- Coulthard, G. S. (2007). Subjects of empire: Indigenous peoples and the ‘politics of recognition’ in Canada. *Contemporary political theory*, 6, 437-460.
- Matthew S. Weinert, ‘Recognition in and of World Society’ in Patrick Hayden and Kate Schick, eds., *Recognition and Global Politics: Critical Encounters between State and World*. Manchester: University of Manchester Press.

Week 4 Moral Universalism, Cosmopolitanism and Human Rights
January 31 (Article Review due today)

Seminar Themes: human rights and difference; universality and cultural relativism; cosmopolitanism; R2P and ‘struggles over universals’

- Reus-Smit, C. (2011). Human rights in a global ecumene. *International Affairs*, 87(5), 1205-1218.
- Zhang, Y., & Buzan, B. (2020). China and the global reach of human rights. *The China Quarterly*, 241, 169-190.
- Jabri, V., 2007. Solidarity and spheres of culture: The cosmopolitan and the postcolonial. *Review of International Studies*, 33(4), pp.715-728.
- Pison Hindawi, C. (2021). Decolonizing the Responsibility to Protect: On pervasive Eurocentrism, Southern agency and struggles over universals. *Security Dialogue*, 53(1): 38-56.

Week 5 Political Violence and War
February 7 (Essay brainstorming session in class today)

Seminar Themes: possibility of ‘ethical’ war; just reasons for waging war and just conduct in war; ‘humanitarian’ wars; just war theory as ‘justification’ for war; ‘body counts’ and harm in war; the ethics of pacifism.

- O’Driscoll, C. (2019). How I learned to start worrying and love the just war tradition. *Critical Studies on Security*, 7(3), 182-190.
- Rodehau-Noack, J. (2023). Counting bodies, preventing war: Future conflict and the ethics of fatality numbers. *The British Journal of Politics and International Relations*.

- Pattison, J. (2011). The ethics of humanitarian intervention in Libya. *Ethics & International Affairs*, 25(3), 271-277.
- Hutchings, K. (2018). Pacifism is dirty: Towards an ethico-political defence. *Critical Studies on Security*, 6(2), 176-192.

Week 6 Poverty, Development and Global Justice
February 14 (Essay Proposals due today)

Seminar Themes: the ethics of measuring and representing global poverty; questions of responsibility and agency related to poverty and global justice; representing poverty; global gender justice.

- Eskelinen, T. (2018). After the Millennium Development Goals. Remarks on the ethical assessment of global poverty reduction success. *Etikk I Praksis-Nordic Journal of Applied Ethics*, (1), 61-75.
- Harrison, G. (2010). The Africanization of poverty: A retrospective on ‘Make poverty history’. *African Affairs*, 109(436), 391-408.
- Khader, S. J. (2019). Global Gender Justice and the Feminization of Responsibility. *Feminist Philosophy Quarterly*, 5(2).
- McNeill, D., & St. Clair, A. L. (2011). Poverty, human rights, and global justice: The response-ability of multilateral organizations. *Globalizations*, 8(1), 97-111.

**** No class February 21; Reading Week.**

Week 7 Ethics and Global Capitalism
February 28

Seminar Themes: ‘moral’ markets; ethics in and through capitalism; corporate social responsibility; free trade; philanthrocapitalism.

- Bloom, P. (2017). *The ethics of neoliberalism: The business of making capitalism moral*. Chapter 1: The Paradox of Neoliberal Ethics. pp.1-18. Abingdon: Routledge.
- Schneider, A. (2020). Bound to fail? Exploring the systemic pathologies of CSR and their implications for CSR research. *Business & Society*, 59(7), 1303-1338.
- Fridell, G. (2007). Fair-Trade coffee and commodity fetishism: The limits of market-driven social justice. *Historical Materialism*, 15(4), 79-104.
- Thorup, M. (2013). Pro Bono? On philanthrocapitalism as ideological answer to inequality. *Ephemera*, 13(3), 555-576.

Week 8 Migration, Borders and Humanitarianism
March 6

Seminar Themes: ethical approaches to political questions related to refugees; biopolitics and migrant policies; affect and the ethics of the encounter with refugees; ethics and paternalism.

- Gibney, M. J. (2018). 'The ethics of refugees' *Philosophy Compass*, 13(10).
- Doty, R. L. (2011). Bare life: Border-crossing deaths and spaces of moral alibi. *Environment and Planning D: Society and Space*, 29(4), 599-612.
- Gökarkınel, B., & Secor, A. J. (2020). Affective geopolitics: Anxiety, pain, and ethics in the encounter with Syrian refugees in Turkey. *Environment and Planning C: Politics and Space*, 38(7-8), 1237-1255.
- Barnett, M. (2012). International paternalism and humanitarian governance. *Global Constitutionalism*, 1(3), 485-521.

Week 9 Essay Workshop

March 13 ****No readings**** Students will prepare presentations on their essay research to date and receive feedback from their peers

Week 10 Ethics beyond the Human

March 20

Seminar themes: Environmental knowledge and ethics; epistemic (in)justice; 'energy justice' and the transition from fossil fuels; ethics of care and more-than-human cosmopolitanism.

- Latulippe, N., & Klenk, N. (2020). Making room and moving over: knowledge co-production, Indigenous knowledge sovereignty and the politics of global environmental change decision-making. *Current Opinion in Environmental Sustainability*, 42, 7-14.
- Noel Healy, John Barry (2017) Politicizing energy justice and energy system transitions: Fossil fuel divestment and a "just transition", *Energy Policy*, 108: 451-459,
- Whyte, K. P., & Cuomo, C. (2016) 'Ethics of caring in environmental ethics: Indigenous and feminist philosophies'. In S. M. Gardiner & A. Thompson (Eds.), *The Oxford Handbook of environmental ethics* (pp. 234–248). Oxford University Press.
- Burke, A. (2022). Interspecies cosmopolitanism: Non-human power and the grounds of world order in the Anthropocene. *Review of International Studies*.

Week 11 The Ethics of doing IR Research

March 27

Seminar Themes: Reflexivity and positionality; relations between researchers and research subjects and objects; the ethics of 'unlearning'; feminist research ethics;

- Dauphinee, E. (2010). The ethics of autoethnography. *Review of international studies*, 36(3), 799-818.
- Smith, H. A. (2017). Unlearning: A messy and complex journey with Canadian Foreign Policy. *International Journal*, 72(2), 203-216.
- Ackerly, B., & True, J. (2008). Reflexivity in practice: Power and ethics in feminist research on international relations. *International Studies Review*, 10(4), 693-707.

Week 12 **Research Presentations**
April 3 **(Research Essays due today)**

➤ Students will present and discuss their research papers in panels, ‘conference’ style.

Appendix

Student Mental Health

As a university student, you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. Here is a list that may be helpful:

Emergency Resources (on and off campus):

<https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

• ***Carleton Resources:***

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

• ***Off Campus Resources:***

- Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
- Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

Requests for Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

Academic consideration for medical or other extenuating circumstances:

Please contact your instructor if you are experiencing circumstances that (a) are beyond your control, (b) have a significant impact your capacity to meet your academic obligations, and (c) could not have reasonably been prevented.

Decisions on academic consideration are in your instructor’s discretion; they will

be guided by the course learning outcomes and the principle of good faith. Please see [here](#) for more details. For considerations relating to course work, your instructor may request that you complete the [Self-Declaration form](#). To apply for a deferral of your final exam, you must submit the Self-Declaration form to the Registrar's Office no later than three days after the scheduled examination or take-home due date.

Pregnancy accommodation: Please contact your instructor 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 accommodation: Please contact your instructor 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](#).

Accommodations for students with disabilities: If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation, or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, reach out to your instructor as soon as possible to ensure accommodation arrangements are made. For more details, [click here](#).

Accommodation for student activities: Carleton University recognizes the substantial benefits, both to the individual student and to the university, that result from a student participating in activities beyond the classroom. Reasonable accommodation will be provided to students who engage in student activities at the national or international level. Please contact your instructor 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 information, please [click here](#).

For more information on academic accommodation, please contact the departmental administrator or visit: students.carleton.ca/course-outline.

Sexual Violence Policy

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated. 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: carleton.ca/sexual-violence-support.

Academic Integrity

Academic integrity is an essential element of a productive and successful career as a student. Carleton's [Academic Integrity Policy](#) addresses academic integrity violations, including plagiarism, unauthorized collaboration, misrepresentation, impersonation, withholding of records, obstruction/interference, disruption of instruction or examinations, improper access to and/or dissemination of information, or violation of test and examination rules. Students are required to familiarize themselves with the university's academic integrity rules.

Plagiarism

The Academic Integrity Policy defines plagiarism as “presenting, whether intentional 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, websites, literary compositions and phrases, performance compositions, chemical compounds, art works, 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.

Use of Artificial Intelligence

Unless explicitly permitted by the instructor in a particular course, any use of generative artificial intelligence (AI) tools to produce assessed content (e.g., text, code, equations, image, summary, video, etc.) is considered a violation of academic integrity standards.

Procedures in Cases of Suspected Violations

Violations of the Academic Integrity Policy are serious offences which cannot be resolved directly with the course's instructor. When an instructor suspects a violation of the Academic Integrity Policy, the Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student. Penalties are not trivial. They may include a mark of zero for the assignment/exam in question or a final grade of "F" for the course. More information on the University's Academic Integrity Policy can be found at: <https://carleton.ca/registrar/academic-integrity/>.

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. The departmental office will not accept assignments submitted in hard copy.

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

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 the Department of Political Science will be via official Carleton University e-mail accounts and/or Brightspace. As important course and university information is distributed this way, it is the student's responsibility to monitor their Carleton University email accounts and Brightspace.

Carleton Political Science Society

The Carleton Political Science Society (CPSS) has made its mission to provide a social environment for politically inclined students and faculty. By hosting social events, including Model Parliament, debates, professional development sessions and more, CPSS aims to involve all political science students at Carleton University. Our mandate is to arrange social and academic activities in order to instill a sense of belonging within the Department and the larger University community. Members can benefit through our networking opportunities, academic engagement initiatives and numerous events which aim to complement both academic and social life at Carleton University. To find out more, visit us on Facebook <https://www.facebook.com/CarletonPoliticalScienceSociety/>.

Official Course Outline

The course outline posted to the Political Science website is the official course outline.