Carleton University Fall 2021
Department of Political Science

PSCI 5602 F
Ethics in International Relations
Thursdays 8:35am-11:25am (synchronous sessions 9:00am-11:00am)
This course will be held remotely online via Zoom

Professor: Fiona Robinson (she/her)
E-mail: Fiona.Robinson@carleton.ca
Office Hours: Mondays 1:45-2:30pm
(On Zoom) Thursdays 11:45-1:00pm

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 – including questions of poverty and inequality, and the ethics of war and conflict. This course will begin by looking at competing theoretical perspectives on international ethics. We will then go on to examine issues and problems in international ethics, including the ethics of war and global poverty.

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 in international politics.
- Have sharpened your critical analytical skills and your oral and written communications.

ASSESSMENT AT A GLANCE:

Participation (attendance, seminar participation)	**20%**
Seminar Presentation	**15%**
Critical Review (due October 7)	**25%**
Final Research Paper (due December 9)	**40%**

(Proposal (due Oct 21st), 10%; Final Presentation, Dec 9, 5%)

Total: 100%

ASSESSMENT IN DETAIL:

Participation: Attendance at weekly seminars is mandatory. 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 before the seminar and to arrive prepared to discuss that week's material.

Presentation: Each week, two students will lead off the seminar with a brief (10-15 minute) presentation. Please prepare a set of slides (no more than 6) to accompany your presentation. Presentations should address the following questions:

1. What are the key themes of this week's readings? (Do not summarize the entirety of readings; rather, communicate the key 'big ideas' and 'big questions' in each, including any cross-cutting themes).
2. Why/how/in what sense are these important ideas and questions for the stud of Ethics and IR?
3. What are the biggest debates or areas of contention in the different analyses of the topic/issue presented in the readings?

Critical Review: All students will write a 2000-2500-word critical review of the following article (also available on ARES):

Emanuel, Ezekiel J., Govind Persad, Adam Kern, Allen Buchanan, Cécile Fabre, Daniel Halliday, Joseph Heath et al. "An ethical framework for global vaccine allocation." *Science* 369, no. 6509 (2020): 1309-1312.
https://science.sciencemag.org/content/369/6509/1309.full

The critical review should do the following:

1. Provide a brief and succinct summary of the main argument and key points in the article.
2. Provide a detailed critical analysis of the article by: Identifying and assessing the ethical approaches/moral theories used; considering their suitability to the issues/context under consideration; assessing the scope and nature of the analysis; and considering the 'silences' (i.e., what is left out) of the analysis.
3. Consider the article in the light of the literature on Ethics and IR more broadly. How does the article reinforce/challenge dominant ways of thinking about IR/global politics? What are the ethico-political implications of the proposals set out in the article?

You should refer to other sources in your review, but how much or how little you do so will be up to you. Of course, all sources must be properly cited (Chicago author-date) with a reference list at the end.

Research Essay Proposal: All students will write a brief (about 3-4 pages, double-spaced) proposal for their final research papers. The proposals should include the following:

1. Working Title
2. Research Question
3. Working Argument/Thesis Statement
4. Point-form outline of (usually three) key sections of the paper (with brief descriptions sentence descriptions).
5. 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 Proposal Workshop: All students will present their essay proposals during class on November 4 (week 8). This will be done in Breakout Rooms during regular class times (no readings are assigned that week). I will be moving from room to room listening to the presentations and feedback. If you attend this session, present your outline, and participate in giving feedback, you will receive the 5 marks allocated for this assignment.

When considering their peers' outlines, students should consider the following: (students should ask ***themselves*** these questions when preparing for to share their proposals):

1. Does the working title give a good indication of the content of the essay? Is it clear and thought-provoking?
2. Does the research question address a problem, puzzle or tension that lends itself to analysis/argument (rather than just description)?
3. Does the thesis statement respond effectively and clearly to the research question? Is it convincing?
4. Has the student provided a good structure for the essay with the main points?
5. Are the sources used relevant to the topic? Are they from appropriate scholarly journals/books?

Final Research Paper: All students will be required to write one substantial research essay (18-20 pages, double-spaced). The essay will be on a topic of the student's choice related to the general 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 must use at least 6 scholarly sources (beyond class readings) in researching their essays. Please use Harvard author-date referencing. Research essays will be due in class on the final class of the term. ****Students will present their research in the final class of the term (details to follow).**

READINGS

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

OTHER INFORMATION

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.

Late Policy: Assignments can be submitted without penalty up to 24 hours after the due date. If you predict that your assignment will be late (you have been sick or your ability to work has been disrupted in some way) please approach me about this as soon as possible (either before or as soon after the deadline as possible). If I don't hear from you and don't receive your assignment, there will be a penalty of 1% of your final grade in the course per day. Assignments will not be accepted more than 7 days after the due date in the absence of documented extenuating circumstances.

Office hours and e-mail: If you wish to discuss any aspect of the course with me, please attend my Zoom office hours (posted above). If you cannot make it to my office hours, please see me in class to arrange an alternate meeting time. Students are strongly encouraged to meet with me during my office hours to discuss their essay topic and progress.

Weekly Topics at a Glance

Week 1 Introduction
Week 2 Ethics and IR Theory
Week 3 Critical Voices: Ethics and Power
Week 4 Global Health Ethics and the Covid-19 pandemic
Week 5 Global Poverty and Development
Week 6 Ethics, Migration, Borders
Week 7 The Ethics of War and Peace
Week 8 UAVs, military robots and precision targeting
Week 9 Humanitarianism
Week 10 Essay Proposal Workshop (no readings)
Week 11 Environmental Ethics and Climate Change
Week 12 The Ethics and (International) Politics of Settler Colonialism
Week 13: Student Final Research Paper presentations

Week 1 Introduction
September 9

Hutchings, K. (2018) 'A History of Ethics in International Relations', in Brent Steele and Eric Heinze, eds., *Routledge Handbook of Ethics and International Relations*. New York: Routledge.

Week 2 Ethics, IR Theory and Global Justice
September 16

Robinson, Fiona (2018) 'International Relations Theory: What Place for Ethics?', in Brent Steele and Eric Heinze, eds., *Routledge Handbook of Ethics and International Relations.* New York: Routledge.

Bell, Duncan, (2010) 'Political Realism and the limits of Ethics' in Duncan Bell, ed., *Ethics and World Politics*. Cambridge: Cambridge University Press.

Shapcott, R. (2018). 'Global justice: Shaped rather than found'. *International Relations*, *32*(1), 104-123.

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

Week 3 Critical Voices: Ethics, Power and Global Politics
September 23

Hutchings, K. (2019). Decolonizing global ethics: thinking with the Pluriverse. *Ethics & International Affairs*, *33*(2), 115-125.

Harper-Shipman, T.D and Lewis R. Gordon (2020). 'Race and Ethics in International Relations' in in Birgit Schippers, ed., *The Routledge Handbook to Rethinking Ethics in International Relations.* London: Routledge.

Robinson, F. (2013). Global care ethics: Beyond distribution, beyond justice. *Journal of Global Ethics*, *9*(2), 131-143.

Hayden, P. (2014). Systemic evil and the international political imagination. *International Politics*, *51*(4), 424-440.

Week 4 Global Health Ethics and the Covid-19 pandemic
September 30

Paremoer, Lauren, 'The Ethics of Global Health: Taking stock of the state-market-citizen nexus in global governance for health' in in Birgit Schippers, ed., *The Routledge Handbook to Rethinking Ethics in International Relations.* London: Routledge.

Chung, R., 2021. Structural health vulnerability: Health inequalities, structural and epistemic injustice. *Journal of Social Philosophy*.

Voo, T. C., Clapham, H., & Tam, C. C. (2020). Ethical implementation of Immunity Passports during the COVID-19 pandemic. *The Journal of infectious diseases*, *222*(5), 715-718.

Branicki, L. J. (2020). COVID-19, ethics of care and feminist crisis management. *Gender, Work & Organization*, *27*(5), 872-883.

Week 5 Global Poverty and Development
October 7 (Critical Review due today)

Gerard McCann (2020) 'The Ethics of Global Development.' in Birgit Schippers, ed., *The Routledge Handbook to Rethinking Ethics in International Relations.* London: Routledge.

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

Dubgen, Franziska (2012) 'Africa Humiliated? Misrecognition in Development Aid', *Res Publica*, 18:65-77.

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.

Week 6 Ethics, Migration, Borders
October 14

Gibney, M. J. (2018). 'The ethics of refugees' *Philosophy Compass*, *13*(10).

Bauböck, Rainer (2019) 'Mare Nostrum: the Political Ethics of migration in the Mediterranean', *Comparative Migration Studies*, 7(4)

Staples, Kelly (2020) 'The Ethics of Statelessness' in in Birgit Schippers, ed., *The Routledge Handbook to Rethinking Ethics in International Relations.* London: Routledge.

Berman, J. (2010) Biopolitical Management, Economic Calculation and "Trafficked Women." *International Migration*, *48*(4), 84–113.

Week 7 Ethics of War and Peace
October 21 (Essay Proposals due today)

Owens, Patricia (2010) 'The Ethics of War: Critical Alternatives' in Duncan Bell, ed., *Ethics and World Politics*. Oxford: Oxford University Press.

O'Driscoll, C., Brown, C., Hutchings, K., Finlay, C. J., Whyte, J., & Gregory, T. (2020) 'How and Why to Do Just War Theory'. *Contemporary Political Theory,* 1-32.

Hutchings, K. (2018) 'Pacifism is dirty: Towards an ethico-political defence'. *Critical Studies on Security, 6*(2), 176-192.

Vaittinen, T., Donahoe, A., Kunz, R., Bára Ómarsdóttir, S., & Roohi, S. (2019). 'Care as everyday peacebuilding'. *Peacebuilding, 7*(2), 194-209

**** No class October 28th due to Fall Term Reading Week****

Week 8 UAVs, military robots and precision targeting
November 4

Schippers, B. (2020) 'Autonomous weapons systems and ethics in International Relations'. in Birgit Schippers, ed., *The Routledge Handbook to Rethinking Ethics in International Relations.* London: Routledge.

Coeckelbergh, M. (2013) 'Drones, information technology, and distance: mapping the moral epistemology of remote fighting'. *Ethics and information technology, 15*(2), 87-98.

Williams, J. (2015) 'Distant intimacy: Space, drones, and just war'. *Ethics & International Affairs, 29*(01), 93-110.

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

Week 9 Humanitarianism (guest speaker: Barbra Chimhandamba, PhD candidate, Department of Political Science)
November 11

Kapoor, Ilan. (2013) *Celebrity humanitarianism: The ideology of global charity*. Routledge. Introduction.

Repo, J. and Riina Yrjola (2011) 'The Gender Politics of Celebrity Humanitarianism in Africa', *International Feminist Journal of Politics*, 13(1): 44-62.

Harrison, G. (2010) The Africanization of poverty: A retrospective on 'Make poverty history'. *African Affairs*, *109*(436), 391-408.

Kurasawa, F. (2013) 'The sentimentalist paradox: on the normative and visual foundations of humanitarianism', *Journal of Global Ethics*, 9(2): 201-214.

Week 10 Essay Proposal Workshop (No Readings)
Nov 18

Week 11 Ethics and Climate Change
November 25

Zellentin, Alexa (2020) 'Climate Change and International Ethics' in Birgit Schippers, ed., *The Routledge Handbook to Rethinking Ethics in International Relations.* London: Routledge.

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.

Draper, J., & McKinnon, C. (2018) 'The ethics of climate-induced community displacement and resettlement'. *Wiley Interdisciplinary Reviews: Climate Change*, *9*(3), e519.

Hales, Rob, and Kellee Caton (2017) "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 The Ethics and (International) Politics of Settler Colonialism
December 2

Lightfoot, S. (2016). *Global Indigenous Politics: A Subtle Revolution*. New York: Routledge. Chapter 1: 'Indigenous Politics as Global Change'.

Loh, D. M., & Heiskanen, J. (2020). Liminal sovereignty practices: Rethinking the inside/outside dichotomy. *Cooperation and Conflict*, *55*(3), 284-304.

King, Hayden (2017) ‘The Erasure of Indigenous Thought in Foreign Policy’. *Open Canada.*

Smith, Heather A. "Unlearning: A messy and complex journey with Canadian Foreign Policy." *International Journal* 72, no. 2 (2017): 203-216.

Week 13 Final Research Conference
December 9

Students will present and discuss their research papers in groups.

Appendix

Covid-19 Information

All members of the Carleton community are required to follow COVID-19 prevention measures and all mandatory public health requirements (e.g. wearing a mask, physical distancing, hand hygiene, respiratory and cough etiquette) and mandatory self-screening prior to coming to campus daily.

If you feel ill or exhibit COVID-19 symptoms while on campus or in class, please leave campus immediately, self-isolate, and complete the mandatory symptom reporting tool. For purposes of contact tracing, attendance will be recorded in all classes and labs. Participants can check in using posted QR codes through the cuScreen platform where provided. Students who do not have a smartphone will be required to complete a paper process as indicated on the COVID-19 website.

All members of the Carleton community are required to follow guidelines regarding safe movement and seating on campus (e.g. directional arrows, designated entrances and exits, designated seats that maintain physical distancing). In order to avoid congestion, allow all previous occupants to fully vacate a classroom before entering. No food or drinks are permitted in any classrooms or labs.

For the most recent information about Carleton's COVID-19 response and required measures, please see the University's COVID-19 webpage and review the Frequently Asked Questions (FAQs). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca

Please note that failure to comply with University policies and mandatory public health requirements, and endangering the safety of others are considered misconduct under the Student Rights and Responsibilities Policy. Failure to comply with Carleton's COVID-19 procedures may lead to supplementary action involving Campus Safety and/or Student Affairs.

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:

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 more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf.

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, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf.

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 information, please visit carleton.ca/pmc.

Accommodation for student activities: Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must 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. https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf.

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.

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 includes reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source. Examples of

sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, 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.

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.

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. During the COVID-19 pandemic, 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.