

GEORGIA INSTITUTE OF TECHNOLOGY
Sam Nunn School of International Affairs

Ethics in International Affairs INTA 2030
Fall 2020

Dr. Eliza-Maria Markley

Online asynchronous class

Online office hours (via BlueJeans): Thursday, 1-2 pm and by appointment

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Graduate Teaching Assistant

Phillip Kersten:

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Online office hours: Wednesday, 2-3 pm and by appointment

Course Description

This course covers issues of moral values and ethical reasoning in international relations. It looks at the importance of international political morality in determining individual and collective conduct of foreign relations and examines the ethical nature of the rules, structures, and informal patterns of the international system. While the course emphasizes theoretical concepts and approaches, its main goal is to encourage ethical analysis by applying the concepts to specific global issues and problems.

Learning Outcomes

Students:

1. should demonstrate familiarity with select traditions of ethics in world politics and different modes of normative reasoning and argumentation
2. should be able to analyze prominent ethical issues in international relations
3. should become more aware of the diversity of cultural and ethical systems in the world.
4. should be able to apply different traditions and cultural systems of ethics in international affairs when analyzing concrete cases

Required Textbook

Amstutz, Mark, International Ethics (4th ed.).

Other readings, documentaries will be available in Canvas.

Course Requirements and Evaluation:

Discussion Board – 20% of course grade

1. *Introduce yourselves.* During the first week you will introduce yourself to the rest of the class.
2. *Debates.* There will be four debates throughout the semester. Students will be split in smaller groups that will allow greater interaction. Students’ posts and comments should demonstrate understanding of the issue/chapter/articles content and ability to use and apply theories and concepts to various case studies debated. Note: If you join the class later, after the debate groups have been formed, email your TA asap and ask to be placed in one of the debate groups.
3. *How will the Debate posts be graded?* The grading rubric for posts and replies is the following:

Debate Rubric
Quality of Posts: The student highlights how the theories/concepts of the chapter can be used to explain case studies/issues – other than those included in each chapter. The student uses relevant and thought-provoking examples and applies correctly ethical concepts learned in current or previous chapters.
Research: Students back up their arguments with data and existing research. They bring additional info from newspaper articles and case studies to complement the weekly readings.
Grammar: Post is well - written and does not have grammatical errors.
Replies: A reply to a colleague’s post is thought-provoking and analytical (uses concepts and empirical evidence from the material learned in class). Critical thinking is one of the course’s learning objectives. If a colleague criticizes your post, do not get upset! You are supposed to provide constructive feedback to each other, so your posts get better and better.

4. *Homework.*

Due to the large number of students in class and only one TA, there will be only one homework assigned during the semester. Please allow about three weeks for this assignment to be graded. Specific instructions on the grading rubric will be posted at the appropriate time in Canvas.

5. Netiquette

Critical thinking is highly advisable. Questions are encouraged. Polite disagreements are fine. However:

- *Respect is a basic necessity in all online interactions.* When critiquing a theory, point of view, etc., the arguments must be sound, well-reasoned, logical (or based on evidence) and respectful. DO differentiate between critiquing an idea (which is not only fine but also advisable) and personal attacks! The latter means attacking the person who expressed a point of view you tend to disagree with.
Language and tone are important. You may not employ lewd or threatening language in any electronic communication. This would violate the bounds of good taste as well as laws and regulations.

Quizzes – 80% of course grade

There will be six quizzes throughout the semester, with one quiz covering every two chapters. Quiz dates are included in the Course outline section. Quizzes require the “Respondus Lockdown.” Please download it asap.

Grading and Assessment

A = 89.5-100; B = 79.5-89.4; C = 69.5-79.4; D = 59.5-69.5; F = below 59.5

- Discussion Board 20%
- Quizzes 80%

Late Posts Policy

Late posts (for the weeks when we conduct debates) or homework will receive 10 points deduction for each calendar day (this includes weekends) they are late. Please read carefully the deadlines included in the Syllabus, but most importantly, those stated in each week’s announcement (for potential adjustments).

Questions, Various Issues, and Concerns

ALL questions or concerns will be addressed first to our TA, Phillip Kersten. Only when the issue does not get resolved, email Dr. Markley.

Additional Information and Services

The Office of Disability Services – adaptsinfo@gatech.edu (404-894-0285)

Academic Honor Code

The Georgia Tech Academic Honor Code states: “Students are expected to act according to the highest ethical standards. The immediate objective of an Academic Honor Code is

to prevent any Students from gaining an unfair advantage over other Students through academic misconduct. Academic misconduct is any act that does or could improperly distort Student grades or other Student academic records.” Such acts include, for instance, plagiarism.

Plagiarism means using an author’s exact or paraphrased words without citation or acknowledging the source of information. Whether intentional or not, plagiarism is considered cheating and will not be tolerated. If you are unsure whether something should be cited, please ask.

Course Outline and Assignments

Note: The schedule is subject to revisions. I will provide ample notice for any change.

Date/ Week	Topics and Readings	Assignments	Deadline
Week 1 8.17	Course introduction Read Syllabus and post self-introductions	Read Week 1 announcement! Post self introduction in the Discussion Board	Wednesday, 8.18 @ 11.59 pm
8.19	Debate: Is Torture Ever Acceptable? <ul style="list-style-type: none"> ➤ Henry Shue, “Torture in Dreamland: Disposing of the Ticking Bomb,” <i>Case Western Journal of International Law</i>, Vol. 37, Nos. 2-3 (2006), pp. 231-239. ➤ Charles Krauthammer, “The Truth about Torture,” <i>The Weekly Standard</i>, December 5, 2005. 	Read the two articles and participate in the debate	Saturday, 8.22 @ 11.59 pm
Week 2 8. 24 - 28	Morality and Foreign Policy <ul style="list-style-type: none"> ➤ Amstutz, Ch 1 	Read Week 2 announcement! Read Ch 1 Watch short video lectures	
Week 3 8.31- 9.4	Ethics and Global Society <ul style="list-style-type: none"> ➤ Amstutz, Ch 2 Debate: A cosmopolitan or communitarian response to the coronavirus pandemic?	Read Week 3 announcement! Read Ch 2 Watch short video lectures and participate in the debate	Post at least <u>one</u> debate comment before Thursday, 9.3 @ 11.59pm. Post follow-up comments

			before 9.5 @ 11.59 pm
9.7	QUIZ 1		8 am -11.59 pm
Week 4 9.8-11	The Role of Ethical Traditions – Realism, Idealism and Principled Realism ➤ Amstutz, Ch. 3	Read Week 4 announcement! Read Ch 3 Watch short video lectures Submit Theory Application Homework	Saturday, 9.12 @ 11.59 pm
Week 5 9.14-18	Strategies of Ethical Decision Making ➤ Amstutz, Ch 4	Read Week 5 announcement! Read Ch 4 Watch short video lectures	
9.21	QUIZ 2		8 am -11.59 pm
Week 6 9.22-25	The Ethics of International Human Rights ➤ Amstutz, Ch 5	Read Week 6 announcement! Read Ch 5 Watch short video lectures	
Week 7 9.28-10.2	The Ethics of Political Reconciliation ➤ Amstutz, Ch 6	Read Week 7 announcement! Read Ch 6 Watch video lectures	
10.5	QUIZ 3		8 am -11.59 pm
Week 8 10.6-9	The Ethics of War ➤ Amstutz, Ch 7 Film: The Fog of War	Read Week 8 announcement! Read Ch 7 Watch Film	
Week 9 10.12-16	Debate: Was the decision to start the 2003 Iraq War ethical? ➤ John Mearsheimer and Stephen Walt, “An Unnecessary War,” Foreign Policy, No 134, 2003	Read Week 9 announcement! Read the three articles Participate in the debate	Post at least <u>one</u> debate comment before Thursday, 10.15 @

	<ul style="list-style-type: none"> ➤ Paul W. Schroeder, “Iraq: The Case against Preemptive War,” The American Conservative, 2002 ➤ Robert Kagan and William Kristol, “The Right War for the Right Reasons,” The Weekly Standard, 2004 		11.59pm. Post follow-up comments before 10.17 @ 11.59 pm
Week 10 10.19-23	The Ethics of Irregular War <ul style="list-style-type: none"> ➤ Amstutz, Ch 8 Film: Terror in Moscow documentary	Read Week 10 announcement! Read Ch 8 Watch Film	
10.26	QUIZ 4		8 am -11.59 pm
Week 11 10.27-30	The Ethics of Foreign Intervention <ul style="list-style-type: none"> ➤ Amstutz, Ch 9 	Read Week 11 announcement! Read Ch 9 Watch short video lectures	
Week 12 11.2-6	Pursuing International and Global Justice <ul style="list-style-type: none"> ➤ Amstutz, Ch 10 Debate: Should the debt of poor countries be forgiven? <ul style="list-style-type: none"> ➤ Romilly Greenhill, “The Unbreakable Link – Debt Relief and the Millennium Development Goals,” New Economics Foundation (Feb 2002) ➤ William Easterly, “Debt Relief,” in John T. Rourke, Taking Sides: Clashing Views on Controversial Issues in the World Politics (McGraw Hill, 2004) 	Read Week 12 announcement! Read Ch 10 Participate in the debate	Post at least <u>one</u> debate comment before Thursday, 11.5 @ 11.59pm. Post follow-up comments before 11.7 @ 11.59 pm
11.9	QUIZ 5		8 am – 11.59 pm
Week 13 11.9-13	Pursuing International Justice <ul style="list-style-type: none"> ➤ Amstutz, Ch 11 	Read Week 13 announcement! Read Ch 11	
Week 14 11.16-20	Promoting Global Justice <ul style="list-style-type: none"> ➤ Amstutz, Ch 12 Conclusions <ul style="list-style-type: none"> ➤ Amstutz, Ch Conclusion 	Read Week 14 announcement! Read Ch 12 and Conclusions	
11.23	Quiz 6		8 am -11.59 pm