

**GEORGIA INSTITUTE OF TECHNOLOGY**  
**Sam Nunn School of International Affairs**

**Ethics in International Affairs INTA 2030**  
**Spring 2018**

**Dr. Eliza Markley**

Class Meetings: T, R 12.00 – 1.15, Weber SST III 2

Office hours: Tuesday 6 pm - 7 pm, Habersham, Room 141

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Graduate Teaching Assistants:

Caleb Henderson

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– Office hours: M, F 8 – 8.50 am, Habersham, Room 155

Hannah Godwin

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– Office hours W 3-4 pm, Habersham, Room 155

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**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 (4<sup>th</sup> ed.).

Other readings will be available on T-square.

### **Course Requirements and Evaluation:**

1. Class Participation – 10% of course grade  
Students are **required** to attend lectures and complete all assigned readings **before** the lecture. Doing the assigned reading prior to each class is essential since class time will regularly feature discussions. Students are expected to participate in classroom discussions on the subjects addressed in the readings and lectures. Lectures during the course may not cover all the readings. You are responsible for the information contained in the reading, whether it is covered or not in lectures, as well as for the information in the lectures. You should also follow events in international relations by reading respectable news publications such as *The New York Times*, *The Washington Post*, *The Wall Street Journal* and *The Economist*.

Participation grade is based on active and constructive contribution to class discussions and group work (5%), as well as on attendance (5%).

2. Quizzes and Homework – 10% of course grade.  
There will be occasional, unannounced quizzes on the readings and/or material provided during the lecture. **There will be no make up quizzes.** If you miss a quiz and have an approved excuse or you took the quiz but no grade has been posted, you must make that known to the **TA within a week of the date of the quiz.** If you fail to do so, you will not be given credit for an excused absence. If you have an excused absence, your overall quiz grade will be the average of the quizzes you took. Homework will consist of very short individual papers or group assignments.

3. Exams/Research paper  
Students have a choice to be evaluated according to one of the following two formats:

**a. Format 1 (default)**

- Two closed-book in-class exams (25% each)
- Final closed-book in-class exam 30%
- Quizzes and Homework 10%
- Participation 10%

**b. Format 2:**

- Two closed-book in-class exams (25% each)
- Research paper 30%
- Quizzes and Homework 10%

- Participation 10%

If you want to be evaluated according to Format 2, **you must declare so by e-mailing the TA by Tuesday, February 6<sup>th</sup>**. Otherwise, students will be evaluated according to Format 1. There is no set list of questions for the research paper assignment. Students should formulate their own question based on their interests and **mandatory** consultation with the instructor during her office hours. In general, the research papers should examine an issue involving ethics in international affairs and include empirical evidence in their analysis. By the last third of the semester, you should have enough research to draw up a four-page outline (double-spaced with 1” margin from each side and 12-size font) that sketches the paper’s topic, preliminary argument and annotated bibliography of at least 10 academically reputable sources beyond the course material, including books and academic journal articles. The outline is due on **March 29** and is worth 5% of your final course grade. The final research paper should be 10 - 12 double-spaced pages long (with 1” margin from each side and 12-size font). It is worth 25% of the final course grade. Papers will be graded on the basis of their originality and logic of argument, quantity and quality of supporting research, and readability and elegance of writing style.

### **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

- A: Outstanding and original work; well-argued, well-organized, without significant error or omission.
- B: Very fine work, reasonably argued, clearly organized, with only slight error or omission; clearly well above the average.
- C: Solid work of a quite satisfactory nature; clear evidence of engagement and comprehension, but with some organizational, factual, or interpretive errors/omissions.
- D: Passing, but only marginally acceptable work with clear deficiencies of length, fact, organization, or interpretation; incomplete work.
- F: Unacceptable work submitted with such significant deficiencies that no credit can be awarded.
- Participation 10%
  - Quizzes and HW 10%
  - Exam 1 25%
  - Exam 2 25%
  - Final/Research paper 30%

## **Late Paper Policy**

Late papers will receive 5 points deduction for each calendar day (this includes weekends) they are late.

## **Questions, Various Issues, and Concerns**

Please address your questions or concerns to your respective TA first. If the issue does not get resolved, email Dr Markley.

## **Other Class Policies**

- Laptop computers can be used in class ONLY when the instructor allows. **Abusing computer privileges will result in loss of participation points.** Moreover, students may be prohibited from using their computer for the rest of the semester (no email, Facebook, twitter, etc)
- Cell phone should be put on silent. Disruptions from such devices will adversely affect your participation grade.
- For assignments that will be submitted through T-square, students need to ensure that assignments can be opened and are readable. To ensure this, students should attach all written assignments in either .doc or .pdf formats.
- In-class exams, which will be graded by the TA, can be appealed to the instructor within one week of their return. Students must attach to the exam a typed sheet containing their name, e-mail address, and a detailed explanation of why their grade should increase. The instructor reserves the right to re-grade the entire assignment (i.e. not just the appealed part) and to increase, affirm or decrease the originally assigned grade.

## **Additional Information and Services**

1. The Office of Disability Services – [adaptsinfo@gatech.edu](mailto:adaptsinfo@gatech.edu) (404-894-0285)

2. 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 Reading Assignments

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

| <b>Date</b>  | <b>Topics and Readings</b>  |
|--------------|---|
| 1. 9         | Course introduction   |
| 1. 11        | <b>Debate: Is Torture Ever Acceptable?</b> <ul style="list-style-type: none"> <li>➤ 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.</li> <li>➤ Charles Krauthammer, “The Truth about Torture,” <i>The Weekly Standard</i>, December 5, 2005.</li> </ul>   |
| 1. 16, 18    | <b>Morality and Foreign Policy</b> <ul style="list-style-type: none"> <li>➤ Amstutz, Ch 1</li> <li>➤ Robert Jackson, <i>The Global Covenant: Human Conduct in a World of States</i> (Oxford University Press, 2000), pp. 1-16.</li> </ul>   |
| 1. 23, 25    | <b>Ethics and Global Society</b> <ul style="list-style-type: none"> <li>➤ Amstutz, Ch 2</li> <li>➤ Debate communitarianism vs. cosmopolitanism</li> </ul>   |
| 1. 30        | <b>The Role of Ethical Traditions - Realism</b> <ul style="list-style-type: none"> <li>➤ Amstutz, Ch. 3</li> <li>➤ Terry Nardin, “Ethical Traditions in International Affairs,” in Terry Nardin and David Mapel (eds.), <i>Traditions of International Ethics</i> (Cambridge University Press, 1992), pp. 1-22.</li> <li>➤ George Kennan, “Morality and Foreign Policy,” <i>Foreign Affairs</i>, Vol. 64 (Winter 1985/86), pp. 205-218</li> </ul> |
| 2. 1         | <b>The Role of Ethical Traditions – Idealism and Principled realism</b> <ul style="list-style-type: none"> <li>➤ Amstutz, Ch. 3</li> <li>➤ Michael J. Smith “Liberalism and International Reform,” in Terry Nardin and David Mapel (eds.), <i>Traditions of International Ethics</i> (Cambridge University Press, 1992), pp. 201-224.</li> </ul>  |
| 2. 6         | <b>Strategies of Ethical Decision Making</b> <ul style="list-style-type: none"> <li>➤ Amstutz, Ch 4</li> </ul>  |
| 2. 8         | <b>Review</b>   |
| <b>2. 13</b> | <b>Exam 1</b>   |
| 2. 15        | <b>The Ethics of International Human Rights</b> <ul style="list-style-type: none"> <li>➤ Amstutz, Ch 5</li> </ul>   |
| 2. 20        | <b>The Ethics of Political Reconciliation</b> <ul style="list-style-type: none"> <li>➤ Amstutz, Ch 6</li> </ul>   |
| 2. 22        | <b>The Ethics of War</b> <ul style="list-style-type: none"> <li>➤ Amstutz, Ch 7</li> <li>➤ Michael Walzer, <i>Just and Unjust Wars</i>, Ch. 5.</li> </ul>   |
| 2. 27        | <b>Film: The Fog of War (Part I)</b>  |
| 3. 1         | <b>Film: The Fog of War (Part II) and Discussion</b>  |
| 3. 6, 8      | <b>The Ethics of War (Case Study: the 2003 Iraq War)</b> <ul style="list-style-type: none"> <li>➤ Amstutz, Ch 7</li> <li>➤ John J. Mearsheimer and Stephen M. Walt, “An Unnecessary War,”</li> </ul>  |

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|-------------------------|---|
|                         | <p><i>Foreign Policy</i>, No. 134 (January/February 2003), pp. 51-59.</p> <ul style="list-style-type: none"> <li>➤ Paul W. Schroeder, "Iraq: The Case against Preemptive War," <i>The American Conservative</i>, October 21, 2002.</li> <li>➤ Robert Kagan and William Kristol, "The Right War for the Right Reasons," <i>The Weekly Standard</i>, February 23, 2004</li> </ul>   |
| 3. 13                   | <p><b>The Ethics of Irregular War</b></p> <ul style="list-style-type: none"> <li>➤ Amstutz, Ch 8</li> <li>➤ Michael Walzer, "Terrorism: A Critique of Excuses," in <i>Arguing about War</i> (Yale University Press, 2004), pp. 51-66.</li> <li>➤ Michael Walzer, "After 9/11: Five Questions about Terrorism," in <i>Arguing about War</i> (Yale University Press, 2004), pp. 130-142.</li> </ul>   |
| <b>3. 15</b>            | <b>Exam 2</b>   |
| 3. 19-23                | <b>Spring Break</b>   |
| 3. 27, 29.              | <p><b>The Ethics of Foreign Intervention</b></p> <ul style="list-style-type: none"> <li>➤ Amstutz, Ch 9</li> <li>➤ Michael Walzer, <i>Just and Unjust Wars</i>, Ch. 6.</li> </ul>   |
| 4. 3, 5                 | <p><b>The Ethics of International Economic Relations</b></p> <ul style="list-style-type: none"> <li>➤ Amstutz, Ch10</li> </ul>  |
| 4. 10                   | <p><b>Debate: Should the Debt of Poor Countries be Forgiven?</b></p> <ul style="list-style-type: none"> <li>➤ Romilly Greenhill, "The Unbreakable Link – Debt Relief and the Millennium Development Goals," <i>New Economics Foundation</i> (February 2002).</li> <li>➤ William Easterly, "Debt Relief," in John T. Rourke, <i>Taking Sides: Clashing Views on Controversial Issues in World Politics</i> (McGraw Hill, 2004).</li> </ul> |
| 4. 12, 17               | <p><b>Pursuing International Justice</b></p> <ul style="list-style-type: none"> <li>➤ Amstutz, Ch 11</li> </ul>   |
| 4. 19, 24               | <p><b>Promoting Global Justice</b></p> <ul style="list-style-type: none"> <li>➤ Amstutz, Ch 12</li> <li>➤ Chandran Kukathas, "The Mirage of Global Justice," <i>Social Philosophy and Policy</i>, Vol. 23 (2006), pp. 1-28.</li> <li>➤ Simon Caney, "Global Justice: From Theory to Practice," <i>Globalizations</i>, Vol. 3 (June 2006), pp. 121-137.</li> </ul>   |
| <b>4. 30 @ 11.30 am</b> | <b>Exam 3/Research Paper</b>  |