

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

**Ethics in International Affairs INTA 2030
Spring 2024**

Dr. Yakub Yahaya

Class Meetings: T, Th 8.00 am – 9.15 am,

Office hours: By Email

E-mail: yyahaya3@gatech.edu

Graduate Teaching Assistant:

Email:

Office Hours:

This is a Core IMPACTS course that is part of the Social Sciences Area.

Core IMPACTS refers to the core curriculum, which provides students with essential knowledge in foundational academic areas. This course will help students master course content, and support students' broad academic and career goals.

This course should direct students toward a broad Orienting Question:

- How do I understand human experiences and connections?

Completion of this course should enable students to meet the following Learning Outcome:

- Students will effectively analyze the complexity of human behavior, and how historical, economic, political, social, or geographic relationships develop, persist, or change.

Course content, activities and exercises in this course should help students develop the following Career-Ready Competencies:

- Intercultural Competence
- Perspective-Taking
- Persuasion.

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 the ability to recognize ethical and professional responsibilities in real-world context
2. should demonstrate the ability to assess actions or decisions based on established ethical principles and theories, or through deliberative processes.
3. should demonstrate the ability to consider the implications of actions, both broadly (e.g. global, economic, environmental, or societal) and for individuals.
4. should be able to analyze prominent ethical issues in international relations
5. should become more aware of the diversity of cultural and ethical systems in the world.

Required Textbook

Amstutz, Mark, International Ethics (4th edition, not the latest edition). Textbook is needed – please procure it in advance.

Other readings will be available in Canvas.

Attendance and Participation

Students are expected to attend **all class meetings in person**. **Students are additionally expected to complete all required reading for each week before class and come prepared to discuss the material in class**. Beyond generally reading the course material, students will be assigned to research a particular country to research during the semester, culminating in a final paper focused on that country. Students should read news and other sources about their assigned country and be able to relate each week's material to that country. 2 Absences from class meetings or failure to actively participate in class discussions can negatively impact your class participation grade. If you anticipate missing a class meeting due to an acceptable reason (such as illness or bereavement, religious holiday or observance, or approved university-sponsored activity or event), please inform instructor in advance and, when applicable, complete a written assignment to be given in lieu of attendance for that meeting. If you are absent for an unexpected reason, please contact your professor as soon as you can after the meeting to discuss the missed material and possible make-up assignment. A note on class discussions and inclusion: Nothing in the course is intended to shock or offend, but we will be reading and discussing ideas, policies and practices that may

contain shocking or offensive content. There will presumably be disagreements and divergent viewpoints within the class, which are key parts of academic discourse. I ask that you approach readings and discussions with an open mind and heart, and that you show yourselves and your classmates respect and grace as you engage with one another. Please reach out to me (or if you are uncomfortable doing so, speak with a resident advisor) if at any point you become uncomfortable or distressed by class material or discussion.

Readings

Readings are drawn from academic journals, scholarly books and news sources and can be accessed through the course website. Some readings may change to reflect current events – changes will be announced and posted to the course website. Readings present a variety of perspectives, some of which may qualify, contradict or oppose perspectives from other readings. Documents on this list have been chosen for a variety of reasons. The inclusion of a reading on this syllabus should not be considered an endorsement of the content or viewpoints expressed in that reading. All readings should be approached critically. A note on “how” to read for this class: There are several assigned readings for this course. Most of them are required, and you are expected to have completed these before each meeting. When reading, generally read first and foremost for main ideas, points and motivations of each article. What are the authors trying to say, and why are they trying to make these points? Additionally, the texts are rich in details and examples that you can think about and even explore based on what you are reading. Don't get bogged down trying to read footnotes (though they are there if you want to explore a particular point from the reading in greater depth), and don't worry if some of the articles contain technical details (quantitative analysis, game theory, etc.) that might be unfamiliar. If you understand these analytical tools, great! If not, try to focus on the main substantive points the author is trying to make.

Course Requirements and Evaluation:

1. Class Participation – 20% 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.

Participation grade is based on active and constructive contribution to class discussions and group work (15%), as well as attendance (15%).

Guidelines for Participation

- a. Participation in class discussion **MUST** be rooted in class readings and **OBJECTIVE**.
 - b. All students **MUST RESPECT** other students' views and engage **ACADEMICALLY**.
 - c. Engaging **ACTIVELY** in class has a positive impact on your grade.
2. Midterm and Final Exam/Final Research paper – 70% of course grade.
- a. **Grade Format (default)**
 - Final group Paper and Presentation 50%
 - Midterm group Presentation 20%
 - Attendance 10%
 - Participation 20%

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 or TA during their 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 9th**. The final research paper should be 10 - 12 double-spaced page-long (with 1" margin from each side and 12-size font) and should have a bibliography of at least 10 academically reputable sources beyond the course material, including books and academic journal articles. 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.

More information or updates to follow.

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.

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

ALL questions or concerns will be addressed to your TA. Only when the issue does not get resolved, email Dr. Yahaya.

Other Class Policies

- Class discussions may lead, from time to time, to contentious issues. I expect all students to be respectful of one another, even if they disagree about certain issues. High levels of civility should characterize our class debates.
- 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 phones should be put on silent. Disruptions from such devices will adversely affect your participation grade.
- For assignments that will be submitted through Canvas, 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.

THERE WILL BE NO EXTRA GRADE ASSIGNMENT OR POINT IN THIS COURSE!

Additional Information and Services

1. The Office of Disability Services – – <https://disabilityservices.gatech.edu/> (404-894-5429)

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. All written assignments will be checked by “Turnitin” – please ensure that the format you have submitted in Canvas is readable. A “0%” “Turnitin” result indicates a format that is not appropriate, and you will be asked to resubmit your work. Failure to do so will result in a grade of zero for your assignment.

Course Outline and Reading Assignments

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

Date	Topics and Readings
1. 9	Course introduction
1. 11	<p>Debate: Is Torture Ever Acceptable?</p> <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. 231-23 -Canvas. ➤ Charles Krauthammer, “The Truth about Torture,” <i>The Weekly Standard</i>, December 5, 2005 - Canvas.
1.16, 18	<p>Morality and Foreign Policy</p> <ul style="list-style-type: none"> ➤ Amstutz, Ch 1 ➤ Robert Jackson, <i>The Global Covenant: Human Conduct in a World of States</i> (Oxford University Press, 2000), pp. 1-16.
1.23, 25	<p>Ethics and Global Society</p> <ul style="list-style-type: none"> ➤ Amstutz, Ch 2 ➤ Debate communitarianism vs. cosmopolitanism
1.30, 2.1,6	<p>The Role of Ethical Traditions – Realism, Idealism and Principled Realism</p> <ul style="list-style-type: none"> ➤ Amstutz, Ch. 3 ➤ 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. ➤ George Kennan, “Morality and Foreign Policy,” <i>Foreign Affairs</i>, Vol. 64 (Winter 1985/86), pp. 205-218

	<ul style="list-style-type: none"> ➤ 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. ➤ In-class theory application group work
2.8, 13	Strategies of Ethical Decision Making <ul style="list-style-type: none"> ➤ Amstutz, Ch 4
2.15, 20	The Ethics of War <ul style="list-style-type: none"> ➤ Amstutz, Ch 7 ➤ Documentary: The fog of War
2.22,27	The Ethics of War – Case Study: the 2003 Iraq War <ul style="list-style-type: none"> ➤ John J. Mearsheimer and Stephen M. Walt, “An Unnecessary War,” <i>Foreign Policy</i>, No. 134 (January/February 2003), pp. 51-59. ➤ Paul W. Schroeder, “Iraq: The Case against Preemptive War,” <i>The American Conservative</i>, October 21, 2002. ➤ Robert Kagan and William Kristol, “The Right War for the Right Reasons,” <i>The Weekly Standard</i>, February 23, 2004 ➤ Debate: Was the decision to go to War in Iraq morally legitimate?
2.29 3. 5,7	The Ethics of Irregular War <ul style="list-style-type: none"> ➤ Documentary: Terror in Moscow The Ethics of Irregular War <ul style="list-style-type: none"> ➤ Amstutz, Ch 8 Ø Michael Walzer, “Terrorism: A Critique of Excuses,” in <i>Arguing about War</i> (Yale University Press, 2004), pp. 51-66. ➤ Michael Walzer, “After 9/11: Five Questions about Terrorism,” in <i>Arguing about War</i> (Yale University Press, 2004), pp. 130-142
3.12	The Ethics of International Human Rights <ul style="list-style-type: none"> ➤ Amstutz, Ch 5
3.14	The Ethics of Political Reconciliation <ul style="list-style-type: none"> ➤ Amstutz, Ch 6
3.26	Mid-term Presentation
3.28	The Ethics of Foreign Intervention <ul style="list-style-type: none"> ➤ Amstutz, Ch 9 ➤ Debate
4.2, 4	The Ethics of International Economic Relations <ul style="list-style-type: none"> ➤ Amstutz, Ch10 ➤ Romilly Greenhill, “The Unbreakable Link – Debt Relief and the Millennium Development Goals,” <i>New Economics Foundation</i> (February 2002). ➤ William Easterly, “Debt Relief,” in John T. Rourke, <i>Taking Sides: Clashing Views on Controversial Issues in World Politics</i> (McGraw Hill, 2004). ➤ Debate: Should the Debt of Poor Countries be Forgiven?
4. 9	Final Paper and presentation Discussion

<p>3. 11 4 16</p>	<p>Pursuing International Justice</p> <ul style="list-style-type: none"> ➤ Amstutz, Ch 11 ➤ European refugee crisis <p>Promoting Global Justice</p> <ul style="list-style-type: none"> ➤ Amstutz, Ch 12 ➤ Chandran Kukathas, "The Mirage of Global Justice," <i>Social Philosophy and Policy</i>, Vol. 23 (2006), pp. 1-28. ➤ Simon Caney, "Global Justice: From Theory to Practice," <i>Globalizations</i>, Vol. 3 (June 2006), pp. 121-137.
<p>4. 18</p>	<p>Class Review and Final Presentation</p>
<p>4 .23</p>	<p>Final Presentation</p>
<p>5.1</p>	<p>Final Exam and Research Paper due</p>