

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

**Ethics in International Affairs INTA 2030
Spring 2025**

Dr. Eliza-Maria Markley

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

Online Asynchronous Class

Online Office Hours (via Teams): by appointment

E-mail: eliza.markley@inta.gatech.edu

Graduate Teaching Assistants

Emily Adams (working with students whose last names begin with A – M)

Email: eadams65@gatech.edu

Online office hours: Thursdays 10.00 – 11.00 am.

Valeria Tsoy (working with students whose last names begin with N - Z)

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Online office hours: Tuesdays 10.00 – 11.00 am

ALL Online Office Hours will be available here: [Office Hours](#)

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 ed.).

Other readings, documentaries will be available in Canvas.

Course Requirements and Evaluation:

Every week will start with an announcement titled “Week x Announcement” and will be posted usually on Sunday morning. This announcement encompasses your tasks for the week. There will be specific instructions on what Chapter to read, what videos/recordings to watch, and where you can find them, as well as the specific assignments for the week. Always start your Ethics course week by reading those announcements.

Discussion Board – 10% 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 (about) 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. Failure to do so will result in missing debates and receiving zero points for those assignments.*
3. *How will your posts, replies, and debate comments be graded?* The grading rubric 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 or take it personally! We all benefit from constructive feedback!
Deadline: Debate posts, replies, and comments are due every week on Saturday at 11.59 pm. YOU MAY POST EARLIER, BUT NOT LATER, as the DB will be closed every week on Saturday at midnight. PLEASE STAY ON TRACK AND FOLLOW THE SYLLABUS CLOSELY!!

4. *Netiquette*

Critical thinking is highly advisable. Questions are encouraged. Polite disagreements are fine. *Respect is a necessity in all interactions, including online!* When critiquing a theory, point of view, or an opinion, 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 being civilized as well as laws and regulations.

Homework – 10% of course grade

Aside from participating in online debates, you will be assigned to write three short essays that will count as “homework.” Please allow about three weeks for these assignments to be graded. Specific instructions on the grading rubric will be posted at the appropriate time in Canvas.

Quizzes and Final Exam/Research Paper– 80% of course grade

There will be six closed-book quizzes throughout the semester. Each quiz covers two chapters. Quiz dates are listed below. **DO NOT** miss taking the quizzes at the listed dates. Students cannot make up for missed quizzes unless an institute approved absence is provided. Quizzes require Honorlock. Please ensure that your computer works with Honorlock before the first quiz.

- Quiz 1 1/27
- Quiz 2 2/7
- Quiz 3 2/21
- Quiz 4 3/14
- Quiz 5 4/4
- Quiz 6 4/18

Students have a choice to be evaluated according to one of the following two formats:

a. Format 1 (default)

- Six closed-book quizzes 60% (10% each)
- Final closed-book cumulative exam 20%
- Discussion Board 10%
- Homework 10%

b. Format 2:

- Six closed-book quizzes 60% (10% each)
- Research paper 20%
- Discussion Board 10%
- Homework 10%

If you want to be evaluated according to Format 2, **you must declare so by e-mailing your TA by Monday, March 3rd**. 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 research 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 **Monday, March 24th**. 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 based on 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.

- Discussion Board 10%
- Homework 10%
- Quizzes 60%
- Final Exam/Research Paper 20%

Late Post and Paper 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 your TA. 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 1/6-11	Course introduction Read Syllabus and post self-introductions	Read Week 1 announcement! Post self-introduction in the Discussion Board	Wednesday, 1/8 @ 11.59 pm
	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 in your assigned group	Post at least <u>one</u> debate comment before Thursday 1/9 @ 11.59pm. Post follow-up comments before Saturday 1/11 @ 11.59 pm
Week 2 1/12-18	Morality and Foreign Policy <ul style="list-style-type: none">➤ Amstutz, Ch 1	Read Week 2 announcement! Read Ch 1 Watch short video lectures Submit Chapter 1 Homework	Saturday, 1/18 @ 11.59 pm

Week 3 1/19-25	Ethics and Global Society ➤ 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 Study for the quiz!	Post at least <u>one</u> debate comment before Thursday, 1/23 @ 11.59pm. Post follow-up comments before 1/25 @ 11.59 pm
Monday 1/20	Martin Luther King Day		
Monday 1/27	QUIZ 1 Due to the short week, our first quiz will be administered on Monday. All the other quizzes will be available on Fridays.		8 am -11.59 pm
Week 4 1/26-2/1	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	Theory application paper due on Wednesday, 2/5 @ 11.59 pm
Week 5 2/2-8	Strategies of Ethical Decision Making ➤ Amstutz, Ch 4	Read Week 5 announcement! Read Ch 4 Watch short video lectures Study for the quiz!	
Friday 2/7	QUIZ 2		8 am -11.59 pm
Week 6 2/9-15	The Ethics of International Human Rights ➤ Amstutz, Ch 5	Read Week 6 announcement! Read Ch 5 Watch short video lectures Submit Chapter 5 Homework	Saturday, 2/15 @ 11.59 pm
Week 7 2/16-22	The Ethics of Political Reconciliation ➤ Amstutz, Ch 6	Read Week 7 announcement! Read Ch 6	

		Watch video lectures Study for the quiz!	
Friday 2/21	QUIZ 3		8 am -11.59 pm
Week 8 2/23-3/1	The Ethics of War ➤ Amstutz, Ch 7 Film: The Fog of War	Read Week 8 announcement! Read Ch 7 Watch Film	
Monday 3/3	Deadline for choosing Format 2 – email the TA (not Dr. Markley). No email required for the default format – Format 1.		Choose Evaluation Format!
Week 9 3/2-8	Debate: Was the decision to start the 2003 Iraq War ethical? ➤ John Mearsheimer and Stephen Walt, “An Unnecessary War,” Foreign Policy, No 134, 2003 ➤ 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	Read Week 9 announcement! Read the three articles Participate in the debate	Post at least <u>one</u> debate comment before Thursday, 3/6 @ 11.59 pm. Post follow-up comments before Saturday 3/8 @ 11.59 pm
Week 10 3/9-15	The Ethics of Irregular War ➤ Amstutz, Ch 8 Film: Terror in Moscow documentary	Read Week 10 announcement! Read Ch 8 Watch Film Study for the quiz!	
Friday 3/14	QUIZ 4		8 am -11.59 pm
Week 11 3/17-21	Spring Break		
Week 12 3/23-29	The Ethics of Foreign Intervention ➤ Amstutz, Ch 9	Read Week 12 announcement! Read Ch 9 Watch short video lectures	
Monday 3/24	Research paper outline (ONLY for students choosing Format 2) due		
Week 13	Pursuing International and Global Justice ➤ Amstutz, Ch 10	Read Week 13 announcement!	Post at least <u>one</u> debate

3/30-4/5	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 Ch 10 Participate in the debate Study for the quiz!	comment before Thursday, 4/3 @ 11.59pm. Post follow-up comments before Saturday 4/5 @ 11.59 pm
Friday 4/4	QUIZ 5		8 am – 11.59 pm
Week 14 4/6-12	Pursuing International Justice <ul style="list-style-type: none"> ➤ Amstutz, Ch 11 	Read Week 14 announcement! Read Ch 11	
Week 15 4/13-19	Promoting Global Justice <ul style="list-style-type: none"> ➤ Amstutz, Ch 12 Conclusions <ul style="list-style-type: none"> ➤ Amstutz, Conclusions 	Read Week 15 announcement! Read Ch 12, Conclusions	
Friday 4/18	Quiz 6		8 am -11.59 pm
4/25 AND 26	Final Exam/ Research Paper due		4/25@ 8 am – 4/26@ 11.59 pm