

**POS368 ETHICS AND HUMAN RIGHTS IN GLOBAL POLITICS**  
**SPRING 2019**

**\*PLEASE NOTE: THIS IS NOT THE FINAL SYLLABUS. DATES AND SOME MINOR CHANGES IN MATERIAL MAY BE MADE. HOWEVER, THIS SHOULD GIVE YOU A GOOD IDEA OF WHAT THE COURSE CONSISTS OF AND THE ASSIGNMENTS.**

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**COURSE DESCRIPTION:** This course explores issues of ethics, morality, and human rights in the global community and in the making of foreign policies. The course covers various theoretical perspectives on ethics and human rights as well as theories of international politics with the goal of understanding the ways in which ethical concerns have been included or excluded from the realm of international relations. We will also examine specific contemporary issues and studies of individual cases. Upon successfully completing the course, students will have a grasp of the basic concepts and theories that have guided the study of international politics. Student will also gain an understanding of how ethical concerns have infused the study and practice of international relations. The course is entirely on-line. Blackboard will be used for posting announcements, readings, assignments, outlines, and other relevant class information. It is essential that you check Announcements and your ASU e-mail everyday as announcements may be posted several times a week. **PLEASE NOTE: YOU MUST USE YOUR ASU E-MAIL FOR COMMUNICATION WITH ME. YOU ARE RESPONSIBLE FOR MAKING SURE YOU ARE ACCESSIBLE THROUGH ASU'S E-MAIL SYSTEM.**

**BOOKS AND OTHER REQUIRED MATERIALS**

- 1. *International Ethics: Concepts, Theories, and Cases in Global Politics*, by Mark R. Amstutz, Rowman & Littlefield Publishers, 4th ed. 2013 Campus bookstore.**
- 2. *The Lesser Evil—Political Ethics in an Age of Terror*, by Michael Ignatieff, Princeton University Press, 2004. Campus bookstore.**
- 3. *Half the Sky –Turning Oppression Into Opportunity for Women Worldwide*, Nicholas D. Kristof and Sheryl WuDunn, Vintage Books 2009.**
- 4. Articles posted under course documents on the system.**
- 5. You may be required to download reading material from the internet and to view films available on the internet.**
- 6. You are required to view the film, Nuremberg, on the Blackboard site under week 5.**
- 7. Please make sure you read the outlines and lecture notes posted under each week of class in the Blackboard course shell for this class. These are based upon the readings and highlight some of the key elements of the readings. While it is essential that you read these, they are not substitutes for the assigned readings. Do not rely upon these and neglect the readings.**

**GRADES:**

1) 2 Exams worth 70 points each	=	140 points
2) * Discussion sessions (11 worth 2 points each)	=	22 points
3) Quizzes (6 worth 5 points each)	=	30 points
4) Final Essay	=	10 points
5) QUIZ ON CONTENT OF SYLLABUS	=	3 points
TOTAL POSSIBLE POINTS	=	205 POINTS

**DISCUSSION SESSIONS.** Unless otherwise noted, all discussion sessions will run from Thursday 6AM of the week listed in the syllabus until the next Sunday 11:30 PM. SEE WEEK 7 FOR EXCEPTIONS. Please note that some weeks you will have more than one discussion session. PARTICIPATING IN THESE DISCUSSIONS IS AN IMPORTANT PART OF THIS CLASS. THEY WILL HELP YOU KEEP UP WITH THE READINGS AND WILL REINFORCE WHAT YOU LEARN FROM THE READINGS. THE DISCUSSIONS WILL ASSESS STUDENTS' ABILITY TO REFLECT CRITICALLY ON THEORIES, CONCEPTS, AND IDEAS FROM THE READINGS AND TO APPLY THEM TO REAL WORLD SITUATIONS.

Your participation in these sessions will be assessed as follows; Total points possible = 2; 1 point for your initial response to my prompt and 1 point for your response to at least 1 other student. Make sure you address all elements of the initial prompt in a thoughtful, reflective, and well-written manner. Do not use "texting messaging language." While the length of the initial responses will vary, in order to adequately address most of the questions you will need at least one well-developed paragraph. Make sure you read the prompts carefully and respond to each part. Responses to other students should be more substantial than "I agree" or "I disagree." Engage the points made in the other student's response. ALL COMMUNICATION SHOULD BE POLITE AND RESPECTFUL OF OTHER STUDENTS' VIEWS. IT IS FINE TO DISAGREE AND I ENCOURAGE CRITICAL THINKING BUT DO THIS IN A RESPECTFUL WAY.

**QUIZZES: MULTIPLE CHOICE & TRUE/FALSE FORMAT.**

QUIZZES GENERALLY RUN FROM THURSDAY (6AM) OF THE WEEKS NOTED BELOW TO THE FOLLOWING TUESDAY (11:30PM.) SEE SYLLABUS QUIZ AND WEEK 7 FOR EXCEPTIONS. THEY ARE TIMED AND YOU MUST COMPLETE THEM WITHIN 30 MINUTES. THE SYLLABUS QUIZ AND WEEK 7 ARE EXCEPTIONS TO THIS SCHEDULE. SEE SYLLABUS FOR DUE DATES.

**EXAMS: MULTIPLE CHOICE & TRUE/FALSE FORMAT.**

EXAMS ALSO RUN THURS. – TUES. UNLESS OTHERWISE STATED. SEE WEEK 7 FOR EXCEPTIONS. THEY ARE TIMED AND YOU MUST COMPLETE THEM WITHIN 1 HOUR. WHEN TAKING A QUIZ OR EXAM, YOU MUST MAKE SURE YOU ARE ON A RELIABLE COMPUTER WITH A RELIABLE INTERNET CONNECTION. YOU SHOULD CLOSE ALL OTHER BROWSERS AND EVERYTHING ELSE EXCEPT THE EXAM. IF YOU NAVIGATE AWAY FROM THE

**EXAM PAGE YOU WILL BE BOOTED OUT OF THE SYSTEM AND WILL BE UNABLE TO GET BACK INTO THE EXAM/QUIZ. DO NOT USE A BLACKBERRY OR OTHER CELLULAR DEVICES TO ACCESS AND TAKE EXAMS AND QUIZZES. CONNECTIONS ARE NOT RELIABLE ENOUGH TO COMPLETE THESE ASSIGNMENTS.**

**FINAL ESSAY** Your final essay for this class is due on MONDAY 11/25, 5pm, week 7. Please read the question carefully and make sure you respond to all parts of the question. Your essay should be clearly written, well crafted, with no spelling or grammatical errors. It must be typed, double-spaced, and no more than 2 pages. The essay is worth a maximum of 10 points. Essay Question: Reflect upon what you have learned in this class this semester and respond to the following. (1) What concept or theory that we have covered do you think has been the most informative and meaningful to you in terms of how it enhances your understanding of ethics and human rights in global politics? Explain and in doing so elaborate on the concept or theory. Your answer must demonstrate that you understand the elements of the theory or concept. (2) What do you think has been the most significant substantive issue we have covered? Explain why you think this is an important issue and elaborate on the ethical aspects of the issue. (3) Finally, what was not included in this class that you would like to see included. This can be either a theoretical approach or a substantive issue. Why do you think it would be important to include this? Your essay must be submitted through “turn it in.”

### **ACADEMIC INTEGRITY**

Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see <http://provost.asu.edu/academicintegrity>.

### **DISABILITY ACCOMMODATIONS**

Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to me at the beginning of the semester either during office hours or by appointment. Prior to receiving disability accommodations, verification of eligibility from the Disability Resource Center (DRC) is required. Disability information is confidential.

**TITLE IX** IS a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on gender is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of gender can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of gender or sexually assaulted, you can find information and resources at <http://sexualviolenceprevention.asu.edu/faqs/students>.

### **POINTS-LETTER BREAKDOWN:**

**A + = 196-205**

<b>A</b>	<b>=</b>	<b>191-195</b>
<b>A-</b>	<b>=</b>	<b>184-190</b>
<b>B +</b>	<b>=</b>	<b>176-183</b>
<b>B</b>	<b>=</b>	<b>171-175</b>
<b>B-</b>	<b>=</b>	<b>164-170</b>
<b>C+</b>	<b>=</b>	<b>155-163</b>
<b>C</b>	<b>=</b>	<b>143-154</b>
<b>D</b>	<b>=</b>	<b>123-142</b>
<b>E</b>	<b>&lt;</b>	<b>123</b>

**There are several issues that are non-negotiable in this class. Please note the following.**

**1. You are responsible for reading the syllabus thoroughly as well as the announcements. Information you need for the course will be found in these. It is absolutely essential that you read the syllabus and check the announcements at least once a day.**

**2. Grades are not based on a curve. Please do not ask me to raise your grade because you are a few points away from the next higher grade.**

**3. No one will be given a special assignment to make up or earn extra points. Please do not ask.**

**4. If you believe your answer to a question on a quiz or exam is correct, and it has been marked incorrect, you must submit your argument to me in writing within one-week after the quiz or exam grades have been posted. You must provide a well-written, coherent statement of why you think your answer is correct, with citations including page numbers from the readings to support your claim.**

**5. Ample time is allotted for the quizzes and exams so please do not ask me to reopen them or give you a time extension unless you can provide official documentation as to why you could not do the assignment on time, e.g. a medical excuse. If you wait until the last minute to do an assignment and the system shuts you out due to the deadline, you will not get credit and will not be allowed to retake/redo.**

**6. Regarding the discussion questions, rude and disrespectful language is unacceptable. As noted in the syllabus, disagreement and critical, lively discussion is certainly encouraged. But please so not engage in personal attacks, offensive comments, or misrepresent another student's words. Disregarding this will result, at a minimum, in a loss of points. See ASU Student Code of Conduct, Policy 5-308.**

**7. Please adhere to the time limits for quizzes (30 minutes) and exams (1 hour). Occasionally a quiz or exam may be left open or reopened or made**

accessible for longer than the allowed time for students with disabilities or other acceptable excuses who have communicated with me. If these do not apply to you, you may not go over the time limit. One to five minutes over is not a problem, but more than this is not allowed. See the Academic Integrity link in the syllabus.

**COURSE OUTLINE** (NOTE: CHAPTERS ASSIGNED FROM THE AMSTUTZ BOOK INCLUDE ALL CASE STUDIES UNLESS OTHERWISE STATED.)

**WEEK 1 : 10/10/18-10/20/18 (\*NOTE: SINCE THE 1<sup>ST</sup> DAY OF CLASS IS A WEDNESDAY, THE DATES FOR WEEK 1 ARE THE FIRST WEEK AND A HALF.)**

**INTRODUCTION: PLEASE READ THE FIRST ANNOUNCEMENT FOR CLASS.**

**\*SYLLABUS QUIZ WORTH 3 POINTS. OPEN 10/10 6 AM – 10/15, 11:30PM**

**\*Watch Gordon Brown, “Global Ethic vs. National Interest,” 17 minutes in External Links. Please watch this by the end of the first week of class.**

**I. Ethics, Human Rights, and International Politics**

**Readings:**

**(A) “The Philosophical Foundations of Human Rights,” Jerome Shestack, in Human Rights Quarterly, Vol. 20.2, 1998 pp. 201-234. (course documents)**

**(B) Amstutz, Introduction, Chaps. 1, 3, 4 and 5.**

**(C) “The Melian Dialogue” (course documents)**

**\*DISCUSSION #1 (open Thurs. 10/18-Sunday 10/21)**

**WEEK 2: 10/21-1/27**

**I. Ethics, Human Rights, and International Politics (continued)**

**Readings:**

**(A) Reread section in Shestack (week 1) on John Rawls and Amstutz, Chap. 2 pp. 35-36.**

**(B) “The Construction of a ‘Realistic Utopia:’ John Rawls and International Political Theory,” Review of International Studies, (2002) 28, 5-21. (course documents)**

**\*DISCUSSION #2 open 10/25-10/28**

**\*QUIZ #1 (AVAILABLE THURSDAY 10/25 THROUGH TUESDAY 10/30) COVERS MATERIAL FROM WEEK 1.**

**II. Cultural Relativism and International Human Rights**

**Readings:**

**(A) Amstutz, reread pp. 16-18, The Challenge of Cultural Pluralism and pp. 96-99, The Problem of Cultural Pluralism.**

(B) Michael J. Perry, "Are Human Rights Universal? The Relativist Challenge and Related Matters, *Human Rights Quarterly*, 19.3, (1997) pp. 461-509, (course documents)

(D) "Virtuous Cuts: Female Genital Circumcision and African Ontology." differences: A Journal of Feminist Cultural Studies, Vol. 12.1, 2001 (course documents)

(E) "Western Policies on Child Labor Abroad," Roland Pierik and Mijke Houwezijl, *Ethics and International Affairs*, Vol. 20, No. 2, 2006 (course documents)

**\*DISCUSSION #3 open 10/25-10/28**

### **WEEK 3: 1/28-11/3**

#### **III. The Ethics of Force**

##### **Readings;**

(A) Amstutz, Chap. 7

(B) "Just and Unjust War," Howard Zinn, in Howard Zinn on War, New York: Seven Stories Press, 2001(course documents)

**\* DISCUSSION #4 open 11/1-11/4**

**\*QUIZ #2 (AVAILABLE THURSDAY 11/1 THROUGH TUESDAY 11/6)**

**COVERS CULTURAL RELATIVISM, JUST WAR THEORY, AND ZINN READING ON WAR.**

#### **IV. The Ethics of Intervention**

##### **Readings:**

(A) Amstutz, Chap. 9

(B) Case Studies: Protecting Civilians in Libya, Case 9-1  
U.S. Intervention in Somalia, Case 9-2  
The Rwanda Genocide, Case 5-2 pp. 110-111.

(C) "Bystanders to Genocide" by Samantha Power (course documents)

**\*EXAM #1 (AVAILABLE THURSDAY 11/1 6AM THROUGH THE FOLLOWING TUESDAY 11/6 11:30PM ) COVERS ALL MATERIAL THROUGH THE END OF WEEK 3.**

### **WEEK 4: 11/4-11/10**

#### **V. Justice and Cultural Violence**

##### **Reading:**

(A) "Cultural Violence," by Johan Galtung, *Journal of Peace Research*, Vol. 27, No. 3. (course documents).

#### **VI. The Ethics of International Economic Relations**

(A) Amstutz, Chap. 10, pp. 212-222. (skip pp. 201-211 on globalization)

(B) "A Peaceful, Silent, Deadly Remedy, The Ethics of Economic Sanctions," *Ethics and International Affairs*, Vol. 13, No. 1, March 1999, Joy Gordon (course documents)

**\*Watch Aurret Van Hearden, “Making Global Labor Fair,” 17 minutes, in External Links.**

**\* DISCUSSION #5 OPEN 11/8-11/11**

## **VII. Women and Human Rights**

### **Readings:**

**(A) *Half the Sky*, Introduction and Chaps. 1, 2, 3, 8, 9, 12, and 14.**

**(B) 3 short reviews of above book, “Global Gender Inequality and the Empowerment of Women,” by Ayelet Shachar, Uma Narayan, and Valentine M. Moghadam. (Course Documents)**

**\*Watch Sunitha Krishnan, “The Fight Against Sex Slavery,” 13 minutes in External Links.**

**\* DISCUSSION #6 OPEN 11/8/-11/11**

**\*QUIZ # 3 (on *Half the Sky* and review articles) OPEN 11/8-11/13**

## **WEEK 5: 11/11-11/17**

## **VIII. Pursuing International Justice**

### **Readings:**

**(A) Amstutz, Chap. 2, 11 and 12 including Case, 2-1, Global Poverty, Case 11-2, The Challenges of U.S. Immigration Policy and Case11-1, U.S. Assistance to AIDS Victims and 12-2, The Detention of Augusto Pinochet. YOU DON'T HAVE TO READ CASE 12-1 ON GLOBAL CLIMATE CHANGE .**

**(B) "Migration Without Borders: An Investigation into the Free Movement of Peoples," Antoine Pecoud and Paul de Guchteneire, *Global Migration Perspectives*, No. 27, April 2005 UNESCO (course documents)**

**(C)"Holes in the Rights Framework: Racial Discrimination, Citizenship, and the Rights of Noncitizens," James A. Goldstone, *Ethics and International Affairs*, Vol 20, No. 3, 2006 (course documents)**

**\* Watch Peter Singer, “The Why and How of Effective Altruism,” 18 minutes, in External Links.**

**\* DISCUSSION #7 OPEN 11/15-11/18**

## **IX. Universal Jurisdiction**

**(A)Watch film "NUREMBERG."**

**(B) Reading: Michael Struett, “The Meaning of the International Criminal Court,” *Peace Review*, Sept. 2004, pp. 317-321 (course documents)**

(C) Amstutz, Chap. 12, pp. 255-270.

\* DISCUSSION #8 OPEN 11/15-11/18

\*QUIZ #4 (AVAILABLE THURSDAY 11/15- THROUGH TUESDAY 11/20)  
COVERS ECONOMIC SANCTIONS, AND IMMIGRATION READINGS)

**WEEK 6: 11/18-11/24**

**X. The Ethics of Unconventional Conflict**

**A. Counterinsurgency**

**B. Terrorism and Counterterrorism**

**Readings:**

(A) Amstutz, Chap. 8

(B) "Dan Rather Interviews with Alberto Mora, Former U.S. Navy General Counsel," 11/2/06 available on-line. See course documents.

(C) "Ethical Considerations: Law Foreign Policy, and The War on Terror," 25<sup>th</sup> Annual Morgenthau Memorial Lecture" available on-line. See course documents.

(D) *The Lesser Evil*, Chaps. 1, 2, 3, 4, 5, and 6.

\* DISCUSSION #9 OPEN 11/22-11/25

\* DISCUSSION #10 OPEN 11/22-11/25

**WEEK 7: 11/25-11/30. NOTE: 11/30 IS THE LAST DAY OF CLASS.**

**\*\*PLEASE NOTE THE TIMES FOR DISCUSSION, QUIZZES AND EXAMS ARE DIFFERENT FROM PREVIOUS WEEKS.**

**Continue reading The Lesser Evil, Chaps. 4, 5, and 6 and the following;**

**XI. Religion, Human Rights, and International Politics**

**Readings:**

(A) "God's Disbelief and Ours: Religious Perils and Possibilities of Human Rights," by John Carlson (course documents)

(B) "Theorizing Religious Resurgence," Elizabeth Shakman Hurd (course documents)

(C) "The Problem of Secularism in Human Rights Theory," Michael Freeman (course documents)

**\*Watch Jason McCue, "Terrorism as a Failed Brand," 19 minutes, in External Links.**

**\* DISCUSSION #11 (Sunday 11/25 – Thurs. 11/29, 11:30pm.)**

**\*QUIZ #5 (AVAILABLE SUNDAY 11/25 6AM THROUGH FRI. 11/30, 9AM)  
COVERS ALBERTO MORA READINGS AND IGNATIEFF BOOK.**

**\*QUIZ 6 (AVAILABLE SUNDAY 11/25, 6AM THROUGH FRI. 11/30. 9AM)  
COVERS READINGS ON RELIGION AND HUMAN RIGHTS, AND MICHAEL STRUETT'S ARTICLE ON THE INTERNATIONAL CRIMINAL COURT.**



**\*EXAM 2 (AVAILABLE SUNDAY 11/25 6AM THROUGH FRI. 11/30, 5PM)  
COVERS ALL MATERIAL AFTER EXAM 1.**

**ESSAY DUE MONDAY 11/25, 5 PM**

FALL2018 9/19/18

SPRING 2019