

**POL 469F & POL 2226F**  
**ETHICS AND INTERNATIONAL RELATIONS**

Fall 2020, Thursdays 6-8 pm  
Mode of Delivery: Online Synchronous

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Office Hours: by appointment

**COURSE DESCRIPTION**

The seminar explores the possibilities for and requirements of ethical action in international affairs. It is common to study international relations primarily in terms of interests and power, but the language of justice is invoked all the time in actual international interactions. Drawing on readings from normative international relations theory and political philosophy, the course takes up ethical dilemmas encountered in world affairs in the context of debates about intervention, development, wellness, and institutions.

The seminar is research-intensive: as a major component of their coursework, students will prepare an independent research paper on an approved topic related to course themes. Students will receive several opportunities to develop and refine their research. Three course components serve that purpose: the research proposal, the research paper, and the research presentation. Students are expected to work closely with the instructor in all stages of their research and are encouraged to book meetings in office hours to receive feedback on their work.

**COURSE READINGS**

The following reading materials will be used in the course:

- Selected articles, books, and book chapters available electronically via U of T libraries and on online course reserves
- John Rawls, [\*Justice As Fairness: A Restatement\*](#), (Harvard, 2001)
- John Rawls, [\*The Law of Peoples\*](#), (Harvard, 1999)

The books are available for purchase at U of T Bookstore and can also be purchased online. At this time, Robarts library does not provide in-person short-term loan services due to COVID-19, but this may change as the pandemic evolves.

**COURSE REQUIREMENTS**

**Format and Delivery:**

- The course will meet for 2 hours of seminar discussion per week. Seminars will be delivered online synchronously. The default technological platform for the delivery of seminars will be Bb Collaborate at the start of the term. Zoom may be used as a back-up if unexpected technical difficulties with Bb Collaborate are encountered. If this happens, further details will be provided on Quercus. Access to these software packages is available through the University of Toronto.

- Students are expected to attend and participate in seminar discussions synchronously at their scheduled time.
- Seminars will be recorded and posted on Quercus to facilitate student learning and to allow students to review them again asynchronously for personal study purposes, but this is not a substitute for synchronous attendance and synchronous participation. Students who are unable to attend seminars synchronously at their scheduled time due to legitimate reasons (for example, because of differences in time zones) should contact the instructor immediately to arrange for make-up assignments for synchronous attendance and synchronous participation. No attendance and participation credit will be given for missed synchronous seminars prior to the date that make-up arrangements have been put into place. Students who add the course later in the term or students who are unable to attend class on an occasional basis due to legitimate reasons should also arrange for make-up assignments no later than one week after the missed class.

**Evaluation and Grading:**

- Performance in the course will be evaluated based on the following components:
 

Research Proposal (500 words)	15%
Research Paper (3000 words)	40%
Research Presentation (500 words for handout)	15%
Participation	30%
- Additional instructions for each component are provided below and in subsequent pages of the syllabus.

**Research Proposal:**

- The research proposal (15% of the final grade) will describe a question that students intend to explore in their research paper and a brief description of the approach they expect to take to answer their question, accompanied by a detailed bibliography of relevant scholarly works that will be consulted in their research.
- The selected topic must be relevant to course themes and must be approved by the instructor. It is essential to start working on the proposal early.
- Students are encouraged to meet with the instructor to discuss their proposal ideas.
- Length: 500 words.

**Research Paper:**

- The research paper (40% of the final grade) will provide an original **ethical analysis** and present the findings of the research students undertook on their approved topic.
- Length: 3000 words.

**Research Presentation:**

- The research presentation (15% of the final grade) will entail a 5-minute oral presentation of the main findings of the research paper, accompanied by a written handout that will be distributed to the class, followed by a brief 5-minute question and answer period.
- Length for handout: 500 words.

**Participation:**

- Participation (30% of the final grade in total) will be assessed based on a combination of the online completion of assigned just-in-time teaching tasks (JITTs) prior to the start of seminars

(10% of the final grade), attendance in online synchronous seminars (10% of the final grade), and informed online oral participation in synchronous class discussions (10% of the final grade). Adequate preparation is essential.

- JITTs: JITTs will include questions from the required readings to prepare students for the upcoming class discussion and to give students opportunities to provide feedback to the instructor. Links to weekly JITTs will be sent by google forms posted to Quercus and must be completed by students prior to the start of that week's class. JITTs will start in week 2 and the forms will be closed after their due dates.
- Synchronous attendance and synchronous participation: Students are expected to attend seminars synchronously at their scheduled times. Students who are unable to do so due to legitimate reasons are expected to contact the instructor to arrange for make-up assignments for attendance and participation. No attendance and participation credit will be given for missed synchronous seminars prior to the date that make-up arrangements have been approved. Alternative avenues for oral participation will be provided with links to google forms.
- Students who do not have access to google forms should inform the instructor immediately to arrange for alternatives.

### **IMPORTANT DATES**

Sep 23	Last day to add course, course fee freeze date
Oct 1	Proposal due
Nov 9	Last day to add or remove a CR/NCR option, last day to cancel courses
Nov 19	Paper due
Nov 26	Presentations 1
Dec 3	Presentations 2
Dec 9	Last day to request late withdrawal at Registrar
Jan 11	Last day to file a petition regarding term work

### **ONLINE CODE OF CONDUCT**

#### **Copyright:**

- Lectures and all other course materials prepared by the instructor are considered by the University to be an instructor's intellectual property covered by the Copyright Act, RSC 1985, c C-42. Course materials such as PowerPoint slides, lecture recordings, or other online or mixed media materials may be made available on Quercus to students currently registered in the class strictly for their own personal study purposes. These materials cannot be shared outside of the class or "published" in any way. Course materials may not be reproduced or posted or shared anywhere other than the official course Quercus site and should only be used by students currently registered in the course. Posting lecture recordings, lecture slides or any other course materials to other websites or to any other media without the express permission of the instructor will constitute copyright infringement.
- To facilitate student learning, seminar recordings will be posted on Quercus. These recordings are intended to be used as a student study aid and are not a substitute for regular attendance in synchronous sessions. Recordings may not be reproduced or posted or shared anywhere other than the official course Quercus site and should only be used by students currently registered in the course. Students agree not to distribute seminar recordings via any distribution channels

without permission from the instructor. Unauthorized reproduction, copying or use of online recordings will constitute copyright infringement.

### **Use of Technology:**

- Course offerings at the University have moved online, creating new ways to connect and collaborate with your professors and peers.
- The University of Toronto expects all its members to behave responsibly and with courtesy and respect for others when using technology.
- The University of Toronto is committed to equity, human rights and respect for diversity.
- All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another's differences.
- Students should make sure to read the University's Student Code of Conduct <<https://governingcouncil.utoronto.ca/secretariat/policies/code-student-conduct-december-13-2019>> and the University's policy on the Appropriate Use of Information and Communication Technology <<https://www.provost.utoronto.ca/planning-policy/information-communication-technology-appropriate-use/>>.

### **Online Participation:**

- Students are encouraged to participate in synchronous online classes as they would in an in-person class. Active and informed participation in online synchronous classes is required and constitutes part of the participation mark.
- To facilitate student learning, lectures will be recorded and posted on Quercus. Students who choose to participate synchronously should be aware that their online participation will be part of these recordings. Students who choose not to be visible in the video recordings can leave their cameras turned off. Student voices will generally be captured in the audio recording when they ask a question or make a comment in class. Students who have concerns about their voice being recorded should make use of the alternative means of participation that will be provided.
- To participate synchronously, students can either "raise their hands" or type the words "comment/question" in the chat window; the instructor will then call on students to manage the flow of participation.
- Students who choose not to participate in online synchronous sessions due to privacy or other concerns will be provided with alternative avenues of participation via google forms. Students who do not have access to google should inform the instructor immediately to arrange for alternatives.

## **COURSE POLICIES**

**Assignment Submission:** All assignments must be submitted online on Quercus by 12 midnight on their due dates.

**Extensions and Make-ups:** No extensions or make-ups will be granted on any assignments, unless students have acceptable reasons that are documented. No extensions or make-ups will be granted on any assignments, unless students have acceptable reasons that are documented. Students who are absent from class for any reason (e.g., COVID, other illness or injury, family situation) and who require consideration for missed academic work should report their absence through the online absence

declaration. The declaration is available on ACORN under the Profile and Settings menu. Students should then contact their instructor to request the accommodation they are seeking. Appropriate documentation must be submitted within one week of missed term work. Assignments and tests from other courses scheduled for the same day, work commitments, or transportation problems do not constitute acceptable reasons, so students should plan accordingly in advance. No extensions will be granted on assignments beyond the date that marked assignments have been returned to the class.

**Length Penalties:** Students should include word counts on all written assignments. Assignments that are more than 10% longer or shorter than the assigned word count will be penalized by **5%**.

**Late Penalties:** Late assignments will be penalized. The late penalty is **2% per late day**, weekends included. The number of late days will be determined by submission times on Quercus. Late assignments will not be accepted after marked assignments have been returned to the class.

**Plagiarism:** All sources used in written assignments must be properly cited. Failure to acknowledge sources constitutes plagiarism—a serious academic offense. For more information, students should review “How Not to Plagiarize” and other advice on using sources at [www.writing.utoronto.ca/advice/using-sources](http://www.writing.utoronto.ca/advice/using-sources).

**Turnitin:** Normally, students will be required to submit their course essays to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site.

**Appeals:** Students who have concerns about the mark they received can request that their work be remarked within two weeks after their marked assignments have been returned. Appeal requests must be submitted in writing and must include a statement of the **substantive reasons** that student have for their request and what students feel was overlooked in the marking of their work. In accordance with the Faculty of Arts and Science policies, grades may go up, stay the same, or go down in the appeals process.

## RESOURCES

**Accessibility Services:** The course is fully committed to providing students with fair access to their courses. Students with special needs or disabilities are strongly encouraged to register with Accessibility Services to arrange for needed accommodations.

**Writing Support:** Students can visit [www.writing.utoronto.ca](http://www.writing.utoronto.ca) for information and advice on all aspects of academic writing. Students are also encouraged to make use of the college writing centers for individualized consultations on their written assignments. Interested students should book their appointments with the writing centers early, as they fill up fast. Information about the writing centers is available at <http://www.writing.utoronto.ca/writing-centres/arts-and-science>. Students can also take advantage of the Library's free “Writing Plus” academic skills workshop series, described at <http://www.writing.utoronto.ca/writing-plus>. International students can find information about the English Language Learning program (ELL), which includes practice opportunities for improving oral communication and critical reading skills, at <http://www.artsci.utoronto.ca/current/advising/ell>.

**Registrar Support:** Students are encouraged to contact their registrar promptly if they experience unexpected challenges during the course that may require accommodations.

**Health and Wellness:** Students can access a wide range of programs and services to support their health and wellbeing. Many of these programs are listed at: <https://studentlife.utoronto.ca/department/health-wellness/>

**Crisis Support:** Students in distress can access a range of free crisis lines available from the University of Toronto and the City of Toronto, as listed below:

- University of Toronto: <https://studentlife.utoronto.ca/task/support-when-you-feel-distressed/>
- City of Toronto: <https://www.toronto.ca/311/knowledgebase/kb/docs/articles/311-toronto/information-and-business-development/crisis-lines-suicide-depression-telephone-support-lines-non-crisis-mental-health-services.html>

Most of these crisis lines are available 24 hours a day and some address specific problems that students may be experiencing. Immediate assistance is available as follows:

- My SSP for University of Toronto Students: 1-844-451-9700.
- Good 2 Talk Student Helpline: 1-866-925-5454
- Gerstein Crisis Centre: 416-929-5200
- Distress Centres of Greater Toronto: 416-408-HELP (4357)
- The Centre for Addiction and Mental Health (CAMH): 250 College Street (walk-in)

You are not alone: please get help if you're experiencing difficulties and are in distress.

## SEMINARS

Seminars are scheduled weekly on Thursdays, 6-8 pm. Additional time may be scheduled for the student presentations, if required by enrolment. There will be no class on November 12 due to reading week.

<b>1. Overview</b>		
Sep 10	Week 1	Distribution of Syllabus
Sep 17	Week 2	Realist Ethics
Sep 24	Week 3	Liberal Ethics
<b>2. Theorizing Justice: Rawls</b>		
Oct 1	Week 4	Basic Framework ( <b>Proposal due</b> )
Oct 8	Week 5	Principles and Institutions
Oct 15	Week 6	Pluralism and Stability
Oct 22	Week 7	International Justice
<b>3. Pursuing Justice: Applications</b>		
Oct 29	Week 8	Intervention
Nov 5	Week 9	Development
Nov 19	Week 10	Wellness ( <b>Paper due</b> )
Nov 26	Week 11	Presentations 1 (Schedule TBA)
Dec 3	Week 12	Presentations 2 (Schedule TBA)

## READING ASSIGNMENTS

### Week 1: Distribution of Syllabus

- Don Pittis, “Video chats short circuit a brain function essential for trust—and that’s bad for business”, *CBC*, (June 29, 2020).

### Week 2: Realist Ethics

- Terry Nardin & David Mapel, *Traditions of International Ethics*, (Cambridge, 1992), ch. 1, 4, 5.
- Charles Beitz, *Political Theory and International Relations*, (Princeton, 1999), part I.

### Week 3: Liberal Ethics

- Terry Nardin & David Mapel, *Traditions of International Ethics*, (Cambridge, 1992), ch. 7, 8, 9, 10.

### Week 4: Basic Framework

- Rawls, *Justice As Fairness*, parts I, III.

### Week 5: Principles and Institutions

- Rawls, *Justice As Fairness*, parts II, IV.

### Week 6: Pluralism and Stability

- Rawls, *Justice As Fairness*, part V. (Review also sub-sections 9 and 11)
- Rawls, *The Law of Peoples*, pp. 129-180.

### Week 7: International Justice

- Rawls, *The Law of Peoples*, pp. 1-128.

### Week 8: Intervention

- Singer, *One World Now: The Ethics of Globalization*, (Yale, 2016), ch. 1, 4, 6.
- Michael Walzer, *Just and Unjust Wars*, (Basic Books, 2006), ch. 6.
- Charles Beitz, *Political Theory and International Relations*, (Princeton, 1999), part II.
- David Miller, “Defending Political Autonomy: A Discussion of Charles Beitz,” *Review of International Studies*, 31/2 (2005), pp. 381-388.

### Week 9: Development

- Singer, *One World Now: The Ethics of Globalization*, (Yale, 2016), ch. 2, 3, 5
- Charles Beitz, *Political Theory and International Relations*, (Princeton, 1999), part III, afterword.

### Week 10: Wellness

- Isaac Prilleltensky, “Wellness without fairness: The missing link in psychology”, *South African Journal of Psychology*, 43 2 (2013), pp. 147–155
- Zigmund Kozicki, “The Global Imperative: “World Wellness”,” *Perspectives on Global Development and Technology*, 01/2016, Volume 15, Issue 1-2, pp. 213 – 235.

Weeks 11 and 12: Research Presentations: No additional reading assignments.

## PAPER INSTRUCTIONS

Write a paper that undertakes an **ethical analysis** to answer the research question that was approved in your proposal.

Submit your paper on **Quercus** by **12 midnight** on its due date. This assignment is worth **40% of your final course grade**.

Make sure that your paper meets the following parameters:

- Your paper should be **3000 words** in length (including all citations, but not the bibliography). Make sure to include a word count at the end of your paper. Papers that are more than 10% longer or shorter will be penalized. Significantly longer or shorter assignments may not be accepted.
- Your paper should provide a clear statement of your research **question** and the **approach** you took to address it.
- Your analysis should be **ethical** and it should be grounded in the relevant ethical scholarship on your topic.
- Your paper should develop a coherent **central thesis** that answers the research question and that frames the discussion of the paper. The central thesis should be well supported, both theoretically and textually/empirically, and well developed throughout the paper. Make sure to provide clear statements of the central ethical concepts you have relied on in formulating the central thesis. Remember also to always explicitly justify your choices and to explicitly give reasons for the positions you take.
- Your paper should demonstrate **knowledge** of your approved topic and your mastery of the relevant scholarly literature on it. The review of the scholarly literature should always be undertaken with the purpose of developing the necessary components of your central thesis.
- It makes for a stronger paper to consider and address positions that are different from your own. You should not set up straw men when doing this. Treating rival views fairly makes for a stronger paper.
- Cite all your sources carefully throughout. Use a **parenthetical citation** style of your choice consistently (either MLA or APA). Attach a bibliography that lists all the works cited at the end (this is in addition to the 3000 words). Consult the handouts “How not to plagiarize” and “Standard documentation formats” that are posted on Quercus to make sure you acknowledge sources correctly.
- Use good style, relevant terminology, and precise language. Avoid unnecessary jargon. Avoid overly long sentences. Check for spelling and grammar errors. Your paper should be double-spaced, in a standard font (no smaller than Times 12 or equivalent) and with normal margins (at least 1 inch).



## PRESENTATION INSTRUCTIONS

The presentation (**15% of the final grade in total**) will give students the ability to set the agenda for seminar discussions and the opportunity to present their research findings to the class in a student conference. The exact schedule for the presentations will be announced in class and on Quercus.

### Handout:

- Post a handout of your presentation that summarizes the main points of your paper on Quercus before your presentation date.
- The handout should clearly communicate the central thesis of your paper and the evidence for it. Central concepts and theoretical frameworks that are used should also be explained. Images are allowed and can be incorporated.
- All sources should be cited carefully throughout the handout with a parenthetical citation style. A bibliography should be attached (this is not included in the 500 words).
- Length for presentation handout: 500 words

### Class Presentation: Individual dates will be announced.

- Prepare a **5-minute presentation** to deliver to the class online on your scheduled presentation date. Given class size, this is a rigid time limit. Keep in mind that 5 minutes passes quickly and are strongly encouraged to practice delivering the presentation in advance.
- Presentations should clearly communicate the central thesis of your paper and the evidence for it.
- You have the option of preparing a 5-minute video in advance for your class presentation if you choose.
- Screen sharing and use of online audio-visual or mixed media materials is allowed, although make sure this does not come at the expense of communicating the main points of your research. Time is short, so do keep track of time.
- The class presentation will be followed by a 5-minute synchronous **question and answer** session, where you will have the opportunity to discuss each other's research in a conference-style setting.