

POL 2226F: ETHICS AND INTERNATIONAL RELATIONS

Fall 2023, Mondays 11-1

Instructor: Professor Nancy Bertoldi

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Office Hours: by appointment on Mondays 2-3:30

Please book office hours appointments in advance on Quercus

COURSE DESCRIPTION

The course explores the possibilities for ethical action in international affairs. It is common to theorize international relations in terms of interests and power, but this fails to account for the frequent invocation of the language of justice and fairness in actual international interactions. Drawing on readings from political philosophy and normative international relations theory, the course takes up ethical dilemmas encountered in world affairs in the context of debates about intervention, development, and other applied issues chosen by students.

The course is a research-intensive seminar, where students conduct independent research on an approved topic of their choice of relevance to course themes that they present in a student conference at the end of the semester. Students 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:

- Terry Nardin & David Mapel, *Traditions of International Ethics*, (Cambridge, 1992)
- Charles Beitz, *Political Theory and International Relations*, (Princeton, 1999)
- John Rawls, *Justice As Fairness: A Restatement*, (Harvard, 2001)
- John Rawls, *The Law of Peoples*, (Harvard, 1999)
- Peter Singer, *One World Now: The Ethics of Globalization*, (Yale, 2016)
- Selected assigned articles and distributed handouts.

All reading materials are available online, either as online resources through U of T libraries or in pdf under the library reading list in Quercus. Hard copies are also available on reserve at Robarts library.

IMPORTANT DATES

Sep 20	Last day to add course
Oct 16	Proposal due
Nov 6	Last day to drop course
Nov 20	Paper due
Dec 4	Presentations 1
Dec 7	Presentations 2

COURSE REQUIREMENTS

Format and Delivery:

- The course will meet for 2 hours of in-person seminar discussion per week.
- Seminars presuppose familiarity with the readings, so students should complete reading assignments before the start of each week's seminar for informed participation.

Evaluation and Grading:

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

Research Proposal (500 words)	10%
Research Paper (3000 words)	40%
Research Presentation (500 words for handout)	15%
Participation	35%
- The research proposal (10% of the final grade) will describe the research question for the research paper and a brief description of the approach students expect to take to answer their question. The proposal must be accompanied by a bibliography of relevant scholarly works that students will consult in their research. The bibliography does not need to be annotated. The selected research 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 should meet with the instructor in office hours prior to the due date to discuss their proposal ideas. Length: 500 words.
- The research paper (40% of the final grade) will provide an original ethical analysis of the topic approved in the proposal and present the findings of the research students undertook to answer their research question. Additional instructions are provided below. Length: 3000 words.
- 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 5-minute question and answer period. Additional instructions are provided below. Length for handout: 500 words.
- Participation (35% of the final grade in total) will be assessed on a weekly basis based on a combination of class attendance, assigned just-in-time teaching tasks (JITTs) completed online, and informed participation in class discussions. Adequate preparation is essential. Students are responsible for making sure to sign the attendance sheet every week, which will be circulated at the beginning of class; otherwise, they will not receive attendance credit. Students who are unable to attend class due to legitimate reasons are expected to contact the instructor to arrange for make-up assignments. Students who do not have access to google forms should inform the instructor immediately to arrange for alternatives.
- The use of generative artificial intelligence tools or apps for any assignment in this course, including tools like ChatGPT and other AI writing or coding assistants, is prohibited.

COURSE POLICIES

Assignment Submission: All assignments must be submitted online on Quercus by 11:59 pm on their due dates.

Late Penalties: Late assignments will be penalized by **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.

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%.

Grade 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 what students feel was overlooked in the marking of their work. Appeals must be submitted in writing to the instructor. In accordance with the Faculty of Arts and Science policies, grades may go up, stay the same, or go down in the appeals process.

Extensions and Make-ups: No extensions or make-ups will be granted on any assignments, unless students have acceptable reasons that are documented, such as illness or personal circumstances that interfere with the completion of academic obligations. Appropriate documentation must be submitted within one week of missed 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 after marked assignments have been returned to the class.

Absences due to illness: If you become ill and it affects your ability to do your academic work, consult me right away. Normally, I will ask you for documentation in support of your specific medical circumstances. This documentation can be an Absence Declaration (via ACORN) or the University's Verification of Student Illness or Injury (VOI) form. The VOI indicates the impact and severity of the illness, while protecting your privacy about the details of the nature of the illness. If you cannot submit a VOI due to limits on terms of use, you can submit a different form (like a letter from a doctor), as long as it is an original document, and it contains the same information as the VOI (including dates, academic impact, practitioner's signature, phone and registration number). For more information on the VOI, please see <http://www.illnessverification.utoronto.ca>. For information on the Absence Declaration Tool for A&S students, please see <https://www.artsci.utoronto.ca/absence>. If you get a concussion, break your hand, or suffer some other acute injury, you should register with Accessibility Services as soon as possible.

Academic Integrity:

- All sources used in written assignments must be properly cited. Failure to acknowledge sources constitutes plagiarism which is a serious academic offense. Students should review “How Not to Plagiarize” and other advice on using sources at www.writing.utoronto.ca/advice/using-sources.
- Normally, students will be required to submit their course essays to the University's plagiarism detection tool 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 tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation web site (<https://uoft.me/pdt-faq>).
- The University of Toronto expects students to complete assignments on their own, without any outside assistance, unless otherwise specified. No outside assistance is permitted on assignments for this course. The use of AI tools or any other outside assistance on course assignments is considered an “unauthorized aid” under the *Code of Behaviour on Academic Matters*, or as “any other form of cheating”.

Code of Conduct: The University of Toronto expects all its members to behave responsibly and with courtesy and respect for others at all times. 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/>>.

RESOURCES

Accessibility Services: I am fully committed to providing students with fair access to the course. Students with special needs or disabilities are strongly encouraged to register with Accessibility Services to arrange for needed accommodations.

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

Writing Support:

- Students can visit www.writing.utoronto.ca for information and advice on all aspects of academic writing. More than 60 advice files on all aspects of academic writing are available at <http://advice.writing.utoronto.ca>. Printable PDF versions are listed at <http://advice.writing.utoronto.ca/student-pdfs>. The advice on "How Not to Plagiarize" and on documentation format and methods of integrating sources are particularly important and are listed at <http://advice.writing.utoronto.ca/using-sources>.
- Writing centers offer individualized consultations on written assignments. Interested students should book their appointments with specific 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>.
- For group instruction on writing and study skills, students can take advantage of the "Writing Plus" workshop series, described at <http://www.writing.utoronto.ca/writing-plus>. In 2023-24, these workshops will be conducted in person and through Zoom. Students may join these virtual workshops at the Quercus Writing Plus site: <https://uoft.me/writingplus>.
- International students can find information about the English Language Learning program (ELL) at <https://www.artsci.utoronto.ca/current/academic-advising-and-support/english-language-learning>. For more information, please contact the ELL coordinator Leora Freedman at ell.newcollege@utoronto.ca.

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: If you're experiencing distress, you are not alone! Please reach out for help! A range of free crisis lines and support services are available at U of T and the City of Toronto including:

- U of T Telus Health Student Support (formerly My SSP) available 24/7. Call 1-844-451-9700. Outside of North America, call 001-416-380-6578. Online information: <https://mentalhealth.utoronto.ca/telus-health-student-support/>
- University of Toronto: <https://studentlife.utoronto.ca/task/support-when-you-feel-distressed/>
- Good 2 Talk Student Helpline: 1-866-925-5454
- Gerstein Crisis Centre: 416-929-5200
- City of Toronto crisis services: <https://www.toronto.ca/home/311-toronto-at-your-service/find-service-information/?ctx=homepage&keywords=crisis>
- Distress Centres of Greater Toronto: 416-408-HELP (4357), <https://www.dcoft.com>
- The Centre for Addiction and Mental Health (CAMH): 250 College Street (walk-in)

Many of these services are available 24 hours a day and some have expertise in addressing specific problems that students may be experiencing. It is always a good idea to also inform your registrar of your circumstances as soon as you are able.

SEMINAR SCHEDULE

There is no class on October 9 (due to Thanksgiving) and on November 6 (due to the fall reading week).

1. Overview		
Sep 11	Week 1	Overview
Sep 18	Week 2	International Context
Sep 25	Week 3	Realist Ethics
Oct 2	Week 4	Liberal Ethics
2. Theorizing Justice: Rawls		
Oct 16	Week 5	Basic Framework (proposal due)
Oct 23	Week 6	Principles and Institutions
Oct 30	Week 7	Pluralism and Stability
Nov 13	Week 8	International Justice
3. Pursuing Justice: Applications		
Nov 20	Week 9	Intervention (paper due)
Nov 27	Week 10	Development
Dec 4	Week 11	Presentations 1 (Schedule TBD)
Dec 7	Week 12	Presentations 2 (Schedule TBD)

READING ASSIGNMENTS

Week 1: Overview

- No reading assignment.

Week 2: International Context

- Nardin & Mapel, ch. 1.

- Benjamin de Carvalho, Halvard Leira, and John Hobson, “The Big Bangs of IR: The Myths That Your Teachers Still Tell You about 1648 and 1919.” *Millennium* 39 3 (2011): 735-758.
- Margaret Kohn, “Globalizing Global Justice,” in Duncan Bell (ed.), *Empire, Race, and Global Justice*, (Cambridge, 2019), ch. 7.
- Charles Mills, “Race and Global Justice,” in Duncan Bell (ed.) *Empire, Race, and Global Justice*, (Cambridge, 2019), ch. 4.

Week 3: Realist Ethics

- Nardin & Mapel, ch. 4, 5.
- Beitz, part I.
- Chris Brown, Terry Nardin, and Nicholas Rengger, *International Relations in Political Thought: Texts from the Ancient Greeks to the First World War*, (Cambridge, 2002), pp. 34-60.

Week 4: Liberal Ethics

- Nardin & Mapel, ch. 7, 8, 9, 10.
- Arnold Wolfers and Laurence Wright (eds.), *The Anglo-American Tradition in Foreign Affairs*, (Yale, 1956), ch. 16.

Week 5: Basic Framework

- Rawls, [*Justice As Fairness*](#), parts I, III.

Week 6: Principles and Institutions

- Rawls, [*Justice As Fairness*](#), parts II, IV.

Week 7: 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 8: International Justice

- Rawls, [*The Law of Peoples*](#), pp. 1-128.
- Zhichao Tong, “The Law of Peoples as Inclusive International Justice.” *Journal of International Political Theory* 13.2 (2017): 181-195.

Week 9: Intervention

- Singer, ch. 1, 4, 6.
- Beitz, part II.
- Michael Walzer, *Just and Unjust Wars*, (Basic Books, 2006), ch. 6.
- David Miller, “[Defending Political Autonomy: A Discussion of Charles Beitz](#),” *Review of International Studies*, 31/2 (2005), pp. 381-388.

Week 10: Development

- Singer, ch. 2, 3, 5
- Beitz, part III, afterword.

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

PAPER INSTRUCTIONS

Write a research paper that undertakes an **ethical analysis** of an international issue to answer the research question that was approved in your proposal. This assignment is worth **40% of your final course grade**.

Submit your paper on **Quercus** by **11:59 midnight** on its due date.

Make sure that your paper meets the following parameters:

- Your paper should be **3000 words** in length, including all citations but excluding 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 with a length penalty of 5%. Significantly longer or shorter assignments may not be accepted.
- Your analysis should be **ethical** and it should be grounded in the relevant ethical scholarship on your topic.
- Your paper should provide a clear statement of your research **question** and the **approach** you took to address it.
- 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). Include a bibliography that lists all the works cited at the end of your paper. 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).
- Late papers will be penalized with a late penalty of 2% per late day, weekends included. The number of late days will be determined by the submission time on Quercus.
- The use of generative artificial intelligence tools or apps for the research paper, including tools like ChatGPT and other AI writing or coding assistants, is prohibited. The University of Toronto expects students to complete assignments on their own, without any outside assistance, unless otherwise specified. No outside assistance is permitted on assignments for this course. The use of AI tools or any other outside assistance on course assignments is considered an “unauthorized aid” under the *Code of Behaviour on Academic Matters*, or as “any other form of cheating”.

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.

The use of generative artificial intelligence tools or apps on any part of the research presentation, including tools like ChatGPT and other AI writing or coding assistants, is prohibited. The University of Toronto expects students to complete assignments on their own, without any outside assistance, unless otherwise specified. No outside assistance is permitted on assignments for this course. The use of AI tools or any other outside assistance on course assignments is considered an “unauthorized aid” under the *Code of Behaviour on Academic Matters*, or as “any other form of cheating”.

Handout:

- Post a handout of your presentation that summarizes the main points of your paper on Quercus two days before your presentation date. Students should also bring hard copies of the handouts to distribute to the class on their assigned 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 in the handout if you choose to incorporate them.
- Full sentences should be used at all times.
- 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). A full bibliography that matches the paper’s bibliography is not needed as this is a handout. Cite only the sources you rely on in the handout.
- Length for presentation handout: 500 words

Class Presentation: Individual dates will be announced.

- Prepare a **5-minute presentation** to deliver to the class on your scheduled presentation date. Given class size, this is a rigid time limit and students will be stopped at the end of their time. Keep in mind that 5 minutes pass quickly and time management in delivering the presentation is essential. Students are strongly encouraged to practice delivering their presentation in advance.
- Presentations should clearly communicate the central thesis of the paper and the evidence for it.
- Use of online audio-visual or mixed media materials is allowed during the presentation, although students should make sure this does not come at the expense of communicating the main points of the research paper. Time is short, so do keep track of time. Arrangements for audio-visual or missed media equipment must be made in advance.
- The class presentation will be followed by a 5-minute **question and answer** session, where students will have the opportunity to discuss each other’s research in a conference-style setting.