Political Science 374  
Ethics and International Affairs  
Fall Semester 2012

Section 1: A550 HFAC on T Th at 04:00 pm - 05:15 pm

Instructor: David M. Kirkham, Ph.D., J.D., Senior Fellow for Comparative Law and International Policy, International Center for Law and Religion Studies - J. Reuben Clark Law School, and Associate Professor, BYU Department of Political Science

Office: 784 SWKT  
Office Hours: Wed. 1:30 - 4:30 p.m. or by appointment  
Office Phone: 422-2337 or 422-9236  
Email: kirkhamd@law.byu.edu

TA Information

Texts & Materials

<table>
<thead>
<tr>
<th>Required</th>
<th>Vendor</th>
<th>Price (new)</th>
<th>Price (used)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Just And Unjust Wars: A Moral Argument With Historical Illustrations (4th edition)</td>
<td>BYU</td>
<td>$19.95</td>
<td>$15.00</td>
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<tr>
<td>By Michael Walzer</td>
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<tr>
<td>ISBN: 9780465037070</td>
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<tr>
<td>A World Made New: Eleanor Roosevelt and the Universal Declaration of Human Rights (1st)</td>
<td>BYU</td>
<td>$15.95</td>
<td>$12.00</td>
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<tr>
<td>By Mary Ann Glendon</td>
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<tr>
<td>ISBN: 9780375760464</td>
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<tr>
<td>Ethics and International Affairs, Reading Packet Fall 2012,</td>
<td>BYU</td>
<td>$44.20</td>
<td>NA</td>
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<tr>
<td>By David Kirkham</td>
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<tr>
<td>ISBN: 9780700374335</td>
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<tr>
<td>CHOOSE ONE OF THE FOLLOWING (BUT NOT BEFORE WE DISCUSS THEM FIRST DAY OF CLASS)</td>
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<tr>
<td>Fair Play: The Moral Dilemma of Spying (1st Edition)</td>
<td>BYU</td>
<td>$19.95</td>
<td>$15.00</td>
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<tr>
<td>By James M. Olson</td>
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<tr>
<td>ISBN: 9781597971539</td>
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<tr>
<td>Half the Sky: Turning Oppression into Opportunity for Women Worldwide (Vintage Reprint)</td>
<td>BYU</td>
<td>$15.95</td>
<td>$12.00</td>
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<tr>
<td>By: Nicholas D Kristof</td>
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<td></td>
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<tr>
<td>ISBN: 9780307387097</td>
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Description

Course Description and Purpose: War and conflict and their attendant evils have ever been with us. Securing a permanent or even long-term peace has been the elusive goal of philosophers, policymakers, and statesmen and women since time began. Many have attributed the world’s failure to attain a lasting peace to a failure of the ethics and moral values of national leaders and international powerbrokers. Others see the failure as systemic and the goal of peace as attainable only through a balancing or other arrangement of power structures in the international arena. This suggests that if there are sufficient checks built into the international system to restrain those nations and leaders who would exploit others, then peace will be maintainable, and ethical considerations will become less, if at all, relevant. This course examines the role of ethics in international relations. We will look at the historical and contemporary challenges that affect international (and hence domestic) peace and stability and attempt to assess how the application of moral, ethical and legal reasoning to these challenges might increase the possibilities of their resolution. We will spend the first half of the class examining war and armed conflict and the second half of the class examining other major international concerns that affect the dignity, health, liberty, sustenance and welfare of people throughout the world.

Learning Outcomes

- **Political Process, Theory, and Thought**
  Within a historical and theoretical context, students will demonstrate understanding of the ethical challenges confronting international policymakers and the challenge of including ethical analysis in foreign policy decision-making.

- **Effective Research and Analysis**
  Students will acquire analytical tools with which to address international issues having ethical implications, focusing on realism and idealism, and be able to apply these tools to a variety of significant case studies.

- **Critical Thinking and Analysis**
  Students will become acquainted with and analyze the concept of just and unjust wars, drawing on historical and contemporary examples as illustrations.

- **Political Process, Theory, and Thought**
  In the context of the course’s overarching themes, students will survey war, international law, war crimes and crimes against humanity, genocide, human rights, human trafficking, torture, humanitarian intervention, democratization, reconciliation, economic justice, and other concepts lending themselves to ethics-based understanding.

- **Political Process, Theory, and Thought**
  Students will demonstrate knowledge and understanding of the watershed historical and current events that lend themselves most readily to ethical analyses.

- **Critical Thinking and Analysis**
  Students will demonstrate increased confidence in their abilities to assess and express the ethical implications of international relations.

- **Faith and Political Analysis**
  Course participants will inquire into how Latter-day Saint perspectives might contribute to better understanding of ethics and international relations.
Assignment Descriptions

Course Requirements:

Approximately 20 pages of writing, 1200 pages of reading, exactly two exams, and active participation, as follows:

A) 10% - A written book review and analysis (4-5 double-spaced pages, 12 pt font) of A World Made New, by Mary Ann Glendon. Due on 4 October 2012. This review should be analytical in nature and contain a clear thesis. I have included in the daily assignments a breakdown of pages you would need to read for each course session for you to more or less evenly pace your reading of this book. The following link includes guidelines on how to write a book review, and could be useful: [http://www.lavc.cc.ca.us/Library/bookreview.htm](http://www.lavc.cc.ca.us/Library/bookreview.htm). At your request, we will also send you examples of book reviews I have written.

B) 20% - Midterm examination based on readings, lectures, and classroom discussions from the first half of the course. This exam will be administered at the Testing Center on 18 October through 22 October 2012.

C) 10% - Second Book Review, also four to five pages in length (double-spaced, 12 pt font). For this book review you will choose between Half the Sky: Turning Oppression into Opportunity for Women Worldwide, by Nicholas Kristof and Sheryl WuDunn, OR Fair Play: The Moral Dilemmas of Spying, by James Olson. This review can be turned in at any time throughout the course, but no later than 13 November 2012. (You and I will likely both appreciate it more if you don’t leave all of this writing till the last minute.)

Warning and Disclaimer: Half the Sky is a responsible but harsh book, which includes many graphic details about such things as human trafficking or women’s health issues that will make some readers uncomfortable. I personally find the book both wonderful and terrible. I do not agree with everything the authors propose and suspect neither will you, but their perspective is worth understanding. You do have a choice on these two books, however, so if the ethics of espionage sound more interesting to you than worldwide women’s humanitarian concerns, or if graphic realities of oppressed women are not where you want to put your minds, then choose Fair Play, also a fine book for purposes of this course and an equally valid choice.

D) 25% - An analytical research paper of 10-12 pages (double-spaced, 11 or 12 pt font) examining in depth, from the “international ethics” perspective that you find most useful, one of the case studies cited in conjunction with the daily discussion topics or a similar topic that you and I agree to be appropriate. This will probably be due on 6 December 2012 (last day of class) but please send me an email letting me know your topic or one or two choices by about a month before the due date.

E) 25% - Final examination based primarily on readings, lectures, and classroom discussions from the second half of the course but with expectations that, especially in essay questions, you will show your abilities to draw on materials and understanding from the entire course. An essay portion of this exam will be administered the second to last day of class. The remainder of the exam will be administered in the Testing Center during the week of final exams from 10 December through 14 December 2012.
F) **10% - Active participation** – this means attendance, preparation, and active interaction with me and other class members during the course. I take class participation seriously but I try not to make it a miserable experience for you. This will also include attendance at BYU’s “Europe in a Nutshell” conference during one class period, to be explained in class.

**Point Breakdown**

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Percent</th>
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<tr>
<td>Written book review and analysis of <em>A World Made New</em>, by Mary Ann Glendon</td>
<td>10</td>
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<tr>
<td>Midterm examination</td>
<td>20</td>
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<tr>
<td>Second book review, <em>Half the Sky</em> or <em>Fair Play</em></td>
<td>10</td>
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<tr>
<td>Analytical research paper</td>
<td>25</td>
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<tr>
<td>Final examination</td>
<td>25</td>
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<tr>
<td>Active class participation</td>
<td>10</td>
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<tr>
<td><strong>Total Percent</strong></td>
<td><strong>100</strong></td>
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**Grading Policies**

**Grading Policy:** The following is taken from the current *BYU Undergraduate Catalog*:

The grade given in a course is the teacher's evaluation of the student's performance, achievement, and understanding in that subject as covered in the class. The following adjectives indicate the meaning of the letter grades:

- **A**  Excellent
- **B**  Good
- **C**  Satisfactory
- **D**  Minimum passing
- **E**  Failure

Hence, the grade **A** means that the student's performance, achievement, and understanding were excellent in the portion of the subject covered in the class.

There are prerequisites that qualify students to be admitted to the more advanced classes offered by a department. A senior has added experience, understanding, and preparation and, consequently, progresses in courses that would have been impossible when the student was a freshman. The level of performance, achievement, and understanding required to qualify for each grade that carries credit (any grade other than E, I, IE, or WE) is higher in a more advanced class than in those classes that precede it, and the student is prepared to work at this higher level.

**Course Schedule**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>T - Aug 28</td>
<td><em>Introduction to International Relations and Ethics: Some History and Theory</em></td>
<td>Read the syllabus in its entirety</td>
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<td>Ethics, Law and Morality</td>
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<td>Realism v. Idealism</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading Notes</td>
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<tr>
<td>Th - Aug 30</td>
<td>Ethical Approaches to International Affairs</td>
<td>Joel H. Rosenthal, “What Constitutes an Ethical Approach to International Affairs?” <em>(Glendon, 3-34)</em></td>
</tr>
</tbody>
</table>
| T - Sep 4  | Realism                                                              | Thucydides, "Melian Dialogue" from *History of the Peloponnesian War*  
Walzer, 3-13  
*(Glendon, 35-51)* |
| Th - Sep 6 | Idealism – Wilsonian Democracy and the Liberal State                 | Henry Kissinger, "The Hinge: Theodore Roosevelt or Woodrow Wilson”  
Walzer, 13-20  
*(Glendon, 53-72)* |
| T - Sep 11 | International Law – Peace and Conflict                              | Walzer, 21-47  
*(Glendon, 73-98)* |
| Th - Sep 13| Just War                                                            | Walzer, 51-73  
*(Glendon, 99-122)* |
| T - Sep 18 | Anticipatory Strikes – Prevention and Preemption                     | Walzer, 74-85  
*(Glendon, 123-142)* |
| Th - Sep 20| Intervention                                                         | Walzer, 86-108  
*(Glendon, 143-173)* |
| T - Sep 25 | Victory and Defeat – What Means are Justified by the End?           | Walzer, 109-137  
*(Glendon, 174-192)* |
| Th - Sep 27| Dilemmas of War, Part I                                             | Walzer, 225-250  
*(Glendon, 193-220)* |
| T - Oct 2  | Dilemmas of War, Part II                                            | Walzer, 251-268  
*(Glendon, 221-233)* |

* Glendon readings need not be completed for each course session. This is just a recommended breakdown so you can pace yourself and not end up trying to read the entire book the week before your review is due.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Case Studies</th>
<th>Additional Information</th>
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<tbody>
<tr>
<td>Th - Oct 4</td>
<td>Civilians and Noncombatants</td>
<td>Case Studies: Current Arab-Israeli, Iraq or Afghanistan; French resistance in WWII</td>
<td>Review of <em>A World Made New</em> DUE by Walzer, 138-175</td>
</tr>
<tr>
<td>T - Oct 9</td>
<td>Guerilla War and Reprisals</td>
<td>Case Studies: The Boer War, Viet Cong</td>
<td>Walzer, 176-196, 207-222</td>
</tr>
<tr>
<td>Th - Oct 11</td>
<td>Nuclear Deterrence</td>
<td>Accountability</td>
<td>Barton Bernstein, “The Atomic Bombings Reconsidered”</td>
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<td>Case Studies: Hiroshima, Iran, North Korea, India, Pakistan</td>
<td>Walzer, 269-283</td>
<td>Walzer, 287-327</td>
</tr>
<tr>
<td>T - Oct 16</td>
<td>Accountability, War Crimes and International Humanitarian Law</td>
<td>Case Studies: Nuremberg, Tokyo, Former Yugoslavia, My Lai, Abu Ghraib, Guantanamo</td>
<td>Walzer, 287-327</td>
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<tr>
<td>Th - Oct 18</td>
<td>Midterm Exam (no class)</td>
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<td>Can be <strong>taken at Testing Center</strong> anytime on <strong>18 October through 22 October</strong></td>
<td>75 minutes maximum time. Fair game on exam: all of Walzer, and any other readings to this point, in-class discussion. Worth 200 points, combined <strong>essay</strong> and <strong>objective</strong> exam.</td>
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<td>Case Studies: Darfur, Former Yugoslavia, Sierra Leone</td>
<td>International Criminal Court</td>
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<td>Race, Gender</td>
<td>Conventions and Treaties</td>
<td>History of the United Nations</td>
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<td>Case Studies: South Africa, Saudi Arabia, Afghanistan</td>
<td>United Nations Today</td>
<td>San Francisco Conference</td>
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<td>United Nations Today</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading/Handout</td>
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<td>Th - Nov 8</td>
<td><strong>Equality and Unlawful Discrimination, Part II</strong>&lt;br&gt;Religion and Belief&lt;br&gt;Casestudies: Iran and the Bahá’ís, Russia and Central Asia</td>
<td>Malcolm D. Evans, “Historical Analysis of Freedom of Religion or Belief as a Technique for Resolving Religious Conflict.”&lt;br&gt;The Pew Forum on Religion and Public Life, Rising Restrictions on Religion</td>
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<tr>
<td>Th - Nov 15</td>
<td><strong>Terrorism, Counter-Terrorism, and Ideology</strong>&lt;br&gt;Casestudies: Israel-Palestine, Al Qaida, Basque Separatism, Irish Republican Army</td>
<td>Walzer 197-206, Lisa Anderson, “Demystifying the Arab Spring: Parsing Differences Between Tunisia, Egypt, and Libya.”</td>
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<td>T - Nov 20</td>
<td><strong>No class – Friday schedule</strong></td>
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<tr>
<td>Th - Nov 22</td>
<td>Thanksgiving Break - No class</td>
<td>Thanksgiving Break - No class</td>
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| T - Dec 4  | **Towards an Ethical Foreign Policy**                                   | George F. Kennan, "Morality and Foreign Policy."
Barack Obama, “Renewing American Leadership.” |
| Th - Dec 6 | **Latter-day Saints and International Relations – A Peculiar People?**<br>LAST DAY OF CLASS | **Analytical Research Paper DUE**<br>Michael Young, “Waging War While Proclaiming Peace: International Law and LDS Perspectives on War.”
David Kirkham, “Conscience and War: An LDS Perspective.”
Valerie Hudson, “What Should America’s National Security...
BYU Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Preventing Sexual Discrimination and Harassment

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU's policy against sexual harassment extends not only to employees of the university, but to students as well. If you encounter unlawful sexual harassment or gender-based discrimination, please talk to your professor; contact the Equal Employment Office at 422-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 422-2847.

Students with Disabilities

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. Services are coordinated with the student and instructor by the SSD Office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Plagiarism Policy

Writing submitted for credit at BYU must consist of the student's own ideas presented in sentences and paragraphs of his or her own construction. The work of other writers or speakers may be included when appropriate (as in a research paper or book review), but such material must support the student's own work (not substitute for it) and must be clearly identified by appropriate introduction and punctuation and by footnoting or other standard referencing.

Appendix

For Further Reading: Recommended Books on Ethics and International Affairs
Michael Bilton and Kevin Sim, Four Hours in My Lai. New York: Viking 1992
Thomas L. Friedman, The Lexus and the Olive Tree: Understanding Globalization
And hundreds more.

**Librarian Information**
Name: Brian Champion
Office: 1225 HBLL
Phone Number: 422-5862
Email: brian_champion@byu.edu

**Reference Desk Information**
Name: Social Sciences / Education
Phone Number: 422-6228
Email: No library information available
Hours: M-Th : 8am-9pm; F: 8am-6pm; Sat: 10am-6pm

**Department Research Information**
http://guides.lib.byu.edu/content.php?pid=65720

**E-reserve Information**
http://www.lib.byu.edu/reserve.html