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FEB 20 2013

Course Information

Date Submitted: 2/21/2013

Current Prefix and Number: DIP - Diplomacy & Intl. Commerce , DIP 600 - SPECIAL TOPICS

Other Course:

Proposed Prefix and Number:

What type of change is being proposed?

Major Change

Should this course be a UK Core Course? No

1. General Information

a. Submitted by the College of: Graduate School

b. Department/Division: Patterson School Of Diplomacy

c. Is there a change in 'ownership' of the course? No

If YES, what college/department will offer the course instead: Select...

e. Contact Person

Name: Christine Wolcott

Email: cawolc2@uky.edu

Phone: 257-4666

Responsible Faculty ID (if different from Contact)

Name: Carey Cavanaugh

Email: carey.cavanaugh@uky.edu

Phone: 257-8559

f. Requested Effective Date

Semester Following Approval: No OR Effective Semester: Spring 2013

2. Designation and Description of Proposed Course

a. Current Distance Learning (DL) Status: N/A

b. Full Title: SPECIAL TOPICS

Proposed Title: Special Topics

c. Current Transcript Title: SPECIAL TOPICS

Proposed Transcript Title: Special Topics: (subtitle required)

d. Current Cross-listing: none

Proposed – ADD Cross-listing :

Proposed – REMOVE Cross-listing:

e. Current Meeting Patterns

LECTURE: 40

Proposed Meeting Patterns

LECTURE: 13.33 - 40

f. Current Grading System: Graduate School Grade Scale

Proposed Grading System: PropGradingSys

g. Current number of credit hours: 3

Proposed number of credit hours: 1-3

h. Currently, is this course repeatable for additional credit? Yes

Proposed to be repeatable for additional credit? Yes

If Yes: Maximum number of credit hours: no limit

If Yes: Will this course allow multiple registrations during the same semester? Yes

2i. Current Course Description for Bulletin: This course will vary in content depending on special needs for faculty availability.

Proposed Course Description for Bulletin: This course will vary in content depending on special needs for faculty availability.

2j. Current Prerequisites, if any:

Proposed Prerequisites, if any:

2k. Current Supplementary Teaching Component:

Proposed Supplementary Teaching Component:

3. Currently, is this course taught off campus? No

Proposed to be taught off campus? No

If YES, enter the off campus address:

4. Are significant changes in content/student learning outcomes of the course being proposed? No

If YES, explain and offer brief rationale:

5a. Are there other depts. and/or pgms that could be affected by the proposed change? No

If YES, identify the depts. and/or pgms:

5b. Will modifying this course result in a new requirement of ANY program? No

If YES, list the program(s) here:

6. Check box if changed to 400G or 500: No

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|CCA2|Carey E Cavanaugh|Dept approval for ZCOURSE_CHANGE DIP 600|20121113

SIGNATURE|JACKSON|Brian A Jackson|College approval for ZCOURSE_CHANGE DIP 600|20121128

SIGNATURE|ZNNIKO0|Roshan N Nikou|Graduate Council approval for ZCOURSE_CHANGE DIP 600|20130102

International Ethics Practicum

Patterson School of Diplomacy and International Commerce

DIP 600, Spring 2013

Wednesdays, 9:30 – 12:30pm

Professor Carey Cavanaugh

Office: Room 461 Patterson Office Tower

Office Hours: Wednesday 1:00-5:30 and by appointment.

Telephone: 257-4666

"Relativity applies to physics, not ethics."

Albert Einstein

"Silence in the face of atrocity is not neutrality; silence in the face of atrocity is acquiescence."

Samantha Power

"The truth of the matter is that we always know the right thing to do. The hard part is doing it."

Norman Schwarzkopf

"I would like my headstone to read 'He always tried to do the right thing.'"

Jay Bybee, author of DOJ memo authorizing enhanced interrogation techniques

Overview:

Do wealthy states have an obligation to share their riches with the poor? Can torture be justified? Are targeted assassinations and drone strikes moral? Is it wrong to censor the internet? Was the invasion of Iraq just? Is it really "our" responsibility to protect Syrians (Sudanese, Rwandans, Somalis, ...)? Must we feed the hungry? Is it acceptable to lie just a little bit for a greater good (or, to please a boss)? Should officials be held accountable for their actions? If so, by whom – their peers, their countrymen, or the world at large?

As future international affairs practitioners it is important to have explored the ethical implications of the policy choices made by institutions (international organizations, national governments, corporations), as well as individuals. In our interconnected world, actions (or inaction) often have very concrete ethical ramifications. This short seminar will probe the theoretical foundation of international ethics, examining a wide range of challenging questions. In this practicum, our focus will be on the application of ethical and moral frameworks and personal responsibility. Among the contemporary issues we will probe are war and conflict, humanitarian intervention, use of torture, corporate ethics, globalization and climate change.

Great weight will be placed on in-class discussions. Regular class attendance is expected. There will not be common ground on all, or perhaps even any, of the wrenching issues we will explore. Many are politically divisive; some are disturbing and elicit strong

emotions, including anger. Profound disagreement is likely. You are expected to participate actively in class, expressing and defending your viewpoints, but also listening respectfully to those of others.

This seminar will NOT give you the right answers. Its purpose is to offer a theoretical framework to analyze moral and ethical questions, to enhance your critical thinking skills, and expose you to some of the most divisive issues in international affairs today. Given the nature of careers in diplomacy, intelligence, security, commerce and development, it is important that you understand well the personal and collective ethical demands that may be placed upon those in these professions. While you will not leave the seminar with a handy checklist of agreed solutions, the experience should make you better professionals when you enter the workforce.

Course Requirements and Grading:

Students are expected to complete two short written assignments.

- An op-ed piece on a key international ethics issue (following International Herald Tribune/New York Times submissions guidelines, 750 words); 33%. Note: this assignment will be evaluated by your peers.
- A critical review of Peter Singer's *One World: The Ethics of Globalization*. (Yale, 2002). 33%.
- Class participation accounts for the remaining 34%. Students are expected to attend all classes. It is essential that students come to class prepared to discuss the themes and issues under review.
- In addition, to the scheduled classes, we will also be screening the 2007 film *Shake Hands with the Devil* (112 minutes) that you are expected to see. This is an account of the Rwanda genocide from the perspective of the Canadian UNAMIR Commander, Lt. General Roméo Dallaire and will be shown as part of the Patterson School's Fall Film Series.
- Finally, we may have a guest speaker visit the School during the course who will address issues of integrity and personal responsibility.

Readings should be done in advance of class and you should be particularly attentive to reports in the press regarding international ethics issues.

UK regulations stipulate that only A, B, C, or E may be given as a final grade.

Readings:

Specific readings are assigned for each class instead of an overview text or reader. Aside from the review book, *One World: The Ethics of Globalization*, all of the readings should be available online or via Dropbox. The basic outline of the course is provided below. Additional readings may be assigned related to current events regarding international ethics issues.

Student Learning Outcomes:

After completing this seminar:

- Students should have a general awareness of the prominent ethical theories related to international affairs.
- Students will be able to discuss and evaluate the ethical dimensions of current policy issues.
- Students will be able to construct and convey strong arguments regarding a controversial international ethics issue.
- Students will understand the challenges faced by professionals and executives seeking to formulate and implement policy in an ethical manner.

Students with Disabilities

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (2 Alumni Gym, 257-2754, email address jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Absence Policy

You must inform me in writing if you know in advance that you will miss an exam due to an excused reason such as: illness, serious illness or death in your immediate family, a University-sanctioned field trip, or religious holiday. Excuses for missed exams will be granted as per University policy.

Academic Integrity

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that

other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

General Schedule of Classes:

Class 1

- Seminar introduction. What are the moral obligations of states and individuals in the global context. Quick philosophy review: from Aristotle and Augustine to Appiah.

Mervyn Frost, Ethical Competence in International Relations, *Ethics & International Affairs*, (June 2009) pp. 91-100.

Jonathan Freedman, "'Ethics of Identity': A Rooted Cosmopolitanism," *New York Times*, June 12, 2005.

- "Bending the Truth." Curveball. Greg Mortenson's *Three Cups of Tea*. Mike Daisey's *The Agony and the Ecstasy of Steve Jobs*. Resumes.

Jonathan Owen, "Man Whose WMD Lies led to over 100,000 deaths Confesses All: Defector tells how US officials 'sexed up' his fictions to make the case for 2003 invasion," *The Independent*, April 1, 2012.
(<http://www.independent.co.uk/news/world/politics/man-whose-wmd-lies-led-to-100000-deaths-confesses-all-7606236.html>)

"Questions over Greg Mortenson's Stories," *60 Minutes*. April 15, 2011.
(http://www.cbsnews.com/2100-18560_162-20054397.html)

Nosheen Ali, "Three Cups of Sincerity," *The Express Tribune*, April 19, 2011.
(<http://tribune.com.pk/story/152507/three-cups-of-sincerity/>)

Mark Kennedy, "Mike Daisey Admits To 'Shortcuts' With 'Apple Factory' Story Pulled From This American Life," Associated Press
(http://www.huffingtonpost.com/2012/03/17/mike-daisey-shortcuts-apple-factory-this-american-life_n_1355378.html?1331997574)

Class 2

- **The Ethics of War.** Just War. Preemptive War. Total War. Special Weapons. Responsibility to Protect. Responsibility to Rebuild.

Barack Obama, Remarks at the Acceptance of the Nobel Peace Prize, December 2009
(<http://www.whitehouse.gov/the-press-office/remarks-president-acceptance-nobel-peace-prize>)

Neta Crawford, "The Best Defense: The Problem with Bush's "Preemptive" War Doctrine," *Boston Review*, February/March 2003
(<http://www.bostonreview.net/BR28.1/crawford.html>)

The Bombing of Germany. American Experience (2010) 52 minutes
(<http://www.pbs.org/wgbh/americanexperience/films/bombing/player/>)

Samantha Power, Bystanders to Genocide, *The Atlantic*, September 2001.
<http://www.theatlantic.com/magazine/archive/2001/09/bystanders-to-genocide/4571/#>

Jennifer Welsh, "Implementing the "Responsibility to Protect": Where Expectations Meet Reality," *Ethics & International Affairs*, 24, No. 4 (2010), pp. 415-30.

John McCain, Joe Lieberman, and Lindsey Graham, "The Risks of Inaction in Syria," *Washington Post*, August 5, 2012.

Class 3

- **Fighting Terrorism and Espionage.** Extraordinary Rendition. Torture. Drone Strikes. Covert Action.

Lee Feinstein and Anne-Marie Slaughter, "A Duty to Prevent," 84 *Foreign Affairs*, 136-150 (Jan/Feb, 2004).

David L. Perry, "Repugnant Philosophy": Ethics, Espionage, and Covert Action." *Journal of Conflict Studies* (Spring 1995)
<http://www.scu.edu/ethics/publications/submitted/Perry/repugnant.html>

Darius Rejali, "Five Myths about Torture and Truth," *Washington Post* (December 16, 2007, B03).

Scott Horton, "Six Questions for Darius Rejali, author of 'Torture and Democracy,'" *Harpers*, February 13, 2008.

Amy Davidson, "I Really Resent You Using the Word 'Torture:' Q and A with Jose Rodriguez," *The New Yorker (Online)*, July 19, 2012.

Scott Shane, "The Moral Case for Drones," *New York Times*, July 14, 2012.

Op-Ed assignment is due on the Monday between Class 3 and 4.

Class 4

- **The Ethics of Money.** Development and Corporate issues. Trading with dictators. Arms Sales. Bribes. Corruption.

Joseph Stiglitz, "Ethics, Economic Advice, and Economic Policy," paper delivered to IADB Conference in Washington, DC, December 2000.

David L. Perry, address on "Military Ethics and Business Ethics"
(<http://home.earthlink.net/~davidlperry/milbus.htm>)

- **Ethics and Culture.** Cultural Relativism. One Child Policy, Female Genital Mutilation, Honor Killings. Capital Punishment. Whaling.

Class 5

Global Ethics. Globalization. The Global Commons. Climate change.
Fishing stocks.

Peter Singer, *One World: The Ethics of Globalization*

Critical review of One World is due.

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