Leadership in International Contexts-Fall 2014

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Class Room: Jepson 102
Office Hours: Friday, 1:30-3:30pm or by appointment.

Course Description
This course will focus on the ethics of international leadership. We will consider ethical questions relating to leadership in war, global poverty, international business ethics, global bioethics, and so on. In other words, we will clarify and try to answer ethical questions relating to international affairs that leaders and followers confront in politics, the military, business, and the nonprofit sectors. This course has two major parts. In the first part of the course, we will focus on leadership in war. In the second part of the course, we will focus mostly on ethical problems relating to global poverty and inequality.

Should You Take This Class?
• We will take a philosophical approach to addressing the moral problems that leaders confront in international affairs. Philosophy focuses on precisely formulating different positions and constructing and evaluating arguments for and against these positions. Your work in this class will focus almost entirely on making moral arguments about international affairs and leadership ethics. If that sounds fun to you, then you’re in the right place.
• This is a fairly writing-intensive class. You will need to write about 25-30 pages in essays and response papers.

Learning Objectives
• You will learn how to think critically about some of the moral problems that leaders and followers confront in international settings.
• You will learn how to read difficult philosophical texts, clarify the arguments in these texts, and raise objections to these arguments.
• You will learn how to write in a philosophical style. In this context, this means that you will learn how to write papers that construct and analyze moral arguments and respond to objections to your arguments.

Policies
1. Please do not use your laptop, ipad, or phone during class.
2. I can only offer make up exams in cases of extreme duress like documented medical emergencies and/or religious observance.
3. If you have a documented disability and would like some form of academic accommodation, please contact me as soon as possible to discuss whether such accommodation can be provided.

Course Requirements
1. Response Papers: 15% of final grade  
   a. You need to turn in 10 response papers for this class. The response papers  
      should briefly summarize a central argument in one of the readings and  
      offer some critical comments or an objection to this argument. Your  
      response papers should be about 1-2 pages long.  
   b. You get to decide when you want to write your response papers. You  
      should email me your response papers before the class session in which  
      we discuss the reading that you want to write about. You cannot turn in  
      more than 1 response paper per class session.  
   c. Each response paper is worth 1.5 percent of your final grade. I grade the  
      response papers on the following basis:  
      i. Pass: 100 percent of total grade. If (a) you accurately describe one  
         of the main arguments from the text and (b) provide a reasonable  
         comment on this argument that demonstrates that you have thought  
         carefully about the reading, you should receive full credit.  
      ii. Half-Pass: 50 percent of total grade. If you turn in a response  
         paper, but you fail to demonstrate that you have thought carefully  
         about the reading, then you will probably get a half-pass. You will  
         also get a Half-Pass if you turn your response paper in late.  
      iii. No pass: 0 percent of total grade. The easiest way to get a No Pass  
         is to turn nothing in. But you can also get a No Pass if you turn in  
         sloppy or rushed work.  
   d. When you email me your response papers, please put “response paper” in  
      the subject of your email and the number of the response paper that you’re  
      turning in. So, for example, if you’re sending me your second response  
      paper, you should put the following in the subject of your email: “response  
      paper 2.” If you’re sending me your tenth response paper, you should put  
      the following in the subject of your email: “response paper 10.” This will  
      prevent me from misplacing your response papers.  
   e. Please do not write a response paper on any readings that are marked with  
      an (*).  
2. Short Paper: 15%  
   a. There will be one short paper that is approximately 1500-2000 words long.  
      I will give you suggested prompts for this paper several weeks before it is  
      due. But you are free to develop your own prompt as long as you consult  
      with me first.  
   b. Please email me your essay at hidalgoj@gmail.com by 5pm on the day  
      that the essay is due.  
   c. Chicago style citations required.  
   d. If you turn in your paper late, I will immediately drop it by 1/3 of a grade.  
      I will then continue to drop your grade by 1/3 for every two days that pass.  
   e. I encourage you to turn in a rough draft so that you can get feedback on  
      your work. If you want me to give you comments on your rough draft, you  
      need to send me your draft at least 24 hours (and preferably earlier) before  
      the deadline and you must meet with me to talk about your draft (a
warning: if you send me your paper right before it is due, it might be hard to schedule a meeting). I won’t give you feedback on drafts over email.

3. Long Paper: 30%
   a. There is one long paper. This paper will be about 2500-3000 words long.
   b. You need to come up with your own prompt for this paper. You will submit a prompt, thesis statement, an outline of your major argument, and two additional references that you will use, and I will either approve your prompt or return it to you with a request for revision. Your essay must engage with at least one substantive reading in the course.
   c. Please email me your essay at hidalgoj@gmail.com by 5pm on the day that the essay is due. The same lateness and feedback policies regarding the short paper apply to the long paper as well.
   d. Chicago style citations required.

4. Final Examination: 25%
   a. The final exam will consist in several short answer questions about the reading and possibly an essay question.
   b. The final exams are scheduled during the following times:
      i. 12pm class, section 1: 7-10pm, December 15th.
      ii. 1:30pm class, section 2: 9am-12pm, December 12th.

5. Class Attendance and Participation: 15%
   a. Class attendance and participation are mandatory. You must do the readings and come to class prepared to discuss these readings. **Even if your absence is excused, I will not give you participation credit unless you email me 200-300 words that tell me your thoughts on the readings.**
   b. Students will be penalized by two percentage points from their final grade for each unexcused absence beyond one absence.
   c. In this class we will discuss several sensitive topics, and you may feel uncomfortable participating in those discussions. If you find that you did not participate in a particular discussion you can send me an email up to 24 hours after class. In the email, write 200-300 words about your thoughts on the readings and you can receive participation credit for that day. You do not need to explain to me why you did not participate in the discussion.
   d. Everyone is expected to be respectful and polite, bearing in mind that other students may have different backgrounds and experiences. Personal attacks on particular students will not be tolerated.

All grades are entered as numbers that are equal to the following grades:

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<thead>
<tr>
<th>Value</th>
<th>Letter</th>
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<tr>
<td>96.67-100.00</td>
<td>A+</td>
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<tr>
<td>93.33-96.66</td>
<td>A</td>
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</tbody>
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### Required or Recommended Texts:

All other readings are available on the blackboard page for this class. I may make some modifications to the syllabus as the semester progresses. I’ll announce any changes to the syllabus in class and you can always find the updated syllabus on blackboard. It’s your responsibility to make sure that you have the updated version of the syllabus.

### Week 1: Introduction

**Tuesday, August 26th:** Introduction to Ethics & International Affairs
- Handout: “Moral Reasoning.”
- Richard Wasserstrom, “Does Morality Apply to War?”

**Thursday, August 28th:** Pacifism
- Andrew Fiala, “Pacifism,” sections 2 and 6.
- Douglas Lackey, “Pacifism.”
- Bryan Caplan, “The Commonsense Case for Pacifism.”

### Week 2: Just War and Collective Self-Defense

**Tuesday, September 2nd:** Just War Theory
- Stephen Coleman, “Just War Theory.”

**Thursday, September 4th:** The War in Gaza (note: these readings may be changed—double check the syllabus online to make sure you have the right readings)
- Max Fisher, “Nine Questions about the Israel-Palestinian Conflict.”
- Michael Walzer, “Israel Must Defeat Hamas, But Also Must Do More To Limit Civilian Deaths.”
- Jeff McMahan, “Is Israel Fighting a Just War?”
• Seth Lazar, “On Human Shields.”

**Week 3: Just War and Humanitarian Intervention**

Tuesday, September 9th: The Justification of Intervention
• David Luban, “Just War and Human Rights,”

Thursday, September 11th: Iraq
• The Second Iraq War:
  o Richard Miller, “Justifications of the Iraq War Examined.”
• The Current Conflict (note: these readings may be changed—double check the syllabus online to make sure you have the right readings).
  o Council on Foreign Relations, “The Islamic State in Iraq and Syria”*
  o Debate on Intervention in Iraq.

**Week 4: Non-Combatant Immunity**

Tuesday, September 16th: The Foundations of Non-Combatant Immunity
• George Mavrodes, “Conventions and the Morality of War.”
• Robert Fullinwider, “War and Innocence.”

Thursday, September 18th: Cases
• Jonathan Glover, “Hiroshima.”

**Week 5: The Responsibilities of Combatants**

Tuesday, September 23rd: For the Moral Equality of Combatants
• William Shakespeare, Excerpt from *Henry V*.
• Walzer, *Just and Unjust Wars*, pp. 34-41, 304-327.

Thursday, September 25th: Against the Moral Equality of Combatants
• Jeff McMahan, “Moral Wounds.”
• Larry May, “Contingent Pacifism and the Moral Risks of Participating in War.”

**Week 6: Global Poverty**

Tuesday, September 30th: Giving What You Can
• Peter Singer, “Famine, Affluence, and Morality.”

Thursday, October 2nd: The Reality of Poverty
• Nina Munk, *The Idealist*, chapters 1-9
Week 7: Global Poverty

Tuesday, October 7th: The Reality of Poverty

Thursday, October 9th: Alternatives to Conventional Development Aid
• Leif Wenar, “Poverty Is No Pond.”
• Jacob Goldstein, “Is It Nuts To Give to the Poor Without Strings Attached?”*

Friday, October 10th:
   o **Short Paper is Due at 5pm. Email it to me at hidalgoj@gmail.com**

Week 8: Global Poverty and Trade

Tuesday, October 14th:
• No Class.

Thursday, October 16th: Poverty and the Global Order
• Michael Ross, “Blood Barrels: Why Oil Wealth Fuels Conflict.”
• Thomas Pogge, “The Human Rights of the Global Poor.”

Week 9: Trade and Sweatshops

Tuesday, October 21st: The Case for Trade
• The Economist, “Toward the End of Poverty.”*
• Fernando Teson, “Why Free Trade is Required by Justice.”

Thursday, October 23rd: For Sweatshops
• Nicholas Kristof, “Where Sweatshops Are A Dream.”*
• Matt Zwolinski, “Sweatshops, Choice, and Exploitation.”

Week 10: Sweatshops

Tuesday, October 28th: Against Sweatshops
• Charles Duhigg, “In China, Human Costs Are Built Into an Ipad.”*
• Jeremy Snyder, “Needs Exploitation.”

Thursday, October 30th:
• Class Cancelled.

Friday, October 31st:
   o **Long Paper Proposal is Due. Email it to me at hidalgoj@gmail.com by 5pm.**
Week 11: Immigration and Citizenship

Tuesday, November 4th: Against Open Borders
• Alistair Bell, "Americans Worry That Illegal Migrants Threaten Way of Life, Economy."
• Michael Walzer, “Membership.”

Thursday, November 6th: For Open Borders
• Philip Legrain, “War on Our Borders.”*
• Michael Huemer, “Is There A Right to Immigrate?”

Week 12: Immigration and Citizenship

Tuesday, November 11th: Citizenship
• Anna Stilz, “Guest Workers and Second-Class Citizenship.”
• Hidalgo, “The Ethics of Selling Citizenship.”

Thursday, November 13th: The Migration of Health Workers
• C.R. Hooper, “Adding Insult to Injury.”
• Hidalgo, “The Active Recruitment of Health Workers.”

Week 13: International Law and Individual Obligations

Tuesday, November 18th: International Law and Global Governance
• Allen Buchanan and Russell Powell, “Constitutional Democracy and the Rule of International Law.”
• Hidalgo, “An Argument for International Migration Institutions.”

Thursday, November 20th: Resistance to Global Poverty and Inequality
• Luis Cabrera, “Mobile Global Citizens.”
• James Pattison, “The Ethics of Piracy.”

Week 14: Climate Change

Tuesday, November 25th:
• Stephen Gardner, “A Perfect Moral Storm.”
• Peter Singer, “One Atmosphere.”

Thursday, November 27th:
• No Class.

Week 15: Climate Change and Review

Monday, December 1st:
• Long Paper is Due at 5pm.
Tuesday, December 2\textsuperscript{nd}:
- Jim Manzi, “Keeping Our Cool.”
- Recommended: Stephen Gardner, “Arming the Future.”

Thursday December 4\textsuperscript{th}:
- Review for Final

**Final Exams:**
- 12pm class, section 1: 7-10pm, December 15\textsuperscript{th}.
- 1:30pm class, section 2: 9am-12pm, December 12\textsuperscript{th}. 