

International Ethics Course Syllabus

Course Information

Course Prefix and Number: INTA 2030

Credit Hours: 3

Instructor: Eliza Maria Markley

Credit Hours: 3

Course Description

This course covers issues of moral values and ethical reasoning in international relations. It looks at the importance of international political morality in determining individual and collective conduct of foreign relations and examines the ethical nature of the rules, structures, and informal patterns of the international system. While the course emphasizes theoretical concepts and approaches, its main goal is to encourage ethical analysis by applying the concepts to specific global issues and problems.

Course Learning Outcomes

Students:

1. should demonstrate the ability to recognize ethical and professional responsibilities in real-world context
2. should demonstrate the ability to assess actions or decisions based on established ethical principles and theories, or through deliberative processes.
3. should demonstrate the ability to consider the implications of actions, both broadly (e.g. global, economic, environmental, or societal) and for individuals.
4. should be able to analyze prominent ethical issues in international relations
5. should become more aware of the diversity of cultural and ethical systems in the world.

Required Course Materials

Amstutz, Mark, International Ethics (4th ed.).

Other readings, documentaries will be available in Canvas.

Grading Policy

- Quizzes 70%
- Final Exam or Research Paper (students can choose) 30%

Attendance Policy

This course is online.

Criteria for Successful Completion and Acceptable Student Conduct:

1. Students will have to make a habit of checking their GT-email and Canvas daily. Important class announcements and information will be posted to Canvas. This is the main way of communicating between the instructor and students.
2. Grades will be posted to Canvas throughout the semester. It is students' responsibility to keep track of their submitted assignments and grade progress throughout the semester. If something seems missing or off to students, they should reach out to me to discuss.
3. Every week will start with an announcement that consists of all students' tasks, readings, and other assignments. Quizzes are usually open for two days at the end of the week.

Academic and Research Honesty/Integrity Statement

Georgia Tech aims to cultivate a community based on trust, academic integrity, and honor. Students are expected to act according to the highest ethical standards. Review the [Student Code of Conduct](#) and the [Academic Honor Code](#), especially [Appendix A: Graduate Addendum to the Academic Honor Code](#).

Students are expected to perform research in an ethical and responsible manner. All Doctoral and Master's Thesis students are required to take the [Responsible Conduct of Research training](#), and it is expected that students abide by the principles taught in that training while performing research.

Any student suspected of cheating or plagiarizing on a quiz, exam, or assignment will be reported to the Office of Student Integrity, who will investigate the incident and identify the appropriate penalty for violations.

Allegations of scientific or scholarly misconduct are handled in accordance with the procedures outlined by the [Policy for Responding to Allegations of Scientific or Other Scholarly Misconduct](#).

Core IMPACTS

This is a Core IMPACTS course that is part of the Social Sciences area.

Core IMPACTS refers to the core curriculum, which provides students with essential knowledge in foundational academic areas. This course will help students master course content, and support students' broad academic and career goals.

This course should direct students toward a broad Orienting Question:
How do I understand human experiences and connections?

Completion of this course should enable students to meet the following Learning Outcome:
Students will effectively analyze the complexity of human behavior, and how historical, economic, political, social, or geographic relationships develop, persist, or change.

Course content, activities, and exercises in this course should help students develop the following Career-Ready Competencies:
Intercultural Competence
Perspective-Taking
Persuasion

Accommodations for Students with Disabilities

If you are a student with learning needs that require special accommodation, [contact the Office of Disability Services](#) as soon as [Attendance Policy](#) make an appointment to discuss your special needs and to obtain an accommodations letter. Please also e-mail me as soon as possible in order to set up a time to discuss your learning needs.

Student-Faculty Expectations

At Georgia Tech, we believe that it is important to strive for an atmosphere of mutual respect, acknowledgement, and responsibility between faculty members and the student body. [The Student-Faculty Expectations](#) articulates some basic expectations that you can have of me and that I have of you. Additional information for research-related work is given in [The Expectations of Advisors and Advisees](#). In the end, simple respect for knowledge, hard work, and cordial interactions will help build the environment we seek. Therefore, I encourage you to remain committed to the ideals of Georgia Tech while in this class.