PO 223 Issues in Contemporary Politics and Ethics

Instructor Information

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<th>Name</th>
<th>Terry Sullivan</th>
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<tr>
<td>Location</td>
<td>Harrington Gardens SW7 4JU</td>
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<tr>
<td>Day and Time</td>
<td>Monday 1.15 to 5.15 pm</td>
</tr>
<tr>
<td>Office Hours</td>
<td>By Appointment</td>
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<td>BU Telephone</td>
<td>0207 244 6255</td>
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Course Description

PO 223 Issues in Contemporary Politics and Ethics is an elective course on the BU study abroad program in London. There are no pre-requisites for this course. This course aims to examine some of the most important controversial issues in contemporary politics and ethics. The topics covered in this course vary but may include, depending on their high profile at any one time, some of the following: global instability and inequality, migration and refugees, fascism, neo-fascism and far right parties and groups, war, just war theory and terrorism, “Brexit”, press freedom and privacy, climate change, Northern Ireland, and key ethical issues such as abortion, euthanasia, genetics and drug decriminalisation.

We will focus on the historical origins of these issues and analyse the diverse philosophical positions taken in explaining and attempting to understand them. We will draw on empirical illustrations of each topic from a wide international terrain and study in detail the main actors and agencies involved in current events and controversies. Despite the diversity of topics, the course is designed to enable students to achieve a critical understanding of different approaches to the study of politics and ethics together with a knowledge of and sensitivity to what is common and what is not in the human condition. There will be specialist guest speakers, films, theatre trips and exhibition visits where appropriate.

Hub-Aligned Course Objectives

An essential feature of this course will be a strong emphasis on lifetime transferable skills that will augment the students’ understanding of the world. To develop these transferable skills via the BU Hub, there will be a strong focus on three measures of understanding the world: Philosophical Inquiry and Life’s Meanings, Historical Consciousness, and Critical Thinking.

By the end of this course students will demonstrate knowledge of some key works in the history of philosophy, especially those that illuminate the topics covered in any one semester. For example, when discussing just and unjust war reference is made to the contributions of St. Augustine and Thomas Aquinas. When discussing goodness and rightness in ethics comparisons are made between Aristotle, Kant and Bentham, and how such thinkers inform modern ethical debate. (Philosophical Inquiry and
Life’s Meanings Learning Outcome 1)

Students will grasp what key differences to the topics chosen are offered in these sources. In addition, they should be able relate these ideas to their own lives and those of others. For example, they will have a greater insight into understanding what issues underpin political crises; and when faced perhaps with a moral dilemma of their own, or dilemmas arising from controversial ethical legislation (such as assisted dying), they will be well informed. (Philosophical Inquiry and Life’s Meanings Learning Outcome 2)

Students will be encouraged where appropriate to understand and engage in writing historical narratives. For example, when considering the rise of the collectivist welfare state in Britain students may be asked to write and comment upon key extracts from the famous Beveridge Report as well as its opponents. When discussing the origin of the far right today, for example, students will be given extracts from Mussolini’s “Fascist Decalogue” and chosen Nazi documentation such as their Labour Laws. (Historical Consciousness Learning Outcome 1)

Students will be able to appreciate differing historical interpretations of how political crises have emerged, for example, the transition from conflict to peace in Northern Ireland from the late 19th century to the present. Students will look at evidence at times in primary texts especially when looking at the justification for political arrangements or moral stances. They will be encouraged to question what constitutes current evidence of past events, for example is the witness the same as the historian? (Historical Consciousness Learning Outcome 2)

Students will appreciate how to locate materials studied in their historical context, for example, the norms values and beliefs of feudal society and their key differences from modern industrial and post-industrial society. Students will understand different philosophical, religious and ideological traditions that have impacted on historical developments over time. For example, students will appreciate the key assumptions of socialism, conservatism and liberalism, their internal varieties, their far-right opponents such as fascism. They will appreciate key religious differences within Christianity and between it and Islam. Clearly this latter point is vital in understanding some aspects of modern terrorism. (Historical Consciousness Learning Outcome 3)

Whilst the main focus of this course is on politics and ethics, time will be allocated to enhance students’ critical thinking. They will have been introduced to deductive and inductive modes of inference. They should be able to recognise the difference for example by discussing verification and falsification criteria. In addition, they should recognise facts from values and the difficulties involved in leaping from one to another (an extract from David Hume is very useful here). They will also be able to recognise reason from passion and decide, for example, if one is superior to the other or not. For example, do moral convictions have a non-Humean cognitive base or is reason merely a “slave of the passions”? (Critical Thinking Outcome 1)

Philosophical inquiry will also enhance students’ reasoning skills. It will lead them to question the assumptions upon which beliefs are based. These may be beliefs about preferred political arrangements or policies, for example public versus private, individualism versus collectivism. These may also be beliefs about what constitutes the good life for human beings and what constitutes right conduct or good character. (Critical Thinking Outcome 2)

Additional Course Objectives
On successful completion of the course students should be able to:

a. Demonstrate a good knowledge of the vocabulary of politics and ethics, and the languages of political and ethical debate. For example: what is politics? Is it different from government? What is common among different political ideologies, and what is not? How does the notion of goodness vary between ethical thinkers? (Philosophical Inquiry and Life’s Meanings Outcome 2)

b. Critically analyse a range of theories, concepts and methods employed in the course. For example: Platonic forms, Aristotelian teleology, Hobbesian egoism, and Marx’s materialism, organicism versus individualism, neo-liberalism and its critics and autonomy versus the sanctity of life. (Philosophical Inquiry and Life’s Meanings Outcome 1)

c. Engage in an informed and critical assessment of positions taken.

d. Adopt an independent, critical, and reflective approach to key political and ethical issues confronting the modern world.

An Illustration of Topics Covered

Whilst this course has covered and will continue to cover a range of political and ethical issues; these are listed in the course description above. It is clear, nevertheless, that in the time available on the London Program there will be a selection of topics amounting to three or four in the semester. It is likely that, to study a topic thoroughly, three themes will be covered. Selection will be based on high profile relevance of the issue. Here is a suggested set of issues:

1. **Extreme Right-Wing Politics Today:** This will involve a historical understanding of Fascism/Nazism, the revival of extreme right-wing groups in Europe and the USA, the current discussion of “populism”, populist leaders and how migration and the refugee crisis impacts on the situation.

2. **Violence, Warfare and Terrorism:** This will involve a philosophical and historical analysis of justifications of violence and warfare. It will discuss the relevance of such notions in modern conflict. There will be a discussion of the laws of war, especially Geneva and Hague conventions. Students will examine the nature of terrorism, its types and responses to it.

3. **Contemporary Ethical Controversies:** This will involve a detailed discussion of the nature of ethics/moral philosophy, schools of ethical thought (virtue ethics, deontology, consequentialism), principles underpinning moral discourse such as the sanctity of life, autonomy and justice. Topics proposed include the decriminalization of drugs, issues in genetics, euthanasia (see below).

4. **The Brexit Debate:** This will involve a historical analysis of the origins of the E.E.C./EU. The historical tensions on left and right over the EU and the events leading to the 2016 referendum. It will then consider the highly contentious political debate involved, especially the Northern Ireland border issue and the threat to peace established by the Good Friday Agreement (GFA).

Detailed readings for the above topics are found under relevant headings in the bibliography below. Other topic/themes may replace one of the above such as Climate Change or Press Freedom and Privacy.
Applying the Hub Criteria to one of the Issues for purposes of Illustration

The Politics of Ethical Controversies: The Case of Euthanasia and Assisted Dying.

Philosophical Inquiry and Life’s Meanings.

In line with learning objectives listed above students will:

1. Grasp the nature of ethics/moral philosophy as a branch of philosophy.
2. Differentiate competing schools of ethical thought such as virtue ethics, deontological non-consequentialism and consequentialism.
3. Understand principles underpinning life and death decisions; the sanctity of life, human autonomy, justice and truth telling and honesty.
4. Understand definitions of euthanasia and types: allowing people to die, voluntary euthanasia, assisted suicide, non-voluntary euthanasia, involuntary euthanasia.

There is an extensive reading list, including chapters on the topic, on ethics on page 15 of this guide but in addition students will directed to evaluating the diverse arguments, for example, in H. Lafollette (ed) *Ethics in Practice* (PP 23-70).

B. Hooker Rule Utilitarianism and Euthanasia
T. Beauchamp Justifying Physician-Assisted Suicide
J. Vellman Against the Right to Die
J. Hardwig Dying at the Right Time.
F. Cohn & J. Lynn A Duty of Care Revisited.

Historical Consciousness

In line with the learning objectives listed above students will:

1. Grasp key historical aspects of the euthanasia debate involved in the history of medicine from the Hippocratic oath to today
2. Understand the historical and legislative background prohibiting/legalising euthanasia/assisted dying in various countries
3. Appreciate the debates on the topic with special reference to the complete legalisation of voluntary euthanasia in Holland to the rejection of assisted dying for the terminally ill in the British parliament in September 2015. Other debates will also be considered, such as those in Oregon State and Washington State USA, in Victoria State, Australia and in Canada.

Critical Thinking
Here students will be encouraged to engage in a radical and critical questioning of the assumptions made by moralists (i.e. those who take a strong stance on either side of the argument) on the euthanasia issue. They will be encouraged even if they eventually take a stance to evaluate the conflicting claims of all sides to look at the strengths and weaknesses of the arguments. Students will be encouraged here to be self-critical and self-aware. Hopefully they may become tolerant even if not accepting of a strong position taken of a highly controversial issue.

**Assessment**

<table>
<thead>
<tr>
<th>Type of Assessment</th>
<th>Percentage of Final Grade</th>
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<tbody>
<tr>
<td>Factual Recall Test/Quiz</td>
<td>10%</td>
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<tr>
<td>Short essay (2-3 pages)</td>
<td>20%</td>
</tr>
<tr>
<td>Presentation with Paper</td>
<td>30%</td>
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<tr>
<td>Examination</td>
<td>40%</td>
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**Formative Assessment**

1. **Factual Recall Test/Quiz** (10%): In week 4 to ensure that the students have understood the main principles and information and some contested arguments in the topics covered thus far. **Feedback**: A one-hour discussion of all answers with the whole class.

2. **Short Essay** (2-3 pages, 20%): In week 7 to summarise the students’ understanding of an aspect of any one of the main issues covered thus far. **Feedback**: A short 10-minute interview with each student to discuss accuracy, referencing and style.

**Summative Assessment**

3. Presentation and Paper 30%. The presentation of the paper should take 10 to 15 minutes and should be roughly eight pages long. To make class participation an explicit graded component of the course students will be required to engage in a presentation of a final paper to the rest of the class in the last teaching session of the class. The aim of this presentation is to allow the student to demonstrate what s/he has discovered in an end of course research paper, to demonstrate her/his reasoning skills and the use of appropriate vocabulary. It also allows discussion and feedback from other members of the group and from the instructor. Following the presentation students will be given until the final examination to hand in the final draft. To enhance wider participation topics will be notified by the presenter in advance and respondents will be selected to reply to the presentation. Halfway through the course students will be required to discuss their preferred research paper topic with the course teacher. **Feedback**: Comments, questions and answers by fellow students and summaries by the instructor will help to improve the final submission.

4. Two-hour final examination (40%): Students are required to answer two questions from a choice of topics. They must not write on the same topic as for their paper. **Feedback**: Detailed comments will be given on all scripts.

**Methodology**

There will be lectures as well as specialist talks by expert guest lecturers and short films. There will also be visits to relevant theatre performances as well as suitable exhibitions.
At the end of each class time will be allocated for a question and answer session as well as discussion sessions that will be notified in advance.

**A Note on Participation in Discussions**

It is important to create an environment where students feel comfortable engaging with their fellows to discuss information and ideas. It is important that these sessions are well-planned and students are made aware of principles of participation, courtesy and inclusiveness. These points will apply to all class discussions.

In this course a most important discussion session will be the last class, where students are required to present a penultimate draft of their research paper (see summative assessment above). For this final session all students will be notified in advance of each presenter’s research topic so that the rest of the class can be prepared to ask relevant questions of the presenter and possibly criticise any points made. The class teacher will also prepare questions relevant to the presenter’s topic to establish what the class understands and then cut a little deeper into perhaps more complex ideas.

At the end of each presentation a summary of key points emerging will be given. This will allow the presenter to improve, where necessary, the final submission of their paper. It will also help all students to prepare well for their final examination as presentations will cover most topics. Hence connections will be made between all topics presented in the discussions.

**Grading Student Work**

**Grading Guidelines**

Students in the BU Study Abroad London Programs will be graded on a variety of assignments and requirements in each of their courses, including academic papers, in-class presentations, class participation, and examinations. It is important that each student understands what the grades mean in terms of academic performance. Students should familiarize themselves with these guidelines and the individual course syllabi and refer to them often.

The syllabus for each course should contain the criteria for determining the final grade in that course. For example, it may be that the mid-term exam counts for 25%, a paper 25%, the final exam 40%, and attendance and participation 10%.

The final grade is determined solely by the lecturer and will not in ordinary circumstances be changed by the Academic Director. Final Grades are, however, subject to deductions by the Academic Affairs Office due to such issues as absences from class.

The following Boston University table explains the grading system that is used by most faculty members on Boston University’s Study Abroad London Programs. It will be used in this course.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Honour Points</th>
<th>Usual %</th>
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<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>89-92</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>85-88</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>81-84</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>77-80</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>73-76</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>69-72</td>
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</table>
Grading Criteria

‘Incomplete’ or I grades are not permitted because of the obvious difficulty in making up missed work once the student has left the country. All work must be completed on time. We also do not allow ‘Audits’ (AU), ‘Withdrawals’ (W), or ‘Pass/Fail’ (P) grades.

The grades reflect the quality of the work. Lecturers and students should use the following criteria for an understanding of what each grade means.

A This exceptional grade is assigned only to work that has persistently outstanding quality in both substance and presentation. The student must demonstrate a sustained capacity for independent thought and extensive study, producing rigorous and convincing analyses in well-ordered prose.

A- Awarded to work that is clearly focused and analytical, and based on wide reading. The student must cover all the principal points of a question and systematically develop a persuasive overall thesis, allowing for one or two venial omissions or inapt expressions.

B+, B, B- This range of grades indicates that the student has shown some evidence of original thought and intellectual initiative. The student has cited sources beyond the class materials, and shown a degree of originality in perception and/or approach to the subject. The work will show thoughtful management of material, and a good grasp of the issues. The differences between a B+, a straight B and a B- may reflect poor presentation of the material, or mistakes in punctuation, spelling and grammar.

C+, C, C- Work in this grade range is satisfactory, but uninspiring. If the work is simply a recitation of the class materials or discussions, and shows no sign of genuine intellectual engagement with the issues, it cannot deserve a higher grade. Should an essay fail to provide a clear answer to the question as set, or argue a position coherently, the grade will fall within this range.

Quality of presentation can lift such work into the upper levels of this grade range. Work of this quality which is poorly presented, and riddled with errors in grammar, spelling and punctuation, will fall into the lower end of the range. To earn a C grade, the work must demonstrate that the student is familiar with the primary course material, be written well enough to be readily understood, be relevant to the assignment, and, of course, be the student’s own work except where properly cited.

D A marginal pass can be given where some but not all the elements of the course have been completed satisfactorily.

F The failing grade indicates the work is seriously flawed in one or more ways:
- Obvious lack of familiarity with the material
- So poorly written as to defy understanding
- So brief and insubstantial that it fails to properly address the subject
- Material presented is not relevant to the assignment
Demonstrates evidence of plagiarism.

**Attendance Policy**

All Boston University London Programme students are expected to attend each and every class session, seminar, and field trip in order to fulfill the required course contact hours and receive course credit. Any student that has been absent from two class sessions (whether authorised or unauthorised) will need to meet with the Directors to discuss their continued participation on the programme.

**Authorised Absence:**

Students who expect to be absent from any class should notify a member of Academic Affairs and complete an Authorised Absence Approval Form 10 working days in advance of the class date (except in the case of absence due to illness for more than one day. In this situation students should submit the Authorised Absence Approval Form with the required doctor’s note as soon as possible). The Authorised Absence Approval Request Form is available from the BU London Programmes area on Blackboard and at: http://www.bu.edu/london/current-semester/

**Please note: Submitting an Authorised Absence Approval Form does not guarantee an authorised absence**

Students may apply for an authorised absence only under the following circumstances:

- **Illness (first day of sickness):** If a student is too ill to attend class, the student must phone the BU London Student Affairs Office (who will in turn contact the student’s lecturer).

- **Illness (multiple days):** If a student is missing more than one class day due to illness, the student must call into the BU London Student Affairs Office each day the student is ill. Students must also provide the Student Affairs office with a completed Authorised Absence Approval Form and a sick note from a local doctor excusing their absence from class.

- Important placement event that clashes with a class (verified by internship supervisor)

- Special circumstances which have been approved by the Directors (see note below).

The Directors will only in the most extreme cases allow students to leave the programme early or for a significant break.

**Unauthorised Absence:**

Any student to miss a class due to an unauthorised absence will receive a 4% grade penalty to their final grade for the course whose class was missed. This grade penalty will be applied by the Academic Affairs office to the final grade at the end of the course. As stated above, any student that has missed two classes will need to meet with the Directors to discuss their participation on the programme as excessive absences may result in a ‘Fail’ in the class and therefore expulsion from the programme.

**Required Reading**
Given the eclectic nature of the course there is no prescribed text. However, students are required to read in some depth from the recommended reading list. Issues and topics are listed below under several headings. The B.U. library carries copies, and in some cases multiple copies, of all texts listed. In addition, students are encouraged to seek out and purchase new and up-to-date works that you may come across, following guidance from your lecturers. All are expected to be on top of current events and students must purchase and read a “serious” British newspaper and/or weekly magazine from which to keep a folder of cuttings, where relevant, on all the topics covered in the course. Please bear in mind that web-sites, whilst informative, are no substitute for sustained arguments found in academic books. It may be that you have covered some of this material previously and students have been known to submit old papers. This is called auto-plagiarism. You are expected not to do this. One measure of you working appropriately will be the references you use.

In addition to this extensive bibliography, there is an excellent collection of DVDs relevant to most of these topics on the KODI system. I will mention these as we go through the course, but please consult the librarian on how to access the system.

Bibliography

Excellent General References (covering many topics on the course)

M. Beeson et al (eds.) Issues in 21st Century Politics
K. Smits Applying Political Theory
C. McKinnon (ed) Issues in Applied Political Theory.
H. Lafollette (ed) Ethics in Practice (4th edition) (Contains all articles in 3rd edition plus new updated articles marked N/NR
A. Heywood Global Politics
S. Burchill et al Theories of International Relations
J. Meek Private Island: Why Britain Now Belongs to Someone
Else.

Philosophy References

J. Cottingham (ed.) Western Philosophy
J. Nuttall Introduction to Philosophy
P. Fascione The Student’s Guide to Philosophy
B. Almond Exploring Philosophy
J. Rosenberg The Practice of Philosophy
K. Appiah Thinking it Through
Historical Consciousness

Two excellent sources in the library:

D. Cannadine (ed.)  What is History?

R. Evans  In Defence of History

Immigration and Multiculturalism in Britain

S. Castles et al (eds.)  The Age of Migration (5th edition 2014)
B. Parekh  A New Politics of Identity
A. Cohen and G. Wellman (eds.)  Applied Ethics (Two essays on Immigration by Miller and Kukathis)
D. Goodhart  The British Dream: Success and Failures of Post-war Immigration
D. Goodheart  The Road to Somewhere: Populist Revolt and the Future of Politics.
P. Collier  Exodus: Immigration and Multiculturalism in the 21st Century
P. Legrain  Immigrants: Your Country Needs You
C. Moorhead  Human Cargo
M. J. Gibney  The Ethics and Politics of Asylum
S. Cohen  No One is Illegal
T. Hayter  Open Borders
J. Harding  The Uninvited: Refugees at the Rich Man’s Gate (Profile, 2000)
S. Castles & M. Miller  The Age of Migration
B. White, (ed.)  Issues in World Politics (chapter 10)
M. Naussbaum  The New Religious Intolerance
B. Joly  Haven or Hell: Asylum Policies and Refugees in Europe
B. Barry & R. Goodwin  Free Movement: Ethical Issues in Trans-National Migration
J. Seabrook  The Refuge and the Fortress
A. Dummett  Subjects, Citizens, Aliens and Others
T. Kushner
L. Schuster &
L. Schuster and J. Solomos
L. Schuster
UNHCR
H. Lafollette (ed.)
I. Budge et al

Refugees in an Age of Genocide
Asylum, Refuge and Public Policy: Current Trends and Future Dilemmas in the UK (offprint)
The Use and Abuse of Political Asylum in Britain and Germany
The State of the World’s Refugees
Ethics in Practice (pp 571-633)
The New British Politics (4th edition, chapter 26)

Precise References on Muslim Britain

J. Gest
T. Abbas
T. Abbas
H. Ansari
G. Dench, K. Gavron &
M. Young
D. Held and H. Moore
J. Esposito

Apart: Alienated and Engaged Muslims in the West.
Muslim Britain: Communities Under Pressure
Islamic Political Radicalism: A European Perspective
The Infidel Within: Muslims in Britain since 1800
The New East End
Cultural Politics in a Globalised World
The Future of Islam.

Press Freedom and Privacy. References to be issued

Northern Ireland

D. McKittrick
R. English
P. Dixon
P. Dixon
P. Dixon & E. O’ Kane
A. Cadwallader
R. Kee
E. Kauffman
A. Edwards
A. Edwards
H. Patterson
J. Bardon
G. Walker
D. Ferriter
C. Gormley-Heenan
J. McGarry &
B. O’Leary
P. Bew
P. Barton
T.W. Moody

Making Sense of the Troubles
Armed Struggle: The History of the IRAP. Dixon
In Defence of Politics: Interpreting the Peace Process and the Future of N. Ireland (on Blackboard)
Northern Ireland Since 1969 (2011)
Lethal Allies
The Green Flag: A History of Irish Nationalism.
The Orange Order
The Northern Ireland Conflict
The Northern Ireland Troubles.
Ireland Since 1939.
A History of Ireland in 250 Episodes
The History of the Ulster Unionist Party.
The Transformation of Ireland
Power Sharing in Northern Ireland (In Heffernan, ed Developments in British Politics 9).
Explaining Northern Ireland
Northern Ireland 1921-1994
A Pocket History of Ulster
The Course of Irish History
R.J. Lawrence  The Government of Northern Ireland
N. Mansergh  The Government of Northern Ireland
S. Wichert  Northern Ireland since 1945
T. Wilson  Ulster: Conflict and Consent
D.G. Boyce  The Irish Question and British Politics
S. Bruce  The Edge of the Union
D. Birrell  Policy and Government in Northern Ireland
T. Pat-Coogan  The Troubles
M. Dillon  The Enemy Within
M. Dillon  The Shankill Butchers
M. Dillon  The Dirty War
K. Boyle  Northern Ireland: The Choice
S. Dunn  Facets of the Conflict in Northern Ireland
M. Farrell (ed.)  Twenty Years On
P. Foot  Ireland: Why Britain Must Go
S. Gillespie  N. Ireland and its Neighbours Since 1920
B. Hadfield (ed.)  Northern Ireland
D. Keogh  Northern Ireland
G. Adams  Before the Dawn: An Autobiography
M. O’Neill  Devolution and British Politics (chapters 6,7)
I. Budge et al  The New British Politics (3rd edition, chapter10)
A. Wilson, (ed.)  Irish America and the Ulster Conflict
B. Jones  Politics UK (Chapter 30)
B. Coxall & L. Robins  Contemporary British Politics (pp 291-7)
P. Dunleavy (ed.)  Developments in British Politics, No 6 (chapter 7)
Developments in British Politics, No 6 (chapter 10)
J. Fisher (ed)  Central Debates in British Politics (chapter 4).

The Study of War and Terrorism

M. Killingsworth and others  Conflict and Crises of Authority (in Beeson et al op cit)
T. Rockmore  The Philosophical Challenge of September 11th
J. Sterba (ed)  Terrorism and International Justice
M. Reichberg (ed.)  The Ethics of War
T. Winright  Can War be Just in the 21st Century?
J. Seybolt  Humanitarian Military Intervention
K. Smits  Can Military Intervention in Other Countries be Justified on Humanitarian Grounds (Ch.11 of Smits op cit.)
C. A. Toady  War and Intervention (ch3 of McKinnon op cit.).
P. Spencer  Genocide Since 1945
J. McMahon  Killing in War
J. Schell  The Unconquerable World
F. Halliday  The World at 2000
B. White, et al (eds.)  Issues in World Politics (chapters 6,7,8, 9)
I. Stewart  War, Culture and the Media
R. Gilpin  War and Change in World Politics
J. Cooley  Unholy Wars
P. L. Bergen  Holy War
G. Kepel  The War for Muslim Minds: Islam and the West
C. McInnes & G.D. Sheffield: Warfare in the Twentieth Century
H. Strachan: European Armies and the Conduct of War
R. Connaughton: The Nature of Future Conflict
G. Vidal: Dreaming War
P. Singer (ed.): A Companion to Ethics
J.P. Sterba (ed.): Morality in Practice
J.P. Sterba: Ethics: The Big Questions
B. Magas: The Destruction Of Yugoslavia
E. D. Weitz: A Century of Genocide
A.L. Hinton (ed.): Genocide
G. Martin: Understanding Terrorism
J. K. Feldman: Cutting the Fuse: The Global Explosion of Suicide Terrorism and How to Stop it.
S. Talbot: The Age of Terror
J. F. Hoge & G. Rose: How Did it Happen?
F. Halliday: Two Hours that Shook the World
L. Mylroie: The War Against America
M. V. Hayden: Playing to the Edge: American Intelligence in an Age of Terror.
P. Bergen: The Longest War: The Enduring Conflict Between America and Al Qaida
J. Burke: Al Qaida: Casting a Shadow of Terror
J. Burke: The 9/11 wars
J. Burke: The New Threat from Islamic Militancy.
J. Gray: Al Qaeda and What it Means to be Modern
M. Weiss & H. Hassan: Isis: Inside the Army of Terror
J. K. Frey (ed.): Violence, Terrorism and Justice
K. Smits: Should Civil Liberties be Restricted in Responding to the Threat of Terrorism? (Ch 9 of Smits op cit.).
P. Wilkinson: Terrorism and the Liberal State
V. Held: How Terrorism is Wrong
E. Stepanova: Terrorism in Asymmetrical Conflict.
A. P. Schmid: Western Responses to Terrorism
T. Bjorgo: Terror from the Extreme Right
N. Chomsky: Power and Terror
C. Harmon: Terrorism Today
B. Hoffman: Inside Terrorism
Jimmy Carter: Our Endangered Values: America’s Moral Crisis
F. Fukyama: After the Neo-Cons: America at the Crossroads
J. Gray: Black Mass: Apocalyptic Religion and the Death of Utopia

H. Lafollette (ed.): Ethics in Practice 3rd edition contains the following excellent articles:

Joseph Boyle: Just War Doctrine and the Response to Military Terrorism
Douglas Lackey: Nipping Evil in the Bud: The Questionable Ethics of Preventive Force
Charles R. Beitz: The Justifiability of Humanitarian Intervention
William J. Hawk: Pacifism: Reclaiming the Moral Presumption
H. Lafollette  

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J. Boyle  
Just War Doctrine and the Military response to Terrorism.

C. Murphy  
Political Reconciliation

A. Kavanagh & J Oberdiek (eds.)  
Arguing about Law. Section VII Rights, Terrorism and Torture contains the following articles:

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Security and Liberty: The Image of Balance

J. Shue  
Torture in Dreamland: Disposing of the Ticking Time Bomb

J. Mcmahan  
Torture, Morality and the Law

Fascism and the Extreme Right Today

J-Werner Muller  
What is Populism?

D. Neiwert  
Alt-America: The Rise of the Radical Right in the Age of Trump.

P. Stocker  
English Uprising: Brexit and the Mainstreaming of the Far Right.

D. Trilling  
Bloody Nasty People: The Rise of Britain’s Far Right.

B. Klandermans  
Extreme Right Parties in Europe

H. Nedelcu  
Radical Right Parties in Eastern Europe.

C. Mudde  
The Radical Right in Central and Eastern Europe

C. Mudde  
Racist Extremism in Central and Eastern Europe

R. Ford & M. Goodwin  
The Revolt of the Right.

R. Eatwell & M. Goodwin  

A. Mammone (ed)  
Varieties of right wing Extremism in Europe.

S. von Mering & T. Wynman  
Right Wing Radicalism Today.

R. O. Paxton  
The Anatomy of Fascism

R.J. Evans  
Fascism: A Very Short Introduction

B. White  
Issues in World Politics (chapter 8)

J. Kellas  
The Politics of Nationalism and Ethnicity

E. Kedourie  
Nationalism

E. Gellner  
Nations and Nationalism

S. Hood  
Fascism for Beginners

A.E. Ansell  
New Right, New Fascism

R. Griffin  
The Nature of Fascism.

R. Griffin  
A Fascist Century

N. Copsey  
Contemporary British Fascism

P. Ignazi  
Extreme Right parties in Western Europe

N. Golshon (ed.)  
Fascism’s Return

T. Jones  
The Dark Heart of Italy

T. Jones  
Utopian Dreams

K. von Beyme  
Right Wing Extremism in Contemporary Europe

G. Harris  
The Dark Side of Europe

P. Hainsworth (ed.)  
The Extreme Right in Europe and America

M. Schmidt  
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Evans Foundation: Europe’s New Racism
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T. Bjorgo: Racist Violence in Europe
T. Bjorgo: Terror from the Extreme Right
G. Ford: Fascist Europe
P. Merkl: Encounters With the New Radical Right
P. Merkl: The Revival of Right Wing Extremism in the 1990’s
J. Marcus: The National Front and French Politics
C. Fisher: The Rise of the Nazis
P. Morgan: Italian Fascism
J. Solomos: Race and Racism in Contemporary Britain
S. Sagger: Race and Politics in Britain
H. Goulbourne: Race relations in Britain Since 1945
B. Coxall and: Contemporary British Politics (pp 65-8)
I.W. Hannaford: Race: The History of an Idea in the West
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A.J. Grand: Fascist Italy and Nazi Germany
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Climate Change: Evidence, Politics, Ethics.

H. Lafollette (ed.) Ethics in Practice (Chapters 60 to 63).
I. N. Klein This Changes Everything: Capitalism V the Climate.
J. D. Jamieson Environment (In McKinnon op cit)
K. N. Carter Climate Change (in Beeson and Bisley op cit).
S. M. Gardiner Climate Ethics
S. Gardiner Perfect Storm: The Ethical Tragedy of Climate Change
J. Broome Climate Matters.
J. Benson Environments, Ethics and Human Concern.
A. Dessler The Science and Politics of Global Climate Change
K. Dow The Atlas of Climate Change
L. Elliot The Global Politics of the Environment
R. Garner Environmental Politics.
A. Giddens The Politics of Climate Change
A. Gore An Inconvenient Truth
R. Henson A Rough Guide to Climate Change
M. Hulme Why we Disagree about Climate Change
G. Schmidt Climate Change
P. Singer Environment (Chapter 10, Practical Ethics)
D. Slingsby Practical Ecology.
D. Worster Nature’s Economy.
J. Griffiths Wild: An Elemental Journey.
Guardian Journal 8 July 2017 How cynics are widening the climate change divide.

Good Luck, TJS.