



Boston University Study Abroad London

PO 223 Issues in Contemporary Politics and Ethics

Instructor Information

Name	Terry Sullivan
E-Mail	terryjs@bu.edu
Location	Harrington Gardens SW7 4JU
Day and Time	Monday 1.15 to 5.15 pm
Office Hours	By Appointment
BU Telephone	0207 244 6255

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 be 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

Type of Assessment	Percentage of Final Grade
Factual Recall Test/Quiz	10%
Short essay (2-3 pages)	20%
Presentation with Paper	30%
Examination	40%

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.

<u>Grade</u>	<u>Honour Points</u>	<u>Usual %</u>
A	4.0	93-100
A-	3.7	89-92
B+	3.3	85-88
B	3.0	81-84
B-	2.7	77-80
C+	2.3	73-76
C	2.0	69-72

C-	1.7	65-68
D	1.0	60-64
F	0.0	Unmarked

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 to 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 (3rd edition).
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 Else.	Private Island: Why Britain Now Belongs to Someone

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

N. Bunnin (ed.)	The Blackwell Guide to Philosophy
M. Cohen	Philosophical Problems
A. Morton	Philosophy in Practice
J. Rea	The Great Philosophers.
M. Sandel	Justice (also available on BBC DVD)

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 (5 th 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 21 st 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	Refugees in an Age of Genocide
L. Schuster & L. Schuster and J. Solomos	Asylum, Refuge and Public Policy: Current Trends and Future Dilemmas in the UK (offprint)
L. Schuster	The Use and Abuse of Political Asylum in Britain and Germany
UNHCR	The State of the World's Refugees
H. Lafollette (ed.)	Ethics in Practice (pp 571-633)
I. Budge et al	The New British Politics (4 th edition, chapter 26)

Precise References on Muslim Britain

J. Gest	Apart: Alienated and Engaged Muslims in the West.
T. Abbas	Muslim Britain: Communities Under Pressure
T. Abbas	Islamic Political Radicalism: A European Perspective
H. Ansari	The Infidel Within: Muslims in Britain since 1800
G. Dench, K. Gavron & M. Young	The New East End
D. Held and H. Moore	Cultural Politics in a Globalised World
J. Esposito	The Future of Islam.

Press Freedom and Privacy. References to be issued

Northern Ireland

D. McKittrick	Making Sense of the Troubles
R. English	Armed Struggle: The History of the IRAP. Dixon
P. Dixon	In Defence of Politics: Interpreting the Peace Process and the Future of N. Ireland (on Blackboard)
P. Dixon	Northern Ireland: The Politics of War and Peace (2008)
P. Dixon & E. O' Kane	Northern Ireland Since 1969 (2011)
A. Cadwallader	Lethal Allies
R. Kee	The Green Flag: A History of Irish Nationalism.
E. Kauffman	The Orange Order
A. Edwards	The Northern Ireland Conflict
A. Edwards	The Northern Ireland Troubles.
H. Patterson	Ireland Since 1939.
J. Bardon	A History of Ireland in 250 Episodes
G. Walker	The History of the Ulster Unionist Party.
D. Ferriter	The Transformation of Ireland
C. Gormley-Heenan	Power Sharing in Northern Ireland (In Heffernan, ed Developments in British Politics 9).
J. McGarry & B. O'Leary	Explaining Northern Ireland
P. Bew	Northern Ireland 1921-1994
P. Barton	A Pocket History of Ulster
T.W. Moody	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 (3 rd 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 11 th
J. Sterba (ed)	Terrorism and International Justice
M. Reichberg (ed.)	The Ethics of War
T. Winright	Can War be Just in the 21 st 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. McMahan	Killing in War
T. Garton-Ash	Free World.
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 Qaeda: 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. Stern & P. Bergen	Isis: State of Terror.
R. Jackson et al	Terrorism: A Critical Introduction.
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. Fukuyama	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

S. Nathanson
J. Boyle
C. Murphy

A. Kavanagh & J Oberdiek (eds.)

J. Waldron
J. Shue
J. McMahan

Ethics in Practice 4th Edition contains also the following:

Is the War on Terrorism a Defense of Civilisation?
Just War Doctrine and the Military response to Terrorism.
Political Reconciliation

Arguing about Law. Section VII Rights, Terrorism and
Torture contains the following articles:

Security and Liberty: The Image of Balance
Torture in Dreamland: Disposing of the Ticking Time Bomb
Torture, Morality and the Law

Fascism and the Extreme Right Today

J-Werner Muller
D. Neiwert

P. Stocker

D. Trilling
B. Klandermans
H. Nedelcu

C. Mudde
C. Mudde

R. Ford & M. Goodwin
R. Eatwell & M. Goodwin

A. Mammone (ed)

S. von Mering & T. Wynman

R. O. Paxton

R.J. Evans

B. White

J. Kellas

E. Kedourie

E. Gellner

S. Hood

A.E. Ansell

R. Griffin

R. Griffin

N. Copsey

P. Ignazi

N. Golshan (ed.)

T. Jones

T. Jones

K. von Beyme

G. Harris

P. Hainsworth (ed.)

M. Schmidt

What is Populism?

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

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

Bloody Nasty People: The Rise of Britain's Far Right.

Extreme Right Parties in Europe

Radical Right Parties in Eastern Europe.

The Radical Right in Central and Eastern Europe

Racist Extremism in Central and Eastern Europe

The Revolt of the Right.

The New Extremism in the 21st Century.

Varieties of right wing Extremism in Europe.

Right Wing Radicalism Today.

The Anatomy of Fascism

Fascism: A Very Short Introduction

Issues in World Politics (chapter 8)

The Politics of Nationalism and Ethnicity

Nationalism

Nations and Nationalism

Fascism for Beginners

New Right, New Fascism

The Nature of Fascism.

A Fascist Century

Contemporary British Fascism

Extreme Right parties in Western Europe

Fascism's Return

The Dark Heart of Italy

Utopian Dreams

Right Wing Extremism in Contemporary Europe

The Dark Side of Europe

The Extreme Right in Europe and America

The New Reich: Penetrating the Secrets of Today's Neo-Nazi

Evans Foundation	Networks
N. Goodrick-Clarke	Europe's New Racism
	Black Sun: Aryan Cults, Esoteric Nazism and the Politics of Identity
G. Frazer	Zhirinovskiy: The Little Black Book
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	
L. Robins	Contemporary British Politics (pp 65-8)
I.W. Hannaford	Race: The History of an Idea in the West
K. Malik	The Meaning of Race
T. Grundy	Memoir of a Fascist Childhood
R. Pearce	Fascism and Nazism.
A.J. Grand	Fascist Italy and Nazi Germany
H-G. Betz &	
S. Immerfall	The New Politics of the Right
P. Hainsworth	The Politics of the Extreme Right
M. Durham	Women and Fascism
P. Brooker	Non-Democratic Regimes
H.G. Betz et al	The New Politics of the Right
M. Hughey	The New Tribalisms: The Resurgence of Race

The Politics of Ethical Controversies.

T. C. Denise et al (eds.)	Great Traditions in Ethics
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M. Timmons (ed.)	Conduct and Character
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B. Rollin	The Frankenstein Syndrome
P. Singer & H. Kuhse	Embryo Experimentation
P. Singer	The Life You Can Save (2009)
P. Singer	Unsanctifying Human Life
P. Singer	Practical Ethics
P. Singer (ed.)	A Companion to Ethics (excellent section on religion and ethics)
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R. Billington	Living Philosophy
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J. L. Mackie	Ethics
B. Williams	Morality
R. Trigg	Morality Matters
B. Appleyard	Brave New Worlds: Genetics and the Human Experience
M. Ridley	Genome: The Autobiography of a Species
D. Koehn	Rethinking Feminist Ethics
K. Smits	Applying Political Theory (Chs.5 to 8).
J. Buxton	The Political Economy of Narcotics.

The Neo-Liberal Economic World

J.K. Galbraith	The Great Crash
N. Klein	No is Not Enough: Defeating the New Shock Politics
G. Monbiot	How Did We Get into this Mess?
G. Monbiot	Out of the Wreckage: The New Politics for an Age of Crisis.
BBC DVD	The Super-rich and Us (On the Kodi system).
S. Zizek	Trouble in Paradise.
W. Hutton	How Good We Can Be
L. Elliot & D. Atkinson	The Gods that Failed: How Blind Faith in Markets has Cost us Our Future
A. Offer	The Challenge of Affluence
A. Glyn	Capitalism Unleashed
R. Freeman	America Works
J. Cassidy	How Markets Fail: The Logic of Economic Calamities.
A. R. Sorkin	Too Big to Fail: Inside the Battle to Save Wall Street.
G. Tett	Fool's Gold: How Unrestrained Greed Corrupted a Dream, Shattered Global Markets and Unleashed Catastrophe.
C. Hay	Britain and the Global Financial Crisis: The Return of Boom and Bust (In Heffernan, Developments in British Politics 9.

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.