TEACHING THE VIOLENT PAST: HISTORY, EDUCATION AND RECONCILIATION
Edited by Elizabeth A. Cole

“Teaching the Violent Past is a source of insight and wisdom, grounded in compelling case studies of the struggles over teaching history in Germany, Japan, Canada, Spain, Northern Ireland, and Guatemala. It includes probing chapters examining ongoing debates over how Russia, North and South Korea, India, and Pakistan should teach their young about the past . . . .”
—Martha Minow, Harvard Law School

Jian under the literature on environmental policymaking. The volume explores the decision-making process in four countries—Japan, China, India, and the United States—through a set of rich case studies, each of which underscores the importance of culture in shaping understandings and approaches to environmental policy.”
—Elizabeth Economy, Council on Foreign Relations

DEALING FAIRLY WITH DEVELOPING COUNTRY DEBT
Edited by Christian Barry, Barry Herman, and Lydia Tomitova

How do you balance obligations to repay a debt with potentially worsening poverty in the debtor country? Should creditors be held accountable—and if so, how—for loans to governments that are not even minimally representative of their people’s interests? This volume, by leading philosophers, theologians, lawyers, and economists, addresses these questions and more. It grew out of the Ethics and Debt program, a joint project of the Carnegie Council and the New School.

FORGING ENVIRONMENTALISM: JUSTICE, LIVELIHOOD, AND CONTESTED ENVIRONMENTS
Edited by Joanne Bauer

“Forging Environmentalism is an outstanding addition to the literature on environmental policymaking. The volume explores the decision-making process in four countries—Japan, China, India, and the United States—through a set of rich case studies, each of which underscores the importance of culture in shaping understandings and approaches to environmental policy.”
—Elizabeth Economy, Council on Foreign Relations

GOVERNANCE AND DEMOCRACY

Transnational Justice
Juan E. Méndez “National Reconciliation, Transnational Justice, and the International Criminal Court,” EIA 15.1 (2001); with a reply by Brad R. Roth.

GLOBAL DEMOCRACY

ENVIRONMENTAL ETHICS
Robyn Ekersley “Ecological Intervention: Prospects and Limits,” EIA 21.3 (2007); with online responses by Simon Dalby, Mathew Humphrey, Clare Palmer, and Mark Woods.

THUNDEROUS RAVINE

MIGRATION AND CITIZENSHIP

CARNEGIE COUNCIL
The Voice for Ethics in International Policy
GLOBAL SOCIAL JUSTICE

Recommendations for assignments if you teach courses such as:
- Comparative Political Economy
- International Economic Justice
- Dilemmas of Development

REGIONAL STUDIES

Recommendations for assignments if you teach courses such as:
- International Health Policy
- The War in Iraq
- African Postcolonial Politics

THE UNITED STATES


THE WAR IN IRAQ

Fernando Teresa "Ending Tyranny in Iraq," EIA 19.2 (2005), with a reply by Terry Nardin.

ISLAM AND THE WEST


AFRICA

Alex J. Bellamy "Responsibility to Protect or Trojan Horse? The Crisis in Darfur and Humanitarian Intervention after Iraq," EIA 19.2 (2005).

THE ETHICS AND THE USE OF FORCE

Recommendations for assignments if you teach courses such as:
- The Just War Tradition
- Sovereignty and Intervention
- Nonstate Threats to International Security

TERRORISM/NONSTATE THREATS


PREVENTIVE/PREEMPTIVE WAR

Anthony F. Lang, Jr. and Paul M. Blum "Ending Tyranny in Iraq," EIA 19.2 (2005), with a reply by Terry Nardin.
Andrew Arato "Interim Implosion," EIA 18.3 (2004).

INTERVENTION

Alex J. Bellamy "Responsibility to Protect or a Trojan Horse? The Crisis in Darfur and Humanitarian Intervention after Iraq," EIA 19.2 (2005).

THE JUST WAR TRADITION


THEORY AND PRACTICE

Recommendations for assignments if you teach courses such as:
- Theories of International Relations
- Cosmopolitanism and Citizenship
- Human Rights and International Law

THEORY

David A. Welch "Can We Think Systematically About Ethics and Statecraft?" EIA 8 (1994).

LAW AND HUMAN RIGHTS


GLOBALIZATION AND THE STATE