

Phil 5350W: Seminar in Social or Political Philosophy: Development Ethics
Christine Koggel

Winter 2014
Monday 2:30-5:30

Office Hours: Tuesday 1:00-3:00 or by appointment

Room 3A46 Paterson Hall

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REQUIRED TEXTS (CAN BE PURCHASED ON AMAZON.CA):

Moral Issues in Global Perspective. Volume I: Moral and Political Theory. SECOND EDITION.

Edited by Christine M. Koggel. Peterborough, ON: Broadview Press, 2006.

Sen, Amartya. *Development as Freedom.* New York: Random, 1999.

SUPPLEMENTARY READINGS FROM CARLETON LIBRARY ONLINE JOURNALS OR ON cuLEARN (marked on the “Class by Class readings” below)

Human Development Reports (different topics every year) at: <http://hdr.undp.org/en/reports/>

COURSE DESCRIPTION

“Development” is a term that can be used in both a *descriptive* and a *prescriptive* or *normative* sense. In the descriptive sense, development is most often understood in terms of processes of economic growth, industrialization, and modernization that result in a society’s achieving a high (per capita) gross domestic product. The *descriptive* sense tends to carry with it connotations of progress, transformation, and liberation as exemplified in concepts such as “underdeveloped” or “developing” countries and as measured by economists and organizations such as the World Bank. In the *normative* or *prescriptive* sense, a developed society is one that realizes or approximates worthwhile goals. Put like this, questions are then raised about what those goals ought to be. For development ethicists, while the central goal is overcoming economic and social deprivation, that goal is theorized in terms of underlying values such as equality, justice, well-being, and human flourishing.

This course uses the lens of *human* development, as articulated in what has come to be known as the capabilities approach, to explore the meaning of and moral issues raised by development. In what direction and by what means *should* a society “develop”? To what extent, if any, do moral relativism, national sovereignty, and universalism pose a challenge to cross-cultural ethical inquiry about theories of justice, human rights, democracy, and human flourishing? Can a cross-cultural consensus be reached about principles or methods that are respectful of societal differences in values or of a society’s freedom to make its own development choices? What are the obligations, if any, of rich countries to poor countries? What role, if any, should rich countries, international institutions, and non-governmental organizations have in the development or self-development of poor countries? To what extent, if any, do factors of poverty, power, and oppression influence policies implemented by the “developed” countries of the North on “developing” countries of the South? How do factors such as gender affect our understanding of development and development processes? What role, if any, does the globalization of markets and capitalism play in processes of development and in systems of discrimination on the basis of factors such as race and gender? What responsibilities to others do we have in a global context? Answers to these sorts of questions will be explored through an examination of some of the most prominent theorists and recent literature in the area of development ethics.

COURSE REQUIREMENTS (also consult “Department of Philosophy/Carleton University Policies” below)

1) TWO short assignments (no longer than 3 double-spaced pages), each worth 10% for a total of 20% of the final grade.

You will set your own schedule for completing the assignments throughout the semester (with guidelines described below). **All assignments must be handed in at the beginning of the class.**

For each assignment, you will select a reading or topic marked with an *asterisk in the “Class by Class Readings” list below. Your task will be to identify a concept, argument, or section of the marked reading and write a three page paper that identifies the issue or argument you are examining in the reading, summarizes it by providing an exegetical account of the issue or argument that uses evidence/support from the text itself, and then comments on that topic or argument.

To complete each of these assignments, you can select to work EITHER on an *asterisk marked reading for a class that has just been completed and hand your assignment in at the beginning of the next Monday class OR on an *asterisk marked reading for the class in which you hand in your assignment. I will be a bit more lenient in the grading of the latter as you will be working on material we have not yet discussed in class. **You must do at least ONE assignment (out of the TWO) by the end of the 5TH week of classes and the SECOND by the end of the 12TH week of classes (as marked in “Class by Class Readings”).**

Graduate students need to do a rewrite of ONE of the assignments. When you get the graded assignment back from me, you will revise and expand the original (hand original in too) into a 5 page rewrite that incorporates my feedback on the original as well as further reflections. It is due at the beginning of the class one week following getting the graded assignment back from me.

2) A class presentation worth 25% of the final grade (with the following guidelines).

You will select a section or argument from the readings NOT marked with an asterisk. You will need to **check with me no later than the day before you do the presentation** to tell me what you plan to cover in the reading for that class (you can do this by email or phone or office hours). You will present a prepared paper (or talk through an outline) to the class by first explaining clearly what the topic or selected text is about and then discussing and commenting on it. You will answer questions and generate class discussion on your presentation. It often works best to prepare questions for discussion. The whole process should take approximately 40 minutes total.

You then need to rewrite your presentation in light of the class discussion of it and hand it in at the beginning of the class **one week following** the presentation (no longer than 6 double-spaced pages). An important part of the exercise of rewriting will be the revisions you make in light of class discussion of the material and your presentation and further review and reflection of these.

3) Class attendance and participation, worth 20% of the final grade.

4) A final term-paper worth 35% of the final grade (14 double-spaced pages). Your term paper can be an expansion of an assignment or of your seminar presentation OR it can be an exploration of a topic covered in the course of the semester that captures your interest. The final term paper is expected to include exposition, exegesis, critical assessment, and some incorporation of and reflection on supplementary readings. It is due on April 26, 2014, at the latest.

CLASS BY CLASS READINGS

Readings NOT from our texts are specified below and can be found on the **Carleton Library website (online journal articles) and/or posted on cuLearn**.

Week 1 – Introduction to Development Ethics and Capabilities Approach

January 6 -- Readings by David Crocker “Ethics of Global Development” (p. 21-26) (**on cuLearn**) and from Amartya Sen’s *Development as Freedom (DF)*: Preface (p. xi-xiv), and Introduction (p. 3-11). Read this material before the next class.

Week 2 – Introduction to Capabilities Approach

January 13 -- Readings from Martha Nussbaum’s *Creating Capabilities (CC)*: Preface and Chapter 2 (**on cuLearn**) and from Sen’s *DF*: Chapter 1 (p. 13-34) and *Chapter 2 (p. 35-53).

Week 3 - Justice

January 20-- Readings from Sen’s *DF*: Chapter 3 (p. 54-86) and from *Moral Issues in Global Perspective I (MIGP)*: *Mill “Utilitarianism” (15-22) and Garner “Libertarianism, Insurance Arguments, and General State Welfare” (125-136).

Week 4 – Justice

January 27 – Readings from Sen’s *The Idea of Justice* “Introduction” (p. 1-27) (**on cuLearn**); from *MIGP*: Rawls “A Theory of Justice” (112-124); and *Llewellyn “Integrating Peace, Justice and Development in a Relational Approach to Peacebuilding”, *Ethics and Social Welfare*. Special Issue: *Gender Justice*, v. 6, no. 3, 2012: 290-302 (**Carleton Library online journal and on cuLearn**).

Week 5 – Poverty

February 3 -- Readings from Sen’s *DF*: Chapter 4 (p. 87-110): St. Clair “Norway: The Development Ethic of a Donor Country” in *MIGP*, v. II (**on cuLearn**); and *Nandy “The Beautiful, Expanding Future of Poverty” in *International Studies Review*, v. 4, no. 2, Summer 2002: 107-121 (**Carleton Library online journal and on cuLearn**).

AT LEAST ONE ASSIGNMENT (REQUIREMENT 1) COMPLETED BY NOW.

Week 6 – Markets and Structures

February 10 - Readings from Sen’s *DF*: Chapter 5 (p. 111-145); from *MIGP*: *Pierik “Child Labor and Global Inequality” (253-264); and Robeyns “Reforming the Welfare State: The Case for Basic Income” in *MIGP*, v. II (**on cuLearn**).

WINTER BREAK

Week 7 – Democracy

February 24 - Readings from Sen’s *DF*: Chapter 6 (p. 146-159) and *Chapter 7 (p. 160-188); and from *MIGP*: Sen “Democracy and its Global Roots” (208-218) and Babbitt “Freedom and Democracy in Cuba” (290-303).

Week 8 – Gender

March 3 - Readings from Sen's *DF*: Chapter 8 (p. 189-203); *Nussbaum "Capabilities as Fundamental Entitlements" *Feminist Economics* v. 9, nos. 2/3, 2003: 33-59 (**Carleton Library online journal and on cuLearn**); Robeyns "Selecting Capabilities for Quality of Life Measurement", *Social Indicators Research*, v. 74 (1), 2005: 191-215 (**Carleton Library online journal and on CuLearn**); and Sen "Capabilities, Lists and Public Reason," *Feminist Economics* v. 10, no. 3, 2004, 77–80 (**Carleton Library online journal and on cuLearn**).

Week 9 – Population Control and Reproductive Rights

March 10 – Readings from Sen's *DF* *Chapter 9 (p. 204-226); Beutelspacher et al. "Does Contraception Benefit Women?" *Feminist Economics* v. 9, nos. 2/3, 2003: 213-238 (**Carleton Library online journal and on cuLearn**); and Koggel "Agency and Empowerment: Embodied Realities in a Globalized World" in *Embodiment and Agency*, Penn State, 2009 (**on cuLearn**).

Week 10 – Culture and Human Rights

March 17 – Readings from Sen's *DF* Chapter 10 (p. 227-248); from *MIGP*: Pollis & Schwab "Human Rights: A Western Concept with Limited Applicability" (60-71) and *Drydyk "Globalization and Human Rights" (72-85); and Nussbaum's *CC* Chapter 5 (p. 101-112) (**on cuLearn**).

Week 11 – The Global Context: Freedom and Agency

March 24 - Readings from Sen's *DF* Chapter 12 (p. 282-298); *Gasper and van Staveren "Development as Freedom - And as What Else? *Feminist Economics* v. 9, nos. 2/3, 2003: 137-161 (**Carleton Library online journal and on cuLearn**); and Gasper "Adding Links, Adding Persons, and Adding Structures" (**on cuLearn**).

Week 12 – The Global Context: Power

March 31 - Readings by Marianne Hill "Development as Empowerment" *Feminist Economics* v. 9, nos. 2/3, 2003: 117-135 (**Carleton Library online journal and on cuLearn**); *Pogge "The Influence of the Global Order on the Prospects for Genuine Democracy in the Developing Countries", *Ratio Juris*, v. 14, no. 3, 2001: 326-343 (**Carleton Library online journal and on cuLearn**); and Newberry "Empowering Children, Disempowering Women", *Ethics and Social Welfare*, v. 6, no. 3, 2012: 247-259 (**Carleton Library online journal and on cuLearn**).

TWO ASSIGNMENTS (REQUIREMENT 1) COMPLETED BY NOW.

Week 13 – The Global Context: Globalization

April 7 - Readings by Kabeer "Globalization, Labor Standards, and Women's Rights" *Feminist Economics* v. 10, no. 1, 2004: 3-35 (**Carleton Library online journal and on cuLearn**) and Koggel "Globalization and Women's Paid Work" *Feminist Economics* v. 9, nos. 2/3, 2003: 163-183 (**Carleton Library online journal and on cuLearn**).

FINAL PAPER DUE ON APRIL 26TH (FINAL DAY OF EXAMINATION PERIOD) BY 4:15 P.M. (FLOOR 3A AS PER INSTRUCTIONS UNDER DEPARTMENT POLICIES).

Department of Philosophy and Carleton University Policies (2013-14)

Assignments:

Unless specifically told otherwise by their instructors, students:

- must not use a plastic or cardboard cover or paper clips
- must staple the paper (there is a stapler on the essay box)
- must include the following in the lower right corner of the cover sheet:
 - student name
 - student number
 - course number and section
 - instructor's name

- The Philosophy Department does not accept assignments by FAX. You may send them by courier, if necessary.
- No assignments will be accepted after the last day for handing in term work – see dates in next column.
- Assignments handed in through the essay box (just inside the glass doors, Paterson Hall, Floor 3A) must be dropped into the box by **4:15** on a regular business day in order to be date-stamped with that day's date. Assignments handed in after 4:15 or on a non-business day will be stamped as having been handed in on the next business day.
- Students are required to keep copies of their assignments. If your paper is lost at any point, you will be considered not to have submitted it if you cannot produce a copy immediately on request.

Deferrals for Term Work:

If you miss a final examination and/or fail to submit a final assignment by the due date because of circumstances beyond your control, you may apply for a deferral of examination/assignment. For deferred examinations, you must apply within 5 working days after the scheduled date of your exam. To apply for deferral of a final assignment, you must apply within 5 working days of the last scheduled day of classes. Visit the Registrar's Office for more information.

Plagiarism:

It is the responsibility of each student to understand the meaning of 'plagiarism' as defined in the Undergraduate or Graduate Calendars, and to avoid both committing plagiarism and aiding or abetting plagiarism by other students. (Undergraduate Calendar Academic Regulations, section 14.3, or <http://www4.carleton.ca/calendars/ugrad/current/regulations/acadregsuniv14.html#14.3>)

Academic Accommodation:

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Pregnancy obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details visit the Equity Services website: <http://www2.carleton.ca/equity/>

Religious obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details visit the Equity Services website: <http://www2.carleton.ca/equity/>

Academic Accommodations for Students with Disabilities: The Paul Merton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your **Letter of Accommodation** at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). After requesting

accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (*if applicable*) at <http://www2.carleton.ca/pmc/new-and-current-students/dates-and-deadlines/>

You can visit the Equity Services website to view the policies and to obtain more detailed information on academic accommodation at <http://www2.carleton.ca/equity/>

Important Dates:

Sept. 5	Classes start (after Orientation events).
Sept. 18	Last day for registration and course changes in Fall and Fall/Winter courses.
Sept. 30	Last day for entire fee adjustment when withdrawing from Fall term or two-term courses.
Oct. 14	Thanksgiving Day – university closed.
Oct. 28 – Nov. 1	Fall Break – no classes.
Nov. 25	Last day for tests or examinations in courses below 4000-level before the Final Examination period.
Dec. 9	Last day of classes, Fall term. Last day for handing in term work and the last day that can be specified by a course instructor as a due date for Fall term courses.
Dec. 9	Last day to withdraw from Fall term courses (academic purposes only).
Dec. 10	No classes or examinations take place. Review classes may be held, but no new material may be introduced.
Dec. 11-22	Final examinations for Fall courses, mid-terms for Fall/Winter courses.
Dec. 22	Take-home exams are due.
Jan. 6	Winter term classes begin.
Jan. 17	Last day for registration and course changes in Winter term classes.
Jan. 31	Last day for entire fee adjustment when withdrawing from winter courses or winter portion of two-term courses.
Feb. 17-21	Winter Break, classes suspended.
Mar. 25	Last day for tests or examinations in courses below 4000-level before the Final Examination period.
Apr. 8	Last day of Fall/Winter and Winter term classes. Last day for handing in term work and the last day that can be specified by a course instructor as a due date for term work for Fall/Winter and Winter term courses.
Apr. 8	Last day to withdraw from Fall/Winter and Winter term courses (academic purposes only).
Apr. 9-10	No classes or examinations take place. Review classes may be held, but no new material may be introduced.
Apr. 11-26	Final Examinations. Exams will not be held Apr. 18-20.
Apr. 18	Good Friday – university closed.
Apr. 26	Take-home exams are due.

Addresses:

Department of Philosophy:	3A35 Paterson Hall www.carleton.ca/philosophy
Registrar's Office:	520-2110 300 Tory www.carleton.ca/registrar
Student Academic Success Centre:	520-3500 302 Tory www.carleton.ca/sasc
Writing Tutorial Service:	520-7850 4 th Floor, Library http://www1.carleton.ca/sasc/writing-tutorial-service/
MacOdrum Library	520-6632 http://www.library.carleton.ca/ 520-2735