EPAF 6100 PUBLIC REASON I
CARLETON UNIVERSITY
WINTER 2025

COURSE OUTLINE – version 1.1

TERM: 2025 Winter
MEETINGS: Tuesdays 4 p.m. to 7 p.m. – In person
INSTRUCTOR: Jay Drydyk, with Cameron Fioret
OFFICE/HOURS: Flexible, please email to arrange a meeting in person or by Zoom.
PHONE: Please use email instead.
EMAIL: jaydrydyk@cunet.carleton.ca, cameronfioret@cunet.carleton.ca

In this course a framework for ethical research on issues of public policy will be developed. The class will form a research team to formulate and carry out a short research project within that framework. While that research is being done, philosophical background and issues surrounding the framework will be discussed.

Research on ethical issues in public affairs has long been dominated by methodologies of applied ethics. This approach has proven to be problematic because it overvalues ethical theory and ignores or undervalues more credible and concrete normative ideas and concepts that are current in public discussion. Two alternatives have been championed. Both 'engaged political philosophy' and 'public reason' approaches seek out normative values, concepts, and beliefs that are justifiable among a public and critically consider implications of those values, concepts, and beliefs for policy problems that this public needs to address.

What we expect from critical research on ethics in public affairs is to make those implications explicit as arguments, and then to distinguish the stronger arguments from the weaker. Stronger/weaker how? In part, stronger arguments are supported better by evidence. However, critical discussion should also identify arguments that are stronger normatively. How to do that is the central philosophical question for both approaches – public reason and engaged philosophy. This seminar will develop and employ a methodology that is a hybrid. While focusing primarily on hybridizing engaged philosophy and public reason approaches, we will also consider how community-based research methods such as participatory action research and grounded normative theory can be included.

EVALUATION

ASSIGNMENT	WEIGHT
Seminar participation: weekly class discussion; in-class presentations and check-ins; discussion of research proposals and seminar papers.	30
Research proposal, uploaded on Brightspace **and** distributed to the class by email, due date/time TBA after consultation with the class. Presented in class **February 11.**	10
Seminar paper (1500-2500 words), uploaded on Brightspace **and** distributed to the class by email, due date/time TBA after consultation with the class. Presented April 1 or April 8.	20
Final research paper (4000-6000 words) **due April 26, submitted on Brightspace.**	40

COURSE CALENDAR

WEEK	DATE / TOPIC / READINGS
I.	*January 7* – From applied ethics to engaged philosophy and public reason research *Discussion of differences and overlaps among: applied ethics, Jonathan Wolff's 'engaged philosophy', and public reason research. Students should be prepared to discuss normative or ethical research they have done on public policy issues, locating it within or across these different approaches.* Jonathan Wolff, "Method in philosophy and public policy: applied philosophy versus engaged philosophy," in *Routledge Handbook of Ethics and Public Policy* (2018): 13-24. Jay Drydyk, "Capabilities, Public Reason and Democratic Deliberation", Chapter 33 in *The Cambridge Handbook of the Capability Approach, ed.* Enrica Chiappero-Martinetti, Siddiqur Osmani, and Mozaffar Qizilbash (Cambridge: Cambridge University Press, 2021), 662-678.
II.	*January 14* – Retrofitting past research into the Wolffian frame *Drydyk and Fioret will each discuss one of their previous research projects in relation to Wolff's six stages. Each student will do the same (more briefly), either about a previous research project of their own, or about research described an article/chapter of their choice drawn either from the* Handbook of Ethics and Public Policy *in which Wolff contributed the lead chapter, or from Wolff's book,* Ethics and Public Policy: A Philosophical Inquiry. Jay Drydyk, "The centrality of empowerment in development-induced displacement and resettlement: An ethical perspective, in *Development-Induced Displacement and Resettlement : New Perspectives on Persisting Problems,* ed. Irge Satiroglu, and Narae Choi (London: Routledge, 2015), pp. 97-110. Cameron Fioret, *The Ethics of Water: From Commodification to Common Ownership* (London: Bloomsbury, 2023), Chapter 5 "The Protection of Rights to Water Through Law, Politics and Social Movements", pp. 109-140. Chapters/articles selected by students either from their previous reading or writing, or from: • Jonathan Wolff. *Ethics and Public Policy: A Philosophical Inquiry,* 2nd ed. London: Routledge, 2019. • Annabelle Lever and Andrei Poama, eds. *The Routledge Handbook of Ethics and Public Policy.* London: Routledge, 2019.

III-IV	January 21-28 – Investigating how ethical issues of ecotourism have been framed.
	Presentation duties will be divided amongst seminar participants, as follows:
	Presenter 1: Martha Honey, *Ecotourism and Sustainable Development: Who Owns Paradise?* 2nd ed. (Island Press, 2008), Chapter 1, pp. 3-33.
	Drydyk: Judith C. Stark, "Ethics and Ecotourism: Connections and Conflicts," Philosophy and Geography 5/1 (2002): 101-112.
	Presenter 2: United Nations Development Programme (UNDP). *Human Development Report 2020; The Next Frontier: Human Development and the Anthropocene*. New York: United Nations, 2020). "Overview," pp. 1-14
	Presenter 3: Susanne Becken and Matthias Schellhorn, "Ecotourism, energy use, and the global climate: widening the local perspective," in *Critical Issues in Ecotourism; Understanding a Complex Tourism Phenomenon,* ed. James Higham (Oxford: Elsevier, 2007), pp. 85-101.
	Presenter 4: Y.A. Braun, M.C. Dreiling, and M.P. Eddy, (2015). "Up against the wall: Ecotourism, development, and social justice in Costa Rica," *Journal of Global Ethics* 11/3 (2015): 351-365.
	Presenter 5: David A. Fennell, "Ecotourism and ethics," In *International handbook on ecotourism*, ed. Roy Ballantyne and Jan Packer. (Cheltenham, UK: Edward Elgar), 31-42.
	Presenter 6: Kyle Powys Whyte, "An Environmental Justice Framework for Indigenous Tourism." *Environmental Philosophy* 7/2 (2010): 75–92.
	Corey McKibbin [Upper year EPAF PhD student]: Katherine L. Turner, Fikret Berkes, Nancy J. Turner, "Indigenous perspectives on ecotourism development: a British Columbia case study," *Journal of Enterprising Communities: People and Places in the Global Economy* 6/3 (2012): 213-229.
	Fioret: A. Tauro, J. Ojeda, T. Caviness, K.P. Moses, R. Moreno-Terrazas, T. Wright, D. Zhu, A.K. Poole, F. Massardo, & R. Rozzi, "Field Environmental Philosophy: A Biocultural Ethic Approach to Education and Ecotourism for Sustainability," *Sustainability* 13/8 (2021): 4526.
	Also in the January 28 class:
	• *Discussing/adopting a division of labour for our further group research on Wolff's first four steps: framing issues; arguments/values; history/comparisons; profiling solutions. Please be prepared to discuss: which framing or framings are you most interested in working with, for your research contribution?*
	• *Participatory exercise: how to write a research proposal.*

V.	*February 4* – Participatory/grounded normative research methods
	Brooke Ackerly, Luis Cabrera, Fonna Forman, Genevieve Fuji Johnson, Chris Tenove & Antje Wiener, "Unearthing grounded normative theory: practices and commitments of empirical research in political theory," *Critical Review of International Social and Political Philosophy* (27/2): 156-182.
	Fergus Green and Eric Brandstedt, "Engaged Climate Ethics," *Journal of Political Philosophy* 2021 (29): 539-563.
	Steven Lam, Michelle Thompson, Kathleen Johnson, Cameron Fioret, Sarah K. Hargreaves, "Toward community food security through transdisciplinary action research," *Action Research* 2021 (19/4): 656–673.
	Also during this class: each student's tentative ideas for their research proposal, as part of the class research project on ethical ecotourism.
VI.	*February 11* – Presentation and discussion of student research proposals.
	Readings: student research proposals, circulated in advance
	Also during this class: planning interview(s) with participant(s) in the ecotourism debate.
	February 18 – No class, Fall Break – Consultation on research, at your request
VII.	*March 4 or 11* – Interview(s) with participant(s) in the ecotourism debate
VIII.	*March 4 or 11* – Moral Psychology
	The 'intuitions' that make normative ethical ideas seem credible (or not) are rooted in a few broad moral emotions, such as sympathy, loyalty, trust, respect, and sensitivity to (in)justice. Awareness of these underlying sources of moral intuition can help in resolving conflict over solutions to practical problems.
	Victor Kumar and Richmond Campbell, *A Better Ape; The Evolution of the Moral Mind and How it Made us Human* (Oxford, 2022), Introduction and Chapters 1-4, pp. 1-124.
IX.	*March 18* – The nature of public reason and its role in discussion of public issues
	Immanuel Kant, "An Answer to the Question, 'What is Enlightenment?'" in *Immanuel Kant: Practical Philosophy,* ed. Mary J. Gregor (Cambridge: Cambridge University Press 1794/1996), 11-22.
	Onora O'Neill, *Constructions of Reason: Explorations of Kant's Practical Philosophy* (Cambridge: Cambridge University Press, 1989), 14-27, 32-39.
	Jürgen Habermas, 1974. The Public Sphere: An Encyclopedia Article (1964). *New German Critique* 1974 no. 3. (Autumn), pp. 49-55. *Posted on cuLearn.*
	Rainer Forst, Chapter 8: "Social Justice, Justification, and Power," in *The Right to Justification; Elements of a Constructivist Theory of Justice* (New York: Columbia University Press, 2012), 188-200.
	<u>Supplemental</u>
	See March 25

X.	*March 25* – Debates on the Nature and Limits of Public Reason
	Be prepared to discuss: Which idea of public reason will you assume and follow in your research for this course? Why?
	John Rawls, Lecture VI: "The Idea of Public Reason," in *Political Liberalism*, (New York: Columbia University Press, 1993), 212-254.
	Charles Taylor, "Conditions of an Unforced Consensus on Human Rights," in The East Asian Challenge for Human Rights, ed. Joanne Bauer and Daniel Bell (Cambridge: Cambridge University Press, 1999), 124-44.
	Amartya Sen, *The Idea of Justice* (Cambridge, MA: Harvard University Press), Chapters 5, 6, pp. 114-52.
	<u>Supplemental</u> Jonathan Quong, "Public Reason", in *The Stanford Encyclopedia of Philosophy* (Summer 2013 Edition), Edward N. Zalta (ed.), URL = http://plato.stanford.edu/archives/sum2013/entries/public-reason/.
	Kevin Vallier and Fred D'Agostino, "Public Justification," in *The Stanford Encyclopedia of Philosophy (Spring 2014 Edition), ed. Edward N. Zalta. URL = http://plato.stanford.edu/archives/spr2014/entries/justification-public/.*
XI.	*April 1* – Step 5, arbitration – What do we want from an impartial spectator?
	Victor Kumar and Richmond Campbell, *A Better Ape; The Evolution of the Moral Mind and How it Made us Human* (Oxford, 2022), Chapter 8, pp. 175-99.
	Amartya Sen, *The Idea of Justice* (Cambridge MA: Harvard University Press, 2009), Chapters 1, 5, and 6, pp. 31-51, 114-52.
XII.	*April 8* – Seminar papers
	Short papers will be circulated and read before class. The author will give a short presentation summarizing the purpose of the paper and how that purpose was achieved. Everyone else will be prepared to give helpful comments and questions for, developing it into the final research paper.
	April 26 – University deadline for final research paper

GRADUATE CALENDAR COURSE DESCRIPTION

EPAF 6100 [1.0 credit]
Public Reason I
A seminar on the nature and limits of public reason, with application to a particular public issue chosen by the instructors. Normative concepts and theories of ethics and political philosophy will be studied as relevant to that issue.

Please note that this course is double-weighted. You will earn 1.0 credit for this one-term course, and accordingly a higher workload will be expected, including:
- An estimated 100 pages of reading per week.
- Extensive participation in seminar discussion each week.
- Thorough research of literature relevant to your research topic.

Students in the EPAF Ph.D. and Diploma programs will take their first steps in this course towards achieving the following learning outcomes. By the end of the program, you should be able to:

1. Demonstrate accurate understanding of methodologies for analyzing ethical aspects of public policy issues, including engaged philosophy, public reason, and participatory/engaged normative research.
2. Employ these methodologies in group or directed research on a public policy issue.
3. Demonstrate accurate understanding of public reason, including
   a. Main conceptual issues concerning its nature and limits;
   b. Its application to particular public issues as a standard for public justification.

ALL READINGS FOR THIS COURSE ARE AVAILABLE AT NO COST FROM ARES DIGITAL COURSE RESERVES, OR AS PHYSICAL RESERVES, AS NOTED BELOW:

Ackerly, Brooke, Luis Cabrera, Fonna Forman, Genevieve Fuji Johnson, Chris Tenove & Antje Wiener 2024. "Unearthing grounded normative theory: practices and commitments of empirical research in political theory," *Critical Review of International Social and Political Philosophy* (27/2): 156-182.

Becken, Susanne, and Matthias Schellhorn. 2007. "Ecotourism, energy use, and the global climate: widening the local perspective," *in Critical Issues in Ecotourism; Understanding a Complex Tourism Phenomenon,* ed. James Higham. Oxford: Elsevier, pp. 85-101.

Braun, Y.A., M.C. Dreiling, and M.P. Eddy. 2015. "Up against the wall: Ecotourism, development, and social justice in Costa Rica." *Journal of Global Ethics* 11/3 (2015): 351-365.

Drydyk, Jay. 2015. "The centrality of empowerment in development-induced displacement and resettlement: An ethical perspective, in *Development-Induced Displacement and Resettlement : New Perspectives on Persisting Problems,* ed. Irge Satiroglu, and Narae Choi. London: Routledge, 97-110.

Drydyk, Jay. 2021. "Capabilities, Public Reason and Democratic Deliberation", Chapter 33 in *The Cambridge Handbook of the Capability Approach, ed.* Enrica Chiappero-Martinetti, Siddiqur Osmani, and Mozaffar Qizilbash. Cambridge: Cambridge University Press, 662-678.

Fennell, David A. 1999. "The Ethical Imperative," Chapter 8 in *Ecotourism*. 3rd edition. London: Routledge, 206-25.

Fennell, David A. 1999. *Ecotourism*. 3rd edition. London: Routledge. (Print book, physical reserve.)

Fennell, David A. 2013. "Ecotourism and ethics." In *International handbook on ecotourism*, ed. Roy Ballantyne and Jan Packer. Cheltenham, UK: Edward Elgar, 31-42.

Fennell, David A. 2021. *Routledge Handbook of Ecotourism*. London: Routledge. (Digital book.).

Fioret, Cameron. 2023. *The Ethics of Water: From Commodification to Common Ownership* London: Bloomsbury, 2023. Chapter 5 "The Protection of Rights to Water Through Law, Politics and Social Movements", 109-140.

Forst, Rainer. 2012. Chapter 8: "Social Justice, Justification, and Power," in *The Right to Justification; Elements of a Constructivist Theory of Justice*. New York: Columbia University Press, 188-200.

Green, Fergus, and Eric Brandstedt. 2021. "Engaged Climate Ethics," *Journal of Political Philosophy* 29: 539-563.

Habermas, Jürgen. 1974. "The Public Sphere: An Encyclopedia Article (1964)". *New German Critique* 1974 no. 3. (Autumn), pp. 49-55.

Higham, James, ed. 2007. *Critical Issues in Ecotourism*. London: Routledge. (Print book, physical reserve.)

Honey, Martha. 2008. *Ecotourism and Sustainable Development: Who Owns Paradise?* 2nd ed. Washington, D.C.: Island Press. Chapter 1, pp. 3-33.

Kant, Immanuel. 1794/1996. "An Answer to the Question, 'What is Enlightenment?'" in *Immanuel Kant: Practical Philosophy,* ed. Mary J. Gregor (Cambridge: Cambridge University Press), 11-22.

Kumar, Victor, and Richmond Campbell (2022) *A Better Ape; The Evolution of the Moral Mind and How it Made us Human* (Oxford).

Lam, Steven, Michelle Thompson, Kathleen Johnson, Cameron Fioret, and Sarah K. Hargreaves. 2021. "Toward community food security through transdisciplinary action research," *Action Research* 19/4: 656–673.

O'Neill, Onora. 1989. *Constructions of Reason: Explorations of Kant's Practical Philosophy.* Cambridge University Press, 14-27, 32-39.
Jonathan Quong, Jonathan. 2013. "Public Reason", in *The Stanford Encyclopedia of Philosophy* (Summer 2013 Edition), Edward N. Zalta (ed.), URL = http://plato.stanford.edu/archives/sum2013/entries/public-reason/.

Rawls, John. 1992. Lecture VI: "The Idea of Public Reason," in *Political Liberalism*. New York: Columbia University Press, 212-254.

Sen, Amartya. 2009. *The Idea of Justice*. Chapters 1, 5, 6. Cambridge MA: Harvard University Press, pp. 31-51, 114-52.

Stark, Judith C. 2002. "Ethics and Ecotourism: Connections and Conflicts," *Philosophy and Geography* 5/1: 101-112.

Tauro, A., J. Ojeda, T. Caviness, K.P. Moses, R. Moreno-Terrazas, T. Wright, D. Zhu, A.K. Poole, F. Massardo, & R. Rozzi. 2021. "Field Environmental Philosophy: A Biocultural Ethic Approach to Education and Ecotourism for Sustainability," *Sustainability* 13/8: 4526.

Taylor, Charles. 1999. "Conditions of an Unforced Consensus on Human Rights," in *The East Asian Challenge for Human Rights*, ed. Joanne Bauer and Daniel Bell. Cambridge: Cambridge University Press, 124-44.

Turner, Katherine L., Fikret Berkes, and Nancy J. Turner. 2012. "Indigenous perspectives on ecotourism development: a British Columbia case study," *Journal of Enterprising Communities: People and Places in the Global Economy* 6/3: 213-229.

United Nations Development Programme (UNDP). 2020. *Human Development Report 2020; The Next Frontier: Human Development and the Anthropocene.* New York: United Nations. "Overview," pp. 1-14.

Vallier, Kevin, and Fred D'Agostino. 2014. "Public Justification," in *The Stanford Encyclopedia of Philosophy* (Spring 2014 Edition), ed. Edward N. Zalta. URL = http://plato.stanford.edu/archives/spr2014/entries/justification-public/.

Whyte, Kyle Powys. 2010. "An Environmental Justice Framework for Indigenous Tourism." *Environmental Philosophy* 7/2: 75–92.

Wolff, Jonathan (2018) "Method in philosophy and public policy: applied philosophy versus engaged philosophy," in *Routledge Handbook of Ethics and Public Policy* (2018): 13-24.

Wolff, Jonathan (2019). *Ethics and Public Policy: A Philosophical Inquiry*, 2nd ed. London: Routledge.

Carleton University Policies (Fall/Winter 2024-25)

Evaluation:
Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Deferrals for Term Work:
If students are unable to complete term work because of illness or other circumstances beyond their control, they should contact their course instructor no later than *three working days* of the due date. Normally, any deferred term work will be completed by the last day of the term. Term work cannot be deferred by the Registrar.

Deferrals for Final Exams:
Students are expected to be available for the duration of a course including the examination period. Occasionally, students encounter circumstances beyond their control where they may not be able to write a final examination or submit a take-home examination. Examples of this would be a serious illness or the death of a family member. If you miss a final examination and/or fail to submit a take-home examination by the due date, you may apply for a deferral no later than *three working days* after the original due date (as per the University Regulations in Section 4.3 of the Undergraduate Calendar). Visit the Registrar's Office for further 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. (Section 10.1 of the Undergraduate Calendar Academic Regulations)

Academic Accommodation:
You may need special arrangements to meet your academic obligations during the term:

- *Pregnancy or religious obligation*: write to your professor 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 EDC website.
- *Academic accommodations for students with disabilities:* The Paul Menton 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 your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class test or exam requiring accommodation. After requesting accommodation from PMC, meet with your professor to ensure accommodation arrangements are made.
- *Survivors of Sexual Violence*: As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy.
- *Accommodation for Student Activities:* Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor 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.

Important Dates:

Sept. 4   Classes start.
Sept. 17   Last day for registration and course changes for fall term and fall/winter (two-term) courses.
Sept. 30   Last day for entire fee adjustment when withdrawing from fall term or two-term courses. Withdrawals after this date will result in a permanent notation of WDN on the official transcript.
Oct. 14   Statutory holiday. University closed.
Oct. 21-25 Fall Break – no classes.
Nov. 22   Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, before the official examination period.
Dec. 6   Last day of fall term classes. ***Classes follow a Monday schedule***. Last day for academic withdrawal from fall term courses. 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 a fall term course.
Dec. 9-21 Final examinations for fall term courses and mid-term examinations in two-term courses. Examinations are normally held all seven days of the week.
Dec. 21   All take-home examinations are due.

Jan. 6   Classes begin.
Jan. 17   Last day for registration and course changes in the winter term.
Jan. 31   Last day for a full fee adjustment when withdrawing from winter term courses or from the winter portion of two-term courses. Withdrawals after this date will result in a permanent notation of WDN on the official transcript.
Feb. 17   Statutory holiday. University closed.
Feb. 17-21 Winter Break – no classes.
Mar. 15   Last day for academic withdrawal from fall/winter and winter courses.
Mar. 25   Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in winter term or fall/winter courses before the official examination period.
Apr. 8   Last day of two-term 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 two-term and for winter term courses.
Apr. 9-10 No classes or examinations take place.
Apr. 11-26 Final examinations for winter term and two-term courses. Examinations are normally held all seven days of the week.
Apr. 18   Statutory holiday. University closed.
Apr. 26   All take-home examinations are due.

Addresses:

Department of Philosophy:
www.carleton.ca/philosophy
520-2110

Registrar's Office:
www.carleton.ca/registrar
520-3500

Academic Advising Centre:
www.carleton.ca/academicadvising
520-7850

Writing Services:
http://www.carleton.ca/csas/writing-services/
520-3822

MacOdrum Library
http://www.library.carleton.ca/
520-2735