

PHIL 4330 SEMINAR IN SOCIAL OR POLITICAL PHILOSOPHY: DEVELOPMENT ETHICS
CARLETON UNIVERSITY
WINTER 2020

UPDATED 2019 DECEMBER 10

TERM: 2020 Winter
MEETINGS: Thursdays 11:30 to 2:30 p.m.
INSTRUCTOR: Jay Drydyk
OFFICE/HOURS: Wednesdays 2:00 to 4:00
PHONE: Please use email instead.
EMAIL: jay.drydyk@carleton.ca

Students in this seminar will learn about a full range of ethical issues that surround social and economic development. Decades of failed development projects have given rise to considerable understanding of how development can go wrong and, conversely, what is required for development to be worthwhile. Thus development can be assessed ethically according to how it enhances or detracts from: (i) people’s well-being (ii) equity/justice, (iii) agency/empowerment, (iv) environmental sustainability; (v) human rights and (vi) cultural freedom; and (vii) responsibility/accountability. The class will explore each of these dimensions in depth, including philosophical debates around key concepts. (What is well-being? Which conceptions of social justice are most illuminating for judging whether a particular development process has been ‘equitable’?) This theoretical discussion will be paired with case study of the James Bay hydroelectric projects in Québec – also raising the question of whether settler/indigenous relations introduce further ethical requirements for development.

READINGS: available in digital format on *Ares*. Readings are heavy in weeks 2, 3, and 4, to prepare for the case study.

EXPECTED LEARNING OUTCOMES. This course will enable students to:

- (1) Understand values that distinguish worthwhile/undesirable development.
- (2) Understand theoretical debates about what those values mean.
- (3) Understand criticisms and defences of a development project, based on of these values.
- (4) Analyze the strengths and weaknesses of different positions in theory (2) and practice (3).
- (5) Comment helpfully on the arguments and perspectives of other students.
- (6) Express your arguments and perspective on (2) or (3) in writing, defending against objections.

ASSIGNMENTS	OPTION 1	OPTION 2
Discussion paper – case study. Example: oral presentation on one of the James Bay projects in light of its impact on well-being (or some other development ethics value). Work with one conception of well-being and comment on its relevance and usefulness in this discussion. Write it up within 2500 words within two weeks of presenting. Then, based on this, contribute one slide to the class PowerPoint to be created for viewing at the last class. See instructions on cuLearn for details.	20	10
Discussion paper – theory. Example: oral presentation on the strengths/weaknesses of one conception of well-being (or another development ethics value). Write it up within 2500 words within two weeks of presenting. See instructions on cuLearn for details.	–	10
Seminar paper (1500 words). State a position you would take, as an ethical assessment of the James Bay projects, or on an issue concerning values of development ethics. Present your initial reasoning for that position. Briefly indicate how you might defend this position against any counter-arguments. This paper may be based one of your discussion papers and may include portions of it. <i>Due 11:55 p.m. on the Monday night before the date on which you present your paper for discussion in class</i> (Presentation dates are March 19, March 26, and April 2).	20	20
Long paper (target length 16 pages or 4000 words including reference list) <i>due April 25</i> . This paper will normally be based on your seminar paper and may include portions of your discussion paper and your seminar paper.	40	40
Participation (including attendance)	20	20

COURSE CALENDAR

<p>Week 1 Jan 9</p>	<p><i>Introduction to development ethics and to this course.</i></p> <p>Two videos will be viewed and discussed in class: Make Way! The Kuno Story https://www.youtube.com/watch?v=Ku-J68qRnIw Together we Stand Firm https://vimeo.com/37667349</p>
<p>Week 2 Jan 16</p>	<p><i>Values distinguishing worthwhile vs. undesirable development. A first look at the James Bay projects.</i></p> <p>Jay Drydyk, 'Ethics in Development', in <i>Handbook of International Development</i>, ed. Dan Hammett and Jean Grugel, (London and New York: Palgrave Macmillan, 2016). 55-76. 'James Bay Project', Wikipedia https://en.wikipedia.org/wiki/James_Bay_Project Roy Macgregor, <i>Chief; The Fearless Vision of Billy Diamond</i> (Penguin Canada, 1989), Chapters 5-6, pp. 53-79. Zebedee Nungak, 'Inuit Negotiate the James Bay Agreement', in <i>Wrestling with Colonialism on Steroids: Quebec Inuit Fight for Their Homeland</i> (Véhicule Press, 2017), pp. 33-118.</p>
<p>Week 3 Jan 23</p>	<p><i>Equity/Justice</i></p> <p>Julian Culp, 'Social and Global Justice,' Chapter 10 in <i>The Routledge Handbook of Development Ethics</i> (2019), pp. 103-115. Eric Palmer, 'USA and Canada', Chapter 39 in <i>The Routledge Handbook of Development Ethics</i> (2019), pp. 416-23. Truth and Reconciliation Commission of Canada, <i>Honouring the Truth, Reconciling for the Future; Summary of the Final Report of the Truth and Reconciliation Commission of Canada.</i> http://www.trc.ca/websites/trcinstitution/File/2015/Honouring_the_Truth_Reconciling_for_the_Future_July_23_2015.pdf</p>
<p>Week 4 Jan 30</p>	<p><i>Indigenous People's Perspectives on Development</i></p> <p>Krushil Watene and Roger Merino, 'Indigenous peoples: self-determination, decolonization, and indigenous philosophies' Chapter 12 in <i>The Routledge Handbook of Development Ethics</i> (2019), pp. 134-147. Ronald Niezen, <i>Defending the Land: Sovereignty and Forest Life in James Bay Cree Society</i>, 2nd edition (Routledge 2009 and online 2016). Please read the entire book.</p>
<p>Week 5 Feb 6</p>	<p><i>Well-being in theory</i></p> <p>Rebecca Gutwald, 'Well-being: happiness, desires, goods, and need,' Chapter 6 in <i>The Routledge Handbook of Development Ethics</i> (2019), pp. 55-67. Oscar Garza-Vázquez and Séverine Deneulin: 'The capability approach: ethics and socio-economic development', Chapter 7 in <i>The Routledge Handbook of Development Ethics</i> (2019), pp. 68-83. Martha Nussbaum, 'Central Human Capabilities', in <i>Women and Human Development: The Capabilities Approach</i> (Cambridge, 2000), pp. 70-86.</p>
<p>Week 6 Feb 13</p>	<p><i>Well-being in practice</i></p> <p>Robert Bourassa, <i>James Bay</i> (Harvest House, 1973) pp. 13-32. Boyce Richardson, <i>James Bay: The Plot to Drown the North Woods</i> (Sierra Club, 1972), pp. 145-161. Ronald Niezen, 'Power and dignity: The social consequences of hydro-electric development for the James Bay Cree,' <i>Canadian Review of Sociology and Anthropology</i>; 30/4 (1993) 510-529. Adrian Tanner, 'Culture, Social Change, and Cree Opposition to the James Bay Hydroelectric Development', in <i>Social and Environmental Impacts of the James Bay Hydroelectric Project</i>, ed. by James F. Hornig, (McGill-Queen's, 1999), pp. 121-40.</p>

WINTER BREAK

<p>Week 7 Feb 27</p>	<p>Human rights United Nations, <i>Declaration on the Rights of Indigenous Peoples</i> https://www.un.org/development/desa/indigenouspeoples/wp-content/uploads/sites/19/2018/11/UNDRIP_E_web.pdf Stephen P. Marks, ‘The right to development: Ethical development as a human right’, Chapter 24 in <i>The Routledge Handbook of Development Ethics</i> (2019), pp. 266-280. Polly Vizard, ‘Human rights: Shaping development ethics, pragmatics, law, policy and politics’, Chapter 23 in <i>The Routledge Handbook of Development Ethics</i> (2019), pp. 251-65. Tracey Deer and Neil Diamond (directors), <i>One More River – The Deal that Split the Cree</i> (Encore+, 2005) https://www.youtube.com/watch?v=gUlZejaruII. This feature length documentary video will not be shown in class; please watch it beforehand.</p>
<p>Week 8 Mar 5</p>	<p>Empowerment in theory Karie Cross Riddle, ‘Empowerment: Participatory development and the problem of cooptation’, Chapter 16 in <i>The Routledge Handbook of Development Ethics</i> (2019), pp. 171-182. Asmita Kabra and Jay Drydyk, ‘Displacement: land acquisition and disempowerment’, Chapter 19 in <i>The Routledge Handbook of Development Ethics</i> (2019), pp. 200-205. David A. Crocker, ‘Deliberative Participation in local development’, Chapter 10 in <i>The Ethics of Global Development</i> (Cambridge, 2008), pp. 338-374.</p>
<p>Week 9 Mar 12</p>	<p>Empowerment in practice World Commission on Dams, <i>Dams and Development: A New Framework for Decision-Making. Report of the World Commission on Dams</i> (Earthscan, 2000), pp. xxvii-xxxvii, 259-275. Matthew Coon Come, Matthew. 2004. ‘Survival in the Context of Mega-Resource Development: Experiences of the James Bay Cree and the First Nations of Canada’, <i>In the Way of Development: Indigenous Peoples, Life Projects, and Globalization</i>, ed. Mario Blaser, Harvey A. Feit, and Glenn McRae (IDRC, 2004), pp. 153-264. Brian Craik, ‘The Importance of Working Together: Exclusions, Conflicts and Participation in James Bay, Quebec’, <i>In the Way of Development: Indigenous Peoples, Life Projects, and Globalization</i>, pp. 166–85. Renée Dupuis, ‘Should the <i>James Bay and Northern Quebec Agreement</i> Serve as a Model Agreement for Other First Nations?’ in <i>Power Struggles: Hydro Development and First Nations in Manitoba and Quebec</i>, ed. Steven M. Hoffman and Thibault Martin, (University of Manitoba Press, 2008), pp. 215–25.</p>
<p>Week 10 Mar 19</p>	<p>Environmental sustainability World Commission on Environment and Development, <i>Our Common Future</i> (Brundtland Report) Chapter 2: Towards Sustainable Development, pp. 41-59. https://sustainabledevelopment.un.org/content/documents/5987our-common-future.pdf. Stanley Warner, and Raymond Coppinger. ‘Hydroelectric Power Development at James Bay: Establishing a Frame of Reference’ in <i>Social and Environmental Impacts of the James Bay Hydroelectric Project</i>, ed. James F. Hornig (McGill-Queen’s 1999), pp. 19–38. Gail Whiteman, ‘The Impact of Economic Development in James Bay, Canada: The Cree Tallymen Speak Out’, <i>Organization & Environment</i> 17/4 (2004): 425–48. Johannes M. Waldmueller and Laura Rodríguez, ‘Buen vivir and the rights of nature: Alternative visions of development’, Chapter 22 in <i>The Routledge Handbook of Development Ethics</i> (2019), pp. 234-247. Seminar paper presentations. Sign up for your presentation date & time on cuLearn. Be prepared to comment on other students’ seminar papers.</p>
<p>Week 11 Mar 26</p>	<p>Seminar paper presentations. Sign up for your presentation date & time on cuLearn. Be prepared to comment on other students’ seminar papers.</p>
<p>Week 12 April 2</p>	<p>Seminar paper presentations. Sign up for your presentation date & tinme on cuLearn. Be prepared to comment on other students’ seminar papers.</p>
<p>April 25</p>	<p>Final deadline: long paper</p>

Department of Philosophy and Carleton University Policies (Fall/Winter 2019-20)

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 on the first page: student name and number; course name and number; instructor's name.
- No assignments will be accepted after the last day for handing in term work – see dates below.
- 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.

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 Final Exams:

If you miss a final examination (formally scheduled or take-home) because of circumstances beyond your control, you may apply for a deferral. You must apply within 3 working days after the scheduled date of your formally scheduled exam or within 3 working days after the due date of a take-home exam. Visit the Registrar's Office for more information: <http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/acadregsuniv2/#2.5>

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. <https://carleton.ca/registrar/academic-integrity/>

Academic Accommodation:

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

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC 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 your instructor as soon as possible to ensure accommodation arrangements are made. carleton.ca/pmc

Pregnancy 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 Equity Services website: <http://www2.carleton.ca/equity/>

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 Equity Services website: <http://www2.carleton.ca/equity/>

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 its survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: carleton.ca/sexual-violence-support

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. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

For more information on academic accommodation, please contact the departmental administrator or visit: students.carleton.ca/course-outline

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. 24	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. 7	Last day of two-term and winter term classes. Last day for academic withdrawal from fall/winter and winter 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 two-term and for winter term courses.
Apr. 10	Statutory holiday. University closed.
Apr. 13-25	Final examinations for winter term and two-term courses. Examinations are normally held all seven days of the week.
Apr. 25	All take-home examinations are due on this day.

Addresses:

Department of Philosophy:	3A35 Paterson Hall www.carleton.ca/philosophy 520-2110
Registrar's Office:	300 Tory www.carleton.ca/registrar 520-3500
Academic Advising Centre:	302 Tory www.carleton.ca/academicadvising 520-7850
Writing Services:	4 th Floor, Library http://www.carleton.ca/csas/writing-services/ 520-3822
MacOdrum Library	http://www.library.carleton.ca/ 520-2735