

CARLETON UNIVERSITY
DEPARTMENT OF POLITICAL SCIENCE
<https://carleton.ca/polisci/>

Winter 2022

PSCI 3109b

The Politics of Law and Morality



Mondays 11:35 a.m. – 2:25 p.m.
Online

Instructor: Dr. Radha Jhappan

Office: Somewhere in Cyberspace

Office Hours: Mondays 3:30-5:30 p.m.

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Land Acknowledgement

Carleton University acknowledges and is grateful for the location of its campus on the unceded territories of the Omamiwininiwag (Algonquin) nation, the traditional custodians of this land.

Course Description

This theory-focused course is intended to introduce students to the complex relationships between morality/ethics, politics (public policy), and law (regulation). The core of the course is the *ethical thinking* that has generally influenced the formation of law and public policy, though we will also discuss a range of applied policy issues. We examine some of the major conceptual, analytical, and normative questions that animate the substantive issues covered later, including moral/ cultural relativism, secular moral theories (utilitarianism, deontology, natural law, virtue ethics, and legal positivism, and feminist care ethics), the public/private distinction, and the appropriate role of the state in moral regulation. As most societies base their collective moralities on religious foundations, there will be a comparative examination of the core moral values of five major world religions (Judaism, Christianity, Islam, Hinduism, and Buddhism).

In view of the urgency of complex problems such as the existential threats of the climate emergency and alarming rates of species extinctions, the applied ethics section of the course will focus on the interwoven issues of environmental ethics, non-human animals, genetic engineering/ biotechnology, and poverty. The course takes a multidisciplinary approach to the topics covered,

examining moral philosophy, religion, science, and political ideologies such as conservatism, liberalism, socialism, and feminism.

Through lectures, in-class discussions, required readings, and written assignments, students will be able to: engage key moral theories and debates; analyze and evaluate different approaches to morality and law; better understand the history and development of laws and policies in the area of 'moral regulation'; appreciate the complexity of the issues involved in some of the key ethical debates prevalent in modern, technologically-driven societies; and refine their reading, writing, research, analytical, and constructive criticism skills.

Required Text

Russ Shafer-Landau, *LIVING ETHICS: AN INTRODUCTION WITH READINGS*, 2nd edition (Oxford University Press, 2021). Available at the Carleton bookstore in hard copy (\$89.99) or digital format (\$42.55 for 180-day access).

Evaluation at a Glance

Assignment	Due date	%
Mid-term Quiz	Feb. 28 - upload on Brightspace – time TBA	25
Policy Brief (12 pages)	March 14 - upload on Brightspace by 11:59 p.m.	35
Scheduled Final Examination	Examination period April 14-28, 2022	40

Achtung! Please note that if you do not complete a particular course requirement, then are later unsatisfied with your grade, there will be NO retroactive opportunity to complete that component once its deadline has passed.

Grading Formula

A+ = 90+% A = 85-89% A- = 80-84%	EXCELLENT	Excellence in: evidence of original thought ; strong, clear, logical argument ; research and use of sources ; organization of material; formal elements of essay structure (such as introduction, body, conclusion, correctly formatted footnotes and bibliography); and writing skills (including superior composition, no grammatical errors or typos)
B+ = 77-79% B = 73-76% B- = 70-72%	GOOD (above average)	Mastery of material and solid writing skills (<i>i.e.</i> good syntax, organization, structure, very few grammatical errors or typos)

C+ = 67-69% C = 63-66% <u>C-</u> = 60-62%	SATISFACTORY (average)	Clear understanding of material and adequate writing/organizational skills
D+ = 57-59% <u>D</u> = 53-56% D- = 50-52%	UNSATISFACTORY	Limited understanding of material and/or deficient writing skills (<u>i.e.</u> awkward syntax and/or frequent grammatical and other errors)
<u>F</u> = 49% & less	FAIL	Inadequate work in several or all areas

Course Format

Lectures via Zoom

We live life live. Lectures will be held live/ synchronously. Only students registered in the course may attend the lectures. N.B. ***you must be signed in to Brightspace to connect to lectures*** as the link is encrypted for security.

For privacy and security reasons, ***lectures will NOT be recorded.***

You will not be allowed to record locally from Zoom, nor do you have permission to record lectures or break-out room discussion groups, or to take photographs, screenshots, video or audio recordings by means of any device. Even if you do not have privacy and security concerns, others do, especially some who may be joining from other jurisdictions. Please respect the privacy and security rights of others.

Just like the normal in-person learning mode, if you miss an online lecture, you miss it.

Lecture Notes: In view of possible connectivity or other issues, however, I will provide text-only notes of the lectures two of three days after each live event. These notes are not a substitute for attendance. They will give the main points, but they cannot contain everything that was said in the live lecture. You will understand them better if you have attended the live lectures, which offer a variety of other features, such as questions and discussions, examples, in-depth explanations, context, images, video clips, break-out room discussions, polls, surprises, and of course, bloopers and blunders (hopefully not too many).

Intellectual Property

All materials created for this course by the professor or students (including lectures, Powerpoints, presentations, posted notes, assignments, and exams) are copyright protected and remain the

intellectual property of the author(s). The data in these notes have been compiled from many different sources over years. These notes are my personal property.

Students registered in the course may take notes and make copies of course materials *for their own private educational use only*. Students are not permitted to reproduce or distribute lecture notes and course materials *publicly for any purpose* without express written consent from the Professor. **Recording of sound or images in lectures and discussion groups is a serious violation of privacy and is STRICTLY PROHIBITED.** Please respect the intellectual property rights of others.

BRIGHTSPACE

Course components such as the syllabus, Zoom meeting link, course schedule, assignment upload link, grade sheet, email, announcements, and some readings are to be managed through Brightspace. Please note that *you must be signed in to Brightspace to connect to Zoom lectures*.

All registered students should have an **email account** through Brightspace, which will be used by the Instructor to post information related to the course (e.g. answers to frequently asked questions, class notes, and news about discussion groups). Students are responsible for checking their Brightspace email accounts regularly for such information. All email communication must be via official Carleton university e-mail account. As per university security regulations, we will not respond to emails from personal or non-Carleton accounts.

If you have any **questions** about the course, please use the **Ask the Professor module** in Brightspace. It will be monitored every couple of days and questions will be answered. This ensures fairness in that everyone gets the same information. If you have a question, look there first to see if it has already been answered.

Before you ask a question, **please make sure that you have read this course outline thoroughly**. It contains a wealth of information and probably already includes the answer to your question. Bear in mind that there are more than 50 students and only one Professor!

Please do not send substantive questions relating to course material via email. If you have substantive content questions, make use of my online office hours.

There is also a **Student Lounge/ Discussion Forum** on Brightspace where you can connect with other students to socialize, start discussion threads etc.

Note that you may have no expectation of **privacy** on Brightspace (including Zoom) as it tracks all your logins and actions, which the Instructor and TAs can see. The BS Eye is upon you. Act accordingly.

Course Expectations

Students are expected to attend all lectures (and join on time), read the required readings, and complete all assignments to the best of their ability, on time, and honestly. Carleton's policy on academic integrity (see p.18) will be strictly enforced.

Students who are chronically absent from lectures should not expect to pass the course.

Conduct of the Class

This course addresses sensitive and controversial moral and political issues through a variety of approaches. These matters have been vigorously debated for many years and are bound to give rise to disagreement. Carleton's Student Rights and Responsibilities Policy states that: "The University requires tolerance, civil conduct, and respect for the rights of others. It endeavours to provide a safe environment, conducive to personal and intellectual growth, which is not only free of discrimination, injustice and violence, but is also characterized by understanding, respect, peace, tolerance, trust, openness and fairness. Membership in the University community entails certain rights and responsibilities, including an obligation to deal ethically and fairly with other members and to refrain from discrimination or harassment. All members of the University community share responsibility for ensuring that the University's educational, work and living environments respect these commitments".

Incivility, disrespectful, discriminatory, harassing, or disruptive communication and/or conduct will not be tolerated.

Midterm Quiz - 25% - Brightspace, February 28, 2022

The quiz will consist of Multiple Choice and Essay questions based on readings and lecture materials. Format and time TBA.



[Policy Brief - 35% - March 14 - uploaded to Brightspace by 11:59 p.m.](#)

Requirements: 12 double-spaced, typed, numbered pages in 12 point Times New Roman font with one-inch margins, **plus** footnotes and bibliography. You may use MLA or Chicago citation styles.

This assignment is designed to enhance your skills in applied thinking and research.

The purpose of the research paper/policy brief is to explore the complexities involved in translating theory into practice by applying *at least three* of the theoretical approaches to morality (covered in the

first section of the course) to the law/public policy in the specific policy field in the Canadian context.

Choose **one** of the following public policy issues:

1. Genetic engineering/ biotechnology
2. animal welfare/ animal rights
3. euthanasia (where consent cannot be presumed)
4. assisted reproduction

As these are complex issue areas involving numerous moral problems, it is best to **focus on one specific actionable matter**. For example, for genetic engineering you might focus on mandatory labelling of GMO foods, or banning of certain products (e.g. glyphosate/ Round-up), technologies or practices (e.g. xenotransplantation, animal-human chimeras, germline enhancement, human cloning, transhumanism). For animal welfare you might focus on use of animals for medical experimentation, cruelty to animals, factory farm practices, or legal/human rights for animals. While the issue of assisted suicide (doctor-assisted termination of life by request) was decided by the Supreme Court of Canada in 2013, there are still outstanding issues to be resolved re euthanasia (termination of life where consent cannot be assumed). Assisted reproduction involves a range of issues including germline engineering, cloning, the creation of human/non-human hybrids, sex selection, and commercial surrogacy.

You are a policy analyst at the federal Department of Justice. The newly elected government has pledged to take ethical action on the issue you have chosen. The Minister wants a policy brief that:

- summarizes the current law/policy (or lack thereof) in the area (e.g. Criminal Code, other statutes, previously or currently proposed bills, as well as any legal decisions or constitutional challenges in the area)
- summarizes the debates on the issue among stakeholders, political parties, interest groups, social movements, or individuals (why is the current policy adequate or inadequate? Who is pushing for a policy change and why?)
- identifies three different moral approaches to the issue (e.g. relativism, utilitarianism, Kantian, natural law, legal positivism, feminist ethics, religion)
- identifies the moral approach to which the current policy or law (or lack thereof) most closely conforms
- makes a recommendation for a particular policy action, given the various competing considerations and interests involved
- justifies that policy choice by showing why one particular theoretical approach is superior to the other two, with a view to achieving majority support for it in Parliament

For excellent tips on how to write a policy brief, see:

<https://writingcenter.unc.edu/policy-briefs/>

A good brief will be supported by sound secondary academic books and journal articles (at least 6), *as well as* a number of primary sources (bills, government papers/reports, position papers by stakeholders and interest groups etc.). Read the relevant chapter in the LIVING ETHICS textbook. **DO NOT use Wikipedia** or other sketchy Internet sources. You have limited space, so address the core substantive issues and avoid getting lost in the weeds of the regulatory and administrative details. You must use your judgment as to how much space to devote to each component, bearing in mind that the core of the assignment is the application and discussion of the theoretical approaches. There is no need for subheadings.

The brief must follow a standard recognized format in the citation of sources and bibliographic form (e.g. MLA or Chicago). A document entitled "**Essay Tips**" is on Brightspace (in the Course Syllabus module); it is required reading. **You will be penalized for avoidable errors, so read it carefully.**

Note that **grading criteria** include: thesis statement (your main argument), organization of the material, use of evidence, development of argument, quality of research, number and appropriateness of *bona fide* sources *actually used and cited in the text*, spelling, grammar, footnote and bibliographic citation formats, and general presentation.

Submission of term work

Papers must be submitted on Brightspace via the 'Submit Assignments' module by 11:59 p.m. on the due date.

Subject to earlier course deadlines, no term assignment submitted after the last day of classes (April 12, 2022) will be accepted.

Late Paper Policy

We have all been through a tough couple of years, some more than others. Many of us continue to face all kinds of novel challenges, and are stressed. In view of this, if you are struggling to make an assignment deadline, **you may grant yourself an extension of up to 7 days without penalty, if you really need it.** You do not need to ask the Instructor. Bear in mind, however, that it may have unwanted effects such as backing up your other assignments in this or other courses.

After that 7-day grace period – i.e. papers submitted after 11:59 p.m. 7 days after the due date - will be considered late. **The late penalty is 3% per day** (e.g. B- to C+), with weekends counting as two days.

Please do not ask the Instructor for an extension beyond the 7-day grace period unless you have a pressing *medical* reason, for which documentation will be required. Granting special extensions (for non-medical reasons) introduces unfairness into the system, as some may get extensions who do not really need them, while others who may be more in need (and for better reasons) do not get them because they do not ask. Please bear in mind that your actions and choices affect others - when you do not meet your deadlines, you are passing your problem onto others, who have their own pressures and deadlines to meet beyond one particular course.

We are under no obligation to accept a late paper unless it has been cleared prior to the deadline. Retroactive extensions will not be granted. Therefore, you are strongly advised to begin early. N.B. Instructors cannot grant a deferral past the last day of classes under any circumstances. Students seeking official deferrals must apply through the Registrar's Office.

Final Examination - 40% - Scheduled, April 14-28

The exam will consist of Multiple Choice and Essay questions based on readings and lecture materials. Format and time TBA.

The final examination is to be scheduled by the Registrar any time from April 14-28, 2022. ***If you are not going to be available during the formal examination period, do not take this course.*** All requests for deferrals must be channeled through the Registrar's Office according to the formal process. The 3-hour final examination will consist of multiple choice and essay questions.

N. B. Examination questions will be based on both readings and lectures, so **students are strongly advised to attend all lectures.**

Approval of final grades

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

Oral Examination: At the discretion of the instructor, students may be required to pass a brief oral examination on research papers and essays. Keep all of your notes, working materials, and drafts.

Reserved Readings



In addition to the LIVING ETHICS textbook, other required as well as recommended readings are on reserve. They are in Brightspace under "ARES Library Reserves", or as pdfs in the relevant topic module. **Required readings are marked with an asterix (*).**

Non-required materials listed under each topic are supplemental readings for those who are interested in further investigation, and to give you a sense of the range of issues explored in the vast literatures on each topic. Many are sources to which I will be referring in lectures. Obviously, the more you read, the better prepared you will be for examinations and research papers.

Please note that the weekly schedule is an *approximate* guide. Depending on your interest and the amount of class time devoted to questions and discussions, some sections may take more time than others. There may be some topic overlap between weeks. Flexibility is part of the course! Thus, the Instructor reserves the right to shorten or even delete certain topics, subject to time constraints.

Rest assured, if you follow the schedule and come to lectures, you will know exactly where we are, and we will complete all the materials by the end of classes.

Course Topics and Readings

Part 1: Sources of Morality, Relativism, Philosophy, Religion

Week 1 (Jan. 10): Introduction and Moral/ Cultural Relativism I

- * Shafer-Landau, LIVING ETHICS: chs. 1, 2
- * Horace Miner, "Body Ritual among the Nacirema", *American Anthropologist*, (1956) 58, 3: 503-507

Week 2 (Jan. 17): Relativism II, Hedonism

- * Shafer-Landau, LIVING ETHICS: chs. 3, 4

Judith A. Boss, ed. PERSPECTIVES ON ETHICS, (Mountain View, CA: Mayfield, 1998):

- * Stephen Satris, "Student Relativism": 51-54
- * Ibn Khaldun, "The Muqaddimah": 67-70
- * Daniel Jonah Goldhagen, "Hitler's Willing Executioners": 80-86
- * Martin Luther King Jr., "Letter from a Birmingham Jail, 1968": 87-91

Week 3 (Jan. 24) Virtue Ethics, Natural Law, Social Contract Theory

* Shafer-Landau, LIVING ETHICS: chs. 7, 8, 10

Philip Soper, "In Defense of Classical Natural Law in Legal Theory: Why Unjust Law is No Law at All", (2007) 20 *Can. J. Law & Juris.* 201 – 223

James Allan, "Positively Fabulous: Why it is Good to Be a Legal Positivist", (1997) 10 *Canadian Journal of Law and Jurisprudence* 231-248

J. Sommerville, Marco Schmidt *et. al.*, "The Development of Fairness Expectations and Prosocial Behavior in the Second Year of Life", *Infancy*, 18(1), 40–66, 2013

Marcus Aurelius, "The Meditations" (167 A.C.E.): (12 'books' of 2-3 pages each), Book 1
<http://classics.mit.edu/Antoninus/meditations.html>

Video: "Marcus Aurelius - How to Live Your Life (Stoicism)"
<https://www.youtube.com/watch?v=HuOxDtK3g3Q>

Video: The Milgram Experiment: <https://www.youtube.com/watch?v=xOYL0y5PVgM> (5 mins)

Video: The Stanford Prison Experiment: https://www.youtube.com/watch?v=L_LKzEqIPto (29 mins)

Week 4 (Jan. 31): 'Western' philosophies ('Thinkers') Utilitarianism, Kant, Feminist Ethics

* Shafer-Landau, LIVING ETHICS: chs. 5, 6, 9, 11

Heimir Geirsson and M. Holmgren, ed. ETHICAL THEORY: A CONCISE ANTHOLOGY, (Broadview Press, Peterborough, 2001:

- Carol Gilligan, "Selection from IN A DIFFERENT VOICE": 269-284

Week 5 (Feb. 7) Religious Sources of Morality (believers), Judaism & Christianity

* Shafer-Landau, LIVING ETHICS: pp. 6-10

* Paul Simms, "God's Blog", *The New Yorker*, Aug. 8, 2011
<http://www.newyorker.com/magazine/2011/08/08/gods-blog>

* Donald M. Broom, *THE EVOLUTION OF MORALITY AND RELIGION*, (Cambridge U.P., 2003), ch. 5, "The Origins and Value of Religion": 164-193; "Conclusions": 223-229

* Lawrence S. Cunningham, John Kelsay *et. al.*, *THE SACRED QUEST*, 2nd ed., (New Jersey: Prentice-Hall, 2013), ch. 8, "Religion and Morality"

Paul Bloom, "Religion, Morality, Evolution", *Annual Review of Psychology*, (2012), 63: 179-99

Judith A. Boss, ed. *PERSPECTIVES ON ETHICS*, (Mountain View, CA: Mayfield, 1998):

- Kai Nielsen, "Religious Ethics Versus Humanistic Ethics": 154-163

Andrew Bernstein, "Religion versus Morality", *The Objective Standard*, 7.3 (Fall 2012): p29+

Richard Dawkins, *THE GOD DELUSION*, (Bantam Press, 2006): Preface

http://www.infoamerica.org/documentos_pdf/dawkins10.pdf

Vine Deloria, *GOD IS RED*, (Golden, Colorado: Fulcrum Books, 1994), ch. 5, "The Problem of Creation": 78-97

Video: "Sam Harris simply destroys Christianity" (11:15 mins.):

<https://www.youtube.com/watch?v=AcO4TnrskEO>

Week 6 (Feb 14): Islam, Hinduism

*Robert W. Hefner, ed., *SHARIA LAW AND MODERN MUSLIM ETHICS*, (Indiana U.P., 2016): ch. 1, (ebook)

*Joseph C. Bertolini, "Heretic: Why Islam Needs a Reformation Now" (review of Ayaan Hirsi Ali's book), *The European Legacy*, (2017) 2, 22 (1): 94-96

February 21-25 - Winter Break - No Classes

Week 7 (Feb. 28): Hinduism, Buddhism

Arti Dhand, "The Dharma of Ethics, the Ethics of Dharma: Quizzing the Ideals of Hinduism", *Journal of Religious Ethics*, 30, 3, (2002): 347-372

Peter Harvey, AN INTRODUCTION TO BUDDHIST ETHICS: FOUNDATIONS, VALUES, AND ISSUES, (Cambridge University Press. 2000), ch. 1 (ebook)

Graham Priest, "Buddhist Ethics: A Perspective", in Jake Davis, ed. A MIRROR IS FOR REFLECTION: UNDERSTANDING BUDDHIST ETHICS, (Oxford U.P., 2017): ch. 5 (ebook)

Part 2: Applied Ethics

Week 8 (March 7): Environmental Ethics



* Shafer-Landau, LIVING ETHICS: ch. 14

Richard K. Payne, ed. HOW MUCH IS ENOUGH? BUDDHISM, CONSUMERISM, AND THE HUMAN ENVIRONMENT, (Wisdom Publications: Somerville MA, 2010):

*Stephanie Kaza, "How Much is Enough?: Buddhist Perspectives on Consumerism": 39-61

David Schmitz and Elizabeth Willott, eds., ENVIRONMENTAL ETHICS: WHAT REALLY MATTERS, WHAT REALLY WORKS, 2nd edition (Oxford U.P., 2012):

*Aldo Leopold, "The Land Ethic": 124-128

* Lynn White, "The Historical Roots of Our Ecological Crisis": 5-10

* Christopher Stone, "Should Trees Have Standing? Toward Legal Rights for Natural Objects": 85-89

* David Schmidtz, "Are All Species Equal?": 114-121

* Arne Naess, "The Shallow and the Deep, Long-Range Ecological Movement": 129-132

* Karen J. Warren, "The Power and Promise of Ecological Feminism": 157-169

* Latif Nasser, "The long, strange quest to detect plant consciousness: Charles Darwin and L. Ron Hubbard have something in common: they wanted to know what was going on between the leaves".

Boston Globe, Jun 17, 2012: <https://www.bostonglobe.com/ideas/2012/06/16/meet-your-vegetables/K9Q57mh3vuj5P2RvV6rUuK/story.html>

Stephen M. Gardiner, THE OXFORD HANDBOOK OF ENVIRONMENTAL ETHICS, (OUP, 2017):

- Benjamin Hale, "Rights, Rules, and Respect for Nature": 211-222
- Ronald Sandler, "Environmental Virtue Ethics": 223-233
- Kyle Powys Whyte and C. J. Cuomo, "Ethics of Caring: Indigenous and Feminist Philosophies": 234-247

František Baluška and Stefano Mancuso, "Plants, climate and humans: Plant intelligence changes everything", European Molecular Biology Organization, *EMBO Reports*, (2020) 21 (3):

e50109. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7054678/>

Video: "The Age of Man - Documentary about the Anthropocene", (47:10 mins):

<https://www.youtube.com/watch?v=wJAbHssnOGI>

Video: "Intelligence Without Brains" (2019, 89 mins.): <https://www.youtube.com/watch?v=RpwW9Lw2Ku4>

Week 9 (March 14): Non-Human Animals

* Shafer-Landau, LIVING ETHICS: ch. 13



David Schmitz and Elizabeth Willott, eds., ENVIRONMENTAL ETHICS: WHAT REALLY MATTERS, WHAT REALLY WORKS, 2nd edition (Oxford U.P., 2012):

*Mark Sagoff, "Animal Liberation and Environmental Ethics: Bad Marriage, Quick Divorce": 59-65

*Holmes Rolston III, "Values in and Duties to the Natural World": 66-84

* Martin Schönfeld, "Animal Consciousness: Paradigm Change in the Life Sciences", *Perspectives on Science*, (2006), 14, 3: 354-375

Mark Bekoff and Jessica Pierce, WILD JUSTICE: THE MORAL LIVES OF ANIMALS, (Univ. of Chicago Press, 2009): Preface and ch. 1 "Morality in Animal Societies"

Paola Cavalieri, THE ANIMAL QUESTION: WHY NON-HUMAN ANIMALS DESERVE HUMAN RIGHTS, (Oxford U.P.: 2001)

Andrew Brighten, "Aboriginal Peoples and the Welfare of Animal Persons: Dissolving the Bill C-10B Conflict", (2011) 10:1 *Indigenous Law J.* 39 – 72

Paul Marshall, "Does the Creation Have Rights?", *Studies in Christian Ethics* (1993) 6 (2): 31-49

Videos:

Frans de Waal: "Moral behavior in animals" <https://www.youtube.com/watch?v=GcJxRqTs5nk>

10 Animals that Saved other Animals: <https://www.youtube.com/watch?v=NTcw0l2d2ag>

Unbelievable Animal Friendships Compilation 2017: <https://www.youtube.com/watch?v=NPOD92a78I>



Week 10 (March 21): Genetic Engineering I: Agricultural Biotechnology

* Shafer-Landau, LIVING ETHICS: ch. 22: pp. 613-624

* Vandana Shiva, WHO REALLY FEEDS THE WORLD?: THE VALUES OF AGRIBUSINESS AND THE PROMISE OF AGROECOLOGY, (Berkeley:, North Atlantic Books, 2016): Introduction, ch. 1

* Sheldon Krimsky, "An Illusory Consensus behind GMO Health Assessment", *Science, Technology, & Human Values*, (2015), 40 (6): 883-914

A.K. Pascalev, "We and They: Animal Welfare in the Era of Advanced Agricultural Biotechnology", *Livestock Science*, 103 (2006) 208–220

Arthur Caplan, Brendan Parent *et. al.*, "No time to waste--the ethical challenges created by CRISPR", *EMBO reports*, (2015), 16 (11):1421-1426

Lucy Carter, "A case for a duty to feed the hungry: GM plants and the third world", *Science and Engineering Ethics* 13 (1), March 2007: 69-82

Conrad G. Brunk and Sarah Hartley, eds., DESIGNER ANIMALS: MAPPING THE ISSUES IN ANIMAL BIOTECHNOLOGY, (U. of Toronto Press, 2012)

- Mickey Gjerris, "Animal Biotechnology: the ethical landscape": 47-69

Kristen Hessler, "Agricultural biotechnology and environmental justice: golden rice as a case study", *Environmental Ethics*, (2011), 33 (3): 267

Marissa Brandt, "Zapatista corn: a case study in bio cultural innovation", *Social Studies of Science*, (2014), 44, 6: 874-900

A.H.C. Van Bruggen *et. al.*, "Environmental and Health Effects of the Herbicide Glyphosate", *The Science of the Total Environment*, (2018), 616-617: 255-268

Ulrich E. Loening, "A Challenge to Scientific Integrity: A Critique of the Critics of the GMO Rat Study Conducted by Gilles-Eric Seralini *et. al.*", *Environmental Sciences Europe*, (2015) 27, 13

Video: Jeffrey Smith "Genetic Roulette The Gamble of Our Lives" (2016):

<https://www.youtube.com/watch?v=7sUNxXOOxP8>

Jeffrey Smith – "Genetic Roulette: The Documented Health Risks of Genetically Engineered Foods", (2018):

<https://www.youtube.com/watch?v=J4ZIBu-XAmO>



Week 11 (March 28): Genetically Engineered Humans

* Shafer-Landau, LIVING ETHICS: ch. 22: pp. 624-658

*Tom Koch, "Enhancing Who? Enhancing What? Ethics, Bioethics, and Transhumanism", *Journal of Medicine and Philosophy*, (2010), 35: 685-699

*Barry S. Collier, "Ethics of Human Genome Editing", *Annual Review of Medicine*, 70 (2019): 289-305

John Harris, ENHANCING EVOLUTION: THE ETHICAL CASE FOR MAKING BETTER PEOPLE, (Princeton U.P., 2007), ch. 2 "Enhancement is a Moral Duty": 34-45.

Nancy M. P. King, et. al., "Editing the Genome: Prospects, Progress, Implications, and Cautions", *Current Genetic Medicine Reports*, (2017), 5, 1 35-43

Paul Knoepfler, "The ethical dilemma of designer babies", (2017) (18:19 mins.):

<https://www.youtube.com/watch?v=nOHbn8QlfBM>

Week 12 (April 4): Poverty, the Right to Welfare and the Duty to Assist

* Shafer-Landau, LIVING ETHICS: chs. 16, 17

Satris, TAKING SIDES: CLASHING VIEWS ON CONTROVERSIAL MORAL ISSUES, 4th edition, "Do Rich Nations Have an Obligation to Help Poor Nations?"

* Peter Singer, "Rich and Poor": 316-323

* Garrett Hardin, "Lifeboat Ethics: the Case Against Helping the Poor": 324-333

David Schmidtz and Elizabeth Willott, eds., ENVIRONMENTAL ETHICS: WHAT REALLY MATTERS, WHAT REALLY WORKS, 2nd ed. (Oxford U.P., 2002):

* Mark Sagoff, "Do We Consume Too Much?": 205-221

• Gita Sen, "Women, Poverty, and Population: Issues for the Concerned Environmentalist": 187-193

• Henry Shue, "Global Environment and International Inequality": 394-404

• Holmes Rolston III, "Feeding People versus Saving Nature": 404-416

John Arthur, MORALITY AND MORAL CONTROVERSIES, 4th edition, (New Jersey: Prentice Hall, 1996):

* Robert Nozick, "The Entitlement Theory": 253-258

Dale Jamieson, "Duties to the Distant: Aid, Assistance, and Intervention in the Developing World",

Journal of Ethics (March 2005), 9 (1-2): 151-170

Russ Shafer-Landau, ed., *ETHICAL THEORY: AN ANTHOLOGY*, (Blackwell: Oxford, 2007):

- Onora O'Neill, "Kantian Approaches to Some Famine Problems": 553-564
- John Rawls, "A Theory of Justice": 265-275

Week 13 (April 11): Joining the Dots

- Wrap-up any unfinished lecture materials
- General themes of the course
- Class reflections on what we have learned
- Exam guidance

Appendix

Covid-19 Information

All members of the Carleton community are required to follow COVID-19 prevention measures and all mandatory public health requirements (e.g. wearing a mask, physical distancing, hand hygiene, respiratory and cough etiquette) and [mandatory self-screening](#) prior to coming to campus daily.

If you feel ill or exhibit COVID-19 symptoms while on campus or in class, please leave campus immediately, self-isolate, and complete the mandatory [symptom reporting tool](#). For purposes of contact tracing, attendance will be recorded in all classes and labs. Participants can check in using posted QR codes through the cuScreen platform where provided. Students who do not have a smartphone will be required to complete a paper process as indicated on the [COVID-19 website](#).

All members of the Carleton community are required to follow guidelines regarding safe movement and seating on campus (e.g. directional arrows, designated entrances and exits, designated seats that maintain physical distancing). In order to avoid congestion, allow all previous occupants to fully vacate a classroom before entering. No food or drinks are permitted in any classrooms or labs.

For the most recent information about Carleton's COVID-19 response and required measures, please see the [University's COVID-19 webpage](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca

Please note that failure to comply with University policies and mandatory public health requirements, and endangering the safety of others are considered misconduct under the [Student Rights and Responsibilities Policy](#). Failure to comply with Carleton's COVID-19 procedures may lead to supplementary action involving Campus Safety and/or Student Affairs.

Requests for 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 accommodation: 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. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf.

Religious accommodation: 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. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf.

Accommodations for students with disabilities: 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, reach out to your instructor as soon as possible to ensure accommodation arrangements are made. For more information, please visit carleton.ca/pmc.

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 engage in student activities 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.

Sexual Violence Policy

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated. 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.

Plagiarism

The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This includes reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, art works, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings without appropriate acknowledgement;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one’s own; and
- failing to acknowledge sources through the use of proper citations when using another’s work and/or failing to use quotations marks.

Plagiarism is a serious offence which cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They may include a mark of zero for the plagiarized work or a final grade of "F" for the course.

More information on the University’s Academic Integrity Policy can be found at:
<https://carleton.ca/registrar/academic-integrity/>.

Intellectual property

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Submission and Return of Term Work

Papers must be submitted directly to the instructor according to the instructions in the course outline. During the COVID-19 pandemic, the departmental office will not accept assignments submitted in hard copy.

Grading

Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Final standing in courses will be shown by alphabetical grades.

Percentage	Letter grade	12-point scale	Percentage	Letter grade	12-point scale
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1

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

Carleton E-mail Accounts

All email communication to students from the Department of Political Science will be via official Carleton University e-mail accounts and/or Brightspace. As important course and university information is distributed this way, it is the student's responsibility to monitor their Carleton University email accounts and Brightspace.

Carleton Political Science Society

The Carleton Political Science Society (CPSS) has made its mission to provide a social environment for politically inclined students and faculty. By hosting social events, including Model Parliament, debates, professional development sessions and more, CPSS aims to involve all political science students at Carleton University. Our mandate is to arrange social and academic activities in order to instill a sense of belonging within the Department and the larger University community. Members can benefit through our networking opportunities, academic engagement initiatives and numerous events which aim to complement both academic and social life at Carleton University. To find out more, visit us on Facebook <https://www.facebook.com/CarletonPoliticalScienceSociety/>.

Official Course Outline

The course outline posted to the Political Science website is the official course outline.