EPE 6304/ECS 5120A
Ethics and International Development
With a View into the Causes of Conflicts

Spring 2012

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Class Schedule (tentative)

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<th>Date</th>
<th>Time</th>
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<tr>
<td>Friday, May 04</td>
<td>17:30 - 20:30</td>
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<td>Friday, May 11</td>
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<td>Saturday, May 12</td>
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<td>Sunday, May 13</td>
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<td>Friday, May 25</td>
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<td>Saturday, May 26</td>
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<td>Sunday, May 27</td>
<td>9:30 - 12:30</td>
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<td>Friday, June 08</td>
<td>17:30 - 20:30</td>
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<td>Saturday, June 09</td>
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Course Description

This graduate seminar examines the key questions, concepts, and debates in the field of International Development especially poverty, inequality, and justice with a close insight into the ethical dilemmas in global ethics. This examination aims at analyzing of inequality as one of the most important root causes of the conflicts in international scale. The course mainly explores the normative and conceptual dimensions of the rights-based theories to development, including Capability Approach of Amartya Sen, Martha Nussbaum, and David Crocker as well as neo-Rawlsian scholars such as Thomas Pogge. It also examines critical accounts being inspired by Habermas and Andrew Linlater on the responsibility to protect distant others, and continues to review and analyze neo-Gramscian critical schools including Stephan Gill's reinterpretation of the hegemony. Finally, the course draws on the contemporary cosmopolitan approaches to global justice with a deep insight into newly emerging moral/legal cosmopolitan views and commitments to end the suffering of distant others.

Questions that are discussed include, but not limited to: Whether modernization framework of development has been able to establish wellbeing for all in the world. Whether development is an instrument of hegemony of the North over the South? If not, how should the severity and misery of poverty be understood, measured, and alleviated? How could a
theory of development be conceived, designed, and implemented in order to effectively address the gap between the poor and the rich? What should be counted as (good) development? Should we use alternative approaches such as ‘transformation’ and ‘liberation’ to development? What moral issues emerge in development policymaking and practice and how should they be resolved? What is and should be the relationship between human rights and human development? What ethical principles and empirical theories should be used to answer these questions? Who should answer these questions and through which methods?

Course Objectives
The main objectives of the course are:

• To introduce a comprehensive review of theories and approaches to development in the international sphere including right-based approaches and their critics,
• To discuss ethical questions, concerns, and dilemmas associated with theories of development,
• To further delve into a range of ethical accounts addressing those questions and concerns,
• To provide a critical background based upon which the ethics of development can be discussed in an area of globalization and exclusion,
• To comparatively argue the causes of underdevelopment and poverty, and
• To analyze how conflict might be directly caused by inequality and poverty.

Specific Outcome Objectives
Upon the completion of this course students are expected:

• To have a good knowledge of theories of development/underdevelopment and their application to different historical and political contexts notably in the southern societies,
• To be able to argue the conceived causes of underdevelopment from a range of Rawlsian accounts to capability approaches of Sen, form Modernization theory to Post-colonial visions, from cosmopolitan accounts to cultural complexity theories, and from legal/institutional visions to a wide setting of critical accounts,
• To have analytical insights and skills in discussing the nature of suffering and deprivation in the countries of south with a view into the implications of colonialism,
• To advance new ideas about the alternative views addressing underdevelopment in different setting in a post-development and post-material era,
• To argue their own working models in addressing the most important ethical concerns on international development.

Organization of the course and Assessment Methods
This is an intensive graduate course covering development and ethical theories and their application in different time horizons and real settings. This makes the course academically challenging and requires rigorous reading, active participation, and analytical essay writing. The designed working plan below provides an assessment method for the components of the course:

1. The course requires an active participation for which you get up to 15% of your total mark. However, the quality and not quantity of your contribution is assessed and it refers to your references to the course readings and contribution in the ongoing in-class discussions.
2. You should sign-up for a group presentation. You are required to give a critical analysis of the topic that you choose for your presentation and provide at least three thought-provoking questions for the entire class for further discussion. The questions must show evidence of intellectual effort and profound ethical insights.
Presentation's length would be of maximum 40 minutes followed by 20 minutes of discussions and questions. For this presentation you gain maximum 20%. Presentations may begin from Sunday, May 26th in the afternoon, and continues in the following Saturday afternoon.

3. You need to write a short analytical essay on the topic that is assigned to you. You will have the choice to choose one topic from a list of two. Please be advised that your essay must follow an appropriate theoretical framework. Essays must be analytical, properly cited, and not exceed more than 1500 words. You must submit the electronic copy of your short essay on Black Board respectively on May 27 until midnight. You get a maximum of 15% for this assignment.

4. You are required to write a term essay. This essay, whether you write about a concrete situation or hypothetical scenarios, must also be written based on a strong theoretical framework, brings about a well-defined thesis statement and questions, and must be fully and properly cited. It must not exceed 14 pages type written, double space, which would be around 4000 words. A rubric has already provided and posted on Blackboard to be used in the assessment of your term paper. For this essay which must be submitted on June 12th, you gain 50% of the total mark.

### Components of Final Mark

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<tr>
<th>Evaluation format</th>
<th>Weight</th>
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<tr>
<td>Participation</td>
<td>15%</td>
<td>N/A</td>
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<tr>
<td>Group Presentation</td>
<td>20%</td>
<td>N/A</td>
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<tr>
<td>Short essay</td>
<td>15%</td>
<td>May 25</td>
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<td>Term essay</td>
<td>50%</td>
<td>June 12</td>
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<td>Total</td>
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Note:
3% per day will be deducted for late assignments (including the outline and questions of your presentation, essay proposal, and the essay).

### Required Readings:
- A course pack will be provided. Journal articles and chapters from books will be posted on Black Board as well.
- We will also read partly the following books. You don’t need to purchase these books. The will be placed in the reserved section in the library.
- More readings are accessible to you in the same reserved section of the library.

### Course Schedule

**1st session** An Introduction to the Course

Readings:
2nd session  Development and Underdevelopment
Readings:

3rd session  Development Ethics, Theory and Practice
Readings:
  o “Explanations of Underdevelopment” in Promises not Kept, pp. 30-65.

4th session  Development and the Right-based Approaches
Readings:

5th session  Development and Capability Approach
Readings:
6th session  Globalization and Development Ethics  
Readings:  

7th session  Dependency and Underdevelopment  
Readings:  

8th session  Development and Cosmopolitan Perspective  
Readings:  

9th session  Cultures, Poverty, and Self--Determination  
Readings:  

10th session  Poverty and Legal Frameworks  
Readings:  
11th session  Development and Critical Perspectives
Readings:
  o Maria Eriksson Baaz, “Culture and the Eurocentrism of Development: The Noble Third World versus the Ignoble West and Beyond,” *Journal of International Relations and Development* 2, no. 4 (1999).

12th session  One more Pace: Post-Colonial Remarks
Readings:
  o Vizard “Towards a 'Working Model' of International Accountability and Responsibility in the Field of Global Poverty and Human Rights”.
  o Ananta Kumar Giri, “The Calling of Global Responsibilities,” in *A Moral Critique of Development*.

13th session  Conclusion