



COURSE OUTLINE			
TERM: Fall 2023		COURSE NO: PHIL 411	
INSTRUCTOR:		COURSE TITLE: Philosophy, Governance, and Public Policy	
OFFICE:	LOCAL:	SECTION NO(S):	CREDITS: 3.0
E-MAIL:	@capilanou.ca		
OFFICE HOURS:			
COURSE WEBSITE:			

Capilano University acknowledges with respect the Lilwat7úl (Lil'wat), x^wməθk^wəyəm (Musqueam), shíshálh (Sechelt), Sḵwxwú7mesh (Squamish), and Səlílwətaʔ/Selilwitulh (Tseil-Waututh) people on whose territories our campuses are located.

COURSE FORMAT

Three hours of class time, plus an additional hour delivered through on-line or other activities for a 15-week semester, which includes two weeks for final exams.

COURSE PREREQUISITES

45 credits of 100-level or higher coursework

CALENDAR DESCRIPTION

Public policy affects us all, but it also reflects a nation's commitments and concerns. It is important, therefore, that we critically reflect on its goals and implementation. This course evaluates the ways in which ethics and political philosophy can inform our thinking about issues in and pertaining to governance and public policy. Topics may include the trade off between ideal policy and practical feasibility, the role of science and Indigenous knowledge in informing public policy, how to measure wellbeing and offer due consideration to the interests of future generations, the right to privacy, immigration and open borders, minority rights, etc.

COURSE NOTE

PHIL 411 is an approved Self and Society course for Cap Core requirements.

REQUIRED TEXTS AND/OR RESOURCES

Course materials may vary by instructor. Readings will be made available on eLearn or through the Library.

COURSE STUDENT LEARNING OUTCOMES

On successful completion of this course, students will be able to do the following:

- Identify the contribution of philosophical arguments, concepts, and theories to the development of key policy debates.
- Outline several key policy debates and explain the philosophical issues involved.
- Critically evaluate the theoretical foundations of policy proposals and their expected practical impacts.
- Construct written and oral arguments justifying the desirability or undesirability of particular policy proposals.
- Assess the role of expert advice and recommendations in developing policy frameworks.
- Articulate desired goals and methods for public policy and its implementation.

Students who complete this Self and Society course will be able to do the following:

1. Identify potential root causes of local/global problems and how they affect local/global cultures, economies, politics, and policies.
2. Assess and evaluate individual and collective responsibilities within a diverse and interconnected global society.
3. Apply concepts of sustainable development to address sustainability challenges in a global context.
4. Synthesize a range of differing community perspectives on ethics and justice and explain how these perspectives can inform structural change.
5. Analyze the impact of colonialism and racism on Indigenous peoples.
6. Generate strategies for reconciling Indigenous and Canadian relations.

COURSE CONTENT

Course content may vary by instructor. A sample weekly schedule might look as follows:

Week and Sample Topic	Sample Reading
<p>Week 1: <i>Introduction to Philosophy and Public Policy</i> What are we doing here?</p>	<ul style="list-style-type: none"> • Sidney Hook – Philosophy and Public Policy • Ben Hale – The Methods of Applied Philosophy and the Tools of the Policy Sciences
<p>Week 2: <i>Political feasibility</i> Is politics just “the art of the possible, the attainable—the art of the next best”?</p>	<ul style="list-style-type: none"> • Nicholas Southwood – Does “ought” imply “feasible”? • David Wiens – Political ideals and the feasibility frontier

<p>Week 3: Efficiency and Effectiveness 1 Applying cost-benefit analysis to policy</p>	<ul style="list-style-type: none"> • Amartya Sen – The Discipline of Cost-Benefit Analysis • Tyler Cowen – Using Cost-Benefit Analysis to Review Regulation
<p>Week 4: Efficiency and Effectiveness 2 Problems of efficiency and equity in policy</p>	<ul style="list-style-type: none"> • Uwe E. Reinhart – Reflections on the Meaning of Efficiency: Can Efficiency Be Separated from Equity? • Johanna Thoma – Weighing the Costs and Benefits of Public Policy: On the Dangers of Single Metric Accounting
<p>Week 5: Science and Policy To what extent should policy be informed by or defer to science?</p>	<ul style="list-style-type: none"> • Dorothy Nelkin – Scientific Knowledge, Public Policy, and Democracy: A Review Essay • Elizabeth Anderson – Democracy, Public Policy, and Lay Assessments of Scientific Testimony
<p>Week 6: Indigenous Knowledge The role of traditional ecological knowledge in policy.</p>	<ul style="list-style-type: none"> • Winona LaDuke – Traditional Ecological Knowledge and Environmental Futures • Kyle Powys Whyte – On the Role of Traditional Ecological Knowledge as a Collaborative Concept: a Philosophical Study
<p>Week 7: Voting Should we reconsider unrestricted universal suffrage, or how we elect political leaders?</p>	<ul style="list-style-type: none"> • Jason Brennan – The right to a competent electorate • Alexander A. Guerrero – Against Elections: The Lottocratic Alternative
<p>Week 8: Education What does it mean to give everyone equal educational opportunities?</p>	<ul style="list-style-type: none"> • UNDRIP Article 14: Right to Education • Truth and Reconciliation Commission Calls to Action for Education • Christopher Jencks – Whom Must We Treat Equally for Educational Opportunity to Be Equal? • Kevin Timpe – Public Policy and the Administrative Evil of Special Education
<p>Week 9: Minority Rights and Multiculturalism 1 What does the policy of multiculturalism require of us?</p>	<ul style="list-style-type: none"> • Will Kymlicka – Justice and minority rights • Dale Anthony Turner – Liberalism's Last Stand: Aboriginal Sovereignty and Minority Rights

<p>Week 10: <i>Minority Rights and Multiculturalism</i> 2 Critiques of the multicultural ideal</p>	<ul style="list-style-type: none"> • Chandran Kukathas – Are There Any Cultural Rights? • Moshe Halbertal and Avishai Margalit – Liberalism and the Right to Culture
<p>Week 11: <i>Political Economy</i> How are sex, gender, and capitalism interconnected?</p>	<ul style="list-style-type: none"> • Carole Pateman – What’s Wrong With Prostitution? • Gayle Rubin – The Traffic in Women: Notes on the ‘Political Economy’ of Sex
<p>Week 12: <i>State Violence</i> What happens when governments and their functionaries have to do bad things?</p>	<ul style="list-style-type: none"> • Thomas Nagel – Ruthlessness in Public Life • Michael Walzer – Political Action: The Problem of Dirty Hands
<p>Week 13: <i>Prison and Punishment</i> How should we think about the goals of incarceration?</p>	<ul style="list-style-type: none"> • R.A. Duff – Responsibility, Restoration and Retribution • Jean Hampton – The Moral Education Theory of Punishment
<p>Weeks 14-15: <i>Final Exam Period</i></p>	

EVALUATION PROFILE

Attendance – 0 - 10%
 Individual/Group Presentations – 0 - 30%
 Tests – 30 - 50%*
 Essay(s) – 20-50%*

Total=100%

*No individual assessment will exceed 35%.

GRADING PROFILE

A+ = 90-100	B+ = 77-79	C+ = 67-69	D = 50-59
A = 85-89	B = 73-76	C = 63-66	F = 0-49
A- = 80-84	B- = 70-72	C- = 60-62	

Incomplete Grades

Grades of Incomplete “I” are assigned only in exceptional circumstances when a student requests extra time to complete their coursework. Such agreements are made only at the request of the student, who is responsible to determine from the instructor the outstanding requirements of the course.

Late Assignments

Assignments are due at the beginning of the class on the due date listed. Late assignments may be accepted at the instructor’s discretion.

Missed Exams/Quizzes/Presentations, etc.

Make-up exams, quizzes and/or tests are given at the discretion of the instructor. They are generally given only in medical emergencies, due to severe personal crises, or to honour community needs and traditional practices (arranged ahead of time where possible). Some missed activities may not be able to be accommodated. Please consult with your instructor.

Attendance

Students are expected to attend all classes and associated activities.

English Usage

Students are expected to proofread all written work for any grammatical, spelling, and stylistic errors. Instructors may deduct marks for incorrect grammar and spelling in written assignments.

Electronic Devices

Students may use electronic devices during class for note taking only.

On-line Communication

Outside of the classroom, instructors will (if necessary) communicate with students using either their official Capilano University email or eLearn; please check both regularly. Official communication between Capilano University and students is delivered to students’ Capilano University email addresses only.

UNIVERSITY OPERATIONAL DETAILS**Tools for Success**

Many services are available to support student success for Capilano University students. A central navigation point for all services can be found at: <https://www.capilanou.ca/student-services/>

Capilano University Security: download the [CapU Mobile Safety App](#)

Policy Statement (S2009-06)

Capilano University has policies on Academic Appeals (including appeal of final grade), Student Conduct, Academic Integrity, Academic Probation and other educational issues. These and other policies are available on the University website.

Academic Integrity (S2017-05)

Any instance of academic dishonesty or breach of the standards of academic integrity is serious and students will be held accountable for their actions, whether acting alone or in a group. See policy and procedures S2017-05 Academic Integrity for more information: <https://www.capilanou.ca/about-capu/governance/policies/>

Violations of academic integrity, including dishonesty in assignments, examinations, or other academic performances, are prohibited and will be handled in accordance with the Student Academic Integrity Procedures.

Academic dishonesty is any act that breaches one or more of the principles of academic integrity. Acts of academic dishonesty may include but are not limited to the following types:

Cheating: Using or providing unauthorized aids, assistance or materials while preparing or completing assessments, or when completing practical work (in clinical, practicum, or lab settings), including but not limited to the following:

- Copying or attempting to copy the work of another during an assessment;
- Communicating work to another student during an examination;
- Using unauthorized aids, notes, or electronic devices or means during an examination;
- Unauthorized possession of an assessment or answer key; and/or,
- Submitting of a substantially similar assessment by two or more students, except in the case where such submission is specifically authorized by the instructor.

Fraud: Creation or use of falsified documents.

Misuse or misrepresentation of sources: Presenting source material in such a way as to distort its original purpose or implication(s); misattributing words, ideas, etc. to someone other than the original source; misrepresenting or manipulating research findings or data; and/or suppressing aspects of findings or data in order to present conclusions in a light other than the research, taken as a whole, would support.

Plagiarism: Presenting or submitting, as one's own work, the research, words, ideas, artistic imagery, arguments, calculations, illustrations, or diagrams of another person or persons without explicit or accurate citation or credit.

Self-Plagiarism: Submitting one's own work for credit in more than one course without the permission of the instructors, or re-submitting work, in whole or in part, for which credit has already been granted without permission of the instructors.

Prohibited Conduct: The following are examples of other conduct specifically prohibited:

- Taking unauthorized possession of the work of another student (for example, intercepting and removing such work from a photocopier or printer, or collecting the graded work of another student from a stack of papers);
- Falsifying one's own and/or other students' attendance in a course;
- Impersonating or allowing the impersonation of an individual;

- Modifying a graded assessment then submitting it for re-grading; or,
- Assisting or attempting to assist another person to commit any breach of academic integrity.

Sexual Violence and Misconduct

All Members of the University Community have the right to work, teach and study in an environment that is free from all forms of sexual violence and misconduct. Policy B401 defines sexual assault as follows:

Sexual assault is any form of sexual contact that occurs without ongoing and freely given consent, including the threat of sexual contact without consent. Sexual assault can be committed by a stranger, someone known to the survivor or an intimate partner.

Safety and security at the University are a priority and any form of sexual violence and misconduct will not be tolerated or condoned. The University expects all Students and Members of the University Community to abide by all laws and University policies, including B.401 Sexual Violence and Misconduct Policy and B.401.1 Sexual Violence and Misconduct Procedure (found on Policy page <https://www.capilanou.ca/about-capu/governance/policies/>)

Emergencies: Students are expected to familiarise themselves with the emergency policies where appropriate and the emergency procedures posted on the wall of the classroom.