**UNIVERSITY OF WATERLOO AND ST PAUL’S UNIVERSITY COLLEGE**

**Winter Session, 2021**

**SCHOOL OF ENVIRONMENT, ENTERPRISE AND DEVELOPMENT**

**INDEV 300: CULTURE AND ETHICS**

**Course Lectures:** This course is ONLINE and ASYNCHRONOUS

**ALL COURSE CONTENT AND INSTRUCTION WILL BE WATERLOO LEARN**

**Course Instructor:** Dr. Natasha Tang Kai

**Office Hours:** Wednesday: 1:30 – 3:30pm (via what platform?)

**Contact:** natasha.tangkai@uwaterloo.ca

**COURSE OVERVIEW**

Culture and ethics inform the way we think, act and live. Its ingrained in behavior and the normative approach of societies today. In this course, we will examine culture and ethics in different parts of the globe, exploring ethical and moral dilemmas in development. Students are encouraged to ‘engage’ in development but to be reflective on the ‘terms of engagement’, the intentional and unintentional signals sent by ‘doing’ development. This course examines the politics and politicization of human differences and culture. It explores how and why differences are established, and how and why those differences can result in controversy, conflict and violence. The course is divided into three parts, the first part titled *“Framing the debates”,* explores concepts such as cultural relativity and review civilizational discourses. Part one serves as a foundation for the moral and ethical dilemmas and discussions in the case studies that follow. Part two is titled *“Case Studies”,* we will explore examples from Africa, Brazil and China on topics such as Harmful Traditional Practices, Eugenics and business ethics. In part three, *“Scandals and Controversies”*, we follow the fairly recent WE Charity and Oxfam scandals from a development context, environmental racism and justice controversies.

**LEARNING OUTCOMES**

My aim in this course is to:

* Engage students to REFLECT, CRITICALLY THINK AND DISCUSS the intersection of culture and ethics that lead to political constructs, cultural norms, injustices, controversy, conflict and violence.
* Understand past and present ETHICAL AND MORAL DILEMMAS to formulate their own positions.
* Understand how to explore MULTIPLE PERSPECTIVES OF AN ISSUE and their complexities
* Understand how to TAKE A POSITION AND DEVELOP ARGUMENTS for and against
* Encourage thinking and ideas on how students can USE CULTURAL AND ETHICAL FOUNDATIONS as they think, build and move into their own development practice or discourse.

**COURSE ORGANIZATION**

This course runs through weekly lectures which will be posted on Waterloo Learn. Lectures are a very important part of this course since a large part of the learning is done through a narrative presentation by the course instructor. Lectures will be used to explain course expectations, assignments, grading, and methods, and to introduce the major concepts, theories and examples. There will be important information given in lectures on assignments and course material that you cannot get anywhere else. Lecture slides will be posted on Learn and provide content for preparing and understanding assignments. If you want to do well in this course, watch the lecture.

**Required Reading, Listening and Watching:** There is no textbook for this course. All the required readings and videos are available as a link on the course home page on Learn. A complete list of required readings, listening or watching for each week is listed at the end of this syllabus. Engaging with these materials **as well as the lecture** each week is required.

**If you have an accessibility-related accommodation, please speak to me.**

**COURSE DELIVERY**

**Waterloo Learn** will be your one-stop shop for all course content and lectures. I have placed all lectures into modules on a week-by-week basis. Simply click on the respective week to access course content for that week.

In Learn, I will be using the following tabs frequently:

* **Course Home** will house the course overview, announcements and any other important information and resources for the term.
* **Content** is where the course syllabus, content, lectures, assignments will be contained.
* **Grades** for grades received on assignments and research papers
* **Connect - Discussions** is where you will be discussing the weekly questions posted by the course instructor with your peers.
* **Submit** using Dropbox for all your assignments and papers.
* **Resources – Rubric** for assignment and papers evaluation framework

**DISCUSSIONS**

With the exception weeks 1, 6 and 13, I will post discussion questions or statements focused on the lecture and readings. As this is an asynchronous course, this is your only opportunity to engage in dialogue with your peers about key weekly topics. I will participate in the discussion as required, but the idea is for you to discuss among yourselves. Part of your grade will be assessed on your engagement in the discussion. See the EVALUATION section.

**TUTORIALS**

This is an asynchronous course, therefore there are no tutorials. Please refer to COMMUNICATION WITH COURSE INSTRUCTORsection if you wish to meet or email the course instructor.

**COMMUNICATION WITH COURSE INSTRUCTOR**

I am available via email and have weekly office hours if you have questions or concerns. All communication to be should be done through Waterloo Learn. You can alternately reach me via my email address in outlook, but please use Learn first if possible.

* Office hours: Wednesdays at 1:30pm to 3:30pm
* Email: natasha.tangkai@uwaterloo.ca.

**EVALUATION**

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| --- | --- | --- | --- |
| **Type of Assessment** | **Assessment Breakdown** | **Grade Value** | **Due Date** |
| **Assignment** | A1. Position Paper  | 15% | February 1st |
| A2. Critical Summary | 15% | February 22nd |
| A3. Compare & Contrast | 15% | March 22nd |
| **Paper** | P1. Major Paper Proposal | 10% | February 8th |
| P2. Major Research Paper | 35% | April, TBD |
| **Discussion**  | Discussion Board Engagement | 10% | Weeks 2-12 (no discussion on weeks 1, 6 and 13) |

**ASSIGNMENTS AND DUE DATES**

There are five written assignments in this course. Detailed information about each of the assignments is provided in the “ASSIGNMENTS” section of the course in Learn**. All assignments should be submitted on Learn by midnight on the due date.** All files should be in Word format (.doc or .docx) named with the name of the file in this format: LASTNAME\_FIRSTNAME\_A2 (e.g., for Assignment 2, Knowles\_Beyonce\_A2.docx). **Late assignments will be penalized 2% per day late (weekends are 5% total).**

**A NOTE ON PLAGIARISM**

Plagiarism is a serious university offence. Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Waterloo is a strong signal of each student’s individual academic achievement. As a result, the University treats cases of cheating and plagiarism very seriously. The University of Toronto’s Code of Behaviour on Academic Matters (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>) outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences. **It’s your responsibility to know what plagiarism is and avoid doing it.** In papers and assignments this can include:

* Using someone else’s ideas or words without appropriate acknowledgement.
* Submitting your own work in more than one course without the permission of the instructor.
* Making up sources or facts.
* Obtaining or providing unauthorized assistance on any assignment.

On tests and exams:

* Using or possessing unauthorized aids.
* Looking at someone else’s answers during an exam or test.
* Misrepresenting your identity.

In academic work:

* Falsifying institutional documents or grades.
* Falsifying or altering any documentation required by the University, including (but not limited to) doctor’s notes.

You may see advertisements for services offering grammar help, essay editing and proof-reading. Be very careful. If these services take a draft of your work and significantly change the content and/or language, you may be committing an academic offence (unauthorized assistance) under the Code of Behaviour on Academic Matters. It is much better and safer to take your draft to the Writing Centre as early as you can. They will give you guidance you can trust. Students for whom English is not their first language should go to the English Language Development Centre. **If you decide to use these services in spite of this caution, you must keep a draft of your work and any notes you made before you got help and be prepared to give it to your instructor on request.** All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters. If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, you are expected to seek out additional information on academic integrity from your instructor or from other institutional resources (see http://academicintegrity.utoronto.ca/).

**A NOTE ON WRITING**

The ability to write a well-organized paper, report or essay in clear and correct English is an essential skill for a university student. A major goal of this course is to provide guidance and opportunities to gain confidence and proficiency in university level writing. Completing the assignments for this course will give you the opportunity to receive advice on weaknesses in your writing skills and on how to improve them. A proportion of the mark for the final essay will be allocated to the quality of the writing. **The University of Toronto at Scarborough has an excellent Writing Centre, located in Teaching and Learning Services in the ARC. Make use of it!** Finally, students who wish to improve their writing and who successfully complete the Reading and Writing Excellence (RWE) program **can get a 3% bonus on their mark** (see the end of the Syllabus for details!).

**ACADEMIC INTEGRITY**

In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. [Check [the Office of Academic Integrity](https://uwaterloo.ca/academic-integrity/) for more information.]

**GRIEVANCE**

A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70, Student Petitions and Grievances, Section 4](https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70). When in doubt, please be certain to contact the department’s administrative assistant who will provide further assistance.

**DISCIPLINE**

A student is expected to know what constitutes academic integrity to avoid committing an academic offence, and to take responsibility for his/her actions. [Check [the Office of Academic Integrity](https://uwaterloo.ca/academic-integrity/) for more information.] A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course instructor, academic advisor, or the undergraduate associate dean. For information on categories of offences and types of penalties, students should refer to [Policy 71, Student Discipline](https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71). For typical penalties, check [Guidelines for the Assessment of Penalties](https://uwaterloo.ca/secretariat/guidelines/guidelines-assessment-penalties).

**APPEALS**

A decision made or penalty imposed under [Policy 70, Student Petitions and Grievances](https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70) (other than a petition) or [Policy 71, Student Discipline](https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71) may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to [Policy 72, Student Appeals](https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-72).

**NOTE FOR STUDENTS WITH DISABILITIES**

[AccessAbility Services](https://uwaterloo.ca/disability-services/), located in Needles Hall, Room 1401, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with AccessAbility Services at the beginning of each academic term.

**TURNITIN.COM**

Text matching software (Turnitin®) may be used to screen assignments in this course. Turnitin® is used to verify that all materials and sources in assignments are documented. Students' submissions are stored on a U.S. server, therefore students must be given an alternative (e.g., scaffolded assignment or annotated bibliography), if they are concerned about their privacy and/or security. Students will be given due notice, in the first week of the term and/or at the time assignment details are provided, about arrangements and alternatives for the use of Turnitin in this course.

It is the responsibility of the student to notify the instructor if they, in the first week of term or at the time assignment details are provided, wish to submit alternate assignment.

**NOTE ABOUT COVID-19 ABSENCES**

This is a challenging time for all of us. Every effort will be made to take into consideration and accommodate different stresses and difficulties caused by the pandemic and the pivot to on-line learning. In order to effectively support you, please do let the Instructor know as soon as possible if you become ill and need course accommodations.

**NOTE ABOUT ON-LINE PRIVACY**

**Re-posting recorded lectures is prohibited.**

Course videos and materials belong to your instructor, the University, and/or other sources depending on the specific facts of each situation and are protected by copyright. Do not copy or share any course or student materials or videos without the explicit permission of the instructor.

**COURSE CONTENT**

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| **PART 1: FRAMING THE DEBATES** |
| **Week 1:** **Jan 11th**Introduction to course themes, expectations and assignments | **WELCOME LECTURE** **No readings required this week.** |
| **Week 2:** **Jan 18th**Cultural Relativism | **REQUIRED READINGS:*** Abu-Lughod, Lila. “**Do Muslim Women Really Need Saving?** **Anthropological Reflections on Cultural Relativism and Its Others**.” *American anthropologist* 104.3 (2002): 783–790.
* Zechenter, Elizabeth. “**In the Name of Culture: Cultural Relativism and the Abuse of the Individual**.” *Journal of anthropological research* 53.3 (1997): 319–347.
 |
| **ASSIGNMENT 1:****Position Paper (15%)** |
| **Week 3:** **Jan 25th**Civilizational Discourses  | **REQUIRED READINGS:*** Huntington, S. (1993). **The Clash of Civilizations?** *Foreign Affairs,* *72*(3), 22-49. doi:10.2307/20045621
* Hall, M., & Jackson, P. T. (2007). **Chapter 11: Deconstructing the Eurocentric Clash of Civilizations: De-Westernizing the West by Acknowledging the Dialogue of Civilizations.** In *Civilizational identity: the production and reproduction of “civilizations” in international relations*. Palgrave Macmillan.

**ADDITIONAL READING:*** Graeber D 2007 “There Never was a West” in *Possibilities: Essays on Hierarchy, Rebellion and Desire*, AK Press <https://theanarchistlibrary.org/library/david-graeber-there-never-was-a-west>
 |
| **Week 4: Feb 1st**Civilizational Discourses | **REQUIRED READINGS:*** Hall, M., & Jackson, P. T. (2007). **Chapter 2: Discourses of Civilizational Identity**. In *Civilizational identity: the production and reproduction of “civilizations” in international relations*. Palgrave Macmillan.
* Cox, R. W. (2001). **Civilizations and the twenty‐first century: some theoretical considerations.** *International Relations of the Asia‐Pacific*, *1*(1), 105–130.
 |
| **ASSIGNMENT 2:** **Critical Summary (15%)** |
| **Week 5: Feb 8th**Legislating Culture:*South Africa* | **REQUIRED READINGS:*** Albertyn, C. (2009). **'The stubborn persistence of patriarchy'? Gender equality and cultural diversity in South Africa.** *Constitutional Court Review 2.* <https://constitutionalcourtreview.co.za/wp-content/uploads/2018/10/2009-Article-5-Catherine-Albertyn.pdf>
* Nhlapo, Thandabantu. **“Customary Law in Post-Apartheid South Africa: Constitutional Confrontations in Culture, Gender and ‘Living Law.’”** *South African journal on human rights* 33.1 (2017): 1–24. Web.

**ADDITIONAL READING:*** Sibanda, S. (2010) **“When is the Past not the Past? Reflections on Customary Law under South Africa’s Constitutional Dispensation”** *Human Rights Brief, 17* (3)6, 1-5. <https://digitalcommons.wcl.american.edu/cgi/viewcontent.cgi?article=1131&context=hrbrief>
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| **Week 6:** **Feb 15th** | **READING WEEK, NO CLASSES THIS WEEK (HOORAY!)** |
| **PART 2: CASE STUDIES** |
| **Week 7:** **Feb 22nd**Culture and Traditional Practices*Africa & Asia* | **REQUIRED READINGS:*** Glover, J., & Liebling, H. (2018). **Persistence and Resistance of Harmful Traditional Practices (HTPs) Perpetuated against Girls in Africa and Asia**. *Journal of International Women's Studies*, *19*(2), 44+. <https://link.gale.com/apps/doc/A552762967/AONE?u=uniwater&sid=AONE&xid=83f7edb7>
* Wade, L. (2012). Learning from “**Female Genital Mutilation”: Lessons from 30 Years of Academic Discourse**. *Ethnicities*, *12*(1), 26–49. https://doi.org/10.1177/1468796811419603

**ADDITIONAL WATCHING/LISTENING:*** **The girl who said no to FGM**

(18:53 mins)Youtube: <https://www.youtube.com/watch?v=rMCQk-TBHPA> |
| **Week 8:** **Mar 1st**Biopolitics of Beauty:*Brazil* | * Jarrin, A. (2015). Towards a Biopolitics of Beauty: Eugenics, Aesthetic Hierarchies and Plastic Surgery in Brazil. *Journal of Latin American Cultural Studies*, *24*(4), 535–552. <https://doi.org/10.1080/13569325.2015.1091296>
* Edmonds, A. (2011). “Almost Invisible Scars”: Medical Tourism to Brazil. *Signs: Journal of Women in Culture and Society*, *36*(2), 297–302. https://doi.org/10.1086/655909

**ADDITIONAL WATCHING/LISTENING:**Alvaro Jarrín: The Biopolitics of Beauty: Cosmetic Citizenship and Affective Capital in Brazil. Institute for the Study of Societal Issues (ISSI) at UC Berkeley. (Presentation: 50 mins)Youtube: <https://youtu.be/W5Ry221pO3o> |
| **Week 9:** **Mar 8th**Ethical Business or Business ethics?*China & Elsewhere* | **REQUIRED READINGS:*** Pitta, F. (1999). **Ethical issues across cultures: managing the differing perspectives of China and the USA**. *The Journal of Consumer Marketing*, *16*(3), 240-256. <http://home.ubalt.edu/ntsbpitt/ethics.pdf>
* Buller, K. (2000). **When ethics collide: Managing conflicts across cultures.***Organizational Dynamics*, *28*(4), 52–66. [https://doi.org/10.1016/S0090-2616(00)00005-X](https://doi.org/10.1016/S0090-2616%2800%2900005-X)
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| ASSIGNMENT 3: Compare & Contrast (15%) |
| **PART 3: SCANDALS AND CONTROVERSIES** |
| **Week 10: Mar 15th**Power and Gender**Case studies: Oxfam sexual misconduct scandal** | **REQUIRED READINGS:*** Prakash, A. (2019). Nonprofit governance, public policy, and the Oxfam scandal: An introduction.*Nonprofit Policy Forum, 10*(4) doi:http://dx.doi.org.proxy.lib.uwaterloo.ca/10.1515/npf-2019-0059
* Phillips, S. D. (2019). Putting humpty together again: How reputation regulation fails the charitable sector.*Nonprofit Policy Forum, 10*(4) doi:http://dx.doi.org.proxy.lib.uwaterloo.ca/10.1515/npf-2019-0032
* Azevedo, A., Garwood, R. W., & Pretari, A. (2019). Bringing about social justice through feminist research for monitoring, evaluation, and learning? A conversation from Oxfam GB. *Gender & Development*, *27*(3), 485–504. https://doi.org/10.1080/13552074.2019.1664040

**ADDITIONAL READINGS:*** **BANGLADESH:** Kabeer, N. (2011). Between Affiliation and Autonomy: Navigating Pathways of Women’s Empowerment and Gender Justice in Rural Bangladesh. *Development and Change*, *42*(2), 499–528. <https://doi.org/10.1111/j.1467-7660.2011.01703.x>
* **INDIA:** Singh, Trishala. "Prevention of sexual harassment of women in the workplace: seeking gender equality at work in India." *Journal of International Women's Studies*, vol. 18, no. 1, 2016, p. 104+. *Gale Academic OneFile*, <https://link.gale.com/apps/doc/A472266427/AONE?u=uniwater&sid=AONE&xid=f37eefb2>
 |
| **Week 11: Mar 22nd**Politics, Conflicts of Interests & Cronyism**WE Scandal involving the Trudeau government** | **REQUIRED READINGS:*** CBC News. (2020). “*The WE Charity controversy explained”.*

<https://www.cbc.ca/news/canada/we-charity-student-grant-justin-trudeau-testimony-1.5666676>* Hodgson, G. (2019). Capitalism, Cronyism, and Democracy. *The Independent Review (Oakland, Calif.)*, *23*(3), 345–.

**ADDITIONAL READINGS:*** Sorrentino, N. (2019). We Cannot Let Cronyism Overrun Our Economic Garden. *The Independent Review (Oakland, Calif.)*, *23*(3), 393–.
* Hurst, M. (2008). A question of method. The ethics of managing conflicts of interest. *EMBO Reports*, *9*(2), 119–123. https://doi.org/10.1038/sj.embor.2008.4
 |
| **Week 12: Mar 29th**Environmental Racism & Justice | **REQUIRED READINGS:*** Pulido, L. (2016). Flint, Environmental Racism, and Racial Capitalism. *Capitalism Nature Socialism*, *27*(3), 1–16. <https://doi.org/10.1080/10455752.2016.1213013>
* Brulle, P. (2006). Environmental Justice: Human Health and Environmental Inequalities. *Annual Review of Public Health*, *27*(1), 103–124. <https://doi.org/10.1146/annurev.publhealth.27.021405.102124>

**ADDITIONAL READINGS:*** Dickinson, E. (2012). Addressing Environmental Racism Through Storytelling: Toward an Environmental Justice Narrative Framework. *Communication, Culture & Critique*, *5*(1), 57–74. <https://doi.org/10.1111/j.1753-9137.2012.01119.x>
* Kim, C. (2019). Revisiting environmental inequity in Southern California: Does environmental risk increase in ethnically homogeneous or mixed communities? *Urban Studies (Edinburgh, Scotland)*, *56*(9), 1748–1767. <https://doi.org/10.1177/0042098018803227>
 |
| **Week 13:** **Apr 5th** | **TAKE HOME EXAM**No readings required this week |