

Fall 2018

Class time: Tuesdays 2:30-5:30

(+Thurs., Nov 29)

Prof. Monique Deveaux

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PHIL 6600 Social & Political Philosophy:

Political Solidarity

This seminar will explore the topic of *political solidarity*, especially in connection with struggles for social justice. We will start with an overview of the descriptive and normative aspects of leading contemporary conceptions of political solidarity, and some of the questions these raise: Is political solidarity merely an attitude or disposition, or does it require action? What is the property 'scope' of solidarity: people we know, compatriots, or all of humanity? Next we will ask about the normative requirements for political solidarity *among* oppressed social groups — for example, a shared social identity, a common experience of subjugation, shared values and goals, and more recently, a shared connection to a 'place' or land. We will also look at the normative possibilities and demands of standing in solidarity *with* an oppressed group (but as an outsider).

The second half of the course focuses on political solidarity's relation to questions of distributive justice — including global distributive justice. Demands by national and transnational 'subaltern' social movements for greater redistribution and fulfillment of social rights, and political inclusion (and power), are often grounded in norms and practices of political solidarity. Here the main questions are: How is solidarity related to distributive justice? Must political solidarity movements that aim at redistribution and social justice be a *local* phenomenon (grounded in concrete ethical bonds of sociality)? Or is 'global political solidarity' around particular issues — such as globalization-induced poverty and dispossession, livelihood-imperiling climate change, the oppression of women — feasible? If so, what norms and ethical-political practices might underpin it?

Course Requirements

You are required to attend and participate in class meetings, lead seminar one class (circulating discussion questions to fellow students in advance), and to write one final paper of 15-20 pages. If you need to miss a class, please make sure to read what you missed as our conversations in class build on prior weeks' material.

Course Assessment

Class participation: 15%

10 one-page response/reflection pieces* (due before class): 10%

In-class presentation introducing the readings** (10-15 minutes): 10%

2-page research paper proposal plus annotated bibliography*** due Monday Oct. 22: 20%

Final research paper (7000-8000 words, or 17-20 pp.): 45% (due Dec. 15)

*short response pieces should engage with one (or more) of the readings for that day. They will be graded together as a dossier at the end of the course; I will give you written feedback on your first one, and then, at the end of the course, I will give comments on your dossier as a whole.

**your presentation is part overview, part critical analysis. When it is your week to present, you will send out 4-5 discussion questions you'll use to guide the class discussion. Please send these to us by the Sunday evening. I am happy to give you feedback on these questions if time permits.

***the paper proposal should outline the main question or problem to be taken up, explain its importance, and give some context. The annotated bibliography should provide short descriptions of the sources (minimum of 5 articles or chapters, or else 2-3 books).

Course objectives: to introduce students to contemporary philosophical debates about poverty and its alleviation; to develop their analytical and critical reasoning skills; and to improve their ability to write philosophical papers.

Learning outcomes: By the end of the course, you should have a sound overview of the concept of political solidarity in contemporary social and political thought; improved skills in critical reasoning; and greater capacity to read and analyze texts in normative political philosophy and ethics.

Prerequisites: an undergraduate degree in the humanities or social sciences, preferably including some philosophy background (or a background in relevant discipline, like political science or sociology).

Readings

The weekly reading assignment is around 60-100 pages — typically around three or four articles or chapters.

All of the readings are (or will be) available on our course page on ARES, the university's electronic course reserve system. The one exception is the book, *Political Solidarity*, by Sally Scholz, which you must either purchase (online) or acquire through interlibrary loan etc. Please have readings accessible to you in class, as we will frequently refer back to them during our discussion.

Schedule of Topics and Readings

All readings are available (except the Scholz book) through our ARES course site:

Sept. 11 ***Solidarity: what is it? What are the philosophical questions?***

Reading:

1. Sally Scholz, "Seeking Solidarity", *Philosophy Compass* 10, no. 10 (2015): 725-735.

2. Meulen & Houtepen, 'Solidarity', in *The Encyclopedia of Applied Ethics* (Elsevier, 2012)

Sept. 18 Class cancelled – (Deveaux away)

Sept. 25 ***Civic solidarity? Discourse ethics and the welfare state***

Reading:

1. Jurgen Habermas, 'Justice and Solidarity' (1990) (short excerpt)
2. Jurgen Habermas, 'Democracy, Solidarity, and the European Crisis' (2013)
3. Craig J. Calhoun, 'Imagining Solidarity: Cosmopolitanism, Constitutional Patriotism, and the Public Sphere', *Public Culture* (2002) 147-171
4. Jeff Spinner-Halev, 'Democracy, Solidarity, and Post-nationalism', in *Political Studies* 56 (2008): 604-628.

Oct. 2 ***Solidarity as shared action***

Reading:

1. Andrea Sangiovanni, 'Solidarity as Joint Action', *Journal of Applied Philosophy* (2015)
2. Avery Kolers, "Dynamics of Solidarity", *Journal of Political Philosophy* 20, no. 4 (2012): 365-383)
3. Meena Krishnamurthy, Political Solidarity, Justice, and Public Health, *Public Health Ethics* 6, no. 2 (2013): 129-141.

Oct 9 Thanksgiving (no class)

Oct. 16 ***Political solidarity and social justice***

Reading: Introduction, ch. 1, 2, & 3, Sally Scholz, *Political Solidarity* (2007) (pp. 1-112)

Oct. 23 ***Black political solidarity***

Reading: Tommy Shelbie, *We Who Are Dark: the Philosophical Foundations of Black Political Solidarity* (2005), ch.'s 2, 6, and Conclusion

Oct. 30 ***Possibilities for global feminist solidarity?***

Reading:

1. Alison Jaggar, 'Saving Amina: Global Justice for Women and Intercultural Dialogue', *Ethics and International Affairs* 19 (2005): 55-75.

2. Uma Narayan, selection from *Dislocating Cultures: Identities, Traditions, and Third-World Feminism* (Routledge, 1997).

Nov. 6 ***Solidarity 'with': the solidarity of outsiders***

Reading:

1. Sally Scholz, *Political Solidarity*, ch's 5 & 6
2. Avery Kolers, 'The Priority of Justice to Solidarity', *Journal of Applied Philosophy* 31, no. 4 (2014): 420-433.
3. Richard Rorty, 'Solidarity' in *Contingency, Irony & Solidarity* (1989)

Nov. 13 ***A social connection model of responsibility & solidarity***

Reading:

1. Iris Young, 'From Guilt to Solidarity: Sweatshops and Political Responsibility', *Dissent* 50, no. 2 (2003): 39-47.
2. Iris Young, *Responsibility for Justice* (2011), ch. 4 (pp. 95-121), and part of ch. 5 (pp. 142-151).
3. Melissa Williams, 'Political Responsibility for Decolonization in Canada', in *Political Responsibility Refocused* (2013).
4. Glen Coulthard and Leanne Betasamosake Simpson, 'Grounded Normativity/Place-Based Solidarity', *American Quarterly* 68, no. 2 (2016): 249-255.

Nov. 20 ***Solidarity beyond borders: transnational solidarity movements***

Reading:

1. Carol Gould, 'Transnational Solidarities', *Journal of Social Philosophy*
2. Arturo Escobar, 'Beyond the Third World', *Third World Quarterly* (2004)
3. Lawrence Wilde, *Global Solidarity* (2013), pp. 237-254.

Nov. 27 ***Environmental justice solidarity movements***

1. Paul Chatterton, David Featherstone, and Paul Routledge, 'Articulating Climate Justice in Copenhagen: Antagonism, the Commons, and Solidarity', *Antipode* 45, no 3 (2013): 602-620.
2. Avery Kolers, 'Solidarity as Environmental Justice in Brownfields Remediation', *Critical Review of International Social and Political Philosophy* 21, no. 5 (2018): 554-569.

Nov. 29 (Thurs) ***Solidarity: local & global*** – final thoughts?
(re-scheduled Thanksgiving class)

Reading: tba

Final papers due mid-December - or sooner, if grades are due at the Registrar's Office before then; we will firm up the date in November, when grade submission dates are given by the Registrar

College of Arts Standard Statement of Expectations

E-mail Communication

As per university regulations, all students are required to check their <uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students.

When You Cannot Meet a Course Requirement

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. [See the undergraduate calendar for information on regulations and procedures for Academic Consideration.](#)

Drop Date

Courses that are one semester long must be dropped by the end of the fortieth class day (**Friday, Nov. 2, 2018**); two-semester courses must be dropped by the last day of the add period in the second semester. [The regulations and procedures for dropping courses are available in the Undergraduate Calendar.](#)

Copies of out-of-class assignments

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

Accessibility

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required, however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to book their exams at least 7 days in advance, and not later than the 40th Class Day. [For more information see the SAS web site.](#)

Student Rights and Responsibilities

Each student at the University of Guelph has rights which carry commensurate responsibilities that involve, broadly, being a civil and respectful member of the University community. [The Rights and Responsibilities are detailed in the Undergraduate Calendar.](#)

Academic Misconduct

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor. [The Academic Misconduct Policy is detailed in the Undergraduate Calendar.](#)

Recording of Materials

Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

Resources

The [Academic Calendars](#) are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs.