

Academic course: 2021/22
Course: Ethical Challenges in the Global World
Semester: Autumn 2021
Workload: 6 ECTS (150 hours)
Instructor: Irene Gantxegi Madina

Description and justification

“Ethical challenges in the global world” invites the student to reflect critically about the global world in which we live, and on the economic, political, cultural, religious and ecological consequences derived from the globalization process. The aim is to develop in students an awareness of the ethical challenges intrinsic to this process (such as economic and social injustice, intercultural coexistence, the protection or violations of human rights, or climate change), and an understanding of different analyses and positions surrounding these challenges. Students will participate in a variety of dilemmas and problem solving activities that allow them to make meaning of these issues in their own terms, and guide them on how to advance coherent and persuasive arguments. The ultimate goal of the course is to prepare students to contribute, both as professional in their respective fields and as citizens of the global world, to the construction of a more just, humane and caring world.

Prerequisites

None

Competencies and learning outcomes

- **General Competences:**
 - **Ethical Sense:** to cultivate the moral good of oneself or others positively (that means, to everything which is or means good, personal realization, sense of justice) and to persist in it.
 - **Level 1:** To identify, to recognize and to apply a moral character and ethical principles.
 - Students accept new perspectives critically, even if this means bringing their own into question.
 - **Diversity and interculturality:** to understand and to accept social and cultural diversity as an enriching element in both the personal and collective sphere, to foster coexistence among people without falling into sex, age, religious, social, political and/or ethnic discriminations.
 - **Level 2:** To accept and to understand cultural and/or social affiliations as structural, volitive and reasonable relations of the human condition.
 - The student understands that diversity is an inherent characteristic of the human being.
- **Specific Competences:**

- **CE1:** The student analyses the globalization process in its diverse facets and consequences for the development of a fairer, more democratic and more equitable society.
 - The student identifies the different dimensions of the globalization process, analyzing its main components and establishing relations among them.
 - The student identifies the consequences of the globalization process for the development of a fairer, more democratic and more equitable society.

Competencies and learning outcomes

Unit 1: GLOBALIZATION IN THE PRESENT WORLD

- Globalization, concept and factors. Main dimensions of globalization. Consequences of globalization processes. Critical viewpoints: Alter-globalization movements.

Unit 2: HUMAN RIGHTS

- The origin of human rights. Different historical approaches. The problems of their foundation. Universal human rights and the challenge of relativism.

Unit 3: THE CHALLENGE OF CULTURAL DIVERSITY

- Global migrations and their effects. Multiculturalism and interculturality. Integration models. The concept of citizenship. Secularism and fundamentalism in modern societies.

Unit 4: THE CHALLENGE OF CLIMATE CHANGE

- Global risk and ecological crisis: Global warming, sustainable development, ecological footprints, poverty and global inequality, ecological movements, eco-politics, a new ecological consciousness.

Unit 5: GLOBALIZATION, POLITICS AND DEMOCRACY

- Nation-States in crisis. Plural democracy as universal political ideal? Crisis of democratic republicanism. The several forms of democracy. Towards a global democracy?

Teaching-learning strategy

The teaching and learning strategy is based on the University of Deusto Learning Model (UDLM) which organizes the learning process around five elements: experiential context; reflexive observation, conceptualization, active experimentation and evaluation. This learning cycle will be supported by the following strategies and resources:

- GUIDED READINGS of basic texts, related to the different topics. Students will read these texts and develop written assignments based on them (as homework).
- EXPOSITIONS by the professor and by students of the main contents of the different topics, offering a general view of the core issues, a basic bibliography and recommended readings.
- PROBLEM BASED AND CASE SOLVING activities connected to each of the topics (Asynchronous and In-class group work using virtual tools).

- TUTORING: Online tutoring to support both individual and group work, as needed by appointment only.

In accordance with the 6 ECTS assigned to this course, students are expected to invest 140 hours of work in order to fulfill the aims and requisites of the program. This time should be distributed approximately as follows:

- 10 hours of work for 14 weeks.
- Each week, 2 hours of synchronous online class work and 8 hours of asynchronous individual or small group work.

According to UDLM, time distribution should be organized as follows:

EXPERIMENTAL CONTEXT	REFLEXIVE OBSERVATION	CONCEPTUALIZATION	ACTIVE EXPERIMENTATION	FORMATIVE AND ADDITIVE EVALUATION
5 %	5 %	30 %	40 %	20 %

Assessment

The achievement of general and specific competences will be assessed jointly through the following procedures:

- Individual written assignment based on readings (Choose 1 out of 3 options): 20% final grade (5% GC +15%SC)
 - Group-based reading presentation: 20% (5%GC + 15%SC)
 - Group-based project and presentation: 30% (5%GC + 25%SC)
 - Participation and contribution to in class exercises (Online discussion forums, problem solving, dilemma analyses, etc.): 30% (15%GC + 15%SC)
- **Extraordinary Call:** the student will need to pass all those tasks still pending pertaining to the Generic and Specific Competences.

Basic bibliographical and audiovisual material

- Bauman (2001). The Ethical Challenge of Globalization. *New Perspectives Quarterly*, 18(4)
- de Sousa Santos, B. (2006) Globalizations. *Theory, Culture, Society*, 23, p393. DOI: 10.1177/026327640602300268 <http://tcs.sagepub.com> at University of Coimbra.
- de Sousa Santos, B. (2016). Democracy in dispute. An interview with Boaventura de Sousa Santos <https://www.opendemocracy.net/en/democraciabierta/democracy-in-di/> October 26, 2016
- Giddens, A. (2008). *The Politics of Climate Change. National Responses to the Challenge of Global Warming*. Policy Network Paper. www.policy-network.net
- Klein, N. (2014). Climate Change is the fight of our lives – yet we can hardly bear to look at it. *The Guardian*, Wednesday 23 April 2014. [Theguardian.com](http://theguardian.com).
- Maalouf, A. (1996). *In the Name of Identity – Violence and the Need to Belong*. New York: Penguin Books (Required Chapters 3 and 4).
- Minot, S. (2007). - Universal HH.RR and Sustainable Globalization. Reaching for the Castle in the Sky. SYLFF Regional Forum Selected Papers on "Human Rights and Creative Leadership." The Tokyo Foundation, pp. 103-130. Published in March, 2009.
- Najam, A., Runnals, D. & Halle, M. (2007). *Environment and Globalization. Five propositions*. Winnipeg (CA): IISD-International Institute for Sustainable Development. (Required: pg. 1-9.)
- Parekh, B. (1999)– What is Multiculturalism? Conference given at "Multiculturalism: A symposium on democracy in culturally diverse societies" on December 1999 (#484). <http://www.india-seminar.com/1999/484.htm>
- Parekh, B. (2005). *Unity and Diversity in Multicultural Societies*. Geneva: International Institute for Labour Studies. ISBN: 92-9014-753-9
- Pollman, A. (2008). Human Rights and Human Dignity. In, *Filosofía de los derechos humanos: problemas y tendencias de actualidad*. Serie Justicia Global No. 1. Lima: Instituto de Democracia y Derechos Humanos de la Pontificia Universidad Católica del Perú.
- Robinson, M. (2002). Ethics, Human Rights and Globalization. Lecture as UN High Commissioner for Human Rights at the University of Tubingen. 21 January, 2002.
- Sen, A. (1999). Democracy as a Universal Value. *Journal of Democracy*, 10(3), pp. 3-17.
- Steger, M. (2003). *Globalization: A Very Short Introduction*. Oxford: Oxford University Press. ISBN-10: 0199662665, ISBN-13: 978-0199662661
- SEP (2012). *Stanford Encyclopedia of Philosophy* (Revised 2012). Various entries.
- Wackernagel, M. & Beyers, B. / GFN (2019). Ecological Footprint. Managing our bio capacity. Introduction: Footprint – Why.) . (GNF:Global Footprint Network).

WEBSITES

- The Story of Stuff <https://www.storyofstuff.org/>.
- The Footprint Network: <https://www.footprintnetwork.org/>.
- Global Migration Group: www.globalmigrationgroup.org
- International Organization for Migration/The UN Migration Agency. www.iom.int
- Alterglobalization Movements: www.alterglobalización.wordpress.com
- United Nations: www.un.org / Unesco: www.unesco.org