

Academic course: 2022/23
Course: Ethical Challenges in the Global World
Workload: 6 ECTS (150 hours)
Instructor: Cristina Ulloa

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 be participating 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 reflect on new perspectives critically, even if this means bringing their own intoquestion.
 - **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: POST-TRUTH, POLITICS AND DEMOCRACY

- Nation-States in crisis. Plural democracy as universal political ideal? Technology, media and politics.

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 2 options): 20% final grade
 - Group-based reading presentation (Choose 1 out of 8 options): 20%
 - Group-based project and presentation (Choose 1 out of 3 options): 30%
 - Participation and contribution to in class exercises (Online discussion forums, problem solving, dilemma analyses, etc.): 30%
- **Extraordinary Call:** the student will need to pass all those tasks still pending pertaining to the Generic and Specific Competences.

Basic bibliographical material

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- 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.)
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- 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.
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