



## Teaching Guide

Identifying Data					2022/23
<b>Subject (*)</b>	Ethics of Globalization and Human Rights	<b>Code</b>	710G05007		
<b>Study programme</b>	Grao en Relacións Internacionais				
Descriptors					
<b>Cycle</b>	<b>Period</b>	<b>Year</b>	<b>Type</b>	<b>Credits</b>	
Graduate	2nd four-month period	First	Basic training	6	
<b>Language</b>	English				
<b>Teaching method</b>	Hybrid				
<b>Prerequisites</b>					
<b>Department</b>	Humanidades				
<b>Coordinador</b>	Seoane Rodriguez, Jose Antonio	<b>E-mail</b>	jose.antonio.seoane@udc.es		
<b>Lecturers</b>	Crego Blanco, Jorge Seoane Rodriguez, Jose Antonio	<b>E-mail</b>	jorge.crego@udc.es jose.antonio.seoane@udc.es		
<b>Web</b>					
<b>General description</b>	<p>Moral experience and the question of what is good, what is just, what is right, what is due or what is happiness are consubstantial to human reality from the very beginning. The attempt to answer these questions in order to understand the moral dimension of the person and to justify the moral phenomenon corresponds to a branch of philosophy called ethics. Ethics is a kind of practical and normative knowledge that guides the decisions and actions of human beings in order to shape their lives in a good and just manner. However, the meaning of the good and justice is not univocal and has received different answers throughout history from different moral systems. This is especially the case in our plural societies, where globalization has intensified relations and interactions across national borders, giving rise to ethical debates about the benefits and costs of this process; its influence on freedom, equality or justice; its consequences on the environment, working conditions, traditional ways of life or future generations; or how to balance universalism and particularism. In this context, ethics must facilitate cooperation and dialogue among the different ethical traditions and conceptions in order to define a universally valid criterion compatible with these traditions, i.e. a common ethical framework of what is just and right. Probably, the proposal for a universal ethical criterion that has received the widest support is precisely that of the human rights.</p> <p>The idea of human rights has developed over the centuries, from the first theoretical manifestations in classical Stoicism and modern thought to its embodiment in the Universal Declaration of Human Rights. It is with this declaration that the institutionalization of human rights at the international level has consolidated.</p> <p>Any introductory approach to the topic of human rights must address the following questions: what is the origin and development of the idea of human rights, what does the term "human rights" refer to and how is it distinguished from other similar concepts, how are human rights classified, what are the essential characteristics that define human rights, and what international institutions are related to human rights. The answers to these questions will provide an overview of the idea of human rights that serves to situate the connections between human rights and globalization.</p> <p>One of the characteristics generally associated with human rights is their universal character. This character is also distinctive of globalization, understood as a process of deepening of a social condition in which global interconnectedness advances and borders and boundaries are blurred. The reciprocal influences between globalization and human rights are therefore rooted in their shared claim of global extension. Some of the main contemporary debates concerning human rights are closely related to globalization, including the problem of the responsibility of states for rights violations beyond their territories, the responsibility of multinational entities, the role of international NGOs in the promotion of certain human rights, the consideration of the human rights agenda as an ethnocentric proposal, the need to protect the environment from a global perspective or the difficulties in ensuring such protection.</p>				

## Study programme competences

Code	Study programme competences
A3	CE3 - To know the concepts, theories and techniques applied to the analysis of the actors and international relations, both in the universal and in the regional field, with a perspective both historical and contemporary.



A7	CE7 - To analyze the global reality in its different dimensions, in particular the geographical, political, social, economic and legal.
A10	CE10 - To acquire knowledge of the techniques, working methods and analysis of the humanities, social and legal sciences.
A11	CE11 - To analyze the political, social and economic reality in the framework of international development cooperation.
B2	CB2 - That students know how to apply their knowledge to their work or vocation in a professional way and have the skills that are usually demonstrated through the elaboration and defense of arguments and the resolution of problems within their area of study.
B7	CG2 - To acquire the ability to work in an international context.
C4	CT4 - To develop for the exercise of a citizenship respectful with the democratic culture, the human rights and the perspective of gender, in the distinct fields of knowledge and in the professional practice, with the aim to achieve a more just and egalitarian society.

Learning outcomes			
Learning outcomes	Study programme competences		
Know the main ethical, legal and political responses to globalization	A3 A7 A11		
Understand the relevance of ethics in human life and relations	A7 A11		C4
Understand the meaning and characteristics of human rights	A3 A7 A11		C4
Identify and analyze global justice issues	A7 A10 A11	B2 B7	C4
Develop argumentative skills to critically analyze ethical, legal and political responses	A7 A10	B2 B7	C4
Understand the general theoretical framework of moral and political philosophy through its basic concepts	A3 A7 A11		C4
Analyze the ethical, political and legal meaning of the values underlying some social problems, mainly related to equality and justice, from the perspective of a globalized world	A7 A10 A11	B2 B7	C4
Commit to the construction and development of a democratic citizenship			C4

Contents	
Topic	Sub-topic
I. Ethics of globalization	1. Globalization. Concept and dimensions. 2. Ethics. Basic concepts and elements. 3. Ethics as a normative system. Moral, legal, religious, and social norms. 4. Three normative approaches. Deontological, consequentialist and virtue ethics. 5. The globalization of ethics. A two-level model.
II. Globalization and human rights	1. Historical approach to the origin and development of human rights. 2. The concept of human rights. 3. The typology of human rights: the generations of rights. 4. The elements of human rights. 5. The institutionalization of human rights.
III. Seminars	1. Global ethics and justice 2. Global issues of human rights

**Planning**



Methodologies / tests	Competencies	Ordinary class hours	Student?s personal work hours	Total hours
Workshop	A7 A10 A11 B2 B7 C4	12	24	36
Oral presentation	A7 A10 A11 B2 C4	8	8	16
Long answer / essay questions	A3 A7 A11 C4	8	24	32
Objective test	A3 A7 A11	2	8	10
Guest lecture / keynote speech	A3 A7 A11 B7	16	16	32
Document analysis	A3 A7 A10 A11	7	13	20
Personalized attention		4	0	4

(\*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

Methodologies	
Methodologies	Description
Workshop	Collaborative work intended to select, understand and critically apply relevant knowledge to specific issues and cases, as well to develop argumentative skills.
Oral presentation	Activity oriented to acquire and strengthen oral argumentative skills
Long answer / essay questions	Activity oriented to get methodological competence to work with bibliographical and normative sources, as well to develop written argumentative skills.
Objective test	Activity that aims to assess the knowledge and understanding of the main concepts and issues delivered through the course
Guest lecture / keynote speech	Explanation and assessment of the main concepts, elements and issues related to the course, identifying the relations among the different contents
Document analysis	Detailed reading and assessment of the main bibliographical and normative documents mentioned in the lectures or used in the workshops

Personalized attention	
Methodologies	Description
Document analysis	Advise on the selection and assessment of bibliographical and normative sources.
Workshop	Advise on the selection of workshop issues.
Oral presentation	Advise on the structure and pace of oral presentations.
Long answer / essay questions	Advise on the structure and style of written activities.

Assessment			
Methodologies	Competencies	Description	Qualification
Objective test	A3 A7 A11	Assessment of the knowledge and understanding of the contents of the guest lectures/keynote speeches and the document analysis	40
Oral presentation	A7 A10 A11 B2 C4	Assessment of the ability to select, understand, analyze and communicate relevant information based on bibliographical and normative sources. Assessment of the oral argumentative skills.	40
Long answer / essay questions	A3 A7 A11 C4	Final essay about one of the topics of the course, intended to assess knowledge, critical sense and written argumentative skills	20

Assessment comments



## 1. Assessment of the 2nd opportunity

The student can keep the grade obtained in the assessment activities if it is equal or higher than a passing grade in each activity (2 points or more for oral presentations, 1 point or more for essays, and 2 points or more for the objective test). In case of a falling grade (less than 2, 1 or 2, respectively), the student can follow the modality for students with acknowledge part-time dedication and exemption from class attendance (cf. section 3).

Plagiarism or academic fraud Student fraudulent behavior in the assessment activities, and particularly plagiarism, will result in a grade of 0 (falling grade) in the correspondent opportunity. 3. Assessment criteria for students with acknowledge part-time dedication and exemption from class attendance The objective test (40%) has the same conditions as for the rest of the students. The long answer/essay questions (20%) has the same conditions as for the rest of the students. The oral presentation (40%) consists of the delivery of a paper and a brief oral comment before the professor scheduled before the date of the objective test.

### Sources of information

<b>Basic</b>	<ul style="list-style-type: none"> <li>- Brysk, A (ed) (2002). Globalization and human rights. Berkeley, London: University of California Press</li> <li>- Griffin, J (2008). On human rights. Oxford: Oxford University Press</li> <li>- Ishay, MR (2008). The history of human rights. Berkeley: University of California Press</li> <li>- Joseph, S; McBeth, A (ed.) (2010). Research handbook on international human rights law. Cheltenham, Northampton: Edward Elgar</li> <li>- LaFollette H; Persson, I (ed.) (2013). The Blackwell guide to ethical theory. Malden, MA-Oxford: Wiley Blackwell</li> <li>- Singer, P (2016). One world now: the ethics of globalization. New Haven: Yale University Press</li> <li>- Steger, MB (2020). Globalization. A very short introduction. Oxford: Oxford University Press</li> <li>- Sullivan, WM; Kymlicka, W (ed.) (2007). The ethics of globalization. New York: Cambridge University Press</li> </ul>
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### Complementary

### Recommendations

#### Subjects that it is recommended to have taken before

#### Subjects that are recommended to be taken simultaneously

#### Subjects that continue the syllabus

#### Other comments

(\* )The teaching guide is the document in which the URV publishes the information about all its courses. It is a public document and cannot be modified. Only in exceptional cases can it be revised by the competent agent or duly revised so that it is in line with current legislation.