UNIVERSIDADE DA CORUÑA

Teaching Guide				
Identifying Data				**2024/25**
Subject (*)	Ethics of Globalization and Human Rights		**Code**	710G05007
Study programme	Grao en Relacións Internacionais			
Descriptors				
Cycle	**Period**	**Year**	**Type**	**Credits**
Graduate	2nd four-month period	First	Basic training	6
Language	English			
Teaching method	Face-to-face			
Prerequisites				
Department	Dereito PrivadoHumanidades			
Coordinador	Seoane Rodriguez, Jose Antonio	**E-mail**	jose.antonio.seoane@udc.es	
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Web				
General description	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. 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. 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. 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.

Study programme competences / results	
Code	**Study programme competences / results**
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 / results**		
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. Ethics. 2. Globalization. 3. The ethics of globalization.
II. Globalization and human rights	1. The concept of human rights in the global order. 2. The elements of human rights in the global order. 3. Justification of human rights in the global order.
III. Seminars	1. Global ethics and justice. 2. Global issues of human rights.

Planning				
Methodologies / tests	**Competencies / Results**	**Teaching hours (in-person & virtual)**	**Student?s personal work hours**	**Total hours**
Workshop	A7 A10 A11 B2 B7 C4	12	12	24

Objective test	A3 A7 A11	1	24	25
Case study	A7 A10 A11 B2 C4	24	24	48
Guest lecture / keynote speech	A3 A7 A11 B7	16	16	32
Document analysis	A3 A7 A10 A11	1	16	17
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.
Objective test	Activity that aims to assess the knowledge and understanding of the main concepts and issues delivered through the course
Case study	Individual analysis and participation in a joint deliberation about a topic, showing knowledge, understanding and competence for a critical assessment.
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 Workshop Case study Objective test Guest lecture / keynote speech	Workshop + Document analysis: in-class workshops require document analysis as previous work by students. Lecturers offer personalized attention for the clarification of any doubt after reading the proposed documents and for the preparation of the workshop. Keynote speech + Objective text: the objective test assesses the understanding of the content of keynote speeches. Lecturers offer personalized attention for the clarification of any concept, idea or theory explained during the keynote speech. This will help in the preparation of the objective test.

Assessment			
Methodologies	**Competencies / Results**	**Description**	**Qualification**
Workshop	A7 A10 A11 B2 B7 C4	The workshop will consist of one of the following options, as explained by the instructor during the first week of the classes: (i) 2 presentations (one for each topic of the contents) delivered by a group of students that present a particular subject according to a proposed document and some instructions, followed by a discussion ("case study"). Students will receive up to 1 point for each presentation. Workshop presentations will be qualitatively assessed. Criteria for evaluation will be specified in the classes. (ii) Delivery of an essay following the instructions specified by lecturers during the course.	20
Case study	A7 A10 A11 B2 C4	After workshop presentations (up to 15 throughout the course), all students must participate in the discussion of the proposed topic and document on an individual basis. Students will receive up to 4 points for this participation, according to each course's total workshop/case study days. Participation will be qualitatively assessed. Criteria for evaluation will be specified in the classes.	40

Objective test	A3 A7 A11	The objective test will consist of one of the following options, as explained by the instructor during the first week of the classes: (i) Written exam: a set of questions for each of the first two topics of the course's content. Each question roughly refers to one sub-section of the different sub-topics that compose each topic. Students must answer two questions for each topic. In some cases, students may be able to choose amongst different proposed questions. (ii) Periodic test: consisting of two different tests (20% each), one for each of the two blocks.	40

Assessment comments

How to pass the course

In order to pass the course, students must achieve 5 points. No minimum is required neither for the workshops nor for the objective test.

Students in the Global Assessment mode (UVigo) will be assessed in a final exam (100%).

Plagiarism or academic fraud

Student fraudulent behavior in the assessment activities, and particularly plagiarism, will result in a grade of 0 (fail) in the correspondent opportunity.

Assessment criteria for the 2nd opportunity

In Universidade da Coruña, the second opportunity will consist of:

a) The objective test (40%) will have the same structure than in the first opportunity.

b) The workshop (20%) will be assessed through the delivery of two papers, one for each topic of the course.

c) The case study (40%) will be assessed through a brief oral discussion with the lecturers of all the workshops proposed for the course, scheduled before the date of the objective test.

In Universidade de Vigo, the second opportunity will consist of:

Second Opportunity Call: Those parts of the subject passed in the 1st call will remain as such in the 2nd, therefore being considered as passed in that academic year.

Part-time dedication and exemption from class attendance

All issues related to "academic dispensation", "dedication to study", "permanence" and "academic fraud shall be governed in accordance with UDC's academic normative in force.

Sources of information

Basic	- Beitz, CR (2009). The idea of human rights. Oxford: Oxford University Press - Brysk, A (ed) (2002). Globalization and human rights. Berkeley, London: University of California Press - Cruft ,R; Liao, SM; Renzo, M (2015). The Philosophical Foundations of Human Rights. An Overview. . Oxford: Oxford University Press - Fraser, N (2009). Who counts? Dilemmas of justice in a Postwestphalian world. Antipode 41 S1 - Griffin, J (2008). On human rights. Oxford: Oxford University Press - LaFollette H; Persson, I (ed.) (2013). The Blackwell guide to ethical theory. Malden, MA-Oxford: Wiley Blackwell - Pogge, T (2010). What is global justice (in "Politics as usual"). Cambridge: Polity Press - Singer, P (2016). One world now: the ethics of globalization. New Haven: Yale University Press - Steger, MB (2020). Globalization. A very short introduction. Oxford: Oxford University Press - Sullivan, WM; Kymlicka, W (ed.) (2007). The globalization of ethics: religious and secular perspectives. New York: Cambridge University Press

Complementary	- Fagan, A. (). Human Rights. The Internet Encyclopedia of Philosophy
	- Hurtshouse, R.; Pettigrove, G. (2022). Virtue ethics. The Stanford Encyclopedia of Philosophy
	- Ishay, MR (2008). The history of human rights. Berkeley: University of California Press
	- Nickel, J (2021). Human Rights. The Stanford Encyclopedia of Philosophy
	- Rawls, J. (1999). The law of peoples. Cambridge, Mass.: Harvard University Press
	- Sinnot-Armstrong, W. (2022). Consequentialism. The Stanford Encyclopedia of Philosophy
	- Joseph, S; McBeth, A (ed.) (2010). Research handbook on international human rights law. Cheltenham: Edward Elgar

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.