Course Syllabus HUM103G

GLOBAL ETHICS

Number of ECTS credits: 6

Contact Details for Professor

Dr. Maria Martin de Almagro
Tel: +32 (0) 2 614 8180
E-mail: maria.martindealmagro@gmail.com
Office hours: Wednesday 14.30-16.30 (please schedule an appointment)
Meeting times: Wednesdays 16.30-18.00 and Fridays 15.00-16.30
Meeting room:

Course Description

This course will introduce students to the major theoretical and applied debates as well as major moral puzzles and challenges in the field of global ethics. Drawing on interdisciplinary perspectives and thematic issues in the fields of international politics, business, communications and law, the course will challenge students to reflect on major ethical theories and traditions as well as core problems such as corporate governance, global distributive justice, the ethics of making and sustaining peace, media ethics and legal dimensions of ethics. By combining the works of both classic and contemporary philosophers with contemporary applied global issues, students will be able to critically reflect on fundamental normative questions from an interdisciplinary perspective and reflect on the rights, responsibilities and challenges of ‘good global citizenship’.

Course Prerequisites (if any)

None
Learning Objectives

Upon completion of this course, students should be able to:

- **In terms of knowledge**
  - Understand and explain the major theoretical and applied debates, as well as major moral puzzles and challenges in the field of global ethics and globalization.
  - Analyse the various effects of the global ethics and processes of globalization on the lives of men and women in different political and social contexts.
  - Be able to construct sustained normative arguments on different global issues, such as war and peace, transnational business and environmental governance from an ethics perspective and be able to defend them against opposing arguments and perspectives.
  - Identify and analyse the roles that men and women in different geographical, economic and social contexts play in shaping and resisting global ethical dilemmas.
  - Study and assess alternatives to international development and globalization challenges, particularly as theorized within post-development, postcolonial, and gender studies.

- **In terms of skills**
  - **Analytical skills** – High level of analytical skills; ability to critically assess relevant theoretical approaches and factual ethical dilemmas; abilities to apply theoretical and conceptual knowledge to real-life ethical challenges and ability to carry out independent piece of work (position paper) using a wide range of sources and present a personal analysis on an ethical dilemma.
  - **Critical skills** – The general ability to critically compare, contrast and synthesise major theories and concepts and to apply them in a creative manner to conceptual debates and real-life ethical challenges; critically reflect on fundamental normative questions from an interdisciplinary perspective and reflect on the rights, responsibilities and challenges of ‘good global citizenship’.
  - **Communication skills** – Ability to communicate and persuade effectively on a particular ethical position in oral and/or written form; correct language as well as bibliographic and referencing system.

- **In terms of attitudes**
  - Work independently as well as with others. Be able to show leadership and lead discussions.
  - Work in team with people from diverse cultures and backgrounds and be able to get the most out of this diversity.
Be curious and inquisitive, demonstrated through completion of further readings and ability to connect and contrast knowledge acquired through other courses.

- Develop and attitude of life-long learning.
- Develop a well-rounded, critical and ethical attitude to global issues.

Course Materials

The rest of book chapters and journal articles listed in the required reading will be provided by the course instructor in a dropbox folder.

The list with further reading is listed at the end of the syllabus. It is designed to help students to guide them in writing their papers and preparing for the seminars. Students are not expected to read all the sources listed in ‘further reading’ section, but are encouraged to consult them to further understand the topic covered in class, structure the initial research for research papers and prepare for the seminar discussions.

References books


Case Studies and Additional Sources:

Think tanks:


- Institute for Global Ethics, [https://www.globalethics.org/](https://www.globalethics.org/)

Discipline-relevant journals

- *Ethics and International Affairs* [https://www.ethicsandinternationalaffairs.org/](https://www.ethicsandinternationalaffairs.org/)
- *Journal of Global Ethics* [http://www.tandfonline.com/toc/rjge20/current](http://www.tandfonline.com/toc/rjge20/current)
The students will be evaluated on the basis of their performance as follows:

- Seminar leadership: 15%
- Reflection journal & in-class participation: 30%
- Midterm examination: 25%
- Final examination: 30%
- TOTAL: 100%

Course Assessment

The students will be evaluated on the basis of their performance as follows:
**Grading Scale of Vesalius College**

Vesalius College grading policy, in line with the Flemish Educational norms, is now as stated follows:

<table>
<thead>
<tr>
<th>Letter grade</th>
<th>Scale of 20</th>
<th>Scale of 100</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>17.0-20.0</td>
<td>85-100</td>
</tr>
<tr>
<td>A-</td>
<td>16.1-16.9</td>
<td>81-84</td>
</tr>
<tr>
<td>B+</td>
<td>15.3-16.0</td>
<td>77-80</td>
</tr>
<tr>
<td>B</td>
<td>14.5-15.2</td>
<td>73-76</td>
</tr>
<tr>
<td>B-</td>
<td>13.7-14.4</td>
<td>69-72</td>
</tr>
<tr>
<td>C+</td>
<td>13.1-13.6</td>
<td>66-68</td>
</tr>
<tr>
<td>C</td>
<td>12.3-13.0</td>
<td>62-65</td>
</tr>
<tr>
<td>C-</td>
<td>11.5-12.2</td>
<td>58-61</td>
</tr>
<tr>
<td>D+</td>
<td>10.7-11.4</td>
<td>54-57</td>
</tr>
<tr>
<td>D</td>
<td>10.0-10.6</td>
<td>50-53</td>
</tr>
<tr>
<td>F</td>
<td>0-9.9</td>
<td>0-49</td>
</tr>
</tbody>
</table>

**Description of activities and Grading Criteria**

**Seminar Leadership (15%)**

The course is designed to include lectures followed by seminars, where students lead the discussion and analyze different research studies. Each week, students will work in *pairs* to prepare for leading seminar discussions. Students will be responsible for first doing a brief 5-10 minute mini-lecture on that day’s topic and assigned reading and second, guiding the class discussion (30min).

a. **Mini-lecture (10 min):** Presentations should include visual aids and focus on the topic at the conceptual level, briefly summarizing the core arguments of the prescribed readings before applying these arguments to their own, general analysis of the key debates around their prescribed topic. As a seminar leader, your presentation should pose questions or spark debate. Questions to consider for preparing your presentation include:
   1. Why is this topic relevant to Global Ethics? How does it relate to globalization? Why is an ethics lens necessary?
   2. What is the main argument?
   3. What evidence is presented to support this argument?
   4. What are the assumptions on which this argument is based?
   5. What are the wider implications of this argument for understanding issues of global ethics?
   6. Can you provide a brief example or case study that typifies the issue and ways of thinking about it?
b. **Guiding the class discussion (30 min):** It is essential that students who are responsible for leading the seminar discussions prepare well and in advance, think through the structure of their seminar, come up with many questions based on the reading assigned. Questions should be designed in such a way as to stimulate the class discussion.

---

**Reflection Journal and In-class participation (30%)**

Students are asked to keep a reflective journal of each seminar (second day of class each week). This is designed to encourage students to critically reflect on not only the topic of that seminar, but how it relates to the course as a whole and other topics covered. 10-15 minutes at the end each seminar will be allotted for students to complete the day's journal entry.

The purpose of this assignment is to give both you and me a chance to explore what you have gotten out of the course. It is an opportunity for you to pull together the various topics we have visited and consider how they interrelate and how they have affected your basic mindset about global ethics. Mainly, the responses should focus on what stood out to you about the readings and discussions, and what it made you think about. These should be personal and reflective pieces of writing, not substantively evaluative or analytical.

Each entry should be less than 300 words and include reflection on some or all of the following:
- how has today’s readings/discussion affected your general mindset on the topic?
- Is there a particular side of the debate or any theory/author that you feel more accurately represents or explains this issue?
- Have you had any personal experiences or can you think of relevant examples that demonstrate your personal take on this topic?

**In class participation**

You will need to attend each session of class, both physically and mentally. Participation involves making tangible contributions to our discussions and in-class exercises on a regular basis and demonstrating to the seminar participants that you read the weekly materials closely.

Your participation grade will reflect your degree of engagement with the course materials and concepts. Demonstrated critical engagement with the required readings and respectful discussions with classmates will predominantly determine the discussion participation component of your grade.

Discussion, exchange, and participation are critical components of this class and class time will be important in facilitating your understanding of the readings. Therefore, attendance is mandatory.
Mid-term (25%) and final exam (30%)

The mid-term exam will take place in Week 7. The format of the exam will include a combination of 3 definitions of concepts (8% each), one short question on definitions and attributes/characteristic/principles connected to a concept/fact (26%) and a short essay (1 page) (50%) where you are expected to demonstrate the understanding of the key concepts and definitions as well as provide analysis of the core topics covered in class and in the assigned readings.

The revision session is scheduled to take place a week before each exam.

Final exam is scheduled for Week 15.

Further description of assessment activities

The following criteria will be applied in assessing your written work:

Grading rubric for mid-term and final exams

HUM103G Definitions (8.6%) x 3 = 26%

<table>
<thead>
<tr>
<th>Accuracy and Completeness</th>
<th>A (8.6)</th>
<th>B (7-8)</th>
<th>C (5-6)</th>
<th>D (3-4)</th>
<th>F (0-2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The answer pertinently and succinctly addresses the question.</td>
<td>Overall, the answer accurately addresses the question. Some minor omissions or imprecision</td>
<td>The answer sufficiently addresses the question. It meets the basic requirements for this assignment. Some imprecisions</td>
<td>The answer is incomplete and fails to address the question. Major flaws and imprecisions.</td>
<td>The answer is left in blank or fails dramatically to address the question.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expression</th>
<th>Language is correct; mastering of expression</th>
<th>Overall, language is correct. Some minor mistakes.</th>
<th>Barely adequate level; some mistakes in the text.</th>
<th>Language is poor; several mistakes in the text; hard to read or to understand.</th>
<th>Language is very poor; the text is extremely hard to understand.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Evidence of reading</th>
<th>The answer shows a good understanding of the readings.</th>
<th>Some flaws in the understanding of the course material.</th>
<th>The answer meets the basic requirements for this assignment.</th>
<th>Knowledge below the level required for the course.</th>
<th>The answer reveals no engagement with the course material.</th>
</tr>
</thead>
</table>

TOTAL

HUM103G Short question (24%)
<table>
<thead>
<tr>
<th>Accuracy and Completeness</th>
<th>A (6)</th>
<th>B (5)</th>
<th>C (4)</th>
<th>D (3)</th>
<th>F (0-2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The answer pertinently and succinctly addresses the question</td>
<td>Overall, the answer accurately addresses the question. Some minor omissions or imprecisions</td>
<td>The answer sufficiently addresses the question. It meets the basic requirements for this assignment. Some imprecisions</td>
<td>The answer is incomplete and fails to address the question. Major flaws and imprecisions</td>
<td>The answer is left in blank or fails dramatically to address the question.</td>
<td></td>
</tr>
</tbody>
</table>

| Expression | Language is correct; advanced mastering of expression. | Overall, language is correct. Some minor mistakes. | Barely adequate level; some mistakes in the text. | Language is poor; several mistakes in the text; hard to read or to understand. | Language is very poor; the text is extremely hard to understand. |

| Structure | The answer is well structured and allows the author to address the question in a pertinent and succinct manner. | The answer is overall well structured. Some minor flaws in the structure hinder the coherence of the answer. | The structure is loose and imprecise, but allows the author to address the question. | The structure is loose and imprecise and does not allow the author to address the question. | The answer is loosely structured and fails to provide most relevant information. |

| Evidence of reading | The answer shows a good understanding of the readings. | Some flaws in the understanding of the course material. | The answer meets the basic requirement for this assignment. | Knowledge below the level required for the course. | The answer reveals no engagement with the course material. |

| TOTAL | | | | | |

### HUM103G Long question (50%)

<table>
<thead>
<tr>
<th>Structure of the answer and expression.</th>
<th>(0-5)</th>
<th>(5-7)</th>
<th>(8-10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The answer is loosely structured and fails to provide most relevant information. Expression is poor.</td>
<td>The answer gives most relevant information, but it is loosely structured. Overall good capacity to express complex concepts and correct language.</td>
<td>The answer addresses the question in a structured, succinct and analytical manner. Excellent capacity to express and discuss complex concepts.</td>
<td></td>
</tr>
</tbody>
</table>

| Evidence of reading | Weak engagement with the course material. | Overall, the answer shows a consistent engagement with the reading material required for the course. | The answer is well embedded in the literature and shows evidence of further readings. |

<p>| Understanding and use of political concepts | Theories or concepts are simply mentioned. | One or more theory or concept is confusing or oversimplified. | All theories/concepts reviewed are presented clearly in their full complexity. |</p>
<table>
<thead>
<tr>
<th>Critical thinking</th>
<th>The answer shows some major pitfalls in the comprehension of the theories and empirical cases under exam.</th>
<th>Overall, the answer shows good comprehension of reviewed concepts and theories but a scanty critical attitude towards IR theories and politics.</th>
<th>The answer reveals a critical understanding of both theories of IR and the case analyzed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to relate to a concrete empirical case</td>
<td>The examinee fails to apply conceptual and theoretical frameworks to empirical cases.</td>
<td>Overall, the examinee manages to relate the concepts and theories to concrete cases. However, there are some imprecisions and mistakes.</td>
<td>Good ability to elaborate on theories and apply them to concrete cases. Good knowledge of factual background.</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Rubric for Reflective Journal

**Student:**

**Grade:**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Outstanding - 4</th>
<th>Proficient - 3</th>
<th>Basic – 2</th>
<th>Below expectations - 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Critical Thinking</strong></td>
<td>Rich in content; insightful analysis, synthesis and evaluation, clear connections made to real-life situations or to previous content.</td>
<td>Substantial information; evidence of analysis, synthesis and evaluation; general connections are made, but are sometimes too obvious or not clear.</td>
<td>Information is thin and common place; attempts made at analysis, synthesis and evaluation; connections are limited, vague generalities are posted.</td>
<td>Rudimentary and superficial; little analysis, synthesis or evaluation; little or no connections with any other material or are off topic.</td>
</tr>
<tr>
<td><strong>Personal reflection</strong></td>
<td>Entries are high quality consisting of personal reflections that connect between real-life, learning and reading.</td>
<td>Connects ideas and thoughts to personal life; evidence of personal connection to learning community.</td>
<td>Little evidence of personal connection, many connections need further explanation or justification</td>
<td>Lack of connection to personal life</td>
</tr>
<tr>
<td><strong>Formal features and style</strong></td>
<td>An occasional grammatical or stylistic error.</td>
<td>Few grammatical or stylistics errors</td>
<td>Obvious grammatical or stylistics errors; errors interfere with content</td>
<td>Obvious grammatical or stylistics errors; errors make content very difficult to read</td>
</tr>
</tbody>
</table>
### Seminar Leadership (15%)

<table>
<thead>
<tr>
<th>Successful seminar requirements</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>o Seminar leader demonstrates the knowledge of the assigned readings (2 points)</td>
<td></td>
</tr>
<tr>
<td>o Seminar leader has prepared a short presentation aimed to brief the class and kick-start the discussion (2 points)</td>
<td></td>
</tr>
<tr>
<td>o Seminar leader has prepared a list of questions that stimulate the discussion, engage the class in expressing their views and impressions gained from the readings (2 points)</td>
<td></td>
</tr>
<tr>
<td>o Seminar leader keeps the flow and momentum of the discussion by ensuring that the whole class is engaged for the duration of the seminar (2 points)</td>
<td></td>
</tr>
<tr>
<td>o Seminar leader demonstrates creativity by going beyond the weekly reading and linking the discussion to the broader themes discussing in this or other classes. Seminar leader may demonstrate creativity by also engaging the class in different group activities, going beyond the discussion. (2 points)</td>
<td></td>
</tr>
</tbody>
</table>

### Additional Course Policies

This class is run twice a week. The first class is always conducted as a lecture. The second class will be run as a seminar and as such will require on the active participation of all students for its success. This means you must come to class having read all of the assigned readings and prepared to share your critical reflections and analysis.

Regular attendance is a major component of the program and is therefore mandatory in all classes. Only illness or serious unavoidable matters are considered valid excuses for missing class.
Tardiness is not acceptable; if you are more than 10 minutes late to class, it will count as an absence. If you are consistently late by a few minutes, this will affect your participation grade as well.

While attendance is mandatory, in general, there is no need to contact me to “excuse” your absence. If you are absent more than twice during the term for medical or other personal reasons, then please keep me informed. I expect that everyone will have once or twice in the semester when they cannot come due to sickness or an important appointment. Two or fewer absences will not affect your participation grade. Missing more than two classes without advance notice and documentation provided to the professor will in most cases bring down the final course grade and could result in failure of the class in situations of excessive absences.

Students are expected to consult the Dropbox folder regularly for messages, assignments, and updates to the course. If you would like to reach me, the best way is to attend my regularly scheduled office hours. Outside of this time, I am contactable through email. However, please understand that I will not necessarily respond immediately to emails, and will not respond on weekends/holidays.

**Late submissions** The College considers late submissions as disruptive and disrespectful practices and strongly recommends students to work on their time management. Late papers will be assessed as follow:

- 1 out of 10 point (10/100%) will be subtracted for each day delay.
- Works submitted after seven days delay are graded with an F (0).
- Unless an incomplete is granted, no submission is possible after two weeks delay.

In the event of exceptional circumstances which impede the delivery of assignments within the due date, a student may request prior to the assigned due date an extension without penalty. Students must accompany this request with a medical certificate or other proof of the extreme circumstance that impeded the fulfillment of the task. Professors will examine the request and decide whether an extreme circumstance exists or does not exist. ‘Extreme circumstances’ must be significant, unpredictable and serious. As follows, these include medical treatment or distress for a family crisis or loss. These do not include time management problems, technical problems with the computer, inability to find sources, attending a wedding.

**Mobile Phones and Laptops:** Please be sure that your mobile phones are silenced before coming to class. Text messaging during class will not be tolerated. Use of laptops for any purpose other than note taking is not acceptable. Persons using electronic devices inappropriately during class will be asked to leave. The use of electronic devices in any manner that distracts from classroom activities will not be tolerated and will detrimentally affect your participation grade. If these are ongoing issues with numerous students, I will remove the privilege from all students to ensure the necessary standards of an academic setting.
**Academic Honesty Statement**

Academic dishonesty is **NOT** tolerated in this course. Academic honesty is not only an ethical issue but also the foundation of scholarship. Cheating and plagiarism are therefore serious breaches of academic integrity.

Following the College policy, cheating and plagiarism cases will be communicated in writing to the Associate Dean for Students and submitted to the Student Conduct Committee for disciplinary action.

If you refer to someone else’s work, appropriate references and citations must be provided. Grammar, spelling and punctuation count, so use the tools necessary to correct before handing in assignments.

Provide full references and be sure to avoid plagiarism. APA and Chicago are both acceptable modes of citation. You may find the guidelines for these, as well as other helpful formatting rules, at the Purdue Owl (https://owl.english.purdue.edu/owl/).

**Further reading:**


Boon, A. (2015) *Lawyer’s Ethics and Professional Responsibility*, London: Bloomsbury → It sets out the important background to the modern practice of law, and explains the theoretical underpinning of professional ethics and its everyday application through conduct rules and principles.


---

1 Further reading are not required, but are recommended for students who would like to go more in-depth into understanding the topic. The access to some further reading may be granted to students upon request.


<table>
<thead>
<tr>
<th>Week</th>
<th>Topic of the Week</th>
<th>Activities and in class</th>
</tr>
</thead>
</table>
| **INTRODUCTION** | **Global Ethics: Conceptual Definitions, Historical Origins & Present Challenges** | Introduction to the course  
Ethics, Morals and Values  
Cultural Relativism vs Universalism (case study) |
| W1 18 & 20 January | | |
| **ETHICAL THEORIES** | **Rationalist Ethical Theories** | Contractualist ethics  
Deontological Ethics  
Utilitarian Ethics  
Discourse ethics  
**Seminar**: Rawls |
| W2 25 & 27 January | | |
| W3 1 & 3 February | **Alternatives to Ethical Rationalism** | Virtue Ethics  
Feminist & Care Ethics  
Postmodernist Ethics  
**Seminar**: Feminism and Okin: responses to Rawls |
| **APPLYING ETHICAL THEORIES** | **Ethics of International Aid and Development** | **Student-led seminar**: Humanitarian Aid in Conflict Zones |
| W4 8 & 10 February | | |
| W5 15 & 17 February | **Global Distributive Justice and Global Poverty** | **Student-led seminar**: Models for International Economic Justice |
| W6 22 & 24 February | | **Reading and study week**  
(no regular class) |
| W7 1 March | | **Mid-term Exam** |
| W8 8 & 10 March | **Ethics of War** | **Student-led seminar**: Case study: Torture in Abu Ghraib |
| W9 15 & 17 | **Ethics of Making and Sustaining Peace** | |

---

2 Please note the course convener may change some aspect of the schedule, for instance, some guest speakers may be added or deleted from the schedule, depending on their availability, as well as additional readings may be suggested and some sessions re-grouped. Any changes will be communicated by the course convener to the students in due course.

---

16
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>March</td>
<td><strong>Student-led seminar:</strong> Are humanitarian interventions justified? The case study of Myanmar/Burma</td>
</tr>
<tr>
<td>W10</td>
<td><strong>Global Environmental and Climate Ethics</strong></td>
</tr>
<tr>
<td>22 &amp; 24 March</td>
<td><strong>Student-led seminar:</strong> Trade Agreements and Global Environmental Ethics</td>
</tr>
<tr>
<td>W11</td>
<td><strong>Global Business Ethics and Arms Trade</strong></td>
</tr>
<tr>
<td>29 &amp; 31 March</td>
<td><strong>Student-led seminar:</strong> The Ethics of Capitalism (Movie Inside Job)</td>
</tr>
<tr>
<td>3-14 April</td>
<td><strong>Spring recess</strong></td>
</tr>
<tr>
<td>W12</td>
<td><strong>Ethics of International Law</strong></td>
</tr>
<tr>
<td>19 &amp; 21 April</td>
<td><strong>Natural Resources Extraction from the Kimberley process towards universal legislation</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Movie: Blood Diamonds</strong></td>
</tr>
<tr>
<td>W13</td>
<td><strong>Global Journalism Ethics, Digital Media Ethics and Whistleblowing Practices</strong></td>
</tr>
<tr>
<td>26 &amp; 28 April</td>
<td><strong>Guest Speaker: Georgios Terzis</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Student-led seminar:</strong> Snowden and Whistleblowing</td>
</tr>
<tr>
<td>W14</td>
<td><strong>Ethical Implications of Emerging Technologies: Genetics, stem cell and embryo research</strong></td>
</tr>
<tr>
<td>3 &amp; 5 May</td>
<td><strong>Student-led seminar:</strong> Embryo research and women's rights</td>
</tr>
<tr>
<td>W15</td>
<td><strong>Final Exam</strong></td>
</tr>
</tbody>
</table>

**Global Ethics: Conceptual Definitions, Historical Origins & Present Challenges**

**Week 1: 18 and 20 January**

**Concepts:** ethics, global ethics, values, morals, morality, cultural relativism, universalism, glocal/glocalization, Singer, Kühn, Held, Pogge, cosmopolitanism, communitarianism, virtue ethics

**Required reading:**

**Guiding questions:**
- What is global ethics?
- What is the difference between Ethics, Morals and Values?
- Reflect on your own moral beliefs. Can you differentiate between those that are context-specific (particular roles or cultural tradition) and those that are universal? Does an ethics/morality distinction make sense to you?
- Think about an issue such as the possession and proliferation of nuclear weapons in conditions of globalization. Can you distinguish between what you think about the morality of nuclear weapons from your political views about current international policies for managing the nuclear arsenals of states? What is the relation, if any, between your moral and your political judgment? (Hutchings, 9)
Do you think Global Ethics should be about finding commonalities of value?
How important should religious or cultural traditions be in finding these commonalities?
Can we make global claims?
Do we need a critical engagement with ethics?

In-class exercises:
- Ethics, morals and values sheet
- Case study: Female genital cutting (cultural relativism vs universalism).

Home exercise (to do on January 20th to bring to class on January 22th):

Your Personal Ethical Footprint:
- Record from your daily life all activities and aspects that have an ethical dimension (i.e. using mobile phones with parts from conflict zones, taking public transportation, the music you listen to, the products you buy, the way you communicate with others, your means of transportation, the friends you have, etc.) and that make you feel that your daily life is globalized. Is your life more or less globalized than you previously thought? How do your actions have an impact on other people in other parts of the world?
- After reflecting on that, write down your global moral philosophy (1 page). Bring it to class.

Rational Ethical Theories
Week 2: 25 & 27 January

Concepts: utilitarian ethics, consequentialism, felicific calculus, J.S. Mill, Bentham, contractualist ethics, social contract, Hobbes, Rawls, difference principle, autonomy, original position, veil of ignorance, deontological ethics, Kant, categorical imperative, universalism, universalization test, discourse ethics, Habermas, monological, dialogical, formalism, performative contradiction, rationalism,

25 January

Required reading:

Guiding questions:
- What are the basic legal conditions of a state according to international law?
- Should national law be independent of international law? How does national law interact with international law?
- The State acts as one entity in the world. How is this expressed in international law?
- What is an internationally wrongful act of a state?
- Is democracy a requirement today? Give arguments based on international law.
- What are the roles and responsibilities of a state, particularly concerning policies and reforms?

In-class exercises:
Case study: the sale of body parts (how would Rawls, Kant, Hobbes and Mill have theorized this practice?)

**Week 3: 1 and 3 February**

**Alternatives to Ethical Rationalism**

**Concepts:** communitarian ethics, feminist care ethics, Ruddick and Robinson, Okin, Nussbaum, Butler, postmodernist ethics, anti-essentialism, Derrida, Rorty, contextualism


**Guiding questions:**

- What are virtue ethics? How is it different from utilitarianism, contractualism and deontology?
- What criteria can we find in virtue ethics, if any, for the moral condemnation of practices inherent in certain ways of life, such as sexual slavery?
- Are postmodernists right to see the assumptions made about individual rationality in utilitarian and contractualist ethics as dangerous?
- Deontologists claim that individuals must be held responsible for actions such as war crimes. What would a post-modernist say about this claim?
- What is the “ethics of care”? Who are its main proponents? Which are its main claims?

**In-class exercises:**

- The ocean fish and coral stocks are rapidly depleting, so much so that many of the species currently available will not be known by our grandchildren. What would be an appropriate ethical response to this situation? How do you think the response of a virtue theorist to this question would differ from that of a utilitarian or a deontologist?


- What are the main arguments used by Okin to deconstruct Rawls argumentation?
- Do you agree with her arguments? Why? Why not?
- What effects does a feminist reading of Rawls have on some of his fundamental ideas?

**In-class exercises:**

- Do contractualist, utilitarians and deontologists identify human with man? Work in pairs and debate about the rights and wrongs of imposing economic sanctions on an
aggressive state. One of you should do this from the perspective of a deontologist and the other one from the perspective of a feminist. Try finding out the possible agreements and disagreements in their ethical assessment of this kind of action.

**Ethics of International Aid and Development**

**Week 4: 8 and 10 February**

**Concepts:** dependency theory, core, periphery, semi-periphery, modernization theories, Sen, Nussbaum, Edkins, humanitarianism, development, sustainable development, Singer, Hardin, O’Neill, human capabilities, care ethics, moral particularism, moral contextualism, moral universalism, supererogation, structural adjustment policies, neo-liberalism


**Guiding questions:**

- What does development mean for the different philosophical trends explored in the chapter? What are the commonalities and the differences between these approaches?
- Are affluent individuals and/or communities morally responsible for delivering aid and give up luxuries to contribute to famine relief (Singer)? What is the ethical status of the recipient of aid being conceptualized on the utilitarian account?
- Is giving emergency or humanitarian aid an appropriate/ethical way of dealing with the problem of poverty and famine?
- How are other policies of affluent communities (economic, trade, migration policies) have an impact on the politics of international aid and development? Are famines natural phenomena (Singer, O’Neill) or economically and politically constituted phenomena (Sen, Edkins)? Are therefore discourses of humanitarian aid ethically problematic?
- Consider Nussbaum’s list of human capabilities. How definitive is this list? What would you add or subtract?
- Do outcomes matter more than processes when it comes to the delivery of development aid?
- Does foreign aid provoke development?
- What are the views of utilitarian, contractualist and deontological thinkers on sustainable development?
- How have virtue, feminist and postmodernist ethics criticize the above approaches and ethical responses to environmental problems?

**In-class exercise:**
In pairs, assess the relative ethical weight of development for poor countries as opposed to sustainability for the planet as a whole. Base your argument on data and graphs used in class or find new ones.

Individually, take 10 minutes to draft half a page in which you develop an argument for or against your responsibility to change your life-style in response to the problem of global “finiteness”? This should be part of your blog.


- What are the particular problems with giving aid in conflict zones?
- What is the main thesis of Schweizer and his main arguments?
- What is the difference between humanitarian aid and humanitarian intervention?
- Respond to Schweizer arguments from a rationalist theory and from an alternative theory.


**Global Distributive Justice and Global Poverty**

**Week 5: 15 and 17 February**

**Concepts:** distributive justice, Rawls, Forst, Benhabib, Walzer, Pogge, negative-rights approach, Shue, feminist theory of global justice, Nussbaum, proceduralism, substantive values, global duties, ODA (Official Development Assistance), MDG (Millennium Development Goals), SDG (Sustainable Development Goals), fair trade, IMF, WTO, capital market liberalisation, conditionality, debt crisis, declining terms of trade, fiscal austerity, international division of labour, moral hazard, neo-colonialism, structural adjustment policies


**Guiding questions:**

- What do we mean by global distributive justice?
- Should principles of global distribute justice apply only between political communities rather than between individuals?
- How convincing do you find Walzer’s claim that conceptions of distributive justice are “maximal” and therefore always specific to particular ways of life?
- In your opinion, is the current global economic order unjust? Justify your argument.
- What does Pogge’s institutional account of a rights-based approach to global justice imply individually and/or collectively?

- Who are the winners and the losers of a global economy?
- How has the greater openness of markets influenced poverty and the income distribution between and within countries?
- Have the gains from trade benefited some economies more than others?
- How can trade, aid and investment be used most effectively as vehicles for promoting economic development and income convergence among countries?
- How can the international economic structure be reformed to meet the basic needs of the poor and least advantaged?

Week 6: 22 & 24 February

Reading week: There is no regular class during this week. However, the professor will be available for questions. Use this time wisely to catch up with your readings, finish up your blogposts and prepare the best way you can for your mid-term exam.

MID-TERM - Week 7: Wednesday 1 March

Week 8: 8 & 10 March

Ethics of War

Concepts: just war, just cause, justice ad bellum, justice in bello, double effect, humanitarian intervention, responsibility to protect, Campbell, pre-emptive war, preventive war, supreme emergency, intentions


Guiding questions:

- What is just war theory?
- What are the ethical principles that apply to justice *ad bellum* and justice *in bello*?
- Which principles do you find the least convincing and why? Which ones do you find the most convincing?
- Examine the relation between *ad bellum* and *in bello* considerations. Could a just war be fought unjustly? If yes, does this make it an unjust war?
- Find example of just wars and unjust wars
- Are there any circumstances in which you think it would be permissible to not respect *in bello* principles of discrimination in a war like the wars in Afghanistan (2001) and Iraq (2003)?
Does the principle of non-combatant immunity as it is currently understood do any good? Should it be rewritten along the lines suggested by Sjoberg?

**In class exercise:**

- In pairs, find two arguments on why/when the survival of the political community itself is at stake, it is permissible to use any means to fight for it.
- Then, do the contrary: using deontological and feminist arguments for pacifism, find two arguments on why not even the survival of the political community itself justifies to use any means to fight for it.
  - Was any of these attacks justified and on what grounds?
  - How does it affect your ethical assessment of the 2003 invasion of Iraq if you see it, like Sjoberg, as part of an ongoing war rather than as the beginning of a new one?

**Student seminar: On torture and the war on terrorism: Abu Ghraib and Guantanamo**

**Required Readings: 24 February**

- Amnesty International (only skim)
- The Economist, *Is torture ever justified?*

**Ethics of Making and Sustaining Peace**

**Week 9: 15 & 17 March**

**Concepts:** jus post bellum, peacekeeping operation, transitional justice, TRC, retributive justice, restorative justice, Orend, Walzer, Williams and Caldwell, Murithi, civil society, collective responsibility, responsibility to protect, rule of law, non-intervention, selective intervention


**Guiding questions:**

- What is just peace? Compare the positions of Orend and Bellamy: how do they differ?
- Are peace agreements based on respecting exclusive identities unethical?
UNSCR 1325 (2000) calls for gender mainstreaming into all aspects of peacemaking, peacekeeping and peacebuilding. Do you think this will make peace processes more ethical?

What is transitional justice? Which kind of transitional justice do you think is better, retributive or restorative justice?

Is there such a thing as “collective responsibility”? If yes, should collective punishment be enforced?

In class exercise:
- Feminist and postmodernist theorists have claimed that collective violence is sustained by gendered and raced identities. If so, what is it ethically permissible to do in order to change such identities in the interests of peace?
- Is the imposition of democracy on an undemocratic regime ethically permissible? Find 3 reasons for and 3 against.

Student Seminar (17th March): Are humanitarian interventions justified? The case study of Myanmar/Burma and of Syria

Required reading (extra investigation and reading on the case of Myanmar/Burma is welcome):
- Collection of newspaper articles on Syria (dropbox folder)

Guiding questions:
- Is a consistent policy of non-intervention preferable to one of selective intervention?
- Is humanitarian intervention inevitably a form of cultural and moral imperialism?
- How does the doctrine of a “responsibility to protect” reflect and extend traditional arguments for humanitarian intervention?

Home exercise (to bring to class on March 17th):
Your Personal Ethical Footprint: Based on your personal moral philosophy and on the first part of your personal ethical footprint, please, write one pager in which you explain which measures to limit your ethical footprint have you taken and which ones you want to take in the near future.

Global Environmental and Climate Ethics

Week 10: 22 & 24 March

Concepts: Caney, Mollendorf, Kyoto Protocol, IPCC, global warming, SDGs, MDGs, Bjorn Lomborg, precautionary principle, principle of common but differentiated responsibilities, polluter’s pay principle, Club of Rome, Malthus, renewable resources, non-renewable resources, carrying capacity, zero population growth, Hardin, population escalator, neotraditionalists, modernists, theory of democratic transition, doubling time
Required Reading: Shimko, K. (2010) “Global Commons”, in International Relations: Perspectives and Controversies, pp 322-342

Guiding questions:

- Why are environmental problems “global in scope”?
- What is the tragedy of the commons?
- Why are common problems so much more difficult to solve at the global level than at the domestic level?
- Modernists often assume that global population will level off as developing countries replicate the demographic trends of the developed world. Are there reasons to think this might not be the case?
- Why is the underlying problem of global population growth so difficult to solve?
- What are the similarities and differences between the Club of Rome and Thomas Malthus?
- What are “green ethics”? Which kind of different approaches to “green ethics” are there?
- What are the ethical implications of climate change?
- “Climate change seems to challenge deeply, and even to destabilize, the fundamental concepts and presuppositions we conventionally draw upon in ethical decision-making” (UNESCO) Discuss.

In class exercise: Read Bjorn Lomborg op/ed on Global Warming and find:
- The main arguments
- The logical fallacies
- Think about two counterarguments to his thesis

24th March: Case study: The Environment, Climate Change and International Trade Agreements.

Business Ethics, Arms Trade and the Ethics of Capitalism

Week 11: 29 & 31 March

Concepts: arms trade, CSR, Arms Trade Treaty, cluster bomb, Hague Conventions, the Convention of Cluster Munitions, sustainability, “shareholder theory”, moral minimums, competitive advantage,


And for
Guiding questions:

- Corporations are legal entities independent of their founders, employees, and investors. This limits the liability of individuals involved in the company, should something go wrong with corporate operations. Some companies, including Nikon, have replaced their traditional corporate charters with "corporate social responsibility charters." Should all companies undertake similar initiatives? How real are the obligations in CSR charters? What other ways can social responsibilities be defined and upheld?

- In light of climate change, the financial crisis, and globalization in general, should we reform companies to put people and sustainability before profit? Can companies be responsive to the needs of their consumers and investors and also lead the way in influencing values and advancing social causes?

- Should we regulate companies so that they internalize costs, such as environmental degradation? At what level should standards be set, and by whom? How can realistic and effective standards be agreed upon?

In class activity:

Research the supply chain of specific multinational corporations, fair trade organizations, or government suppliers. Where do the business’s materials come from? Who makes up their labor force? How does the business contribute to the worker and their community? Are there any corporate social responsibility (CSR) programs in place? What is the business’s target market?

Recommended watching: The Corporation (movie) If you are interested in the topic, match this documentary on international corporations and their (un) ethical practices at home (freely available on YouTube).

Guiding questions (for the recommended watching):

- Are corporations in aggregate beneficial for society? Should corporations be required to actively contribute to social causes, or merely to do no harm? Why or why not?

- Should corporations be granted rights normally accorded to individual citizens? Why or why not?

- What effects do corporations have on government via lobbying and donations? What are the current regulations limiting the political influence of businesses? Are those regulations effective, or should they be either stricter or more lenient?

- Is it socially unsustainable for average CEO compensation to exceed the average worker’s wage by a factor of 400 or more? Besides monetary compensation, in what other ways can companies recruit, incentivize, and reward talent?
31 March: The ethics of capitalism, Wall Street and the 2008 economic and financial crisis

Concepts: corporatocracy, financial corruption, capitalism, collateralized based obligation (CBO), credit default swap (CDS), credit rating agency (CRA), deregulation, derivatives, Gramm-Leach Bliley Act, hedge fund, investment bank, leverage, securitisation, subprime, tranche,

Compulsory watching: Watch Charles Ferguson’s movie, Inside Job at home. The movie covers the historical roots of the crisis and the central flaws of global financial regulation. A list of terms needed to better understand the financial crisis is available here http://sonyclassics.com/insidejob/site/#/thejargon

The leaders of this week seminar are in charge of conducting the discussion based on this documentary, instead of on any reading. I will give you a couple of tips on how to conduct this seminar. Make sure you understand all the terms used and that you are able to explain them to your fellow students.

Guiding questions:

- What were your initial reactions to the film? What in the film made you angry? Why?
- Do you think events would have unfolded differently if the financial institutions that made subprime loans had kept them instead of selling them?
- Inside Job discusses evidence that senior bankers on Wall Street used prostitutes and illegal drugs, sometimes paying with company credit cards. If bringing a criminal fraud case related to subprime loans and CDOs would be too difficult, should prosecutors go after this other behaviour? Why? Why not?
- Did you learn anything new about Wall Street or about the financial system in general?
- What do you think about the interconnectedness of corporate and governmental stakeholders?
- Can corporate and financial control exist within a democratic society? Do you think our society has shifted away from democracy, towards another form of government?
- Who benefits most from a globalized economy, considering that 75% of all third-world profits are made by just a few giant industrial-financial corporations?
- Is capitalism sustainable? Do you see any alternatives to our current economic system?

Ethics of International Law: Natural Resources Extraction, from the Kimberley process towards universal legislation

Week 12: 19 and 21 April 2016
Movie: Blood Diamond

Concepts: Kimberley process certification scheme, the Electronic Industry Citizenship Coalition, creuseur, indigenous populations, graphite,

Required reading:
- Washington Post dossier (dropbox link)
- Watching of Blood Diamonds

Guiding questions:
- What is international law and what are its sources?
- Why are there disagreements on whether there is such a thing as international law?
- How do liberal, constructivist and realist perspectives on international law differ?
- Why do states usually abide by international law even when there is no effective legal system at the global level?
- Critics are able to point to frequent violations of international law to illustrate its impotence, especially when it comes to limiting the actions of great powers. How could supporters of international law respond to this criticism?
- How is international law enforced, if at all?
- How much cobalt is needed to make a cell-phone?
- What type of measures have been put in place in order to counter illegal mining?
- Should we have an international piece of legislation similar to the Kimberley process?
- What are the related problems and ethical dilemmas of the lack of regulation?
- What about child labour, indigenous rights, and environmental degradation? How should we account for those?

In-class exercise:
Role play on arguments and counter-arguments for regulation of mineral extraction in a Kimberley Process way. This in-class exercise will take 1 and ½ sessions.

Global Journalism Ethics, Digital Media Ethics and Whistleblowing Practices
Week 13: 26 and 28 April

Concepts: professional code of ethics, whistleblowing, contractualism, credibility, active credibility, censorship, justifiable harm, journalism's social contract, reliability, allegiances, cosmopolitan journalism, non-parochial understanding, objectivity

Guiding questions:

- What is global journalism ethics?
- What are the main principles and values that should govern media ethics?
- Should journalist care if sources go to prison?
- What would you include in a journalism code of ethics?
- What recommends the contractualist approach to the construction of a global journalism ethics?
- “Ideally, journalism should be a particular kind of democratic practice” (Carey, 2000, p. 22). Discuss

In class exercise:

Choose two of the following Code of Ethics. Analyse their content and list all the elements that appear on both Codes. Then, list the elements that are different and try to explain what could account for these differences.

- Ethical Journalism Initiative A global campaign of the International Federation of Journalists
- National Union of Journalists (UK) https://www.nuj.org.uk/about/nuj-code/
- Journalistic Standards and Practices of the Canadian Broadcasting Corporation
- BBC Editorial Guidelines: code of ethics for content producers
- Canadian Association of Journalists Ethics Committee
- The Japan Newspaper Publishers and Editors Association "Canon of Journalism"
- Medialaw.com's review "Code of Ethics of Various Journalists' Unions in Asia"

24 November Student seminar: Whistleblowing Practices

Required reading: Snowden case study file. Please, note that in this case study file you have several short articles and also some questions to answer. Please, take your time to answer the questions carefully, as the seminar leaders will base their presentation on those.

Ethical Implications of Emerging Technologies: Genetics, stem cell and embryo research

Week 14: 3 and 5 May

Concepts: abortion, euthanasia, bioethics, stem cell research, organ trade, IVF, designer babies, embryo

Required readings (3 May): “The Many Ethical Implications of Emerging Technologies”
Guiding questions:

Research:
- What do you think the status of an embryo should be?
- In which cases would you consider IVF ethical/unethical?
- Should science avoid some areas of study due to possible future moral dilemmas?
- Are genetic cloning and “designer babies” moral dilemmas?
- Do you think that current embryo biotechnologies are a recent form of genetic Nazism?

In-class exercise on abortion and organ trade (arguments and counterarguments)

Student seminar: Embryo research and women’s rights.


Guiding questions:
Egg donation:
- Do you think that advertising this procedure is moral when so much is still unknown?
- Could not knowing all the possible long term risks make more women willing to undergo this procedure?
- Would it be more or less ethical if there was no economic compensation?

FINAL EXAM: Week 15
Major Learning Objectives, Teaching Methods, Testing and Feedback Questionnaire

Course code and course name: Global Ethics
Instructor: Dr. Martin de Almagro

Summary:
Number of assignments used in this course: 4
Number of Feedback occasions in this course (either written or oral): maximum 10 working days after assignments are submitted, specific times for the feedback are noted in the syllabus
Number and Types of Teaching Methods: 6, including lectures, seminar discussions, guest lectures, feedback sessions, audiovisual watching and analysis
Does your course require graded student oral presentations? Yes (seminar presentation grading form is included in the syllabus)

Please fill out the following table per course you teach.

<table>
<thead>
<tr>
<th>Major Learning Objectives</th>
<th>Course Learning objectives addressing the Major Objectives (choose the most important ones that your course actually addresses)</th>
<th>Methods used to Teach Course Objectives</th>
<th>Methods (and numbers/types of assignments) used to test these learning objectives</th>
<th>Type, Timing and Numbers of Feedback given to Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>The bachelor has a profound knowledge of the main actors and the main processes in European and global international affairs and is able to apply this knowledge in the current international affairs.</td>
<td>Understand and explain the major theoretical and applied debates, as well as major moral puzzles and challenges in the field of global ethics and globalization. Analyse the various effects of the global ethics and processes of globalization on the lives of men and women in different political and social contexts. Identify and analyse the roles that</td>
<td>Lectures, in-class discussions, guest speakers and seminars</td>
<td>Mid-term and final exams, position paper, seminar preparation and performance, seminar leadership</td>
<td>Maximum 10 working days after the exam (but likely a week after the exam)</td>
</tr>
<tr>
<td>Major Learning Objectives</td>
<td>Course Learning objectives addressing the Major Objectives (choose the most important ones that your course actually addresses)</td>
<td>Methods used to Teach Course Objectives</td>
<td>Methods (and numbers/types of assignments) used to test these learning objectives</td>
<td>Type, Timing and Numbers of Feedback given to Student</td>
</tr>
<tr>
<td>---------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------</td>
<td>----------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>men and women in different geographical, economic and social contexts play in shaping and resisting global ethical dilemmas.</td>
<td>Lectures, in-class discussions, guest speakers and seminars</td>
<td>Mid-term and final exams, seminar preparation and performance, seminar leadership</td>
<td>Maximum 10 working days after the exam (but likely a week after the exam)</td>
</tr>
<tr>
<td>The bachelor has a demonstrable insight in the theoretical and historical frameworks in the academic literature on international affairs.</td>
<td>Be able to construct sustained normative arguments on different global issues, such as war and peace, transnational business and environmental governance from an ethics perspective and be able to defend them against opposing arguments and perspectives. <strong>Study and assess alternatives to international development and globalization challenges, particularly as theorized within post-development, postcolonial, and gender studies.</strong></td>
<td>Lectures, in-class discussions, guest speakers and seminars</td>
<td>Mid-term and final exams, seminar preparation and performance, seminar leadership</td>
<td>Maximum 10 working days after the exam (but likely a week after the exam)</td>
</tr>
<tr>
<td>The bachelor has insight into the broad societal context and is able to take this societal context into account in the analysis and interpretation of current problems in international affairs.</td>
<td>Analyse the various effects of the global ethics and processes of globalization on the lives of men and women in different political and social contexts. <strong>Identify and analyse the roles that men and women in different geographical, economic and social contexts play in shaping and resisting global ethical dilemmas.</strong></td>
<td>Lectures, in-class discussions, guest speakers and seminars</td>
<td>Mid-term and final exams, seminar preparation and performance, seminar leadership</td>
<td>Maximum 10 working days after the exam (but likely a week after the exam)</td>
</tr>
<tr>
<td>The bachelor knows and is able to</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

32
<table>
<thead>
<tr>
<th>Major Learning Objectives</th>
<th>Course Learning objectives addressing the Major Objectives (choose the most important ones that your course actually addresses)</th>
<th>Methods used to Teach Course Objectives</th>
<th>Methods (and numbers/types of assignments) used to test these learning objectives</th>
<th>Type, Timing and Numbers of Feedback given to Student</th>
</tr>
</thead>
</table>
| apply common qualitative and quantitative research methods and is able to apply these in the field of international affairs. | Engage critically with the literature on global ethics and globalization; Ability to critically assess relevant theoretical approaches and factual ethical dilemmas; Abilities to apply theoretical and conceptual knowledge to real-life ethical challenges; Ability to critically reflect on fundamental normative questions from an interdisciplinary perspective and reflect on the rights, responsibilities and challenges of ‘good global citizenship’ | Seminars, reflection journal | Seminar presentation, reflection journal, mid-term and final exams | Week 8 – mid-term exam  
Week 10 – feedback on position paper ethical questions and ‘rough’ paper outline;  
Week 14 – feedback on position papers  
Week 14 – seminar leadership and participation; reflection journal  
Week 16 – Final exam |
| The bachelor has an open and academic attitude, characterized by accuracy, critical reflection and academic curiosity. | Carry out independent piece of work (position paper) using a wide range of sources and present a personal analysis on an ethical dilemma; Apply the relevant scholarship to understand, synthesize and analyze issues in studying global ethics; Learn how to differentiate between empirical, analytical, prescriptive and normative statements; Understand how to recognize a valuable and reliable source of information. | Seminars, reflection journal, mid-term and final exams | Seminar presentation, reflection journal, mid-term and final exams | Week 8 – mid-term exam  
Week 10 – feedback on position paper ethical questions and ‘rough’ paper outline;  
Week 14 – feedback on position papers  
Week 14 – seminar leadership and participation; reflection journal  
Week 16 – Final exam |
<p>| The bachelor is able to apply a multi-disciplinary perspective in his analysis of international affairs. | | | | |</p>
<table>
<thead>
<tr>
<th>Major Learning Objectives</th>
<th>Course Learning objectives addressing the Major Objectives (choose the most important ones that your course actually addresses)</th>
<th>Methods used to Teach Course Objectives</th>
<th>Methods (and numbers/types of assignments) used to test these learning objectives</th>
<th>Type, Timing and Numbers of Feedback given to Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>The bachelor is able to work in a multicultural team.</td>
<td>Work in a group to prepare for leading the seminars and in class activities and case-studies</td>
<td>Seminars</td>
<td>Leading seminars and several in-class exercises containing case-studies for analysis</td>
<td>On demand (office hours)</td>
</tr>
<tr>
<td>The bachelor recognizes the importance of life-long learning.</td>
<td></td>
<td>Seminars, reflection journal</td>
<td></td>
<td>Week 14 – seminar leadership and participation; reflection journal</td>
</tr>
<tr>
<td>The bachelor is able to communicate clearly, fluently and accurately; as well in a written report as in an oral presentation.</td>
<td></td>
<td>Seminars, reflection journal, exams</td>
<td>reflection journal and seminar presentation, exams</td>
<td>Week 8 – mid-term exam</td>
</tr>
<tr>
<td>The bachelor is able to include ethical judgments in his analysis of current problems in international affairs and assesses the impact of these ethical judgments on the solutions proposed for current international affairs.</td>
<td>Understand and explain the major theoretical and applied debates, as well as major moral puzzles and challenges in the field of global ethics and globalization. Analyse the various effects of the global ethics and processes of globalization on the lives of men and women in different political and economic aspects.</td>
<td>Seminars, reflection journal, exams</td>
<td>Reflection journal and seminar presentation, exams</td>
<td>Week 8 – mid-term exam</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Week 14 – seminar leadership and participation; reflection journal</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Week 16 – Final exam</td>
</tr>
<tr>
<td>Major Learning Objectives</td>
<td>Course Learning objectives addressing the Major Objectives (choose the most important ones that your course actually addresses)</td>
<td>Methods used to Teach Course Objectives</td>
<td>Methods (and numbers/types of assignments) used to test these learning objectives</td>
<td>Type, Timing and Numbers of Feedback given to Student</td>
</tr>
<tr>
<td>---------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------</td>
<td>----------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>social contexts.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Be able to construct sustained normative arguments on different global issues, such as war and peace, transnational business and environmental governance from an ethics perspective and be able to defend them against opposing arguments and perspectives.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Identify and analyse the roles that men and women in different geographical, economic and social contexts play in shaping and resisting global ethical dilemmas.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Study and assess alternatives to international development and globalization challenges, particularly as theorized within post-development, postcolonial, and gender studies.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>