

EH1012

Ethics, sustainability and social responsibility

CIP: 240103 Humanities/Humanistic Studies.

CL-L-A-U-CA-ID-AS-AI-CT-HT-S-UDC: 3-0-1-8-3-45-15-84-24-144-15-3

Discipline:

Humanities Studies

School:

Humanities and Education

Academic Department:

Humanistic Studies

Programs:

Competitions:

SEG0404A A ; SEG0604A A ; SEG0503A A ;

Prerequisites:

None.

Equivalences:

None.

Course intention within the general study plan context:

This basic level course aims for the student to recognize and assume his/her responsibility for the generalized environmental crisis and its impact on climate change. Furthermore he/she will understand his/her agency on four dimensions: a) as a person, b) as a citizen, c) as a professional and d) as a consumer, so that he/she can become and active participant in its solution.

As a learning outcome, the student will investigate a specific and local problem which evidences the link between itself and climate change, while a) articulating the four dimensions of agency: person, citizen, professional and consumer, b) its impact on the individual and collective levels and c) promote reflection and metacognitive action on his/her responsibility as an agent of change.

Course objective:

Upon completion of this course, the student will be able to:

- Support his/her own judgments on a situation or problem, through a logical reasoning process.
- Identify arguments, contexts, intentions and emotions through linguistic-discourse analysis, identification of main ideas and the interlocutors' affective and argumentative markers.
- Design projects aimed towards the solution of problems and social needs, the promotion of common good, sustainability or the strengthening of democracy.
- Identify theories and approaches related with citizenship and social sciences in general, related with the problem at hand.

Use methodological tools for the elaboration of his/her proposal.

Course topics and subtopics:

1. Climate change and global crisis
 - 1.1. The problem of unsustainability
 - 1.1.1. Loss of biodiversity
 - 1.1.2. Collapse of ecosystems
 - 1.1.3. Overexploitation of resources
 - 1.1.4. Atmospheric pollution
 - 1.1.5. Anthropocene
 - 1.1.6. Social impacts
 2. International environmental governance and instruments
 - 2.2. Actors of international governance
 - 2.3. Instruments (Paris Agreement, 2030 Agenda, Sustainable Development Goals, etc.)
 - 2.4. National Policy
 3. Ethics and citizenship for sustainability
 - 3.1. Democracy and citizen participation
 - 3.1.1. Citizen involvement in decision making for sustainability
 - 3.1.2. Environmental and climate justice
 4. Personal ethics for sustainability
 - 4.1. Duty
 - 4.2. Autonomy
 - 4.3. Freedom
 - 4.4. Virtue and prudence
 5. Culture and sustainability
 - 5.1. Cosmivision and culture
 - 5.2. Ecosophies
 6. Professional ethics for sustainability
 - 6.1. Professional ethics
 - 6.2. Social responsibility
 - 6.2.1. Philanthropic model
 - 6.2.2. Transactional model
 - 6.2.3. Integrative model
 - 6.3. Consumption ethics
 7. Discourse analysis
 - 7.1. Logical argumentation and types of fallacies
 - 7.2. Discourse and power

7.3. Institutional and media discourse analysis

7.4. Greenwashing, false action and slacktivism

Specific learning objectives by topic:

THEME 1. Climate change and global crisis: The student will understand the basic scientific elements of climate change and the global unsustainability crisis.

THEME 2. International environmental governance and instruments: The student will identify the main actors, the main dynamic and instruments in international environmental governance, as well as the adoption of national environmental and climate change policies.

THEME 3. Ethics and citizenship for sustainability: The student will learn about the main ethical theories related with ethical action and the role of the individual as a citizen, while exploring theories of democracy and justice and their relationship with the problem of unsustainability.

THEME 4. Personal ethics for sustainability: The student will approach different ethical theories and will consider its application in his/her decision making, he/she will also question his motivations for action in the context of sustainability.

THEME 5. Professional ethics for sustainability: Students will understand the relation between applied ethics and his/her professional life, as well as the implications of consumerist behaviors in society regarding sustainability.

THEME 6. Culture and sustainability: The student will learn about different cosmologies and ecologies that conform the relation between humans and nature to understand cultural manifestations and attitudes regarding the environment.

THEME 7. Discourse analysis: The student will acquire the necessary tools to analyze discourse in order to understand the political and ethical implications behind the words of political, economic and social actors and their relationship with power.

Integrating Project: The student will be able to integrate all the knowledges acquired along the course in a project that explores the climate change phenomenon in its complex, multidimensional and multiscale quality.

Suggested methodologies and learning techniques:

LEARNING ACTIVITIES UNDER THE CONDUCTION OF AN ACADEMIC

1. Election of a specific problem and justification: Team's choice of a problem that evidences its link with climate change and articulates the four dimensions of agency (person, citizen, professional and consumer) and, also, affects one or more members of the team; they will be required argue the reasons behind their choice.
1. Network map: creation of a graphic representation that illustrates the multidimensionality of the selected problem while linking it with other issues related to it directly or indirectly.

INDEPENDENT LEARNING ACTIVITIES

1. Ecological footprint individual report generated online.
2. Commitment Letter: students' text stating committed actions to counteract the problematics found in the ecological footprint report.
3. Infographic readings: using the reading grid technique, teams create an infographic in order to summarize assigned readings and shared them with the whole class.
4. Discourse analysis (includes interview): written document in which a mediatic or institutional discourse is analyzed; furthermore, the discoveries obtained from an interview with an expert dealing with the selected problematic are included.
5. Individual report of the results and evidence of the ecological footprint reduction.
6. Group presentation of the collaborative project "It is not easy being green", which includes all collaborative products previously described.

Metacognitive report of individual agency in which the student details the responsibilities, commitments and limitations of the individual agency to face the global environmental crisis as a a) person, b) citizen, c) professional and d) consumer. These derive from the learning they acquired throughout the course.

Teaching and learning techniques:

Collaborative learning

Estimated timing per topic:

Theme 1. Climate change and global crisis	8 hrs.	
Theme 2. International environmental governance and instruments		4 hrs.
Theme 3. Ethics and citizenship for sustainability	4 hrs.	
Theme 4. Personal ethics for sustainability	2 hrs.	
Theme 5. Culture and sustainability	2 hrs.	
Theme 6. Professional ethics for sustainability	4 hrs.	
Theme 7. Discourse analysis	8 hrs.	
Theme 8. Integrating Project	28 hrs.	
TOTAL	60 hrs.	

Suggested evaluation policies:

To evaluate the student's learning there are procedures and criteria that allow following up and evaluating the results of the learning process. They are pondered as follows:

5% --- Commitment Letter

15% --- Network map

15% --- Discourse Analysis

5% --- Individual report of the results and evidence of the ecological footprint reduction

5% --- Group presentation of the collaborative project

20% --- Greenwashing, false action and slacktivism

35% --- Metacognitive report of individual agency

Suggested Bibliography:

TEXT BOOKS:

* Broswimmer, Franz J., *Ecocidio : reve historia de la extinción en masa de las especies*, Pamplona : Laetoli,, 2007, spa,

* Bolin, Bert,, *A history of the science and politics of climate change ;*, Cambridge ;, 0521880823 (hbk.)

* Redclift, M. R., eeditor., *Routledge international handbook of sustainable development h[online resource]*, eng,

Support material:

Academic credentials required to teach the course:

(240103)Master Degree in Humanities/ Humanistic Studies ; (380101)Master Degree in Philosophy ; (380103)Master Degree in Ethics ; (450101)Master Degree in Social Sciences ; (451001)Master Degree in Political Relations ; (240103)Doctoral Degree in Humanities/ Humanistic Studies ; (380101)Doctoral Degree in Philosophy ; (380103)Doctoral Degree in Ethics ; (450101)Doctoral Degree in Social Sciences ; (451001)Doctoral Degree in Political Relations

CIP: 240103, 380101, 380103, 450101, 451001

Language of Instruction:

Spanish