

Carleton University  
Global and International Studies

Fall 2025  
GINS 2000A - Ethics and Globalization

Prerequisite: 2<sup>nd</sup> Year Standing  
Lectures: Fridays 11:35 – 1:25 PM  
Building: see Carleton Central

Instructor: Hassan Bashir, Ph.D.  
Office: 2127 Dunton Tower  
Office Hours: Monday 2:40 PM – 3:40 PM & Friday 1:30 – 2:30 PM & by appointment  
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**Tutorials**

| Sect | Day    | Time          | Room                  |
|------|--------|---------------|-----------------------|
| A01  | Friday | 10:35 – 11:25 | Richcraft Hall - 1200 |
| A02  | Friday | 1:35 – 2:25   | Southam Hall - 313    |

**Teaching Assistant:**

Lilly Neang - Email: [LILLYNEANG@gmail.com](mailto:LILLYNEANG@gmail.com)

Image Source: <https://www.pinterest.ca/pin/679410293804011951/>



*“We have an agreement in principle.  
The question is, do we all have the same principles?”*

**Catalogue Description:** Introduction to global ethical issues, focusing on alternative lines of ethical argument. Topics may include poverty and unequal development, climate change, war and terrorism, reparations for colonialism and slavery, international relief services, ill effects of globalization, trafficking and forced labour, and democracy and global governance.

**Course Overview:**

*"We are discussing no small matter, but how we ought to live" – Socrates, Plato's Republic*

In everyday language, "ethics" (or "ethical") refers to the moral principles that guide a person or group's behaviour, determining what is right or wrong. In academic contexts, ethics involves the systematic study of moral theories and their application to various theoretical and practical problems. Globalization, in turn, describes the growing interconnectedness of the world's economies, cultures, and populations, driven by cross-border trade, technology, investment, and the movement of people and information (Kolb 2021).

This course explores the relationship between Ethics and Globalization, a field that is increasingly framed as *Global Ethics* (Singer 2011). We will examine a variety of complex moral issues within global ethics, such as poverty, inequality, global consumption and production, food security, climate change, international humanitarian aid, and extremism etc. We will approach these issues through the lens of the United Nations Sustainable Development Goals (SDGs). The SDGs represent a Global consensus on the most pressing issues facing humanity today.

In the first half of the course, we will examine various classical approaches to ethical dilemmas, along with approaches that are specifically pertinent to globalization. Following this, we will apply these theoretical frameworks to a series of case studies, analyzing the biases held by different stakeholders that make resolution difficult. Recognizing the dynamic and complex nature of the interplay between ethics and globalization, we will adopt an interdisciplinary approach drawing from philosophy, sociology, economics, politics, and environmental studies. This approach will facilitate a comprehensive analysis of how ethical principles are both influenced by and contribute to the processes of globalization.

The class is designed to allow you to develop skills for reasoning effectively and impartially about complex moral issues. This will involve learning different theoretical frameworks for investigating ethical questions and developing philosophical critical thinking skills that are relevant for working through any difficult issue. By the end of the course, you will hopefully have formed reasoned opinions, based on evidence available to you about the issues discussed in class. Regardless of your chosen concentration in the BGINS program, this course will provide you with a deeper understanding of how we can navigate our shared global future ethically.

**Course Learning Objectives:** By the end of the course, students will have the ability to:

- **Explore Ethical Approaches:** Understand various general approaches to ethical questions and those specifically relevant to globalization.
- **Analyze Local-Global Tensions:** Comprehend the inherent tensions between local and global perspectives in ethical considerations (i.e., the Local-Global Continuum).

- **Assess Global Ethical Dilemmas:** Appreciate the uniqueness of ethical dilemmas originating from global interconnectedness and the difficulty of applying traditional ethical theories across national boundaries.
- **Reflect on UN Sustainable Development Goals:** Critically engage with and reflect on the United Nations Sustainable Development Goals (SDGs) as representative of an emerging global moral conscience.
- **Develop Philosophical Arguments:** Construct and present rational and persuasive arguments about globalization from a philosophical perspective.
- **Examine Personal Beliefs:** Appreciate and critically reflect on the internal contradictions of one's own ethical beliefs.

**Course Format:** This course is based on a combination of lectures, class discussions, popular and academic writings, films, and documentaries. My primary objective in this course is to provide students with a solid introduction to ethics and globalization, but due to the vastness of this topic, and the limitations of time and space, the course is by no means comprehensive. Consequently, I have designed the course to give you an orientation to an interconnected set of perspectives and debates about what makes moral dilemmas in a globalized world unique and particularly difficult to resolve.

**Course Learning Materials:** Required weekly readings are mentioned in the weekly course schedule\*.

**Required Textbook:** [available as an ebook in the library and on Ares reserves free of cost]: Hutchings, Kimberly. *Global Ethics : An Introduction*. Second edition., Polity, 2018.

**Required Articles** (Available online through Carleton Libraries and on Ares reserves through the course page on Brightspace):

- Bick, R., Halsey, E. & Ekenga, C.C. The global environmental injustice of fast fashion. *Environ Health* 17, 92 (2018). <https://doi.org/10.1186/s12940-018-0433-7>
- Gardiner, S. M. & Hartzell-Nichols, L. (2012) Ethics and Global Climate Change. *Nature Education Knowledge* 3(10):5 <https://www.nature.com/scitable/knowledge/library/ethics-and-global-climate-change-84226631/>
- Hartmann, D., Manning, A., & Green, K. (2023). Postgame Analysis: Qatar 2022 and the Social significance of Global Sport. *Contexts*, 22(3), 62–64. <https://doi.org/10.1177/15365042231192501>
- Khayesi (2021) What is the Ethical Reflection of the Sustainable Development Goals? *Sustainability and Climate Change* pp. 138 – 144 DOI: 10.1089/scc.2020.0073 <https://www.liebertpub.com/doi/full/10.1089/scc.2020.0073>
- Nichols, L. (2012) Ethics and Global Climate Change. *Nature Education Knowledge* 3(10):5 <https://www.nature.com/scitable/knowledge/library/ethics-and-global-climate-change-84226631/>
- Rosenblatt. 2022. We can't ignore the moral dilemmas of Qatar's World Cup <https://www.sbnation.com/soccer/2022/11/21/23463513/qatar-world-cup-moral-dilemma>
- Sahimaa, O., Miller, E.M., Halme, M. *et al.* The only way to fix fast fashion is to end it. *Nature Reviews Earth Environ* 4, 137–138 (2023). <https://doi.org/10.1038/s43017-02300398-w>

- Sauser, et.al. 2014. Ethical Issues in Electronic Waste Disposal: Philosophical Analysis and Proposed Solutions. *Journal of Management Policy and Practice* Vol. 14 (2) 11 pp. 11 – 24. [http://www.na-businesspress.com/JMPP/SauserWI\\_Web15\\_2\\_.pdf](http://www.na-businesspress.com/JMPP/SauserWI_Web15_2_.pdf)
- Sirkku K. Hellsten (2015) Ethics: universal or global? The trends in studies of ethics in the context of globalization, *Journal of Global Ethics*, 11:1, 80 89  
<https://doi.org/10.1080/17449626.2014.1001913>
- Sullivan, B. 2022. Why Qatar is a controversial host for the World Cup  
<https://www.npr.org/2022/11/18/1137204271/qatar-world-cup-controversies>
- Tilman, D. Causes, consequences and ethics of biodiversity. *Nature* 405, 208–211 (2000). <https://doi.org/10.1038/35012217>

### Recommended Books:

Singer, P. 2016. *One World Now: The Ethics of Globalization*. New Haven: Yale University Press. **Available at Carleton Libraries**

Sachs, J. et.al. Eds. 2022. *Ethics in Action for Sustainable Development*. NY: Columbia University Press. **Available at Carleton Libraries**

### Recommended Electronic Resources

Stanford Encyclopedia of Philosophy - <https://plato.stanford.edu/index.html>

Ethics Cases - Markkula Center for Applied Ethics, Santa Clara University. Available Online: <https://www.scu.edu/ethics/ethics-resources/ethics-cases/>

### Recommended Films and Documentaries:

#### Globalization

- *Globalization: Winners and Losers in World Trade: DW Documentary*  
[https://www.youtube.com/watch?v=yoZiTCz\\_wYA](https://www.youtube.com/watch?v=yoZiTCz_wYA) (Part 1)  
<https://www.youtube.com/watch?v=gLYaSEwobLY> (Part 2)
- *Environmental Impacts and Sustainability: Issues in Globalization*. New York, N.Y: Infobase, 2011. Film. [Carleton Libraries]

#### Global Climate Change and Biodiversity

- Attenborough, D. *David Attenborough: A Life on Our Planet* Netflix  
<https://www.netflix.com/ca/title/80216393>
- The World's Most Polluted River: DW Documentary <https://www.youtube.com/watch?v=GEH0ImcJAEk>

#### Global Poverty

- Miller, Michael Matheson et al. *Poverty, Inc. The Global Poverty Industry* Sausalito, California: Ro\*co Films 2014 Available Online Carleton Libraries  
<https://www.youtube.com/watch?v=ZxgpX39C2sk>

#### Global Food Security

- *What's causing the global Food Crisis? Inside Story* <https://www.youtube.com/watch?v=DLAZrp-spDM>
- A World Going Hungry? How Conflict and climate change disrupt global food supply: Business Beyond <https://www.youtube.com/watch?v=5YcvKvxWaCE>

#### Fast Fashion and Global Textile & Apparel Industry

- Fast Fashion: The Shady World of Cheap Clothing [https://www.youtube.com/watch?v=YhPPP\\_w3kNo](https://www.youtube.com/watch?v=YhPPP_w3kNo)

- The True Cost: Who Pays the Real Price for Your Clothes – Investigative Documentary <https://www.youtube.com/watch?v=5-0zHgYGnlo>
- The Dark Side of Bangladesh’s Garment Industry: Real Stories Full Length Documentary <https://www.youtube.com/watch?v=W4llBw3OuWE>
- The Environmental Disaster Fueled by Used Clothes and Fast Fashion: Foreign Correspondent <https://www.youtube.com/watch?v=bB3kuuBPVys>
- The Rana Plaza Collapse | A Short Documentary | Fascinating Horror. <https://www.youtube.com/watch?v=TcAAW6WBg9I>

### Global Spectator Sports

- Qatar - In the Spotlight of the World Cup <https://www.youtube.com/watch?v=ejd7Zmz1r64>
- Soccer World Cup: Migrant Laborers in Qatar <https://www.youtube.com/watch?v=q4syhqpFzfM>
- The Fall of FIFA? How Qatar Got the 2022 World Cup (Corruption Documentary) <https://www.youtube.com/watch?v=U0onvrn71Qc>
- The True Cost of The Qatar 2022 World Cup [https://www.youtube.com/watch?v=2ALeYFi\\_1hg](https://www.youtube.com/watch?v=2ALeYFi_1hg)

### Corruption in Global Business

- Ethicana: the Anti-Corruption Education and Training Initiative <https://www.ethicana.org/ethicana-feature-film.html>

### EWASTE

- Following the trail of Toxic E-Waste <https://www.youtube.com/watch?v=cVORBbZBbOk>
- EWaste Hell: E-Waste Hell [http://www.youtube.com/watch?v=dd\\_ZttK3PuM](http://www.youtube.com/watch?v=dd_ZttK3PuM)
- Ghana – Digital Dumping Ground [http://www.pbs.org/frontlineworld/stories/ghana804/video/video\\_index.html](http://www.pbs.org/frontlineworld/stories/ghana804/video/video_index.html)

\*Note: The required textbook is available as an electronic resource through Carleton Libraries. It is also available at the bookstore for purchase. All other required course materials (articles/ films/ documentaries) will be made available on the course eLearning page in Brightspace or be accessible for streaming through the library or available on video streaming platforms.

**Grading:** Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

| %age     | Letter Grade | 12 Point Scale | %age    | Letter Grade | 12 Point Scale |
|----------|--------------|----------------|---------|--------------|----------------|
| 90 - 100 | A +          | 12             | 67 - 69 | C+           | 6              |
| 85 - 89  | A            | 11             | 63 - 66 | C            | 5              |
| 80 - 84  | A -          | 10             | 60 - 62 | C-           | 4              |
| 77 - 79  | B+           | 9              | 57 - 59 | D+           | 3              |
| 73 - 76  | B            | 8              | 53 - 56 | D            | 2              |
| 70 - 72  | B -          | 7              | 50 - 52 | D-           | 1              |

#### **Late Submission:**

- All assignments are due at the date and time specified in the assignment prompt.
- Late assignments will be penalized at a rate of 10% per calendar day beginning with the due date.
- If you realize that you will not be able to meet a deadline and need a reasonable extension, it is your responsibility to consult with the instructor/ TA before the assignment is due.
- When submitting any assignment, ALWAYS check its status to ensure it was submitted. Do not merely hit “submit” and leave. It is your responsibility to ensure your assignment is submitted accurately and on time.

**Extensions and Exceptions:** It is the responsibility of the students to know the due dates and to plan accordingly. Leaving an assignment until the day or two prior is risky and makes you more vulnerable than you already are to factors and events in the universe beyond your control! There will be a penalty for seeking an extension after the deadline.

**Grade Appeals:** If you wish to appeal your grade in an assignment, please do so in a timely fashion. Please route your appeal through the TA within a week of receiving your assignment grade. When requesting your appeal, please send a note via email asking for an appointment and briefly describing why you feel your grade should be reconsidered.

**Approval of final grades:** The instructor determines your grade in the course which is subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.

**Communication:** All course-related communication to students from BGIInS will be via official Carleton University e-mail accounts. General information will be announced via the course page on Brightspace. It is the students’ responsibility to regularly monitor their Carleton accounts and the course page on Brightspace.

**Attendance Integrity:** Falsifying attendance in class or tutorials constitutes academic dishonesty. This includes signing in for another student, having someone sign in for you, or otherwise misrepresenting your presence. Such actions may result in a failing grade (F) for the course or a reduction of your final letter grade.

## Academic Honesty

**Plagiarism:** The University Academic Integrity Policy defines plagiarism as “presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own. “This includes reproducing

OR

paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations. Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings without appropriate acknowledgment;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one’s own; and
- failing to acknowledge sources through the use of proper citations when using another’s work and/or failing to use quotation marks.

Plagiarism is a serious offence that cannot be resolved directly by the course’s instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarised. Penalties are not trivial. They can include a final grade of “F” for the course.

**Using Generative AI Tools:** Generative AI tools (e.g., ChatGPT, DALL·E) may be used in this course only when they align with assignment learning outcomes and are explicitly permitted. All use must be transparent, documented, and cited. Misrepresenting AI-generated content as solely your own violates university academic integrity policies.

### When AI Use Is Allowed

If an assignment permits AI use, you must:

- Include an appendix with:
  - The complete AI exchange, highlighting relevant sections.
  - The exact tool and version used (e.g., ChatGPT Plus, DALL·E free, Claude AI, Gemini, Co-Pilot, Perplexity AI, Deep Seek, etc.).
  - A description of how the tool was used (e.g., idea generation, phrasing suggestions, outlining, visualizations).
  - An explanation of why it was used (e.g., to overcome writer’s block, clarify prose, explore concepts).
- Ensure that all AI-assisted work is cited and documented.

- Take full responsibility for the accuracy, originality, and legality of submitted work, including compliance with intellectual property laws and confidentiality requirements.
- Use AI thoughtfully and reflectively to deepen understanding of the subject matter.

### When AI Use Is Not Allowed

Students may **NOT**:

- Use AI tools during in-class examinations.
- Use AI tools on assignments unless explicitly permitted.
- Submit AI-generated content without proper acknowledgment and documentation.
- Rely on AI to produce entire assignments without significant personal contribution.
- Use AI in ways that violate academic honesty standards, intellectual property laws, or research confidentiality agreements.

**Cautionary Note:** AI-generated results can be biased, incomplete, or inaccurate. You are responsible for verifying the accuracy and reliability of any AI-derived information you include in your work. Additionally, exercise caution with your data: many AI tools store and reuse user inputs, so avoid sharing copyrighted materials, unpublished original work, confidential research, or personal information. **If you are unsure whether AI use is appropriate for a given task, you must consult the instructor before submission.**

**Academic Accommodations:** The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website at <https://carleton.ca/pmc/> for the deadline to request accommodations for the formally scheduled exam (if applicable).

**Accommodation for Religious Observance:** Students requesting accommodation for religious observances should apply in writing to their instructor for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Instructors and students may contact an Equity Services Advisor for assistance([www.carleton.ca/equity](http://www.carleton.ca/equity)).

**Accommodation for Pregnancy:** Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a letter of accommodation. Then, make an appointment to discuss your needs with the instructor at



least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

**Intellectual Property:** All materials created for this course (including presentations and posted notes, labs, case studies, assignments, and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without the prior written consent of the author(s).

## Course Evaluation

### Engagement (25%)

Tutorial Attendance and Participation  
Talking Points

= 15%

= 10%

### Knowledge Assessment (40%)

Ethical Theories: Take Home Test  
SDGs: Knowledge Assessment

= 30%

= 10%

### Writing (35%)

Take Home Assignment: Application of Ethical Theory  
Critical Reflection: Global Ethics Issue

= 20%

= 15%

\*There is no final exam for this course. Detailed prompts for assignments will be made available on the course page on Brightspace

### Engagement (Total 25%):

**Tutorial Attendance and Participation (15%):** This course is a mix of lectures and in-class discussions. Students are expected to be familiar with the assigned weekly reading/ materials before coming to each class. Lectures will expand on the assigned materials to develop a critical perspective and highlight linkages between globalization and ethics. Class participation is required. The TA will record attendance in tutorials. There will also be random attendance checks for the lectures, which will count towards the final attendance grade. Be prepared to answer questions when called upon, to ask questions about the readings, documentaries, and past lectures, and to try to connect the information from course materials to current global and international events. One good way to participate in a meaningful manner is to seek feedback during class/ tutorials on your weekly talking point (see below). Remember, simply showing up for class is not participation! **Also see the attendance integrity policy in the syllabus.**

**Talking Points (10%):** Each student will submit a total of 10 talking points on weekly topics on Brightspace as mentioned in the weekly schedule. Consider your talking points as the equivalent of Tweets (or now X posts). A talking point:

- 1) Must demonstrate **critical engagement in the form of a question.**
- 2) Must refer to at least one (or more) of the assigned course materials for the week.
- 3) Must be **precise**: ideally **30 and no more than 50 words**. You will not receive any points for submissions of fewer than 30 or more than 50 words.

- 4) Will be available during the week before class and must be **submitted a day before class** each week on Brightspace (starting the week of 7 January).

### **Knowledge Assessment (Total 40%)**

1. **Ethical theories - take-home/ remote test (30%)** will become available after we have completed the lectures on ethical theories - most likely in the 5<sup>th</sup> week. Note the following details about the test:
  - Material included: Everything covered before the test date.
  - Duration: 50 minutes.
  - Number of Questions: 25
  - Question Type: Multiple-choice.
  - Availability: 48 hours on Brightspace.
  - Access: Available remotely.
  - Attempts: Only one attempt per exam and per question (must submit a final answer to move to the next question).
2. **SDG Knowledge Assessment (10%)**: An SDG knowledge Bank containing 10 Multiple-choice/ True-False Questions for each SDG will be made available on the course page on Brightspace early in the semester. It is the responsibility of the students to familiarize themselves with the questions in the test bank throughout the semester. Note the following details about this knowledge assessment:
  - Materials included: Only questions from the SDG knowledge bank.
  - Duration: 20 minutes
  - Number of Questions: 20 randomly chosen from the knowledge bank.
  - Question Type: Mix of multiple choice / true false statements
  - Availability: 48 hours on Brightspace.
  - Access: Available remotely.
  - Attempts: Only one attempt per exam and per question (must submit a final answer to move to the next question).

### **Writing (Total 35%)**

#### **Application of Ethical Theory - Take-home assignment (20%)**

Students will:

- Choose a case study of a modern Ethical Dilemma with global implications from a list of videos provided by the instructor.
- Watch the video and identify the ethical dilemmas being presented.
- Identify the stakeholders
- Apply three different ethical theories to the dilemma by considering questions associated with each specific ethical theory, e.g.:
  - What would a utilitarian do and why?
  - What would a deontologist do and why?
  - What would a virtue ethicist do and why?

The assignment should be

- 12-point - Times New Roman or Calibri font
- Double-spaced with 1-inch margins
- no less than 4 and no more than 6 pages.

#### **Critical Reflection: Global Ethics Issue - Take-home assignment (15%):**

This is a continuation of the Application of Ethical Theory assignment. Students will:

- Continue with the case they chose in the first writing assignment.
- Identify and explain 3 SDGs which are impacted by the case.
- Decide and explain which ethical approach best represents their views and defend the position they adopt.

The assignment should be

- 12-point - Times New Roman or Calibri font
- Double spaced 1-inch margins
- No less than 3 and no more than 4 pages.

Note: A detailed prompt and grading rubric for each assignment will be discussed in class and posted on the course Brightspace page. Students will have a minimum 3 weeks to complete each assignment from the assigned date.

### Some Advice for effective learning

- 1) Burke, Timothy. 2017. "Staying Afloat: Some Scattered Suggestions on Reading in College." <http://www.swarthmore.edu/SocSci/tburke1/reading.html>
- 2) Dynarski, Susan. 2017. "Laptops Are Great. But Not During a Lecture or a Meeting." The New York Times, November 22 [https://www.butler.edu/arts-sciences/wp-content/uploads/sites/12/2022/01/laptops\\_are\\_great\\_but\\_not\\_during\\_a\\_lecture\\_or\\_meeting.pdf](https://www.butler.edu/arts-sciences/wp-content/uploads/sites/12/2022/01/laptops_are_great_but_not_during_a_lecture_or_meeting.pdf)
- 3) Guides to **reading** and **writing** philosophy papers by Jim Pryor, New York University.
  1. Reading - <http://www.jimpryor.net/teaching/guidelines/reading.html>
  2. Writing - <http://www.jimpryor.net/teaching/guidelines/writing.html>

## Weekly Schedule (3 September – 5 December 2025)

The instructor reserves the right to make changes to this syllabus based on class interest (or lack thereof) in a particular topic. Any changes made will be announced in class and posted on Brightspace in a timely fashion.

| Week | Date   | Topic  | Readings and Assignment  |
|------|--------|--|--|
| 1    | 5 Sep  | Introduction: Ethics & Globalization /Globalization Explained<br><a href="https://www.youtube.com/watch?v=JJ0nFD19eT8">https://www.youtube.com/watch?v=JJ0nFD19eT8</a><br>What is Ethics?<br><a href="https://www.youtube.com/watch?v=u399XmkjeXo">https://www.youtube.com/watch?v=u399XmkjeXo</a><br>Heinz Dilemma - Kohlberg | Introductions. Syllabus explained. Course expectations discussed.<br>Handout 1 - Heinz Dilemma<br>Handout 2 - Stages of moral development.<br>Handout 3 – Informal Tests for Ethical behavior<br><b>1. SDG Test Bank Available on Brightspace</b>  |
| 2    | 12 Sep | Ethical Theories 1a: Rationalist<br>Ethical Theories - Utilitarian;<br>Contractual   | Hutchings Ch 1 & 2 pp. 1 - 33<br><b>1. Talking Point 1 - due on Brightspace 24 hours before class time.</b><br><b>2. Application of Ethical Theory - assignment discussed in class and assigned</b>  |
| 3    | 19 Sep | Ethical Theories 1b: Rationalist<br>Ethical Theories Deontological;<br>Discourse Ethics  | 1) Hutchings Ch 2 pp. 34 - 46<br>2) Carefully read Questions about Foundations Hutchings pp. 66 – 70<br><b>1. Talking Point 2 - due on Brightspace 24 hours before class time</b>  |
| 4    | 26 Sep | Ethical Theories 2: Alternatives to<br>Ethical Rationalism - Virtue;<br>Feminist; Postmodern   | Hutchings Ch 3 pp. 47-66<br><b>*Carefully read Questions about Foundations</b><br>Hutchings pp. 66 – 70<br><b>1. Talking Point 3 - due on Brightspace 24 hours before class time</b>   |
| 5    | 3 Oct  | Understanding Globalization<br><br>17 Goals to Transform Our<br>World: The UNDP - SDGs<br><br>Ethical basis for SDGs<br>Discussion SDGs  | Hutchings Ch1: pp. 2 - 4<br>Article: Khayesi 2021<br>UNDP SDGs <a href="https://sdgs.un.org/">https://sdgs.un.org/</a><br>SDGs: <a href="https://www.youtube.com/watch?v=xubK4T9Nc8A">https://www.youtube.com/watch?v=xubK4T9Nc8A</a><br><a href="https://www.youtube.com/watch?v=5EW5vVCiXIQ">https://www.youtube.com/watch?v=5EW5vVCiXIQ</a><br>Connections between SDGs:<br><a href="https://www.youtube.com/watch?v=3VbLiz9SaaY">https://www.youtube.com/watch?v=3VbLiz9SaaY</a><br><b>1. Ethical Theories Test (48 Hour window – Dates- TBD)</b><br><b>2. Talking Point 4 - due on Brightspace 24 hours before class time</b> |
| 6    | 10 Oct | Ethics of Global Aid and<br>Development<br>Ethicana: Corruption In the global<br>Construction Industry   | Required - Hutchings Chapter 4 pp. 75 - 95<br>Recommended: Slim (2015) Wonderful Work:<br>Globalizing the Ethics of Humanitarian Action<br>pp. 13 - 25<br>Ethicana: The Anti-Corruption Education and<br>Training Initiative <a href="https://www.ethicana.org/ethicana-feature-film.html">https://www.ethicana.org/ethicana-feature-film.html</a><br><b>1. Talking Point 5 - due on Brightspace 24 hours before class time</b>  |
| 7    | 17 Oct | Global Distributive Justice<br>Film and Discussion Poverty Inc   | Hutchings Ch 5 pp. 102-124   |

|    |        |   |  |
|----|--------|---|--|
|    |        |   | <p>1. Application of Ethical Theory due on Thursday - 16 October on Brightspace</p> <p>2. Critical Reflection - Global Ethics Issue discussed in class and assigned</p> <p>3. Talking Point 6 - due on Brightspace 24 hours before class time</p>  |
| 8  | 24 Oct | No Class  | FALL BREAK   |
| 9  | 31 Oct | <p>Ethics, Technology and Globalization – Digital Waste Films:</p> <p>60 Minutes – Electronic Wasteland<br/> <a href="https://www.youtube.com/watch?v=a-oLNqtTUt0">https://www.youtube.com/watch?v=a-oLNqtTUt0</a></p> <p>E-Waste Hell<br/> <a href="http://www.youtube.com/watch?v=dd_ZttK3PuM">http://www.youtube.com/watch?v=dd_ZttK3PuM</a></p>   | <p>Sauser et.al. 2014. Ethical Issues in Electronic Waste Disposal <a href="http://www.www.na-businesspress.com/JMPP/SauserWI_Web15_2_.pdf">http://www.www.na-businesspress.com/JMPP/SauserWI_Web15_2_.pdf</a></p> <p>Audio: After Dump, what happens to electronic waste? Available online at <a href="https://www.npr.org/2010/12/21/132204954/after-dump-what-happens-to-electronic-waste">https://www.npr.org/2010/12/21/132204954/after-dump-what-happens-to-electronic-waste</a></p> <p>The Toxic E-Waste Trade Killing Pakistan's Poorest<br/> <a href="https://www.youtube.com/watch?v=axYKPbr9_MA">https://www.youtube.com/watch?v=axYKPbr9_MA</a></p> <p>1. Talking Point 7 - due on Brightspace 24 hours before class time</p> <p>2. SDGs: Knowledge Assessment (48 Hour window – Dates- TBD)</p> |
| 10 | 7 Nov  | <p>Responsible Consumption and Production – Ethical dimensions of Fast Fashion and the global apparel and textile Industry.</p> <p>The life cycle of a t-shirt<br/> <a href="https://www.youtube.com/watch?v=BiSYoeqb_VY">https://www.youtube.com/watch?v=BiSYoeqb_VY</a></p> <p>The True Cost: Who Pays the Real Price for YOUR Clothes – Investigative Documentary<br/> <a href="https://www.youtube.com/watch?v=5-OzHqYGnlo">https://www.youtube.com/watch?v=5-OzHqYGnlo</a></p> | <p>Sahimaa, et.al. 2023.</p> <p>Bick et.al. 2018. The Global Environmental injustice of fast fashion<br/> <a href="https://ehjournal.biomedcentral.com/articles/10.1186/s12940-018-0433-7">https://ehjournal.biomedcentral.com/articles/10.1186/s12940-018-0433-7</a></p> <p>Claudio, 2007. Waste Couture<br/> <a href="https://ehp.niehs.nih.gov/doi/10.1289/ehp.115-a449">https://ehp.niehs.nih.gov/doi/10.1289/ehp.115-a449</a></p> <p>1. Talking Point 8 - due on Brightspace 24 hours before class time</p>   |
| 11 | 14 Nov | <p>Global Environmental Ethics: Climate Change and Biodiversity</p> <p>Film and discussion: David Attenborough: A Life on Our Planet.</p>   | <p>Tilman, D. Causes, consequences and ethics of biodiversity <a href="https://doi.org/10.1038/35012217">https://doi.org/10.1038/35012217</a></p> <p>Gardiner, S. M. &amp; Hartzell-Nichols, L. (2012) Williams. et.al. 2023.<br/> <a href="https://www.frontiersin.org/articles/10.3389/fpubh.2022.1048317/full">https://www.frontiersin.org/articles/10.3389/fpubh.2022.1048317/full</a></p> <p>1. Talking Point 9 - due on Brightspace 24 hours before class time</p>   |
| 12 | 21 Nov | <p>Ethics and global spectator sport – A Case Study of Qatar's FIFA 2022 Soccer World Cup</p> <p>Film: Qatar – In the Spotlight of the World Cup<br/> <a href="https://www.youtube.com/watch?v=ejd7Zmz1r64">https://www.youtube.com/watch?v=ejd7Zmz1r64</a></p> <p>The True Cost of the Qatar 2022 World Cup<br/> <a href="https://www.youtube.com/watch?v=2ALeYFi_1hg">https://www.youtube.com/watch?v=2ALeYFi_1hg</a></p>   | <p>Hartmann, D., et al. (2023)</p> <p>Rosenblatt. 2022.</p> <p>Sullivan. 2022.</p> <p>Film: Soccer World Cup: Migrant Laborers in Qatar <a href="https://www.youtube.com/watch?v=q4syhqpFzfM">https://www.youtube.com/watch?v=q4syhqpFzfM</a></p> <p>1. Critical Reflection - Global Ethics Issue Due on Brightspace 25 March.</p>   |

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|----|--------|--------------------------|---|
|    |        |                          | 2. Talking Point 10 - due on Brightspace 24 hours before class time |
| 13 | 28 Nov | Ethics: Global or Local? | Hutchings Ch 8 pp.188-209<br>Sirkku K. Hellsten (2015)              |
| 14 | 5 Dec  | Course Wrap Up           | Discussion Ethics and Globalization - No Reading                    |



Gentlemen – our new corporate logo.  
Now all we need to do is choose the motto  
– ‘one world’ or ‘all ours’.

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