

Carleton University Global and International Studies

Fall 2023

GINS 2000A - Ethics and Globalization

Prerequisite: 2nd Year Standing

Lectures: Tuesdays 8:35 – 10:25 AM

Instructor: Hassan Bashir, Ph.D.

Office: 2116 Dunton Tower

Office Hours: Tuesday 11:00 – 12:30 or by appointment

Email: hassanbashir3@cunet.carleton.ca

Tutorials

Sect	Day	Time	Room
A01	Wed	11:35 – 12:25	Teraanga Commons - 209
A02	Wed	14:35 – 15:25	Loeb Building - D199B
A03	Thu	08:35 – 9:25	Loeb Building - D199B

Teaching Assistant: TBD



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

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

Course Overview

Welcome to class!

In common everyday usage, the word “ethics” (or “ethical”) refers to the moral norms of behavior of a person or a group. By moral we mean what is right or wrong. In an academic or scholarly context “Ethics” also refers to a field of academic inquiry that focuses on systematic study of the theories of moral good and their application to various theoretical and practical problems.

Globalization is a term that describes the growing interdependence of the world’s economies, cultures, and populations, brought about by cross-border trade in goods and services, technology, and flows of investment, people, and information (Kolb 2021).

This course is about the relationship between Ethics and Globalization. Quite often this relationship is studied under the moniker ‘Global Ethics’ which is fast becoming a distinct academic discipline rather than a subset of other disciplines (Singer 2011). We will be learning about a variety of complex moral issues in global ethics, relating to such topics as poverty, inequality, hunger, climate change, international humanitarian action, governance, etc. In discussing these issues, we will focus on the United Nations Sustainable Development Goals (SDGs). The SDGs represent a global consensus on the most pressing issues affecting our world today. In the initial part of the course, we will discuss different approaches to ethical questions generally, as well as proposed approaches that are distinctive of globalization. Later, during the course, we will investigate these debates by focusing on several special themes and think about the biases held by parties on both sides of an issue that make resolution difficult. Given that the interplay between ethics and the processes of globalization is dynamic and complex, we will adopt an interdisciplinary approach drawing from philosophy, sociology, economics, politics, and environmental studies to analyze how ethical principles are affected by, and influence, 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 theoretic frameworks for investigating ethical questions and partly involve developing philosophical critical thinking skills that are relevant to thinking 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:

- Know and understand different approaches to ethical questions generally, as well as approaches that are distinctive of globalization.
- Understand the inherent tension between the local and the global.

- Appreciate the uniqueness of ethical dilemmas originating from increased global interconnectedness and the difficulty of applying traditional ethical theories transnationally.
- critically engage with and reflect on the United Nations Sustainable Development Goals (SDGs) as representative of an emerging global moral conscience.
- Construct rational arguments in a logical way and argue persuasively about globalization from a philosophical standpoint.
- Appreciate the internal contradictions of one's own 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 Books:

Hutchings, K. 2018. *Global Ethics: An Introduction* 2nd Edition, U.K. Polity (Available at the Bookstore; Carleton Libraries; as an ebook from the publisher)

Required Articles (Available online on the links below or through Carleton Libraries):

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>

Claudio, L., 2007. Waste couture: Environmental impact of the clothing industry. <https://ehp.niehs.nih.gov/doi/10.1289/ehp.115-a449>

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>

Sausser, 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.www.na-businesspress.com/JMPP/SausserWI_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. 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>

Williams et.al. 2023. The impact of climate change and biodiversity loss on the health of children: An ethical perspective *Public Health* Vol 10
<https://www.frontiersin.org/articles/10.3389/fpubh.2022.1048317/full>

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>

Basil Action Network - <https://www.ban.org/>

Required and Recommended Films and Documentaries:

Globalization

- *Globalization: Winners and Losers in World Trade: DW Documentary*
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>

- Stevens, F. 2016. *Before the Flood*. National Geographic Documentary Films. <https://www.youtube.com/watch?v=zbEnOYtsXHA> [Leonardo Di Caprio documentary about Climate Change.]

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 Industry

- Bloemen, Shantha. *T-Shirt Travels: The Story of Secondhand Clothes & Third World Debt* [videorecording]. New York: Filmmakers Library, 2001. Film.
- Fast Fashion: The Shady World of Cheap Clothing https://www.youtube.com/watch?v=YhPPP_w3kNo
- *How Fair Is Fashion? Issues in Globalization*. New York, N.Y: Infobase, 2011. Film. [Carleton Libraries]
- The True Cost: Who Pays the Real Price for YOUR Clothes – Investigative Documentary <https://www.youtube.com/watch?v=5-OzHqYGnlo>
- The Dark Side of Bangladesh's Garment Industry: Real Stories Full Length Documentary <https://www.youtube.com/watch?v=W4IIBw30uWE>
- The Environmental Disaster Fueled by Used Clothes and Fast Fashion: Foreign Correspondent <https://www.youtube.com/watch?v=bB3kuuBPVys>
- The World's Most Polluted River: DW Documentary <https://www.youtube.com/watch?v=GEH0lmcJAEk>

Global Corruption

- Ethicana: Anti Corruption Education and Training Global ACET Project <https://www.ethicana.org/ethicana-feature-film.html>

E-waste / Digital Waster / Global Electronics Industry

- Tornbjerg, Ole., Frank. Poulsen Piasecki, and Mikael K. Ebbesen. *Blood in the Mobile*. Alexandria, VA: Filmmakers Library, 2011. Film.
- 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
- Ghana – Digital Dumping Ground 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:

- Only with prior approval from the instructor before the submission deadline.
- Unapproved late submissions will incur a 5% per day penalty.
- No unapproved late assignments will be accepted 7 days after the original 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. It is the students’ responsibility to regularly monitor their Carleton accounts.

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 offense 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.

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 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).

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).

Class Policies / Etiquettes

- Students must conduct themselves in a manner that does not distract other students from the pursuit of learning.
- Class attendance and completion of assignments and readings are the responsibility of individual students.
- Please turn off your cell phones before coming into class.
- Please remember that each of us brings a unique perspective to the class and we can all learn from this diversity. In order to make this possible we need to be respectful of other people's opinions, even if they are the direct opposite of what we believe.

Course Evaluation

Engagement (25%)

Tutorial Attendance and Participation	= 15%
Talking Points	= 10%

Exams (40%)

In-Class Test 1 – Ethical Theories	= 20%
In-Class Test 2 – Globalization / SDGs	= 20%

Writing (35%)

Small-Scale Literature Review	= 15%
Critical Reflection: Global Ethics Issue	= 20%

*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 with an aim to develop a critical perspective and highlight linkages between globalization and ethics. **Class participation is required**. 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!**

Talking Points (10%)

Each student will submit a total of 10 talking point on weekly topics on Brightspace. 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**.
- 4) Must be **submitted a day before class** each week on Brightspace (starting week of 19 September).

Exams (Total 40%)

There are two in-class tests in this course. The exams will test students' knowledge of the key concepts and ideas introduced during the course.

1. **In-class test 1 (20%)** will take place in the **4th week** of the semester and will cover the material from weeks 2 and 3 – **Ethical Theories**.
2. **In-class test 2 (20%)** will take place in the **6th week** of the semester and will cover the material from weeks 4 and 5 – **Globalization and Sustainable Development Goals**.

Each test will be:

1. 45 minutes (during regular class time).
2. 20 – 30 questions – Mix of multiple choice / short answers / true false statements

Note: A separate study guide for sustainable development goals for test 2 will be made available on Brightspace.

Writing (Total 35%)

Literature Review (15%): Typically, a literature review is a descriptive summary of research already accomplished on a topic. A good review allows the author to identify and formulate an inquiry question and bring precision to a proposed study. As well, it informs your readers about the significant knowledge and ideas existing on a topic and the significance of your own study. For this assignment, you should:

1. **Choose an SDG** (e.g. poverty, hunger, gender equality, responsible consumption and production, climate change, clean energy, etc.).
2. **Formulate an inquiry question** about the moral foundations of the selected SDG.
3. Identify and **choose at least 5 peer-reviewed sources** (ideally journal articles) that correspond well with your chosen SDG and your research question.
4. Read and organize the articles you have selected and **develop a narrative** based on their findings.

5. Imagine that the author(s) of the 5 articles are involved in a **conversation revolving around your inquiry question** about the SDG
6. Remember that the **important thing is your question**. You are primarily interested in determining in knowing how others have answered similar questions before you.
7. Your review is not (and should not) be a summary of other people's work
8. Your review should be
 - o 12-point - Times New Roman or Calibri font
 - o Double spaced with 1-inch margins
 - o no less than 4 and no more than 5 pages.

Note: A detailed assignment prompt and grading rubric will be discussed in class and posted on Brightspace.

Critical Reflection: Global Ethics Issue (20%): This assignment is a continuation of your literature review assignment. You should expand on the narrative you developed on your chosen SDG and:

- Select one of the special topics covered in the course
 - o Fast Fashion
 - o Digital Waste
 - o Global Sports
 - o Humanitarian Action and International Aid
 - o Global Sustainability/Climate Change.
- Critically assess the ethical consequences of your selected special topic in relation to your chosen SDG. For example, if you chose SDG1 (No Poverty) and a special topic (Fast Fashion): Describe the ethical implications of the motivations behind the rise of global fast fashion and its relation to global poverty eradication.
- Make sure that
- Your critical reflection should be:
 - o a continuation of your literature review assignment
 - o 12-point - Times New Roman or Calibri font
 - o Double spaced with 1-inch margins
 - o No less than 3 and no more than 4 pages.

Note: A detailed assignment prompt and grading rubric will be discussed in class and posted on the course Brightspace page.

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
- 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

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	12 Sep	Introduction: Ethics and Globalization Globalization Explained https://www.youtube.com/watch?v=JJ0nFD19eT8 What is Ethics? https://www.youtube.com/watch?v=u399XmkjeXo Heinz Dilemma - Kohlberg's Stages of Moral Development. Tests for Ethical behavior	Introductions. Syllabus explained. Course expectations discussed. Handout 1 - Heinz Dilemma Handout 2 - Stages of moral development. Handout 3 - Davis Seven-step guide to ethical decision making (1999) Handout 4 – Informal Tests for Ethical behavior
2	19 Sep	Ethical Theories 1: Rationalist Ethical Theories - Utilitarian; Contractual; Deontological; Discourse Ethics	Hutchings Ch 1 & 2 pp. 1 - 46 Talking Point 1 - due on Brightspace 24 hours before class time.
3	26 Sep	Ethical Theories 2: Alternatives to Ethical Rationalism - Virtue; Feminist; Postmodern	Hutchings Ch 3 pp. 47 - 74 Carefully read Questions about Foundations Hutchings pp. 66 – 70 1. Talking Point 2 - due on Brightspace 24 hours before class time 2. Literature Review discussed in class and assigned
4	3 Oct	Understanding Globalization 17 Goals to Transform Our World: The UNDP - SDGs Ethical basis for SDGs	Hutchings Ch1: pp. 2 - 4 Article: Khayesi 2021 UNDP SDGs https://sdgs.un.org/ SDGs: https://www.youtube.com/watch?v=xubK4T9Nc8A https://www.youtube.com/watch?v=5EW5vVCiXIQ Connections between SDGs: https://www.youtube.com/watch?v=3VbLlz9SaaY 1. In – Class Test 1 [45 - mins] 2. Talking Point 3 - due on Brightspace 24 hours before class time
5	10 Oct	Ethics of Global Aid and Development Discussion SDGs	Required - Hutchings Chapter 4 pp. 75 - 95 Recommended: Slim (2015) Wonderful Work: Globalizing the Ethics of Humanitarian Action pp. 13 - 25 Talking Point 4 - due on Brightspace 24 hours before class time
6	17 Oct	In-Class Test 2 Film - Poverty Inc.	1. In – Class Test 2 [45 - mins] 2. Critical Reflection - Global Ethics Issue discussed in class and assigned
7	24 Oct	No Class	FALL BREAK

8	31 Oct	Global Distributive Justice Discussion Poverty Inc	Hutchings Ch 5 pp. 102-124 1. Literature Review due on Brightspace before class. 2. Talking Point 5 - due on Brightspace 24 hours before class time
9	7 Nov	Ethics, Technology and Globalization – Digital Waste Films: 60 Minutes – Electronic Wasteland https://www.youtube.com/watch?v=a-oLNqtTUt0 E-Waste Hell http://www.youtube.com/watch?v=dd_ZttK3PuM	Sausser et.al. 2014. Ethical Issues in Electronic Waste Disposal http://www.www.na-businesspress.com/JMPP/SausserWI_Web15_2_.pdf Audio: After Dump, what happens to electronic waste? Available online at https://www.npr.org/2010/12/21/132204954/after-dump-what-happens-to-electronic-waste The Toxic E-Waste Trade Killing Pakistan’s Poorest https://www.youtube.com/watch?v=axYKPbr9_MA Talking Point 6 - due on Brightspace 24 hours before class time
10	14 Nov	Responsible Consumption and Production – Ethical dimensions of Fast Fashion and the global apparel and textile Industry. The life cycle of a t-shirt https://www.youtube.com/watch?v=BiSYoegb_VY The True Cost: Who Pays the Real Price for YOUR Clothes – Investigative Documentary https://www.youtube.com/watch?v=5-0zHqYGnlo	Sahimaa, et.al. 2023. Bick et.al. 2018. The Global Environmental injustice of fast fashion https://ehjournal.biomedcentral.com/articles/10.1186/s12940-018-0433-7 Claudio, 2007. Waste Couture https://ehp.niehs.nih.gov/doi/10.1289/ehp.115-a449 Talking Point 7 - due on Brightspace 24 hours before class time
11	21 Nov	Global Environmental Ethics: Climate Change and Biodiversity Film and discussion: David Attenborough: A Life on Our Planet.	Tilman, D. Causes, consequences and ethics of biodiversity https://doi.org/10.1038/35012217 Gardiner, S. M. & Hartzell-Nichols, L. (2012) Williams. et.al. 2023. https://www.frontiersin.org/articles/10.3389/fpubh.2022.1048317/full Talking Point 8 - due on Brightspace 24 hours before class time
12	28 Nov	Ethics and global spectacle a sport – A Case Study of Qatar’s FIFA 2022 Soccer World Cup Film: Qatar – In the Spotlight of the World Cup https://www.youtube.com/watch?v=ejd7Zmz1r64	Hartmann, D., et al. (2023) Rosenblatt. 2022. Sullivan. 2022. Film: Soccer World Cup: Migrant Laborers in Qatar https://www.youtube.com/watch?v=q4syhqFzfM Talking Point 9 - due on Brightspace 24 hours before class time

13	5 Dec	Ethics: Global or Local? Course Wrap Up	Hutchings Ch 8 pp.188-209 Sirkku K. Hellsten (2015) 1. Talking Point 10 - due on Brightspace 24 hours before class time 2. Critical Reflection - Global Ethics Issue due on Brightspace before class time.
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Gentlemen – our new corporate logo.
Now all we need to do is choose the motto
– 'one world' or 'all ours'.

Image source: <https://www.pinterest.ca/pin/17908852266622311/>