

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	: Bachelor of Social Sciences (Honours) in Global and Environmental Studies
Programme QF Level	: 5
Course Title	: Global and Environmental Justice and Rights
Course Code	: SSC4111
Department	: Social Sciences
Credit Points	: 3
Contact Hours	: 39
Pre-requisite(s)	: Nil
Medium of Instruction	: EMI
Course Level	: 4

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Undergraduate, Taught Postgraduate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. Course Synopsis

The course will immerse students in some of the moral and ethical questions related to international and global affairs. After an introduction to the notion of ethics and morality in foreign policy and international relations, we will examine some major approaches to international and world ethics. These approaches will serve as a backdrop for discussions of pressing environmental concerns such as global warming and climate change as matters of rights and justice. A broad aim is to examine the relevance and significance of ethics and morality in the context of contemporary international and global affairs.

Questions to be addressed in this course include the following: Should morality be part of international relations, and is it in reality? How might we, and how might statespersons, ethically justify our preferences and actions? What are human rights, and what role do they play in international relations? Do the people of wealthy countries have obligations to those living in poor countries? What role do ethical and moral questions play in contemporary efforts to protect the natural environment of our planet? To what extent is climate change a matter of justice? Whose rights are being violated by the impacts of climate change, and what does this imply for the behavior of states, transnational actors and capable people like us? In answering these questions, the course brings together issues of globalization with those about ecological change and sustainability.

2. Course Intended Learning Outcomes (CILOs)

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

- CILO₁ read for understanding literature about the ethical and moral dimensions of foreign policy, international relations and global affairs.
- CILO₂ assess the importance of ethics, justice and rights in international, domestic and individual causes of, and responses to, environmental problems.
- CILO₃ critically analyse, from major normative perspectives, the official statements and actions of governments and international organizations, including those related to environmental issues.
- CILO₄ participate, in an informed and articulate way, in discussions about justice and rights in international and global affairs, including in the context of climate change and other environmental changes.
- CILO₅ demonstrate understanding of individual rights and responsibilities, including those of participating students, as they relate to justice and rights within and beyond borders, particularly in environmental contexts.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching and Learning Activities
Introduction <u>Objectives:</u> 1. To be informed about content of the course. 2. To understand the learning objectives for the course and how they can be achieved. 3. To understand requirements for	CILO n/a	Lecture Q&A

the course and how your learning will be assessed.		
<p>Defining terms</p> <p><u>Objectives:</u></p> <ol style="list-style-type: none"> 1. To define “morality” and “ethics.” 2. To define (at least partly) “justice” and “rights.” 3. To begin considering how these concepts apply to “global” and “environmental” affairs. 	<p>CILO</p> <p>1,2,3,4,5</p>	<p>Lecture</p> <p>Reading scholarly literature</p> <p>Reading quality newspaper</p> <p>Classroom discussion</p> <p>Course journal work</p>
<p>Global justice</p> <p><u>Objectives:</u></p> <ol style="list-style-type: none"> 1. To develop an understanding of international (or interstate) justice. 2. To develop an understanding of global (or “cosmopolitan”) justice. 3. To apply the concept of global justice to some real- world cases. 	<p>CILO</p> <p>1,2,3,4,5</p>	<p>Lecture</p> <p>Reading scholarly literature</p> <p>Reading quality newspaper</p> <p>Classroom discussion</p> <p>Course journal work</p>
<p>Environmental justice</p> <p><u>Objectives:</u></p> <ol style="list-style-type: none"> 1. To understand the meaning and origins of environmental justice as a concept. 2. To understand the sources of environmental injustice, particularly at local levels. 3. To apply the concept of environmental justice to some real-world cases. 	<p>CILO</p> <p>1,2,3,4,5</p>	<p>Lecture</p> <p>Reading scholarly literature</p> <p>Reading quality newspaper</p> <p>Classroom discussion</p> <p>Course journal work</p>
<p>Global environmental justice</p> <p><u>Objectives:</u></p> <ol style="list-style-type: none"> 1. To develop an understanding of how justice obtains in international and global affairs. 2. To understand the relationship between justice and international 	<p>CILO</p> <p>1,2,3,4,5</p>	<p>Lecture</p> <p>Reading scholarly literature</p> <p>Reading quality newspaper</p> <p>Classroom discussion</p>

<p>and global environmental issues.</p> <p>3. To apply the concept of global environmental justice to some real-world cases.</p>		<p>Course journal work</p>
<p>Global rights</p> <p><u>Objectives:</u></p> <p>1. To develop an understanding of how rights are defined.</p> <p>2. To better understand the meanings and complexities of human rights.</p> <p>3. To apply the concept of rights to some real-world cases.</p>	<p>CILO 1,2,3,4,5</p>	<p>Lecture</p> <p>Reading scholarly literature</p> <p>Reading quality newspaper</p> <p>Classroom discussion</p> <p>Course journal work</p>
<p>Environmental rights</p> <p><u>Objectives:</u></p> <p>1. To develop an understanding of how the concept of rights can apply to the natural world.</p> <p>2. To think about how “environmental” rights might be human rights – human rights to environment – and how the two may conflict – how environmental rights might trump human rights.</p> <p>3. To apply the concept of environmental rights to some real-world cases.</p>	<p>CILO 1,2,3,4,5</p>	<p>Lecture</p> <p>Reading scholarly literature</p> <p>Reading quality newspaper</p> <p>Classroom discussion</p> <p>Course journal work</p>
<p>Global environmental rights</p> <p><u>Objectives:</u></p> <p>1. To consider whether and how environmental rights may apply globally.</p> <p>2. To understand how an ethic that favors the environment might affect international affairs.</p> <p>3. To apply the concept of global environmental rights to some real-world cases.</p>	<p>CILO 1,2,3,4,5</p>	<p>Lecture</p> <p>Reading scholarly literature</p> <p>Reading quality newspaper</p> <p>Classroom discussion</p> <p>Course journal work</p>

<p>The case of climate change</p> <p><u>Objectives:</u></p> <p>1. To heighten our awareness of specific topics addressed in the presentations.</p> <p>2. To use this week’s presentation to expand our understanding of global and environmental justice and rights.</p>	<p>CILO 1,2,3,4,5</p>	<p>Lecture</p> <p>Reading scholarly literature</p> <p>Reading quality newspaper</p> <p>Classroom discussion</p> <p>Course journal work</p>
<p>Presentations</p> <p><u>Objectives for this week:</u></p> <p>1. To heighten our awareness of specific topics addressed in the presentations.</p> <p>2. To use the presentation to expand our understanding of global and environmental justice and rights.</p>	<p>CILO 1,2,3,4,5</p>	<p>Reading and research</p> <p>Collaboration with other students</p> <p>Answering questions from audience</p>

4. Assessment

Assessment Tasks	Weighting (%)	CILOs
<ul style="list-style-type: none"> In-class debate 	30%	CILO _{2,3,5}
<ul style="list-style-type: none"> Final research essay (group or individual) 	40%	CILO _{3, 4, 5}
<ul style="list-style-type: none"> In-class written assessment 	30%	CILO _{2, 3, 4, 5}

5. Required Text(s)

As assigned

6. Recommended Readings

- Amstutz, Mark R. (2008). *International Ethics: concepts, theories, and cases in global politics 3rd edition*. New York: Rowman & Littlefield Publishers.
- Bell, Duncan (ed.) (2010) *Ethics and World Politics*. New York: Oxford University Press.
- Bell, Derek (2012). Does anthropogenic climate change violate human rights? In Gideon Calder and Catriona McKinnon (eds.) *Climate Change and Liberal Priorities*. London: Routledge.

- Berlin, Isaiah. “The Question of Machiavelli,” in Robert M. Adams trans. & ed. (1992) *Niccolo Machiavelli: The Prince*. New York: W. W. Norton & Company.
- Bobbio, Norberto (2000). “Ethics and Politics,” in his *In Praise of Meekness: essays on ethics and politics*, trans. Teresa Chataway. Cambridge: Polity Press.
- Broome, John (2012). *Climate matters: ethics in a warming world*. New York: W. W. Norton & Company.
- Coady, C. A. J. (ed.) (2006) *What’s Wrong with Moralism?* Oxford: Blackwell.
- DesJardins, Joseph R. (2006). *Environmental Ethics: an introduction to environmental philosophy 4th ed.* United States: Wadsworth.
- Donnelly, Jack (2000). *Realism and International Relations*. Cambridge: Cambridge University Press.
- Dower, N. (2007). *World Ethics*, 2nd ed., Edinburgh: Edinburgh University Press.
- Gardiner, Stephen M. (2011). *A Perfect Moral Storm: The Ethical Tragedy of Climate Change*. New York: Oxford University Press.
- Garvey, J. (2008). *The Ethics of Climate Change: Right and Wrong in a Warming World*. London: Continuum Books.
- Gosseries, Axel (2012). Generations. In Catriona McKinnon (ed.) *Issues in Political Theory*. New York: Oxford University Press.
- Gudorf, Christine E. & Huchingson, James E. (eds.) (2010) *Boundaries: A Casebook in Environmental Ethics 2nd edition*. Washington, D.C.: Georgetown University Press.
- Harris, P.G. (2010). *World Ethics and Climate Change*. Edinburgh: Edinburgh University Press.
- Harris, P.G. (ed.) (2011). *Ethics and Global Environmental Policy: Cosmopolitan Conceptions of Climate Change*. Cheltenham: Edward Elgar.
- Harris, P.G. (ed.) (2011). *China’s Responsibility for Climate Change: Ethics, fairness and environmental policy*. Bristol: Polity Press.
- Hayward, Tim (2003). Ecologism and Environmentalism. In Alan Finlayson (ed.) *Contemporary Political Thought: A Reader and Guide*. Edinburgh: Edinburgh University Press.
- Jamieson, Dale (2012). Environment. In Catriona McKinnon (ed.) *Issues in Political Theory*. New York: Oxford University Press.
- Keller, David R. (ed.) (2010). *Environmental Ethics: The Big Questions*. Oxford: Wiley-Blackwell.
- Kymlicka, Will (2002). *Contemporary Political Philosophy: An Introduction 2nd ed.* New York: Oxford University Press.
- Lafollette, Hugh (ed.) (2002). *Ethics in Practice: An Anthology*. Oxford: Blackwell, ‘World Hunger and International Justice’ (chapters 55-59) and ‘Environment’ (chapters 60-64).
- Light, Andrew and Rolston III, Holmes (eds.) (2003). *Environmental Ethics: an anthology*. Oxford: Blackwell.

- Machiavelli, Niccolo (1992). *The Prince*, trans. & ed. by Robert M. Adams, New York: W. W. Norton & Company.
- McKinnon, Catriona (ed.) (2012). *Issues in Political Theory*. New York: Oxford University Press.
- Minch, Michael and Weigel, Christine (eds.) (2009). *Living Ethics: An Introduction*. Boston: Wadsworth. Chapter 13: 'Extending Ethics'.
- Okereke, C. (2008). *Global Justice and Neoliberal Environmental Governance*. London: Routledge.
- Page, E. A. (2006). *Climate Change, Justice and Future Generations*, Cheltenham: Edward Elgar.
- Penz, Peter et al. (2011). *Displacement by Development: ethics, rights and responsibilities*. New York: Cambridge University Press.
- Pogge, Thomas and Moellendorf, Darrel (eds.) (2008). *Global Justice: seminal essays*. St. Paul: Paragon House.
- Pogge, Thomas and Horton, Keith (eds.) (2008). *Global Ethics: seminal essays*. St. Paul: Paragon House.
- Reus-Smit, Christian and Snidal, Duncan (eds.) (2008) *The Oxford Handbook of International Relations*. New York: Oxford University Press.
- Rosenthal, J., & Barry, C. (eds.) (2009). *Ethics and International Affairs: A Reader*. Washington DC: Georgetown University Press/
- Sandel, Michael (2009). *Justice: What's the Right Thing to Do?* London: Allen Lane.
- Schlosberg, D. (2007). *Defining environmental justice: theories, movements, and nature*. New York: Oxford University Press.
- Stone, Christopher D. (2010). *Should Trees Have Standing? Law, Morality, and the Environment 3rd ed.* New York: Oxford University Press.
- Tammemagi, Hans (1999). *The Waste Crisis: landfills, incinerators, and the search for a sustainable future*. New York: Oxford University Press.
- Weber, Max (1919). "Politics as a Vocation," in H. H. Gerth and C. Wright Mills (eds.) (1958). *From Max Weber: Essays in Sociology*. New York: Oxford University Press.
- Wenz, Peter S. (2001) *Environmental Ethics Today*. New York: Oxford University Press.

7. Related Web Resources

Carnegie Council for Ethics in International Affairs:

<http://www.cceia.org/index.html>

Climate Ethics:

<http://climateethics.org/>

GlobalRights.Org: Partners for Justice Online:

<http://www.hrlawgroup.org/>

Office of the High Commissioner for Human Rights, 'Human rights and climate change':

<http://www2.ohchr.org/english/issues/climatechange/index.htm>

Oxfam (2009), *The Right to Survive in a Changing Climate*:

http://www.oxfam.org.uk/resources/policy/climate_change/right-to-survive-changing-climate.html

The Climate Justice Project:

<http://www.climatejustice.org.uk/>
The Universal Declaration of Human Rights:
<http://www.un.org/en/documents/udhr/>
Woodrow Wilson School of Public and International Affairs:
http://wvs.princeton.edu/news/megwalu_09/

8. Related Journals

Climate Policy.
Ethics and Global Politics.
Ethics and International Affairs.
Ethics and the Environment.
Global Change, Peace and Security.
International Environmental Agreements.
International Journal of Human Rights.
International Society.
Journal of Environment and Development.
Journal of Ethics.
Journal of Global Ethics.
Philosophy and Public Affairs.

9. Academic Honesty

The University adopts a zero tolerance policy to plagiarism. For the University's policy on plagiarism, please refer to the *Policy on Academic Honesty, Responsibility and Integrity with Specific Reference to the Avoidance of Plagiarism by Students* (<https://www.eduhk.hk/re/modules/downloads/visit.php?cid=9&lid=89>). Students should familiarize themselves with the Policy.

10. Others

Newspaper articles and other media reports, including contemporaneous reporting, related to global warming and climate change; recent reports from scientific organizations and nongovernmental organizations; new video media.

August 2018