

Course Outline

Part I

Programme Title :	Bachelor of Education (Honours); All undergraduate Programmes
Programme QF Level :	5
Course Title :	World Ethics and Climate Change
Course Code :	SSC3189
Department :	Social Sciences and Policy Studies
Credit Points :	3
Contact Hours :	39
Pre-requisite(s) :	Nil
Medium of Instruction :	EMI
Course Level :	3

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 Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate 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

In this course students will study the moral and political aspects of climate change, with focus on international and global justice in this context. The world and its ecological underpinnings are caught in one of the most profound dilemmas in human history. Decades-long efforts by governments and the international community to cooperate in protecting the global environment have failed to bring about robust action to limit greenhouse gas pollution causing global warming and climate change. While pursuing apparently logical economic and social development, and by acting in ways that seem to be promoting the interests of nation-states and their citizens, humanity continues to dangerously alter the Earth's atmospheric and climate systems, with profound consequences for human well-being and, for many millions of people, even survival—not to mention the effects on other species and ecosystems. This tragedy raises profound questions of both governance—including politics and policy within and among countries—and morality, particularly with regard to the way that global environmental change has potentially transformed the spheres of ethics and justice.

As a way to understand this failure of the world to adequately address climate change, and with the expectation that developing this understanding will help students to envision and advocate alternative futures, this course explores the politics, ethics and justice of climate change. Students will explore their roles, as well as those of governments and other actors, in causing climate change—and possibly mitigating it and responding to its impacts on other people, particularly the world's poor. In the process, students will critically evaluate what is right and just for present and future generations in this context. In so doing, students will learn how ethics and social justice are important variables in the world's responses to major environmental problems. The course will be structured around questions. The objective will not be to fill students' minds with discrete pieces of information, but instead to practice their minds in developing informed, articulate questions about the world. They will learn how to draw upon expert knowledge, ethical arguments and their own analyses to formulate answers to these questions, particularly in collaboration with fellow students.

2. Course Intended Learning Outcomes (CILOs)

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

- CILO₁ Understand the ethical and political dimensions of global warming and climate change.
- CILO₂ Assess the importance of ethics and justice in international, domestic and individual efforts to address climate change.
- CILO₃ Critically analyze, from major ethical perspectives, the official statements and actions of governments and international organizations related to climate change.
- CILO₄ Participate in discussions about the ethics and justice of climate change in an informed and articulate way.
- CILO₅ Critically reflect on one's individual rights and responsibilities as global citizen in this context.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
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<p>a. Global Climate Change: Quick Review of the Science and Survey of Climate Politics and Diplomacy</p>	<p><i>CILO</i>_{1,2,3}</p>	<ul style="list-style-type: none"> • brief lectures • classroom discussions • group discussions of assigned readings • writing summaries and analyses of readings in course journal
<p>b. Justice in a Changing World: Ethics and Morality beyond Borders</p>	<p><i>CILO</i>_{1,2,3,4,5}</p>	<ul style="list-style-type: none"> • brief lectures (possibly including guest lectures) • provocative questions followed by classroom discussions • group discussions of assigned readings • group sharing of ideas from course journals • writing summaries and analyses of readings in course journal • individual and group work leading to group presentations
<p>c. International Environmental Justice and Climate Justice: Environmental Agreements and the Tragedy of the Commons</p>	<p><i>CILO</i>_{1,2,3,4,5}</p>	<ul style="list-style-type: none"> • brief lectures (possibly including guest lectures) • provocative questions followed by classroom discussions • group sharing of ideas from course journals and assigned readings • writing summaries and analyses of readings in course journal • individual and group work leading to group

		presentations
d. World Ethics and Global Justice: Alternative Approaches to Climate Change	<i>CILO</i> _{1,2,3,4,5}	<ul style="list-style-type: none"> • brief lectures (possibly including guest lectures) • provocative questions followed by classroom discussions • group sharing of ideas from course journals and assigned readings • writing summaries and analyses of readings in course journal • individual and group work leading to group presentations
e. Affluence and Atmospheric Pollution: Consumption and Responsibilities of Capable People	<i>CILO</i> _{1,2,3,4,5}	<ul style="list-style-type: none"> • brief lectures (possibly including guest lectures) • provocative questions followed by classroom discussions • group sharing of ideas from course journals and assigned readings • writing summaries and analyses of readings in course journal • individual and group work leading to group presentations
f. Climate Policy and the Unavoidability of Global Justice: Governments, Global Citizenship and Individual Responsibility	<i>CILO</i> _{1,2,3,4,5}	<ul style="list-style-type: none"> • brief lectures (possibly including guest lectures) • provocative questions followed by classroom discussions • group sharing of ideas from course journals and

		assigned readings <ul style="list-style-type: none"> • writing summaries and analyses of readings in course journal • individual and group work leading to group presentations
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4. Assessment

Assessment Tasks	Weighting (%)	CILOs
a. Course journal -including summaries and analyses of readings, summaries and analyses of contemporaneous news and media reports with specific connections made to reading and classroom content, a 1,000-word essay examining what each student has learned during the course, plus any individualized content desired by students.	40%	<i>CILO</i> _{1,2,3,5}
b. Participation in classroom discussions, including individual responses and group discussions, with emphasis on willingness and ability to ask questions and to demonstrate a command of reading material and the ability to apply concepts derived from literature and classroom work, to include: evidence through comments and/or questions of (1) having done the reading, (2) having thought about that reading and made connections to other readings and previous classroom discussions, and (3) showing ability to apply ideas from readings and classroom sessions to real-world events.	30%	<i>CILO</i> _{1,2,3,4,5}
c. Group presentations, in the form of an hour-long group presentation and Q&A session. The presentation can take a variety of forms, such as lecturing, student-produced video, role playing, active seminar, poetry, drama, etc., or combinations thereof, designed to effectively convey messages and stimulate thinking among the audience.	30%	<i>CILO</i> _{1, 2, 3,4,5}

5. Required Text(s) (indicative)

Harris, Paul G. *Global Ethics and Climate Change*, 2nd edition. Edinburgh: Edinburgh

University Press, 2016.

Harris, Paul G. *Global Ethics and Climate Change Learning Guide*, 2nd edition. Edinburgh: Edinburgh University Press, 2016.

6. Recommended Readings (indicative)

Caney, S. (2005). *Justice Beyond Borders*. Oxford: Oxford University Press.

Dower, N. (2007). *World Ethics* (2nd ed.). Edinburgh: Edinburgh University Press.

Garvey, J. (2008). *The Ethics of Climate Change*. London: Continuum Books.

Harris, P. G. (2010). *World Ethics and Climate Change*. Edinburgh: Edinburgh University Press.

Harris, P. G. (2010). *World Ethics and Climate Change Learning Guide*. Edinburgh: Edinburgh University Press. (available at

<http://www.eupublishing.com/page/WorldEthicsandClimateChange>)

Page, E. A. (2006). *Climate Change, Justice and Future Generations*. Cheltenham: Edward Elgar.

Pogge, T., & Moellendorf, D. (Eds.). (2008). *Global Justice: Seminal Essays*. St. Paul, MN: Paragon House.

Roberts, J. T., & Parks, B. C. (2007). *A Climate of Injustice*. Cambridge, MA: MIT Press.

Sachs, W., & Santarius, T. (2007). *Fair Future*. London: Zed.

Singer, P. (2004). *One World*, New Haven: Yale University Press.

7. Related Web Resources

Carnegie Council for Ethics in International Affairs:

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

Climate Ethics:

<http://climateethics.org/>

The Climate Justice Project:

<http://www.climatejustice.org.uk/>

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

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

9. Academic Honesty

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the *Policy on Academic Honesty, Responsibility and Integrity* (<https://www.eduhk.hk/re/uploads/docs/00000000016336798924548BbN5>). 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

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