

## SYLLABUS

<b>TITLE:</b>	Ethics and political challenges for social justice and peace
<b>CODE:</b>	GSE 301
<b>PREREQUISITE:</b>	N/A
<b>CREDITS:</b>	3 credits   45 contact hours   1 term

### DESCRIPTION

In this course, students will address the difficulties of defining and implementing peace and social justice. It also provides students with the interdisciplinary knowledge and dialogues to promote ethical deliberation and critical analysis on the life conditions experienced by certain groups of people within a complex socio-economic and political context at the global and national levels. Furthermore, the course provides students with a first approach to diversity and human rights as essential grounds for the achievement of social justice and peace.

### JUSTIFICATION

This course offers students the possibility of considering and assuming an ethical and civic commitment to contribute to the construction of a more just, equitable, and peaceful society. By recognizing the socio-economic and political context at the local and global levels, students will be able to put into perspective that in times when the construction of peace and social justice seems more difficult, it is when they become most important and urgent.

### COMPETENCES

The course develops the following competences in students:

- **Ethical sense and social justice**
- **Communication**

### OBJECTIVES

After completion of the course, students will be able to:

1. Describe the current challenges we face from an understanding and analysis of the local and international social reality in its various aspects: ecological, socio-economic, political, cultural, etc.
2. Respect and value human diversity in its different manifestations.
3. Recognize human dignity and ethical sense as principles for dialogue that favor human rights and the inclusion of the different and diverse.
4. Explain the importance of ethical deliberation and critical analysis of the social realities experienced by certain groups within a global and national economic and political context.

## CONTENTS

- I. From moral experience to ethical experience
  - A. Defining *ethos* and the difference between ethics and morals
  - B. The universality of the moral fact
  - C. Ethics: critical reflection of practical fields
  - D. The role of ethical theories:
    1. Definition and objective
    2. Ethics of duty and ethics of consequences
  - E. Ethical foundation: reproducing and promoting human life in community
  - F. Ethical deliberation and the construction of values
- II. Dignity, diversity, and human rights
  - A. Meaning of human dignity and its integral development
  - B. Human diversity and cultural humility
    1. Person dimension
    2. Collective dimension
  - C. Human rights: Foundation of social justice and peace
    1. Nature and justification of human rights
    2. Definition and comparison of concepts
      - a. Human rights
      - b. Constitutional rights
      - c. Civil rights
- III. Political ethics and world economy
  - A. Ethics of political and economic power
  - B. Fundamentalist neoliberalism and idolatry of capital
    1. Living labor: the foundation of property

2. Intellectual property and the issue of patents
  3. External debt, usury, and economic exclusion
  - C. Economic development and integral and sustainable human development
  - D. External and internal company assets
- IV. Local and global political context: A scenario for social justice and peace?
- A. Democracy as popular sovereignty
    1. Democracy as rights and freedoms
    2. Democracy and citizenship
  - B. Crises of representative democracies
    1. Neoliberal policies
    2. *Caudillismo* = populism
    3. Impairment of social and economic rights
  - C. Impact of globalization on human rights
    1. Environment, ecology, and its implications
    2. Fourth generation human rights
      - a. Privacy: *Habeas data* and digital security
      - b. Access to computing and the internet

## METHODOLOGY

The following strategies from the active learning methodology are recommended:

- Flipped classroom- critical analysis of readings
- Role playing- debates and representations
- Collaborative learning
- Implementation of graphic organizers: maps, timelines, etc.

## EVALUATION

Compositions	25%
Participation	20%
Partial assignments	30%
Final project or exam	<u>25%</u>
<b>Total</b>	100%

## LEARNING ASSESSMENT

The institutional assessment rubric is applied to the course's core activity.

## BIBLIOGRAPHY

- Brown, W. (2006). American Nightmare Neoliberalism, Neoconservatism, and De-Democratization. <http://urban.hunter.cuny.edu/~schram/wendybrownpd.pdf>
- Camacho, I. (2013). *Ética y responsabilidad empresarial*. Desclée de Brouwer.
- Conill, J. (2013). *Horizontes de Economía Ética*. Tecnos.
- Dussel, E. (2015). *Filosofías del Sur, descolonización y transmodernidad*. Edición Esakal.
- Dussel, E. (2014). 16 tesis de economía política, interpretación filosófica. Siglo XXI.
- Dussel, E. (2009). Política de la liberación, arquitectónica. Trotta.
- Dussel, E. (2007). *Política de la liberación, historia mundial*. Trotta.
- Dussel, E. (2006). *20 tesis de política*. Siglo XXI.
- González Fauz, J. (2015). *¿El capital contra el siglo XXI? Comentarios al libro teológico de Thomas Piketty*. Sal Terrae.
- González-Carvajal, L. (2010). *El hombre roto por los demonios de la economía, el capitalismo ante la moral cristiana*. San Pablo.
- González, R. (2005). *Ética y economía*. Desclée de Brouwer.
- Jeong, H. (2001). *Peace and Conflict Studies, An Introduction*. Ashgate Publications.
- Klein, N. (2010). *La doctrina del Shock: El auge del capitalismo del desastre*. Editorial Paidós.
- Lahera Parad, E. (2002). *Introducción a las políticas públicas*. Fondo de Cultura Económica.

Lydon, C. (2017, June 2). Noam Chomsky: Neoliberalism Is Destroying Our Democracy. <https://www.thenation.com/article/noam-chomsky-neoliberalism-destroying-democracy>

McCarthy, N. (2017, November 15). The Staggering Scale of Global Financial Inequality. <https://www.forbes.com/sites/niallmccarthy/2017/11/15/the-global-pyramid-of-wealth-infographic/#6d0e62e0558b>

Montoya, M. (2011). *Ética y hermenéutica, un diálogo entre Paul Ricoeur y John Rawls*. Universidad de la Salle.

Nussbaum, M. (2014). *Emociones políticas. ¿Por qué el amor es importante para la justicia?* Paidós.

Nussbaum, M. (2012). *Las fronteras de la justicia*. Paidós.

Pitteky, T. (2014). *El capital en el siglo XXI*. Fondo de Cultura Económica.

Polychroniou, C. (2017, October 24). Imagining Our Way Beyond Neoliberalism: A Dialogue with Noam Chomsky and Robert Pollin. <https://truthout.org/articles/imagining-our-way-beyond-neoliberalism-a-dialogue-with-noam-chomsky-and-robert-pollin/>

Ramsbothan, O., Woodhouse, T. (2011). *Hugh. Contemporary Conflict Resolution* (3<sup>rd</sup> ed.). Polity.

Sen, A. (2007). *La idea de la justicia*. Taurus.

Van Soest, D. (1997). *The global crisis of violence: common problems, universal causes, shared solutions*. NASW Press.

## ELECTRONIC RESOURCES

Cultura de Paz UNESCO:

<https://es.unesco.org/themes/programas-construir-paz>

[http://files.unicef.org/argentina/spanish/ar\\_insumos\\_educvaescuela4.PDF](http://files.unicef.org/argentina/spanish/ar_insumos_educvaescuela4.PDF)

<http://unescopaz.uprrp.edu>

*Derechos humanos de cuarta generación* (video):

<https://www.youtube.com/watch?v=Xxgty3ZjmCM>

*Derechos y Reveses de lo Humano* (dossier):

<https://www.80grados.net/category/dossier-derechos-y-reveses-de-lo-humano/>

*Diálogo por la Justicia Social* (video):

[https://www.youtube.com/watch?v=itr4eL\\_cRmo](https://www.youtube.com/watch?v=itr4eL_cRmo)

*El neoliberalismo en América Latina:*

<https://blogs.helsinki.fi/temashispanicos/?p=185>

*La Justicia Social* (video): <https://www.youtube.com/watch?v=nQesxvQ1SYc>

*La solidaridad: el valor más humano* (video):

<https://www.youtube.com/watch?v=EhQnycqt6uQ>

*Neoliberalism Vs Democracy* (video):

<https://www.youtube.com/watch?v=gwHipDwvgk&feature=related>

United Nations (UN): <http://www.un.org/es/about-un/>

*Project Proposal Writing: How to Write a Winning Project Proposal* (video):

<https://www.youtube.com/watch?v=jsGBuu88WE0>

For more information resources related to the course's topics, access the library's webpage <http://biblioteca.sagrado.edu/>.

## **REASONABLE ACCOMMODATION**

For detailed information on the process and required documentation you should visit the corresponding office. To ensure equal conditions, in compliance with the ADA Act (1990) and the Rehabilitation Act (1973), as amended, any student in need of reasonable accommodation or special assistance must complete the process established by the Vice Presidency for Academic Affairs.

## **ACADEMIC INTEGRITY**

This policy applies to all students enrolled at Universidad del Sagrado Corazón to take courses with or without academic credit. A lack of academic integrity is any act or omission that does not demonstrate the honesty, transparency, and responsibility that should characterize all academic activity. Any student who fails to comply with the Honesty, Fraud, and Plagiarism Policy is exposed to the following sanctions: receive a grade of zero in the evaluation and/or repetition of the assignment in the seminar, a grade of F (\*) in the seminar, suspension, or expulsion as established in the Academic Integrity Policy effective in November 2022.

All rights reserved | Sagrado | November, 2022