CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Global Ethics					
Module Code	UPPNFG-30-1		Level	1	Version	1
Owning Faculty	ACE		Field	Politics		
Contributes towards	BA (Hons) awards in Politics and International Relations					
UWE Credit Rating	30	ETCS Credit Rating	15		Module Type	Standard
Pre-requisites	None		Co- requisites	None		
Excluded Combinations	None		Module Entry requirements	None		
Valid From	September 2012		Valid to	September 2018		

CAP Approval Date	1st June 2012

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: • Understand the nature, basic positions and literature in the field of global ethics (components A and B) • Appreciate the complexities of ethical reasoning in a global context (components A and B) • Locate relevant material on global ethics in a variety of forms (components A and B) • Acquire detailed knowledge of particular issues in global ethics (components A and B) • Present material on global ethics in a variety of forms (components A and B) • Work constructively in groups working out the positions of authors and one's own position (components A and B) .
Syllabus Outline	There will be an introduction to the subject of global ethics. There will be a consideration of key theories in the study of global ethics, including cosmopolitanism, nationalism, universalism and relativism. There will be a consideration of a range of global issues that are framed by ethics. These may include:

	Human rights Humanitarian Intervention Warfare War Crimes Peace & Security Transitional Justice Global Poverty & Inequality (economic and non-economic) Global Justice Aid and Development Gender Illness, Health, Treatment Migration Population Trade The Environment Faith and Religion Institutions & Governance Politics and Democracy Law and Regulation
Contact Hours/Scheduled Hours	A total of 72 hours, including 2 lectures and 1 seminar a week. http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/contact-hours.aspx
Teaching and Learning Methods	Lectures once a week will provide a broad overview of each subject. The second lecture will deepen engagement with one area, approach or theme in global ethics. Seminars will combine two formats. The first will be follow-ups to lectures, allowing student discussion to explore the subject critically, to reflect on a range of perspectives in the literature, of fellow students and self-reflection. The second format used in seminars will be group work sessions where small groups will discuss selected questions on a subject. Students will be expected to do at least 228 hours of independent learning, including preparation for all seminars and for the two components of assessment: essays and an exam.
Reading Strategy*	Several key print sources will be located in short loan and others will be digitised. As the course concentrates on global ethics, which is a contemporary and wide-ranging field, students will be expected to make detailed searches of print and online news sources to acquire relevant material. Formal opportunities for students to start to develop their library and information skills will be provided within the teaching programme of the module.
Indicative Reading List	Heather Widdows, Global Ethics (Acumen, 2011) – will be the key textbook used Other sources will include: Nigel Dower, World ethics the new agenda (Edinburgh University Press, 2007) Des Gasper, The Ethics of Development (Edinburgh University Press, 2004) Helder De Schutter and Ronald Tinnevelt, Nationalism and Global Justice (Routledge, 2010) Carlos Cordourier-Real, Transnational Social Justice (Palgrave Macmillan, 2010) Darren Moellendorf, Global Inequality Matters (Palgrave Macmillan, 2009) Thomas Pogge, World Poverty and Human Rights (Polity, 2007) Shahram Khosravi, 'Illegal' Traveller (Palgrave Macmillan, 2011) Christien van den Anker and Ilse van Liempt (eds) Human Rights and Migration (Palgrave Macmillan, 2011) Articles from the Journal of Global Ethics and other relevant journals will be used.

*Please note that this is currently under review and new guidance may be issued in 2012

Part 3: Assessment		
Assessment Strategy	The assessments for the module have been designed to introduce level 1 students to forms of assessment with which they may be unfamiliar but which they will encounter later in their degree studies and which will then be contributing to their final classification, such as essays and exams.	

Identify final assessment component and element	**Exam (Component B)**	

	A:	**B**:
% weighting between components A and B (Standard modules only)	**40%**	**60%**

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting**
1. One Exam (2-hour)	100%
2.	
Component B **Description of each element –** ***best two attempts to count***	**Element weighting** ***best two attempts to count***
1. Essay (1500 words)	50%
2. Essay (1500 words)	50%
3 Essay (1500 words)	50%

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting**
1. One exam (2-hour)	100%
2.	
Component B **Description of each element**	**Element weighting**
1. Essay (3000 words)	100%

If a student is permitted an **EXCEPTIONAL RETAKE** of the module the assessment will be that indicated by the Module Description at the time that retake commences.