



TEACHING GUIDE - 2024-2025

Global Justice in Action- SUD I

UGRA_014704

Departments	Department of Society, Politics and Sustainability
Language	English, Spanish
ECTS	2
Lead faculty	Maranges Bayó, Jaume - jaume.maranges@esade.edu Mària Serrano, Josep Francesc - pep.maria@esade.edu

Course objectives

The primary objective of this course is to increase students' interest in global problems and justice and raise their awareness about the challenges we face in order to be able to build a better world for everyone.

In line with this main objective is a second one: Focus on helping students learn how to analyze a region which they may be exposed to both professionally and personally.

Prerequisites

Students have to be currently enrolled in one of the following programs:

- 3rd year of the GED program
- 3rd or 4th year of the GDL or
- 3rd year of the GBD.

Methodology

Class sessions generally comprise three different parts:

1. Presentations on the session topics by guest experts.
2. Material, articles, and/or additional videos to complement lectures and prepare students for the in-class sessions.
3. In-class discussions.

In addition, students who previously took part in the SUD Internship will also talk about their experiences in some of our sessions.

Description

Course contribution to the program

Esade will provide you with the technical tools you need for your professional career: Marketing, Finance, Economics, Corporate Law, etc. These tools are designed to help you become a good professional (in technical terms).

In the end, however, the question is: To what end? Each and every one of us can have (or is working on) our own personal response to this question. As such, many of us are aware that there are a lot of pending tasks to bring about the world in which we want to live. For many of us, the question, "To what end?", can be linked (even if only partially) to these pending global problems.

As managers, lawyers, consultants, or economists, there is a lot we can do to help overcome these global challenges. However, doing so implies fully understanding these challenges: The systems in which they appear and how the challenges affect them. In addition, professionals have to understand the context (whether social, historical, economic, or cultural) in which the challenges they want to tackle arise.

In the Global Justice in Action course, we want to help instill a more holistic understanding of the global challenges the world faces in terms of global justice and of the particular context of a specific region, Latin America, where those challenges arise and where the majority of students are interested in going as part of the SUD Internship program.

However, examining and debating on Latin America's context is worthwhile and applicable to other regions in which students are working, gaining knowledge, developing different perspectives, and learning about useful tools to analyze similar contexts.

This course is especially targeted at students who want to take part in the SUD Internship program. That notwithstanding, the content we cover in class is also useful for any Esade student's professional and personal development.

Bibliography

Multiple authors. Comisión Económica para América Latina (CEPAL). *Estudio económico de América Latina y el Caribe*. (Online article)

Multiple authors. Comisión Económica para América Latina (CEPAL). *Panorama social de América Latina*. (Online article)

Multiple authors. Food and Agricultural Organization (FAO). *The State of Food Security and Nutrition in the World*. (Online article)

FAO Statistical database – FAOSTAT. (Website)

Multiple authors. United Nations Development Program. *Human Development Reports*. (Online article)

Multiple authors. United Nations Population Fund, *State of World Population*. (Online article)

Multiple authors. World Bank, World Development Indicators database. (Website)

John Steinbeck. *The Grapes of Wrath*. (Book)

Rosemary Thorp. *Progreso, Pobreza y Exclusión. Una historia económica de América Latina en el siglo XX*. Banco Interamericano para el Desarrollo, 1.886938.39.3 (Book)

Multiple authors. Inter-American Development Bank. *Informe económico y social de América Latina*. (Online article)

Comentat [AR1]: El texto original contiene un error ortográfico. Debería ser "wrath" (no "warth").

Activities

In-class discussions and dialogue

Experts on the session topics will be invited to take part in some classes. Students are expected to talk about the session topics.

Written and/or oral exams

Final exam.

Readings

Faculty will ask students to read the assigned articles focused on the different session topics before each class to encourage debate on the sessions' central topics.

Essays

Personal reflection relating the course content with the ideas expressed in the assigned articles.

Content

#	Module
1	Social trends and challenges. During this session we will quickly look at social trends and challenges around the world and how they interrelate. In addition, we will also debate on some old, yet still current social challenges by reading the literary masterpiece, "The Grapes of Wrath."
2	Global Justice. After discussing the social challenges before us (session 1) and what we can do to address them, in this session we will talk about how the SUD Internship program works.
3	Exploring Latin America: History. During this session we will explore Latin American history in broad brushstrokes. We will quickly examine the different systems and institutions established over the centuries in the different countries and examine some of the social problems with common roots in these countries.
4	Exploring Latin America: Culture. We will begin examining our own culture in this session and continue exploring the region's grandeur, legacy, cultural diversity, and, in particular, its literary wealth.
5	Exploring Latin America: Economics. Students will acquire a better understanding of the region's economic development over the past century, its ups and downs on the road to building a better future.
6	The system. In this session we will discuss the system in which we live, with a focus on the capitalist system, in particular, and its consequences. At the same time, we will also discuss past solutions (through development theories) and solutions the capitalist system offers to address global challenges such as poverty and inequality.
7	Alternative models and reasons for hope. This session represents an opportunity to rethink the world in which we live, all based on hope and alternative development models.

Assessment

Tool	Assessment method	Category	%
In-class analyses and discussion	In-class participation and post-session reflection	Both ordinary round and retake	20%
Individual or team exercises	Essay (minimum grade to pass the course: 4/10)	Both ordinary round and retake	30%
Written and/or oral exams	Final exam (minimum grade to pass the course: 4/10)	Both ordinary round and retake	30%
Individual or team exercises	Pre-session tasks and readings	Both ordinary round and retake	20%
Attendance and punctuality	ATTENDANCE: To be able to pass this course, students have to ensure they attend at least 80% of classes (6 of 7 sessions). The remaining 20% can be for emergencies (illness, unavoidable doctor's appointments, etc.).	Both ordinary round and retake	0%

PROGRAMS

- BBA20-Bachelor of Business Administration (BBA) (Undergraduates: Business)
 - BBA20 Year 4 (elective)
 - BBA20 Year 3 (elective)
- BBE20-Bachelor of Business Administration (BBA) (Undergraduates: Business)
 - BBE20 Year 3 (elective)
 - BBE20 Year 4 (elective)
- DBAI21-Double Degree in Business Administration and in Artificial Intelligence for Business (Undergraduates: Business)
 - DBAI21 Year 3 (elective)
- GBD20- Double Degree in Business Administration and Law (Undergraduates: Law)
 - GBD20 Year 3 (elective)
 - GBD20 Year 4 (elective)
- GDL20-Double Degree in Law and Global Governance, Economics and Legal Order (Undergraduates: Law)
 - GDL20 Year 3 (elective)
 - GDL20 Year 4 (elective)
- GED20-Bachelor in Law (Undergraduates: Law)
 - GED20 Year 3 (elective)
- GEL19-Bachelor in Global Governance, Economics and Legal Order (Undergraduates: Law)
 - GEL19 Year 3 (elective)
 - GEL19 Year 2 (elective)
- GEL23-Bachelor of Global Governance, Economics and Legal Order (Undergraduates: Law)
 - GEL23 Year 2 (elective)
 - GEL23 Year 3 (elective)
- LAF23-Master in Continuous Learning in Tax Law (Master's: MUA)
 - LAF23 Year 1 (mandatory)
- LCL23-Master in Continuous Learning in Business Law (Master's: MUA)
 - LCL23 Year 1 (mandatory)
- LCP23-Master in Continuous Learning in Corporate Compliance and Economic Criminal Law (Master's: MUA)
 - LCP23 Year 1 (mandatory)
- LDL23- Master in Continuous Learning in Labor Consultancy and People Management (Master's: MUA)
 - LDL23 Year 1 (mandatory)
- LIB23-Master in Continuous Learning in International Business Law (Master's: MUA)
 - LIB23 Year 1 (mandatory)
- LIT23-Master in Continuous Learning in New Technologies and Intellectual Property (Master's: MUA)
 - LIT23 Year 1 (mandatory)
- LSP23-Master in Continuous Learning in International Sports Law Practice (Master's: MUA)
 - LSP23 Year 1 (mandatory)
- MUA23-Master in Legal Practice and y Procura (Master's: MUA)
 - MUA23 Year 1 (mandatory)