

**Georgia Institute of Technology  
Sam Nunn School of International Affairs &  
The Office of International Education**

**INTA 4500: The Meaning of Global Citizenship  
Tuesdays 3:05—5:55 p.m.  
Ivan Allen College G-17**

**Instructor:** Dr. Vicki L. Birchfield, Associate Professor, Sam Nunn School of International Affairs

**Office:** 214 Ivan Allen College Building/Habersham

**Office Hours:** Tuesdays 2:00 - 3:00 p.m. & by appointment

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**Course Description and Objectives:**

This course explores the meaning of *global* citizenship as it has evolved conceptually in scholarly and public debates and how it is “practiced” by individuals and “institutionalized” by universities, corporations and other organizations that deploy the concept as a strategic goal or a set of value commitments. We will also consider the extent to which global citizenship is a contested idea and evaluate those oppositions in both normative and empirical terms. This is a pro-seminar/capstone course and as such should serve as a cumulative and culminating intellectual experience in which students are expected to revisit concepts, methods and theories taught in previous courses and apply them effectively in both their individual research and group projects to “formulate strategies and policies to cope with international problems.” Assigned readings, classroom discussions and one, formal Oxford style debate provide further opportunities to think deeply and critically about what you have learned during your college experience and apply your knowledge and skills in practical, policy analytic ways to address some of the most pressing global governance challenges today including but not limited to: human migration, climate change, poverty and growing inequality, political violence and balancing freedom and security in the digital age.

Citizenship is most often studied in its national variations from legal, philosophical and politico-historical perspectives. As the world becomes increasingly globalized, such singular frameworks or approaches may be reaching the limits of usefulness as the notion of the nation-state as a primary source of identity and underpinning for citizenship is being challenged from above, below and across national borders, facilitated in no small way through technological changes, particularly ICTs. Yet, while the world is more interconnected and interdependent than ever before, there is also a proliferation of narrowly constructed identities and accompanying worldviews that seek to restrict rather than expand imagination, human consciousness and the freedom to define and shape the communities in which we wish to live. The class will examine these paradoxes in relation to growing human migration and the impact of the Internet and consider how both phenomena shape our thinking about the possibilities and the limitations of various notions of global citizenship and what global governance and policy strategies are most appropriate to deal with them.

As the only institutional experiment with legal citizenship beyond the nation state, the example of the European Union will provide an in-depth case study for examining the democratic potential as well as the cultural and ideational challenges to the concept of global citizenship. A focus on the European Union also affords students an opportunity to integrate knowledge and modes of inquiry from two of the core subfields of International Affairs-- Comparative Politics and International Relations.

Overall, the course is anchored by a survey of the relevant concepts, theories and analytical tools from the Social Sciences and Humanities, and draws selectively from Intercultural Communication and Social Psychology in order to enable students to meet the following goals and course objectives:

- Think critically and systematically about our subject matter, particularly as it is bound up with complex constructs such as national identity, globalization and the causes and consequences of human migration.
- Perform an active investigation of perception, values, and problem-solving approaches, all of which differ in patterned ways across cultures, and exert tremendous influence on how we define global citizenship.

- Acknowledge the necessity of shifting from ethno-centrism to ethno-relativism and away from “us versus them” thinking in order to successfully conceptualize global citizenship as an idea and a practice

### **Learning Outcomes:**

“Graduating good global citizens” is one of Georgia Tech’s stated strategic goals, yet nowhere is the concept defined, nor the expectations articulated about what constitutes “good global citizenship” or how it might be attained or assessed. Thus, students will transform the knowledge gained from our inquiry into the nature of global citizenship and how it is being enacted through practices both within the academy and beyond, into the following learning outcomes:

- Understand the interrelationships between the concepts of globalization and citizenship
- Differentiate communitarian and cosmopolitan perspectives on issues related to globalization, citizenship, immigration, and international affairs
- Explain the concept of identity in relation to politics and society and how it is constructed and expressed at local, national, regional and global levels
- Demonstrate familiarity with intercultural learning concepts and the developmental model of intercultural sensitivity
- Justify or reject critiques of global citizenship using normative arguments and empirical evidence and drawing on concepts studied in class
- Develop effective communication and teamwork skills through group projects and oral presentations
- Demonstrate knowledge of the goals, methods, and tools of the Social Sciences and Humanities and more specifically, the subfields of Comparative Politics and International relations and understand how various scholarly approaches contribute to the investigation of the meaning and practices of global citizenship
- Define collectively what global citizenship can and should mean to individuals in the Georgia Tech community

### **Required Textbooks:**

- Richard Bellamy, *Citizenship: A Very Short Introduction* (Oxford University Press, 2008)

- Paul Collier, *Exodus: How Migration is Changing Our World* (Oxford University Press, 2013)
- Hans Schattle, *Globalization and Citizenship* (Rowman and Littlefield, 2012)
- Amartya Sen, *Identity and Violence: The Illusion of Destiny* (Norton, 2006)

\*Books are available at the Engineer’s Bookstore on Marietta St.

**Course Requirements and Grade Distribution:**

Attendance and participation are essential to doing well in this class. Participation comprises 20% of the total grade for the course, which is equal in weight to each of the other assessments. As this class meets only once weekly in a three-hour seminar and discussion format, absences are to be avoided except in the case of sickness or emergency situations. Readings should be completed prior to class meetings and you should be prepared for active and engaged discussion. Guidelines for the group projects, in-class presentations, and research projects will be handed out in class and posted on T-Square.

<b>Participation</b>	<b>20%</b>
<b>Mid-Term Exam</b>	<b>20%</b>
<b>Research Project</b>	<b>20%</b>
<b>Group Projects</b>	<b>20%</b>
<b>Final Exam</b>	<b>20%</b>

**Group Projects:** Two group projects will be assigned worth 10 % each. Details will be discussed in class and guidelines for evaluations are posted on T-Square. These assignments are designed to strengthen research and communication abilities as well as enhance team work and time management skills.

**Research Project:** Individual research projects will vary according to student interests and career goals. For some, particularly those interested in government and public affairs careers, this may take the form of a substantial policy memo and for others, those planning to go on to graduate school for instance, a more conventional research paper is recommended.

**International Plan Students:** You will be attending a workshop run by OIE that will provide you with readings and an exercise to facilitate the completion of a paper which will ask you to reflect on the impact of your

time studying and/or working abroad on your studies as an INTA or IAML major. A past question was: "What intercultural understanding did you gain as a result of your experiences studying and/or working abroad and how have those experiences led you to reflect upon themes of study in your courses as an INTA or IAML major and the career you want to pursue?" The paper assignment will ask you to integrate knowledge gained about global citizenship debates and practices in this course and apply it critically and reflectively to your experiences abroad.

### **Academic Honesty:**

All work must be entirely your own and must be produced in accordance with the Georgia Tech Honor code. Please read the Academic Honor Code carefully (<http://www.honor.gatech.edu/honorcode.html>) and familiarize yourself with your rights and responsibilities under Institute regulations. Any suspected cases of plagiarism, cheating on exams or any other form of academic dishonesty will be turned over immediately to the Office of Student Integrity for investigation. If you have any further queries on this topic, please visit the website of the Dean of Students: [www.deanofstudents.gatech.edu/integrity](http://www.deanofstudents.gatech.edu/integrity).

### **Students with Disabilities:**

Please notify the professor about any learning disabilities or challenges you have and be assured that the proper GT policies will followed to accommodate any special needs. **ADAPTS contact information:** <http://www.adapts.gatech.edu/>

## **Themes, Schedule of Classes, and Reading Assignments**

January 12

Introductions and Overview of Course

**Reading Assignment:** Schattle (2008) *The Practices of Global Citizenship*, Introduction and Chapter ;

GT Strategic Plan: Goal 4: Expand Our Global Footprint and Influence to Ensure That We Are Graduating Good Global Citizens. Available at:

<http://www.gatech.edu/vision/sites/gatech.edu.vision/file>

[s/Georgia\\_Tech\\_Strategic\\_Plan.pdf?phpMyAdmin=e8b0747258bacacf752aeba1f5ce3180](https://www.gatech.edu/about/strategic-plan/Georgia_Tech_Strategic_Plan.pdf?phpMyAdmin=e8b0747258bacacf752aeba1f5ce3180)

- January 19                      First things first: what is citizenship?
- Reading Assignment:** Schattle, *Globalization and Citizenship*, Chapter 1; Sen, *Identity and Violence: Prologue, Preface and Chapter 1*; Bellamy, *Citizenship*, Chapters 1 and 2
- January 26                      Globalization: causes and consequences of the political, economic, cultural and technological shifts that are changing the human experience
- Reading Assignment:** Schattle, Chapters 2 and 3 and Collier Part I (Chapters 1 and 2)
- February 2                      Globalization: implications for citizenship and societal choices
- Reading Assignment:** Saskia Sassen: “The Repositioning of Citizenship: Emergent Subjects and Spaces for Politics.” *Berkeley Journal of Sociology*. 2002; Benedict Anderson: “Imagined Communities,” in *Imagined Communities: Reflections on the Origin and Spread of Nationalism.*” 1983.
- February 9                      Theories, worldviews and the fundamental elements of social scientific thinking
- Reading Assignment:** Articles on T-Square
- The Heart of the Matter*. 2013. American Academy of Arts and Sciences. Available online at: [www.amacad.org](http://www.amacad.org);

Kenneth R. Hoover, “Making Social Science serve Human Needs” in *The Elements of Social Scientific Thinking*, 5<sup>th</sup> edition.

Excerpts from *The Three Cultures: Natural Sciences, Social Sciences, and the Humanities in the 21<sup>st</sup> Century*.  
Jerome Kagan. 2009. Chapter 1: Characterizing the Three Cultures, and Chapters 3 and 4 on the Social Sciences

February 16

Why the Humanities matter and what they teach us about citizenship and living in a global society

**Reading Assignment:** Martha Nussbaum, “Citizens of the World” in *Cultivating Humanity: A Classical Defense of Reform in Higher Education*; (T-Square)

Excerpts from *The Three Cultures: Natural Sciences, Social Sciences, and the Humanities in the 21<sup>st</sup> Century*.  
Jerome Kagan. 2009. Chapter 5: The Humanities

\* Background and group work on Oxford Style Debate during last 45 minutes of class

February 23

Competing conceptions of citizenship: Cosmopolitanism versus Communitarianism

**Reading Assignment:**

Bellamy, *Citizenship*, Chapters 3 and 4

David Held: “Cosmopolitanism: Globalization tamed?”  
*Review of International Studies*. 2003.

Amitai Etzioni: “Citizenship in a Communitarian Perspective.” *Ethnicities*. 2011.

Supplementary reading: Martha Nussbaum, Bruce Robbins, and Charles Taylor: debates on cosmopolitanism and patriotism. Available at:  
<http://faculty.capecbretonu.ca/philosophy/301/pdfs/1%20Patriotism.pdf> ;

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[Jon Kyl, Douglas J. Faith and John Fonte. "The War of Law: How New International Law Undermines Democratic Sovereignty." \*Foreign Affairs\*. July/August 2013.](#)

\* **OXFORD STYLE DEBATE** (during last 60 minutes of class)

March 1

Unpacking Identity

**Reading Assignment:** Sen, *Identity and Violence: The Illusion of Destiny*, 2006 Chapters 2, 3, 4, and 5

Video: Chimamanda Adichie, "The Danger of a single story." <http://www.youtube.com/watch?v=D9Ihs241zeg>

March 8

**MIDTERM EXAM** (3:05 to 4:30)

**In-class group work** (4:45 to 5:55)

Active Investigation: Global Citizenship Concepts and Practices

(GROUP PROJECTS: Guidelines on T-Square)

Teams: Corporations, Higher Education, NGOs and International Institutions and Georgia Tech

**Background Reading assignments:**

Corporations group: Schattle 2008, Chapter 6

Higher Ed group: Schattle 2008, Chapter 5

NGOs/IGOs group: Schattle 2008, Chapter 4

Georgia Tech: GT Strategic Plan and Material from pilot course taught in Fall 2013 and previous student group projects

March 15

Identity and Intercultural Development

**Reading Assignment:** Sen, Chapters 6, 7, and 8.

Supplementary reading: Bennett, M.J. (1993). Towards ethnorelativism: A developmental model of intercultural sensitivity. In R. M. Paige (Ed.), *Education for the intercultural experience* (2nd ed., pp. 21–71). Yarmouth, ME: Intercultural Press.

NOTE: As a class, we will discuss preferences for alternating the dates & assignments for this and next week

March 22

NO CLASS/SPRING BREAK

March 29

Immigration dilemmas and challenges to citizenship

**Reading Assignment:** Schattle, Chapter 5; Collier Parts 2 & 3, Chapters 3, 4, 5, 6, and 7

Supplementary: Joseph Carens. “Who Should Get In? The Ethics of Immigration Admissions.” *Ethics & International Affairs*. 2003;

Myron Weiner. “Ethics, National Sovereignty, and the Control of Immigration.” *International Migration Review*. 1996; Joseph Carens “Aliens and Citizens: The Case for Open Borders” *Review of Politics*. 1987

April 5

The Practical Realities of Human Migration

**Reading Assignment:** Collier Parts 4 and 5, chapters 8, 9, 10, 11, and 12

April 12

Group Project: Global Problems require Global Solutions from Global Citizens

TEAM WORK AND POTENTIAL CASE STUDIES

- Climate Change/ Alternative energy sources

- The UN MDGs (underdevelopment/poverty)
- Responsibility to Protect (R2P)
- Human Migration, Immigration and Integration

**Reading Assignment:**

Mathias Risse. “The Right to Relocation: Disappearing Island Nations and Common Ownership of the Earth.” *Ethics & International Affairs*. 2009.

Scott Wisor: “After the MDGs: Citizen Deliberation and the Post-2015 Development Framework.” *Ethics & International Affairs*. 2012.

Selections from *Responsibility to Protect: The Global Moral Compact for the 21<sup>st</sup> Century*. Eds. Richard H. Cooper and Juliette Voinov Kohler. 2009.

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[Supplementary reading: Jon Kyl, Douglas J. Faith and John Fonte. “The War of Law: How New International Law Undermines Democratic Sovereignty.” \*Foreign Affairs\*. July/August 2013.](#)

April 19

Rethinking Sovereignty, Society and Citizenship: The EU as a Model?

**Reading Assignment:** Schattle, Chapter 4;

John McCormick: *Cultural Citizenship, political belonging and the European Union*. 2013. (T-Square)

April 26

EU as a model continued/ **LAST DAY OF CLASS**

**Reading Assignment:** Schattle, Chapter 6, Bellamy, Chapter 5 and Sen, Chapter 9

**Final Exam (take-home essay) and Research Papers Due by 5:40 p.m. May 2<sup>nd</sup> via email**

