Georgia Institute of Technology

Sam Nunn School of International Affairs

INTA 3050/8803 GTL: The Meaning of Global Citizenship

Fall 2017

## **Instructor:** Dr. Vicki L. Birchfield

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**Course Description** **and Course Objectives:**

Citizenship is most often studied in its national variations from legal, philosophical and politico-historical perspectives. As the world becomes increasingly globalized, any of these 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 both above and below national borders. 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 community—local, national and global in which we wish to live.

This is a cross-listed graduate/advanced undergraduate seminar course designed for students from different disciplinary backgrounds from science and engineering fields to the social sciences and liberal arts. The intellectual and academic content of the course allows students to draw on their educational and professional experiences as well as engage with concepts, methods and theories taught in the course and apply them effectively in both their individual research and group projects to “formulate strategies and policies to cope with international problems and global society’s ‘grand challenges.’

The 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. The course will be anchored by a survey of the relevant concepts, theories and analytical tools from the Social Sciences and Humanities, as well as from Intercultural Communication and Social Psychology in order to enable students to fulfill the following 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
* Exhibit cultural, contextual and ethical awareness.  Students will become more aware of the diversity of cultural and ethical systems in the world.  Includes the ability to identify, critically analyze, and apply distinguishing traits/perspectives/ formulations/ institutions in comparative or international empirical cases or issue areas.
* 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
* Demonstrate familiarity with intercultural learning concepts and the developmental model of intercultural sensitivity
* Justify or reject critiques of global citizenship using normative and empirical evidence from 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, Humanities, and Natural Sciences and what each academic approach may contribute to the investigation of the meaning and practices of global citizenship
* Define what global citizenship can and should mean to you as individuals in an increasingly globalized world and workplace as well as what it means as a member of the Georgia Tech community

**Required Textbooks:**

* Hans Schattle, *Globalization and Citizenship* (Rowman and Littlefield, 2012)
* Amartya Sen, *Identity and Violence: The Illusion of Destiny* (Norton, 2006)

**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.

## **Exam 1 20%**

**Research Project 20%**

**Group Project 20%**

**Final Exam 20%**

**Participation**  **20%**

**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 the 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)

**Student-Faculty Expectations Agreement**

At Georgia Tech we believe that it is important to strive for an atmosphere of mutual respect, acknowledgement, and responsibility between faculty members and the student body. See <http://www.catalog.gatech.edu/rules/22/> for an articulation of some basic expectations that you can have of us and that we have of you. In the end, simple respect for knowledge, hard work, and cordial interactions will help build the environment we seek. Therefore, we encourage you to remain committed to the ideals of Georgia Tech while in this class.

**For students with disabilities, please consult the GT website to be aware of the services available to you as well as GT’s policies and procedures.** [**http://disabilityservices.gatech.edu/content/15/policies-procedures#Student%20Responsibilities**](http://disabilityservices.gatech.edu/content/15/policies-procedures#Student%20Responsibilities)

**ADAPTS contact information**: <http://www.adapts.gatech.edu/>

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

August 25 Introductions and Overview of Course

**Reading Assignment**: Schattle (2008) *The Practices of Global Citizenship*, Introduction and Chapter 1;

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/files/Georgia_Tech_Strategic_Plan.pdf?phpMyAdmin=e8b0747258bacacf752aeba1f5ce3180>

August 29 First things first: what is citizenship?

**Reading Assignment**: Schattle, *Globalization and Citizenship*, Chapter 1 and Sen, *Identity and Violence*: Prologue, Preface and Chapter 1

September 5 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

September 12 Globalization and its implications for citizenship

**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.

September 19 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*, 5th edition.

September 26 Why the Humanities matter and what they teach us about citizenship

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

 Excerpts from *The Three Cultures: Natural Sciences, Social Sciences, and the Humanities in the 21st Century.* Jerome Kagan. 2009. Chapter 1: Characterizing the Three Cultures, and Chapter 5: The Humanities

 **EXAM 1**

October 3 Competing conceptions of citizenship: Cosmopolitanism versus Communitarianism

 **Reading Assignment**:

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.capebretonu.ca/philosophy/301/pdfs/1%20Patriotism.pdf> ;

 Jon Kyl, Douglas J. Faith and John Fonte. “The War of Law: How New International Law Undermines Democratic Sovereignty.” *Foreign Affairs*. July/August 2013.

October 10 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>

October 17 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

sensitvity. In R. M. Paige (Ed.), Education for the intercultural experience (2nd ed., pp. 21–71). Yarmouth, ME:Intercultural Press.

October 24 Active Investigation & Preliminary Research Design

 (GROUP PROJECTS: Guidelines on T-Sqaure)

Global Citizenship Concepts and Practices: Corporations, Higher Education, NGOs and International Institutions

 **Reading assignment:**

Corporations group: Schattle 2008, Chapter 6

 Higher Ed group: Schattle 2008, Chapter 5

 NGOs/IGOs group**:** Schattle 2008, Chapter 4

October 31 Immigration dilemmas and challenges to citizenship

 **Reading Assignment:** Schattle, Chapter 5;

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

 Supplementary reading: 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

 \***Finalize project topics/Discuss Additional Research Strategies**

November 7 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.

November 14 Global Problems require Global Solutions from Global Citizens

TEAM WORK AND CASE STUDIES (to be determined by students and not limited to the following suggestions.)

* Climate Change/ Alternative energy sources
* The UN MDGs (underdevelopment/poverty)
* Responsibility to Protect (R2P)
* Clean water
* Securing Cyberspace
* Preventing Nuclear Terror

**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 21st Century*. Eds. Richard H. Cooper and Juliette Voinov Kohler. 2009.

Grand engineering challenges:  [http://www.engineeringchallenges.org/](http://www.engineeringchallenges.org/%22%20%5Ct%20%22_blank)

 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.

November 21 Group work on final research projects

November 28 Review for final essay/ study session

## December 5 **No Class** /**Reading Period**

December 10 **Final Exam Due by Noon**