Georgia Institute of Technology
Sam Nunn School of International Affairs

Spring 2024

INTA 3050: Global Citizenship

This is a Core IMPACTS course that is part of the <u>Social Sciences</u> area.

Core IMPACTS refers to the core curriculum, which provides students with essential knowledge in foundational academic areas. This course will help students master course content, and support students' broad academic and career goals.

This course should direct students toward a broad <u>Orienting Question</u>:
- How do I understand human experiences and connections?

Completion of this course should enable students to meet the following <u>Learning Outcome</u>:
- Students will effectively analyze the complexity of human behavior, and how historical, economic, political, social, or geographic relationships develop, persist, or change.

Course content, activities and exercises in this course should help students develop the following <u>Career-Ready Competencies</u>:
- Intercultural Competence
- Perspective-Taking
- Persuasion

This course fulfils one of the requirements of the Undergraduate Certificate in Global Engagement. The Global Engagement Certificate builds on students' international experiences to form a cohesive 12-credit certificate. Students can customize their certificate focus through their specific selection of internationally focused courses and/or by choosing to include foreign language study from the School of Modern Languages. As a result of completing this certificate, students will develop essential knowledge, skills, and experience that are beneficial to all career paths.

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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 discussion based and active learning course designed for students from different disciplinary backgrounds from science and engineering fields to the social sciences and humanities. The intellectual and academic content of the course allows students to draw on their educational and professional experiences abroad or attained in different intercultural contexts as we explore concepts and practices related to identity, citizenship, globalism and intercultural competencies. 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 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 to successfully conceptualize global citizenship as an idea and a practice

Learning Outcomes:

"Prepare all Georgia Tech students to be cross-culturally competent, globally minded leaders" is one of Georgia Tech's stated strategic goals. 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

Classroom Conduct

In order to foster a focused and engaged learning environment, this course adheres to a no technology policy. Students are expected to refrain from using electronic devices, such as laptops, tablets, and smartphones, during class sessions.

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. Absences are to be avoided except in the case of sickness or emergency situations. After three unexcused absences, points will be deducted from the participation grade.

Readings should be completed prior to class meetings, and you should be prepared for active and engaged discussion. Guidelines for the team presentations and research projects will be posted on Canvas.

Participation	**20%**
Exam 1	**20%**
Team Presentation	**20%**
Research Project	**20%**
Final Essay/Podcast	**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

ChaptGPT/AI

This class follows the LMC writing program guidelines concerning AI:

This course aims to improve your critical thinking skills and your ability to write and communicate effectively. Generative AI agents such as ChatGPT, DALL-E 2, and others present great opportunities for learning and for communicating. However, AI cannot learn or communicate for you, and so cannot meet the course requirements for you.

In this course, using generative AI tools in the work of the course (including assignments, discussions, ungraded work, etc.) is allowed as long as the guidelines are met.

As with any technology, generative AI tools need to be used critically and according to academic and professional expectations. Thus, when using generative AI tools in the work of this course, you are expected to adhere to these principles:

Responsibility: You are responsible for the work you submit. In instances in which your instructor allows generative AI tool use, this means that any work you submit should be your own, with any AI assistance appropriately disclosed (see "Transparency" below) and any AI- generated content appropriately cited (see "Documentation" below). This also means you must ensure that any factual statements produced by a generative AI tool are true and that any references or citations produced by the AI tool are correct.

Transparency: Any generative AI tools you use in the work of the course should be clearly acknowledged as indicated by the instructor. This work includes not only when you use content directly produced by a generative AI tool but also when you use a generative AI tool in the process of composition (for example, for brainstorming, outlining, or translation purposes).

Documentation: You should cite any content generated by an AI tool as you would when quoting, paraphrasing, or summarizing ideas, text, images, or other content made by other people.
Using generative AI tools in the course without adhering to these principles may be considered an infraction of the Georgia Tech Honor Code subject to investigation by the Office of Student Integrity.

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.
https://disabilityservices.gatech.edu/

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Themes, Schedule of Classes, and Reading Assignments

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January 9   Introductions and Overview of Course

January 11   First things first: what is citizenship?
                        Reading: "The Price of a Passport" &
                        "Defending the Year of Democracy"
                        Themes and Issues for Debate: Can citizenship be commoditized?
                        Is citizenship only legitimate in open, democratic societies?

January 16   Identity and Belonging

Reading: Sen, *Identity and Violence*: Prologue, Preface and Chapter 1 & Watch Video: Chimamanda Adichie, "The Danger of a single story."
http://www.youtube.com/watch?v=D9Ihs241zeg
Optional Background Reading: Benedict Anderson: "Imagined Communities," in *Imagined Communities: Reflections on the Origin and Spread of Nationalism.*" 1983.
Themes for Discussion: How did identity politics play out in the country where you studied or worked abroad? Reflect on your own sense of identity and how that shapes your views on citizenship.

January 18	Theories, worldviews, and the fundamental elements of social scientific thinking **Reading:** Kenneth R. Hoover, "Making Social Science serve Human Needs" Review PPT: The Developmental Model of Intercultural Sensitivity Model (DMIS)
January 23	**Debate**: Cosmopolitanism versus Communitarianism **Reading**: "Open Uni Comm vs Cosmo" and Mounk articles posted in Canvas **Optional Background Readings**: David Held: "Cosmopolitanism: Globalization tamed?" *Review of International Studies*. 2003. Amitai Etzioni: "Citizenship in a Communitarian Perspective." *Ethnicities*. 2011. Martha Nussbaum, "Citizens of the World" in *Cultivating Humanity: A Classical Defense of Reform in Higher Education*
January 25	Globalization and its implications for citizenship **Reading:** Schattle, *Globalization and Citizenship*, Chapter 1 FIIA: A post-Western global order in the making? Foreign policy goals of India, Turkey, Brazil and South Africa https://www.fiia.fi/en/publication/a-post-western-global-order-in-the-making

Optional Background Reading: Fareed Zakaria: "The Self-Doubting Superpower"; Saskia Sassen: "The Repositioning of Citizenship: Emergent Subjects and Spaces for Politics." *Berkeley Journal of Sociology*. 2002

January 30   Globalization and Citizenship Continued

February 1   Emerging Technologies and the Meaning of Citizenship
Reading: Ian Bremmer: "Technopolar Moment";
Jen Easterly, et al. "Artificial Intelligence's Threat to Democracy"
Georgia Tech "AI am I" https://news.gatech.edu/ai-am-i
Optional Reading: Excerpts from "Unmasking AI" by Joy Buolamwini, See also trailer for "Coded Bias"

February 6   Debate: AI and the Meaning of Citizenship
Review for Exam

February 8   **Exam**

February 13   Active Investigation & Preliminary Research Exercise
(GROUP PROJECTS: Guidelines on Canvas)

Global Citizenship Concepts and Practices: Corporations, Higher Education, NGOs/Social Movements and International Institutions
Reading:
Corporations group: Schattle 2008, Chapter 6
Higher Ed group: Schattle 2008, Chapter 5
NGOs/IGOs group**:** Schattle 2008, Chapter 4

February 15   In-Class, Group Presentations

February 20   The European Union as Model of Transnational Citizenship

Reading Assignment: John McCormick: *Cultural Citizenship, political belonging and the European Union.* 2013.

February 22	**Debate: EU Citizenship-Success or Failure?** **Oxford Style Debate Exercise**
February 27	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 SDGs
- War and Conflict & Responsibility to Protect (R2P)
- Securing Cyberspace
- Preventing Nuclear Terror

February 29	Group work in class on the above assignment
March 5	Group Presentations
March 7	Globalism, citizenship and social media **Reading**: Excerpts from *Breaking the Social Media Prism* and *Weapons of Math Destruction*
March 12	Topic for Discussion and Debate: Disinformation and Surveillance Capitalism: Challenges to good citizenship Watch TED Talk by Shosanna Zuboff https://www.youtube.com/watch?v=hIXhnWUmMvw Read at least one book review of Zuboff's The Age of Surveillance Capitalism and come prepared to discuss its relevance to our course

March 14	Catch-up & continue discussion and debates on topics above **Introduction, Outline and Bibliographies Due**
March 19	Spring Break
March 26	Building Intercultural Competence
March 28	Defining and evaluating intercultural relationships Reading: Selections from Neuliep, J. W. (2016). *Intercultural communication: A contextual approach.* Sage Publications.
April 2	Navigating intercultural conflicts Reading: Neulip, Chapter 10
April 4	Diversity and intercultural communications in the workplace Reading: Neulip, Chapter 11
April 9	Building Global Teams (In -class activity, read background from Berado and Deardorff in activities folder on Canvas prior to class)
April 11, 16 & 18	Team Presentations
April 23	Last Day of Class /Discuss podcast and essay assignment
April 29	**Final Exam period for class; submissions due by noon**