Georgia Institute of Technology

Sam Nunn School of International Affairs &

The Office of International Education

INTA 2803: The Meaning of Global Citizenship

**Wednesday 12:00-3:00 p.m.**

**A. French 104**

## **Instructors:** Dr. Vicki L. Birchfield, Associate Professor, Sam Nunn School of International Affairs & Amy Henry, Executive Director, GT Office of International Education

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**and by appointment**

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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 course thus 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. Yet 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
* 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 collectively what global citizenship can and should mean to individuals in the Georgia Tech community
* Design a preliminary survey and/or focus group questionnaire to potentially be administered to the campus community in order to generate data from which the class can build an organic, bottom-up, but also intellectually rigorous understanding of the meaning and practice of global citizenship
* Propose an official statement for the Institute to campus leaders, and more ambitiously, propose innovative activities and methods for interdisciplinary investigation and the application of intercultural learning concepts and tools that make the notion of global citizenship an active and dynamic one rather than a mere platitude or vacuous statement

**Required Textbooks:**

* 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.

## **Exam 1 20%**

**Research Project 20%**

**2 In-class Presentations 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).

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

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

August 21 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 28 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 4 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 11 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 18 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 25 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 2 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 9 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 16 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 23 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 30 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 the Survey/Discuss Additional Research Strategies**

November 6 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 13 Global Problems require Global Solutions from Global Citizens

TEAM WORK AND CASE STUDIES

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

**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/>

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 20 Group work on final research projects

November 27 Presentation trial run and study session

## December 4 **LAST DAY OF CLASS: Making the Pitch to GT Leadership**

December 9 **Final Exam 11:30 -2:20**