

## Summary

Bard-HESP Conference on Global Citizenship

Berlin, November 19-21, 2015

Background: On November 19-21, 2015 faculty from the HESP network of institutions (Al-Quds Bard College for Arts and Sciences, American University of Central Asia, Bard College Annandale, Bard College Berlin, European Humanities University, Faculty of Liberal Arts and Sciences of St. Petersburg State University (Smolny College) gathered to discuss a joint course on global citizenship. The goal for the meeting was outlined in the call for participants:

Among the most important things we can offer students today are an international sensibility—an understanding of how their local roots are grounded in a fundamentally globalized world—and the skills that allow them to be effective global citizens. These include (among many others) a deep understanding of the historical and institutional connections linking different regions of the world, an ability to perceive and analyze social problems and opportunities that stretch across borders, a sense of moral or ethical responsibility to other humans regardless of national origin, and experience with advocacy techniques and tools crucial to our digital age. Yet the term “global citizenship” is broad and contested, and the actual teaching of these sensibility and skills is more difficult than simply enumerating them.

We invite participants to a three-day symposium in which we will discuss the meaning of “global citizenship,” in part through open discussion of key critical essays on this topic as well as through our own personal experiences in the classroom, and work together to embed the teaching of global citizenship in relevant programs in each of the Bard-HESP network campuses. The primary goal of workshop is jointly to shape an introductory course on Global Citizenship that can be taught consistently at each institution across the network. The meeting will also consist of practical workshops aimed at bringing pedagogical techniques for engaged teaching into our wider course offerings, and create space for discussing research and developing joint research projects that bridge between traditional scholarship, local engagement, and pressing global crises.

The meeting discussed the shape of a common course on global citizenship. It is understood that each course will be different and that each faculty member will shape the course according to her specialty and local needs. However, it was agreed that there should be a shared set of core readings and assignments, which will allow for the possibility of cooperation across campuses. Significant planning will have to take place BEFORE courses are taught (although AUCA will experiment this spring with a version of the course).

The following represents a summary. We recognize that course development is an act in progress and that ongoing work will take place. The goal is to have multiple shared courses in the fall of 2016. In the meantime, we will assemble a further shared bibliography to assist professors in researching and otherwise designing their courses and we plan to have a virtual syllabi workshop in April 2016. All professors slated to teach this class in Fall 2016 will send a preliminary version of their syllabus to each other in advance of a Blue Jeans meeting in which we will further coordinate assignments and readings as possible.

Participants:

Reina Artur kyzy, (AUCA), Ewa Atanassow (BCB), Gorkem Atsungur (AUCA), Jonathan Becker (Bard Annandale), Kerry Bystrom (BCB), Mostafa Elostaz (AQB), Galina Gorborkova (AUCA), Emil Joroev (AUCA), Marina Laktionkina (EHU), Agata Listak (BCB), Michelle Murray (Bard Annandale), Peter Klein (Bard Annandale), Denis Skopin (Smolny), Inesa Stolper (EHU), Bermet Tursunkulova (AUCA)

#### I. Core texts

The participants agreed to attempt to incorporate the following texts into their courses to maximize overlap and enhance the opportunity to join classes and assignments

##### *Primary Texts*

- Universal Declaration of Human Rights, <http://www.un.org/en/documents/udhr/>
- Transforming our World: the 2030 Goals for Sustainable Development: <https://sustainabledevelopment.un.org/post2015/transformingourworld> or <https://docs.google.com/gview?url=http://sustainabledevelopment.un.org/content/documents/21252030%20Agenda%20for%20Sustainable%20Development%20web.pdf&embedded=true>

##### *Secondary Texts*

- Bhikhu Parekh, 'Cosmopolitanism and Global Citizenship'
- Hans Schattle, 'Global Citizenship in Theory and Practice'
- Martha Nussbaum, 'Patriotism and Cosmopolitanism'  
<http://bostonreview.net/martha-nussbaum-patriotism-and-cosmopolitanism>
- Margaret E. Keck and Kathryn Keck and Sikkink, 'Transnational Advocacy Networks'

##### *Some other recommended readings that came up in sectional discussions*

- Seyla Benhabib, 'Borders, Boundaries and Citizenship'
- Benedict Anderson, 'Imagined Communities,' <https://www2.bc.edu/marian-simion/th406/readings/0420anderson.pdf>
- Immanuel Kant, 'Perpetual Peace,' <https://www.mtholyoke.edu/acad/intrel/kant/kant1.htm>
- Hannah Arendt, 'The Decline of the Nation State and the End of the Rights of Man'

## **Common assignments:**

**Essay prompt at start of course:** What is Global Citizenship? Bring an image that you find or make to reflect your views (UN emblem, passport, Snickers bar etc. or student can create own design/image...).

**Essay prompt at end of course:** Review your essay on ‘What is Global Citizenship,’ and resubmit and revise potentially with different image.

**Pairing of small student groups:** Local Issues and Global Link. Assignment: pair students and identify similar local problems which might have a global implication/connection – start with identifying x number of top local problems.

For Simulations and Debate Topics, see below

## **Preliminary Thoughts on Course structure**

- I. Landscapes (Conceptual, Philosophical and Historical Introductions, Institutional Bases and Big Questions).

**Assignment 1:** What is Global Citizenship? Bring an image that you find or make to reflect your views (UN emblem, passport, Snickers bar etc. or student can create own design/image...).

### **A. What is Citizenship and What is Global Citizenship?**

- On Citizenship: TBD
- Bhikhu Parekh, ‘Cosmopolitanism and Global Citizenship’
- Hans Schattle, ‘Global Citizenship in Theory and Practice’
- Saskia Sassen, ‘Towards a Post-National and Denationalized Citizenship’

**<http://saskiasassen.com/PDFs/publications/Towards-post-national-and-denationalized-citizenship.pdf>**

### **B. Historical Foundations**

- Aristotle see readings
- Immanuel Kant, Perpetual Peace,  
<https://www.mtholyoke.edu/acad/intrel/kant/kant1.htm>

### **C. State vs. Global Belonging: Themes**

- Nation/nationality and Ethnicity
- Identity
- What it means to be organized as Nation-States?
- What is Globalization

Core and suggested readings:

- Seyla Benhabib, ‘Borders, Boundaries and Citizenship’

<http://www.yale.edu/polisci/sbenhabib/papers/Borders,%20Boundaries,%20and%20Citizenship.pdf>

- Benedict Anderson, 'Imagined Communities,' <https://www2.bc.edu/marian-simion/th406/readings/0420anderson.pdf>
- Martha Nussbaum, 'Patriotism and Cosmopolitanism' <http://bostonreview.net/martha-nussbaum-patriotism-and-cosmopolitanism>
- Linklater, TBD
- Manfred Steger, *Globalization: A Very Short Introduction*
- Tadjikistan article from AUCA (TBD)

#### D. Manifestations of Global Citizenship

Global Institutions

- UN
- Universal Declaration of Human Rights, <http://www.un.org/en/documents/udhr/>
- Transforming our World: the 2030 Goals for Sustainable Development: <https://sustainabledevelopment.un.org/post2015/transformingourworld> or <https://docs.google.com/gview?url=http://sustainabledevelopment.un.org/content/documents/21252030%20Agenda%20for%20Sustainable%20Development%20web.pdf&embedded=true>
- International law (TBD)

Non-State actors

- Margaret E. Keck and Kathryn Keck and Sikkink, 'Transnational Advocacy Networks' [http://isites.harvard.edu/fs/docs/icb.topic446176.files/Week\\_7/Keck\\_and\\_Sikkink\\_Transnational\\_Advocacy.pdf](http://isites.harvard.edu/fs/docs/icb.topic446176.files/Week_7/Keck_and_Sikkink_Transnational_Advocacy.pdf)
- Joanna Bockman, 'Neo-liberalism'

II. **Applications:** This section of the course allows for review of case studies and simulations. We did not unpack all of these so further recommendations are welcome. Themes include

- UN and UN Reform
- Climate
- Migration
- Terrorism
- Human Trafficking
- Internet and Global Media

A. UN in Action

- Transforming our World: the 2030 Goals for Sustainable: <https://sustainabledevelopment.un.org/post2015/transformingourworld> or <https://docs.google.com/gview?url=http://sustainabledevelopment.un.org/content/documents/21252030%20Agenda%20for%20Sustainable%20Development%20web.pdf&embedded=true>
- UN Simulation: Reforming the Security Council
  - Paul Kennedy, *the Parliament of Man: The Past, Present, and Future of the United Nations*, chapter two, “The Conundrum of the Security Council.”
  - Good sources: <https://www.globalpolicy.org/security-council/security-council-reform.html>

## B. Environmental Challenges

- IPCC – Intergovernmental Panel on Climate Change – Synthesis Report Summary for Policymakers ([http://www.ipcc.ch/pdf/assessment-report/ar5/syr/AR5\\_SYR\\_FINAL\\_SPM.pdf](http://www.ipcc.ch/pdf/assessment-report/ar5/syr/AR5_SYR_FINAL_SPM.pdf))
- IPCC – Full report and more info on <http://www.ipcc.ch/>
- *Power in a Warming World*, David Cipler, J. Timmons Roberts, and Mizan R. Khan
- Simulation: Mock Climate Change negotiations - <http://unfccc.int/2860.php>
- Alternatively, one could look at environmental issues via more seemingly local questions about where we get our energy; resource extraction, use and mobilization; water issues
- Sustainable development on the transnational level can also be approached via case studies from the International Center for Settlement of Investment Disputes

## C. Migration

- 1951 Refugee Convention <http://www.unhcr.org/3b66c2aa10.html>
- One example for debate is the case of environmental migrants: do they fit the criteria for refugee status?

### III. Reflections

**Assignment Two:** Local Issues and Global Link. Assignment: pair students and identify similar local problems which might have a global implication/connection – start with identifying x number of top local problems.

#### Suggested Themes and Readings

- Robert Dahl, ‘Can International Organizations Be Democratic?’
- David Held and Michael Goodhart, ‘Global Democracy’
- Global Equality, Chris Armstrong, “Global Civil Society and the Question of Global Citizenship,” Chris Armstrong,
- Statelessness (Mostafa?)
- Issues of Colonialism and Power (readings TBA)
- Critiques of Human Rights
  - Hannah Arendt, ‘The Decline of the Nation State and the Rise of the Rights of Man’
  - Ayten Gundogdu, *Rightlessness in the Age of Rights: Hannah Arendt and the Contemporary Struggles of Migrants*
  - Tharoor - ‘Are Human Rights Universal’

Other Assignments/Opportunities

Additional areas of cooperation and assignments include:

- **Guest Lectures (video or in person)**
- **Joint ‘Virtual’ Classes’ (presupposes curricular overlap, w Moodle posts or other)**
- **Common assignments (readings, films, writing assignments)**
- **Essay Contest (Student Conference/Publication)**
- **Radio Broadcasts (Human Rights Radio)**
- **Joint Publications and Research**
- **Debates/Simulations**

#### Sample Debate Topics/Themes

Resolved: There is no such thing as global citizenship (or European citizenship).

Resolved: A universal declaration of the rights and duties of a global citizen must be adopted.

Resolved: Global citizenship is undemocratic.

Resolved: Refugees should assimilate to their host culture.

Resolved: Edward Snowden is a global citizen.

Resolved: The rise of global terrorism enhances (or diminishes) the potential for global citizenship.

Resolved: The constitution of XX should require that head of government/state must be a naturally born citizen.

Resolved: Birthright citizenship should be abolished or Resolved: children of illegal immigrants should be granted birthright citizenship

### **Essays/Essay Contest, Themes and Ideas**

- Can global citizenship mean the same thing everywhere? (Or variations of the question)
- What are the main obstacles to the emergence of robust global citizenship?
- "Global Citizen: Myth or Reality?", "Why do/don't I care about global issues?", "Local issue with global roots"
- Global terrorism is on the rise. Will the rise of global terrorism enhance or diminish the potential for global citizenship? Will global terrorism lead to diminishing or enhancing the standards of international human rights?
- Is it possible to create the world passport travel document which is based on Article 13 (2) Universal Declaration of Human Rights and the concept of world citizenship as G.Davis defines?
- How can citizens make the world a more equitable and sustainable place?
- How does the concept of global citizenship affect the everyday lives of individuals, organizations, and governments?

### **Simulations**

- **UN Security Council Reform**
- **Mock Climate Change Conference**