

PT150 Global Citizenship

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Course Times: Monday, 2pm – 5:15pm.

Office Hours: Monday, 5:30pm – 6:30pm

Course Description

Modern citizenship is a concept associated with nation-states, and at base signifies the status of belonging to a bounded political order and the rights and duties this entails. Yet economic, political, legal and technological globalization increasingly calls state boundaries into question, and borderless problems such as forced migration, climate change, epidemics, weapons of mass destruction, and terrorism require collective action on an equally global scale. In this context, global citizenship has been promoted as a sensibility and indeed as an emerging reality. This course explores the notion of “global citizenship” from the theoretical, cultural, and political perspectives and challenges students to think critically about what global citizenship can and should mean. We will explore current conceptions of global citizenship along with critiques of it, and think about ways in which it may be forged or national citizenship can be otherwise reconceived and reconstructed to respond to the urgent dilemmas of globalization. At the heart of the course will be an interdisciplinary exploration of two of the borderless problems already noted above—forced migration and climate change—through readings and discussion of novels, film, social theory, social scientific research, and policy documents from international organizations; as well as through exchange between students taking this course in different parts of the Bard network.

Learning Outcomes

- Knowledge of the institutions, organizations, agreements and processes of negotiation that structure relationships between nation states
- Knowledge of the role of non- (both sub- and supra-) national actors in shaping the current global system
- Understanding of concepts and theories of citizenship and globalization
- Awareness of contemporary global issues such as climate change, migration, and political agency and of key interpretations of their causes and impact
- Engagement with the role of media and other forms of representation in processes of political transformation
- Ability to frame and express arguments clearly in written and oral form
- Building intellectual connections and fostering debate with professors, students and programs of study across the Bard network

Bard Network Pairing

Our seminar will be paired with campuses across the Bard Network to collaborate with their seminar on several occasions in the form of virtual classroom discussions and joint assignments on a variety of online platforms. This virtual extension of the seminar will allow us to probe the different approaches to global citizenship and enrich our discussions further.

Readings

The following books are required:

- Amitav Ghosh, *The Shadow Lines*
- Naomi Oreskes and Erik M. Conway, *The Collapse of Western Civilization*
- Ghassan Kanafani, *Men in the Sun*
- Manfred Steger, *Globalization: A Very Short Introduction*

Personal copies of books should be purchased at a local bookstore or on-line. There are also 2-3 copies of each required course text in the library on the Reserve Shelf.

Further required readings can be found on Google Classroom in pdf format or at the websites listed in the syllabus.

Requirements

- Active and informed participation in all class sessions
- Two written analytical essays
- Position Paper for and participation in Climate Change Summit
- Cross-Campus Concept Map Global Citizenship Group Project

Attendance

Attendance at all classes is expected. More than two absences (i.e. absences from two sessions of 90 minutes) in a semester will affect your participation grade for this course. In accordance with the Student Handbook, a failing grade for the course will be given if absences reach 30% of the course meetings.

Please make sure that you come to class prepared, willing to actively participate, to formulate questions, to challenge ideas that are presented and to engage with the material on multiple levels, be it in class discussion, close reading and argument analysis, informal written exercises or by working as part of a group. All of these aspects contribute vitally to your class participation grade. In order to prepare adequately for class, you need to read the material thoroughly and critically, highlight important passages and write your own questions and responses in the margins. All readings, other than the required purchased readings, are provided via Google Classroom online. Please make sure to print out a copy of the relevant weekly readings or bring them in a digital format to class each week.

Pandemic-Specific Notices

- Please wear a mask at all times and remain at least six feet (2 meters) from all other persons during class.
- If you are feeling sick, please do not come to class. I can draw up asynchronous assignments and schedule a zoom meeting with you separately, should this be necessary.
- Where possible, we will be holding classes outside or make sure to air the room as much as possible.
- It is your choice whether you would prefer to schedule time in my office hours via zoom or in person.

ASSIGNMENTS

Citizenship Interview:

For this assignment, you will be paired with another student from a campus across the Bard campus network to interview each other on your own ideas about and relationship to citizenship. This assignment is a pass/fail assignment. Further details will be distributed in class.

Concept Map Global Citizenship & Midterm Reflection

In small groups across the BCB network campuses, you will produce a concept map introducing students in the rest of the seminars to relevant conceptual terms that relate to the idea of global citizenship, which you will present with your group to the seminar at the conclusion of the Concept Map Workshop session. Your midterm essay (1000-2000 words, 3-4 pages double spaced) will then reflect on the process of and challenges in creating the Concept Map. Further details on the structure and requirements of this project will be communicated in a separate assignment sheet.

Final Essay: The final essay will offer an analysis on the concept of global citizenship, using one aspect of borderless problems that we discussed in class as a case study for the analysis. The essay will be approximately 2000-2500 words (5-7 pages double-spaced). You will receive more detailed instruction sheets in advance of the essay.

Climate Change Summit

All students will participate in a mock Climate Change Summit, similar to a Model United Nations Session. You are required to write a short 500-600 word (1-2 pages double-spaced) position paper in preparation for this Summit.

Padlet

At regular intervals, you will engage in a series of short postings on relevant questions to the readings and discussions in the seminar sessions. These postings will form part of your participation grade for the class.

Academic Integrity & Plagiarism

Academic study is both an intellectual and ethical enterprise; it is important to keep that in mind as you enter into a scholarly discussion with scholarly work. You are encouraged to build on the ideas and texts of others; that is a vital part of academic life. At the same time, it is your obligation to document every occasion when you use another's ideas, language, or syntax. When you use another's ideas or language—whether through direct quotation, summary, or paraphrase—you must formally acknowledge that debt by referencing it. To do so, please use the MLA parenthetical citation format (<http://www.mla.org/style>). If you are uncertain about any aspect of citation practices, please feel free to stop by my office hours. The importance of correct citation cannot be overstressed! Even one occasion of academic dishonesty, large or small, on any assignment, large or small, will result in reporting of the offense to the Exam Board and may result in failure for the entire course.

Policy on Late Submission of Papers

Please ensure to submit your essays in a timely manner. Essays that are up to 24 hours late will be downgraded one full grade (from B+ to C+, for example). Instructors are not obliged to accept essays that are more than 24 hours late. If I agree to accept a late essay, it must be submitted within four

weeks of the deadline and cannot receive a grade of higher than C. Thereafter, you will receive a failing grade for the assignment.

Grade Breakdown

Citizenship Interview: pass/fail
Concept Map Project & Midterm Reflective Essay: 25%
Final Essay: 30%
Position Paper and Simulation: 15%
Participation: 30%

Course schedule

Please note that this schedule is subject to change and it is your responsibility to keep up with the latest assignments and deadlines. Please also note that classes may be rescheduled for Completion Week so you must plan to stay on campus until December 21, 2017

Week 1

Monday, August 31: Beginning Impressions of Global Citizenship: Introduction and course outline

Reading:

- Pocock, "The Ideal of Citizenship Since Classical Times"
- Schattle, "Global Citizenship in Theory and Practice" (GC)

Assignment: Choose an image that symbolizes what global citizenship means for you and post it on the Padlet together with a brief explanation why you chose this image, and what definition or vision of global citizenship it points to; give it a meaningful hashtag. We will discuss your ideas about global citizenship and the image you chose in class.

Part One: Citizenship beyond the nation-state?

Week 2

Monday, Sept. 7, 2020: Citizenship and the Nation-State

Assignment: Look up the rules on citizenship in one Bard campus (Germany; Palestine; Russia; Kyrgyzstan; USA) and post a summary of 2-3 of the most striking rules on the Padlet. Come to class prepared to discuss how this country determines the criteria for membership in its political community.

Reading:

- Brubaker, "Citizenship as Social Closure" (GC)
- Anderson, "Imagined Communities" (GC)

Week 3

Monday, Sept. 14, 2020: Globalization, International Institutions and the Nation-State I

Reading:

- Steger, *Globalization: A Very Short Introduction* 1-16, 37-59, 60-73, 103-106
- Sassen, "Towards a Post-National and De-Nationalized Citizenship" (CR)
- Universal Declaration of Human Rights (CR)

Week 4

Tues, Sept. 21, 2020: Debating Cosmopolitan Citizenship

Milo Rau, "General Assembly - Charter for the 21st Century" (GC), <http://www.general-assembly.net/en/>

-Falk and Strauss, "Toward a Global Parliament" (GC)

-Martha Nussbaum, "Patriotism and Cosmopolitanism" (GC)

-Judith Butler, "Universality in Culture" (GC)

Network Assignment: Citizenship Interview with another student across the Bard campus network (more details on a separate sheet)

Week 5

Monday, September 28, 2020:

Workshop: Creating a Global Citizenship Concept Map

Assignment (Concept Map preparation): On the Padlet, gather at 5-6 concepts and crucial terms from the reading that are essential in constituting the idea Global Citizenship and provide a short definition for each. In brackets, reference the readings that you used to gather these terms but please provide your own definitions rather than quotes from the readings.

Assigned: Midterm Essay

Week 6

Monday, October 5, 2020: Imagining Global Citizenship I

Reading:

-Ghosh, *The Shadow Lines* (pp 3-143)

Assignment: In small groups, reflect on the images of global citizenship you chose at the outset of the course and compare it to the images chosen in our AUCA partner section. What overlaps and differences can you identify? (*Interactive assignment together with AUCA students; further details provided on a separate instruction sheet*)

Week 7

Monday, Oct. 12: Imagining Global Citizenship II

Reading:

-Ghosh, *The Shadow Lines* (pp 143- 246)

- **Due Friday October 16 at 6pm: Mid-Term Reflective Essay**

Week 8

Monday, Oct 19: MIDTERM BREAK

Part Two: Exclusion and Migration as Borderless Problems

Week 9:

TBC: Bard Network Zoom Guest Lecture on Black Lives Matter

Readings: Charles Mills, *The Racial Contract* (Excerpt)

Week 10

Monday, Oct 26, 2020: The UN Refugee Framework and the Case of Palestine

Reading:

-1951 Refugee Convention and 1967 Protocol (GC)

-Said, "Reflections on Exile" (GC)

-Kanafani, "Land of Sad Oranges" and "Letters from Gaza" in *Men in the Sun*

Monday, November 2, 2020: EU Migration Regimes or, Welcome to Fortress Europe

Watch: *8 Borders, 8 Days*

Reading:

-Review the Common European Asylum System: http://ec.europa.eu/dgs/home-affairs/what-we-do/policies/asylum/index_en.htm

-Important information for applying for asylum in Germany (GC)

-Fassin, "Ambivalent Hospitality" pp. 154-57 (GC)

-Appadurai, "Aspirational Maps: On Migrant Narratives and Imagined Future Citizenship" (GC)

-Nyers, "Migrant Citizenships and Autonomous Mobilities" (CR)

Part Three: Climate Change as Borderless Problem

Week 11

Monday, November 9, 2020:

Climate Change: Views from the Future

Reading:

-Ghosh, *The Great Derangement* 108-115, 135-149 (GC)

-Oreskes and Conway, *The Collapse of Western Civilization: A View from the Future*, pp. ix-52

-Anne McClintock, "Monster: A Fugue in Fire and Ice": <https://www.e-flux.com/architecture/oceans/331865/monster-a-fugue-in-fire-and-ice/>

Assignment: Please calculate your own carbon footprint and bring the results with you to class. Was there any aspect of the calculation that surprised you in particular?

<https://www.conservation.org/carbon-footprint-calculator#/>

Week 12

Monday, November 16, 2020:

The International Framework for Combatting Climate Change

Reading:

-United Nations Framework Convention for Climate Change (GC)

-Ciplet, Roberts and Khan, *Power in a Warming World* (Excerpt on GC)

-UN summary of Paris Agreement <<http://bigpicture.unfccc.int/#content-the-paris-agreement>>

Assignment: Read carefully through the summary of the Paris Agreement and research further to find out what the current status of the Agreement is in your home community and country and how it is regarded. Post a short summary of your research on the Padlet Then start thinking about the following questions: What were the biggest successes and failures of the conference and, after our mock summit, what do you think was responsible for each of these? How do the Paris outcomes compare with our class resolutions? What can your country/state/city do to implement the accords or to improve them?

- **DUE: Friday, November 20, Simulation Paper**

Week 13

Monday, November 23:

Mock Climate Change Summit

Week 14

Monday November 30:

Alternative Activisms & Environmental Citizenship

Reading:

Barry, "Resistance is Fertile: From Environmental to Sustainability Citizenship" (GC)

-Isin, "Citizenship in Flux: The Figure of the Activist Citizen" (GC)

Assignment: What would environmental citizenship look like? Building on today's readings and readings throughout the semester, make a list of at least three rights or duties you think environmental citizenship should entail, and think about how to bring your conception from theory into reality. Post on the Padlet.

Part Four: Global Citizenship Reconsidered

Monday, December 7, 2020: Conclusion & Final Discussion

Assignment: Review and reflect on the image assignment you created about your first impressions of (global) citizenship at the beginning of the class. How has your thinking about global citizenship changed over the past fifteen weeks? Select an image that now symbolizes for you the meaning of global citizenship and upload it to the Padlet. If still appropriate, this can be the same image from the first week or a new image that captures for you now what global citizenship means.

Week 15

COMPLETION WEEK

DUE Wednesday, December 16 at 5pm: Final Essay.