

PT150 Global Citizenship

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Course Description

Citizenship is traditionally a concept associated with nation-state, and at base signifies the status of belonging to a bounded political order and the rights and duties this entails. Yet economic, legal, and technological globalization increasingly call state boundaries into question. Transnational challenges such as climate change, forced migration, epidemics, weapons of mass destruction, and terrorism also require collective action on global scale. In this context, global citizenship has been promoted both as a sensibility and as an emerging reality. This course explores the notion of global citizenship from its philosophical foundations. We also address cultural and political perspectives, thinking critically about what global citizenship can and should mean. Building on these investigations, we explore the contemporary experiences and movements through which a future idea or reality of global citizenship might be shaped. The heart of the course will be in an interdisciplinary exploration of two of the transnational problems already noted above – climate change and ethno-nationalist conflicts – through readings and discussion on novels, historical work, film, social theory, scientific research, and policy documents. We present and compare rising political and social movements relevant to the definition of the category of the citizenship across the globe. Texts will include Hannah Arendt, Jürgen Habermas, Edward Said, Marth Nussbaum, along with, Tayib Salih's *Season of Migration to the North*, and Salman Rushdie's *Imaginary Homelands*. This course will also be part of a collaborative one with Bard's international partner institutions over the world. We conclude by assessing the role global citizenship can play in global governance and consider how the international system might transform to better address the challenges of globalization. This course will benefit from collaboration with students at Bard's international partner institutions.

Requirements

- 1) Image and Concept Map Assignments (5% and 20% respectively). Students will have to choose an image that symbolizes what global citizenship means to you and post it on your campus column on the course padlet. Along with the image, include (1) a brief explanation (50 words or so) of why you chose this image and what definition or vision of global citizenship it points toward; (2) a meaningful hashtag that captures your thinking on global citizenship. Students should also comment on at least two other

postings from another campus. The concept map is an assignment that triggers creativity by encouraging analytical and critical thinking about the main concept in the course and is an opportunity to create further linkages among the sections. This assignment will be performed individually and in groups over several class sessions in order to create a single concept map for the class. The maps will also be posted on Padlet and exchanged across sections and students will be able to comment on them. The concept map starts on week 4.

- 2) Activity and Collaborations – TBC (25%). Students will be given a detailed requirement for the position paper, with clear question. Furthermore, after submitting the position papers, a generated debate will take place the week after with partner institutions. Details will follow.
- 3) Final Paper (35%). Students will be given a detailed requirement for the final paper later in the semester. The final paper will also address a question but will also include positionality of the author.
- 4) Class Preparation and Participation (15%). The course is very much based on discussion and class engagements. The grade includes regular attendance and active engagement in the discussions. It also reflects on your preparedness to that class and that you read the material beforehand. **Moreover, you will be assigned weeks (max 2 per student) in which you will provide a synopsis of one of the assigned readings.**

GHEA21 Network Collaborative Course

One feature of this course is that it is being taught concurrently at a number of OSUN (Open Society University Network) institutions—the American University of Central Asia (AUCA) in Kyrgyzstan, Al-Quds Bard (AQB) in Palestine, Bard-Annapolis (BCA) in the United States, BRAC University in Bangladesh, and Bard-Berlin (BCB) in Berlin—and we will collaborate with students in other sections on projects related to global citizenship throughout the semester. These collaborations offer an opportunity to understand how specific local problems global significance can have, to demonstrate how similar problems unfold differently in different places, and how global citizenship is conceptualized and studied in different contexts.

General observations: Please do not be late to class, make sure you are on time and respectful of your colleague's time. If you are more than five minutes late to class, you will be counted as absent for the day (check attendance policy below). It is expected that you read all the required readings before the class. You may be randomly asked to provide a synopsis of the reading at the beginning of the session.

The due papers need to be of your own work, and researched material should be properly cited. Plagiarism will not be tolerated and will result in automatic failing grade on the assignment (see Academic Integrity section below).

Attendance

Attendance at all classes is a crucial part of the education offered by Bard College Berlin. To account for minor circumstances, two absences from twice-per-week courses or the equivalent

(e.g., one absence from a once-per-week course) should not affect the participation grade or require documentation.

Kindly make sure you are on time and respectful of your colleague's time. If you are more than five minutes late to class, you will be counted as absent for the day. Bard College Berlin does not offer credit for any course in which a student has missed more than 30% of classes, regardless of the reasons for the absences. The full Bard College Berlin attendance policy can be found in the Student Handbook, Section 2.8.

Please notify the University administration and myself if you are unable to start the semester due to travel restrictions. Accordingly online sessions will also be arranged for those not physically in Germany.

Diversity, Equity, and Inclusion

This class explores a variety of topics central to the study of international relations and citizenship. Each of us will join these discussions and approach the course material from the vantage point of our own personal experiences, which have been shaped by our race, nationality, ethnicity, class, (dis)ability, gender, sexuality, and a host of other factors. The diversity of perspective that we bring to the classroom is an asset: we will be able to engage the main questions of the course in a rich and more complex way. But, to achieve this breadth of understanding, we must cultivate a classroom environment where everyone feels capable of taking risks and learning to see and think in new ways. This kind of learning community is only possible if we listen to each other, and engage one another honestly and substantively with generosity, empathy, and respect. If at any time, and for any reason, you feel unable to express your views or participate fully, please communicate with me right away. I will do everything I can to make full involvement possible for everyone in this class. If for any reason you do not feel comfortable raising concerns with me directly, do not hesitate to relate them to me confidentially through your class dean, the Equity and Inclusion Office, Disability Services Office, or another faculty member.

Academic Integrity

Bard College Berlin maintains the highest standards of academic integrity and expects students to always adhere to these standards. Instances in which students fail to meet the expected standards of academic integrity will be dealt with under the Code of Student Conduct, Section 14.3 (Academic Misconduct) in the Student Handbook.

Assessment Deadlines

Due Dates:

- 1) Image assignment: Week Two.
- 2) Collaboration Activities: TBA
- 3) Final Paper: December 18th at 11:59pm to be uploaded on the course website.

Policy on Late Submission of Papers

Essays that are up to 24 hours late can be downgraded up to one full grade (from B+ to C+, for example). Instructors are not obliged to accept essays that are more than 24 hours late. Where an instructor agrees to accept a late essay, it must be submitted within four weeks of the deadline. Thereafter, the student will receive a failing grade for the assignment. Grades and comments will be returned to students in a timely fashion. Students are also entitled to make an appointment to discuss essay assignments and feedback during instructors' office hours.

Students receive mid- and end-of-semester grades for their seminar work. Students are entitled to make an appointment with an instructor to discuss seminar participation or may be asked to meet with the instructor at any stage in the semester regarding class progress.

Grade Breakdown

Rubrics for the Midterm and Final Papers will be provided with a detailed requirements sheet uploaded on the course website at least 4 weeks before the paper is due. There you will be able to also see how the grades will be allocated and against what criteria you will be assessed.

Course Readings and Brightspace

The primary course site is on Brightspace (<https://bardcollege.brightspace.com>). You will need your Bard email and password to access the site. Once you have logged into Brightspace, you will see a link to the Network Collaborative Course website, which is where our course material is stored. You may also log in directly via this link:

Most of the course readings and all the required assignments have been or will be loaded onto Brightspace.

Schedule

Week 1.

Introduction

Image Assignment. We will use Padlet to organize the image assignment and the collaboration across the network.

Instructions:

Choose an image that symbolizes what global citizenship means to you and post it on your campus column on the course padlet. Along with the image, include (1) a brief explanation (50 words or so) of why you chose this image and what definition or vision of global citizenship it points toward; (2) a meaningful hashtag that captures your thinking on global citizenship. You should comment on at least two other postings from another campus.

PART I

Belonging and Citizenship in the Nation-state

Citizenship and the Nation-State

- Hutchinson, J. and Smith, A. (1994). *Nationalism: A Reader*. New York and Oxford: Oxford University Press, excerpted writing by Renan, Stalin, and Geertz, pp. 15-21; 29-34.

Week 2.

Citizenship and the Nation-State

- Brubaker, "Citizenship as Social Closure" in *Citizenship and Nationhood in France and Germany* (Cambridge: Harvard University Press, 1992), pp.21-34.
- **(Optional)** Ernest Renan. "What is a Nation?" in Geoff Eley and Ronald Grigor Suny (eds.) *Becoming National: A Reader*. New York and Oxford: Oxford University Press, pp.41-55.

30-40min of the session is designated to discuss your image selection with colleagues at BCB and BCA.

Citizenship beyond the Nation-state

- Benedict Anderson. 1991. *Imagined Communities*. London: Verso, pp.1-7 and 37-46.

Week 3.

Patriotism and Cosmopolitanism

- Nussbaum, Martha. 2002. *Patriotism and Cosmopolitanism in For Love of Country*. Boston: Beacon Press, pp.3-17.
- Documentary: *Hypernormalization* (2016), directed by Adam Curtis

"1975", 00:00 – 27:00

"World Without Power", 2:00-2:46:31

Citizenship and Nationalism in History

- Consuelo Cruz. 2000. "Identity Persuasion: How Nations Remember their Past and Make their Futures," *World Politics*, Vol. 52, No. 3, pp. 275-312.
- Schattle, Hans. 2010. "Global Citizenship in Theory and Practice", in *The Handbook of Practice and Research in Study Abroad: Higher Education and the Quest for Global Citizenship*, eds. Ross Lewin. New York: Routledge, pp.3-20.

Week 4.

- Concept Map I

PART II

Border, Belonging and Citizenship Beyond the State

The Making of a Nation-state and a Refugee

- Hannah, Arendt. 1968. "The Decline of the Nation-State and the End of the Rights of Man," in *The Origins of Totalitarianism* (New York: Harcourt, 1968), pp. 267-302.

Week 5.

The Making of the Modern Refugee I

- Alexander, Betts. 2015. "The Normative Terrain of the Global Refugee Regime," *Ethics and International Affairs*, Vol. 29, No. 4: pp. 363-375.
- Emma, Haddad, (2008). "Who is (Not) a Refugee?" and "The Refugee and the International States System," in *The Refugee in International Society: Between Sovereigns*, Cambridge: Cambridge university Press, pp.23-69.
- Watch 8 Borders, 8 days in Class

Week 6.

Theories of Global Citizenship I

Class facilitated by Professor Michelle Murray from Bard College, Annandale.

- Parekh, B. (2003). Cosmopolitanism and Global citizenship, *Review of International Studies*, 29 (3), pp.3-17.

Theories of Global Citizenship II

Class facilitated by Professor Michelle Murray from Bard College, Annandale.

- Linklater, A. (2002). "Cosmopolitan Citizenship," in *Handbook of Citizenship Studies*, edited by Engin F. Isin and Bryan S. Turner, London: Sage Publication, pp.317-332.
- Schattle, Hans. 2010. "Global Citizenship in Theory and Practice", in *The Handbook of Practice and Research in Study Abroad: Higher Education and the Quest for Global*

Citizenship, eds. Ross Lewin. New York: Routledge, pp.3-20.

- Margaret E. Keck and Kathryn Sikkink, "Transnational Advocacy Networks in International and Regional Politics," *International Social Science Journal* 51, no. 159 (1999): 89-101.

Position Paper Due on October 15th, 2026, by 6pm via Brightspace.

Week 7.

In-Class Debate Preparation

In-class workshop on debate and argument creation with colleagues from EHU and BCB.

Assignment: On Thursday we will hold an in-class debate. For this class we will work with our colleagues from European Humanities University and Bard College Berlin to prepare for the debate. We will spend this class session preparing our affirmative and negative arguments. Please do the following before class:

Based on the arguments you developed in your position paper, complete two argument cards before class that clearly lays out a claim, warrant and supporting evidence. Bring your argument cards with you to class and be prepared to share your ideas with your debate teammates

In-Class Debate in collaboration with BCA.

19-25th October, no classes, Fall Break!

Week 8.

Orientalism and Global Citizenship

- Said, E. (1978). *Orientalism*, Chapter 1, By Routledge and Kegan.

Concept map II

- No required readings.
- Instructions will be given in due course.

PART III

Identity, Migration and Statelessness Challenges and Controversies

Week 9.

Identity and Inclusion in Migration I

- Saleh, Tayib, *Season of Migration to the North*, (Heinemann Educational Publishers, 1991, originally published in 1966). Chapters 1-5.

Identity and Inclusion in Migration II

- Saleh, Tayib, Season of Migration to the North, (Heinemann Educational Publishers, 1991, originally published in 1966). Chapters 6-10.

Week 10.

Imaginary Homelands

- Salman Rushdie, Imaginary Homelands.

Expressing in Exile

- Guest Lecture by Bernard Hage

Week 11.

- Concept Map III
- J.M. Coetzee, Disgrace.

Week 12

TBA-Keynote Lecture – Naji Bakhti

- Between Beirut and the Moon (Influx Press, 2020).
Pages 10-25
Pages 41-46

14:00-15:15 Class Discussion

15:30-17:15 Keynote Lecture followed by a discussion

Rethinking Democracy within Global Citizenship

- November 30: Held, David. 1999. "The Transformation of Political Community: Rethinking Democracy in the Context of Globalization," Theoria: A Journal of Social and Political Theory, No. 94, pp:30-47.

Week 13.

- Midnight's Children
- Concept map discussion with BCA.

Week 14.

- Assignment: We began this class thinking about what citizenship means in times of crisis. Throughout the semester we have explored the limits and possibilities of citizenship—be it national or global—in the context of a number of challenges. Now, at the end of the course, we invite you to reflect on the transformative potential of (global) citizenship.

For this assignment, please do the following:

1. Choose another image that represents for you the kind of citizenship necessary to create a world where all people are equal, secure, and safe. If the image is not your own, make sure you include an attribution (a link to where you found it).
2. Write a 50-word caption that explains why this image represents a citizenship necessary to create change in the world. If you choose the same image as at the beginning of the course, write up to 100-words why the image still represents GC

for you.

3. Choose 3 keywords that are relevant to your image and caption.
4. Make sure your name and campus are included in your post.
5. Review the posts from students at different campuses and write a comment on 3 different posts.

Post your image, caption, and keywords on the course Padlet site by **12pm on Monday, December 14, 2026**. You can access the Padlet through Brightspace (see the toolbar at the top of the course page) or at this website: <https://osun.padlet.org/drosliakova/9wnd9lntburt9nro>. Please comment on 3 posts before coming to class on Tuesday.

Week 15: Completion Days, No Class

Optional and Additional Readings

The following books are required and available for purchase at the campus bookstore and on reserve at the library:

- Amitav Ghosh, *The Shadow Lines* (Boston: Houghton Mifflin Company, 1988)
- Ghassan Kanafani, *Men in the Sun* (1962)
- Naji Bakhti, *Between Beirut and the Moon* (2020)
- Bernadine Evaristo, *Girl, Woman, Other* (Penguin, 2019)
- Barbara Kingslover, *Flight Behavior* (Harper Collins, 2013)