



UNIVERSITY OF
ALBERTA

Global Citizenship: Contemporary Issues and Perspectives

General Course Description

There is an increasing interest in understanding and enacting citizenship in response to global issues and realities. We might understand this interest as a response to an increased awareness and concern for the serious and interconnected local and global issues of our time and that more and more people look for an inclusive, critical citizenship that goes beyond membership in a specific community, and toward an active participation in co-creating new social, economic, educational and political contexts that multi-directionally define and locate the expansive interconnections that have become the hallmarks of the highly networked 21st Century life. We have, for example, seen a greater insistence by individual and collective social actors that space be made for an inclusive, materially active and morally bound participation that reflects a deep respect and understanding that all people are both national citizens of their countries and global citizens of our world, and they should be accorded, henceforth, the same rights and responsibilities.

To achieve this now real and noble objective of human life, global citizenship would go beyond international awareness, and should move towards an understanding and enactment of the rights as well as the responsibilities of each person (and selectively each group) to contribute to an equitable, sustainable, and just world. In a world that is rapidly globalizing, citizenship has also taken on an added, and certainly contested, global dimension that speaks about increases in economic, cultural, political, social, and environmental interdependence for all people, and indeed, all life systems, on our shared planet. As a result or because of these, complex and dynamic relationships and processes serve to both reflect and challenge existing social realities that connect citizens to one another; hence, the need for a global ethic that justly and inclusively sustains active but as well, productive constructions and actions of global citizenship for all.

This introductory course, jointly undertaken by the University of Alberta Global Citizenship Curriculum Development (GCCD) project and the Centre for Global Citizenship Education (CGCER), aims to provide students the opportunity to engage with current literature and experts, and to extend their own research skills as they strive to understand how global citizenship might frame the roles of individuals and communities which they interact with, in increasingly diverse social, economic and political contexts that are not restricted by any geographical or social boundaries. The course will introduce students to select theories and case studies that define situations where citizenship has been lived, denied, and/or re-imagined. The course content will

link local and global issues and perspectives, and should include such topics as fundamental human rights (including rights to food and security) and citizenship, social justice, sustainable economic and environmental perspectives, globalization and economic rights, the location of migrants and refugees in global contexts, the place of science in global citizenship, and the possibilities of developing a global ethic of care.

Select Objectives

1. To introduce and analyze the conceptual and theoretical foundations of citizenship, and citizenship education and enactment in a globalized and globalizing world.
2. To engage with multiple perspectives and knowledges in order to critique and understand the “difficulties” of current citizenship projects, especially as these enfranchise or disenfranchise select people and areas of the globe
3. To introduce students to the language and debates of democracy, sustainability, and social justice in the context of expansively globalizing but selectively post-industrial world.
4. To enhance students’ understanding of the need to establish a balanced understanding of socio-economic advancement and the ecological well-being that assures the safety of our environment and the life systems it must in the coming generations
5. To help students acquire an informed and, by extension, active role as global citizens whose education and work will benefit humanity as a whole.

Course Readings and Materials

A course pack that should be electronically available will be created for the course. An average of three readings on topics that range from the conceptual and theoretical constructions of global citizenship, globalization and citizenship, gendering citizenship to ecological well-being, indigenous rights, and ways of educating for active and inclusively productive global citizenship.

Evaluation Criteria

Students will be expected to complete all readings before class time and participate fully in class discussion and activities. In addition, the following assignments will be used to evaluate the depth of understanding of the course topics and themes:

- 1) Class participation 15%
- 2) Term paper of 5-7 pages on a topic of interest to the student and related to the course themes. 25%

- 3) Finding the global in the local project (20%): Practicing street/neighborhood citizenship with a local organization, and preparing a reflective essay that focuses on the student's experiences and recommendations for strengthening civic rights that can inform both the local and the global
- 4) Research Poster 10%
- 5) Final examination 30%

Course Readings

Week 1: general Introduction of the idea as well as the ethics of global citizenship and discussion of course requirements

Week 2: Conceptualizing and Theorizing Global Citizenship

“Dare to Discover” component on global citizenship

Weston, B. (2006). Human rights: concept and content. In R. Claude & B. Weston (Eds.), *Human rights in the world community: issues and action*. U of Pennsylvania Press.

Abdi, A. (2011). *De-monoculturalizing Global Citizenship Education: The Need for Multicentric Intentions and Practices*. New York: Peter Lang.

Shultz, L. (2011). Engaging the Multiple Discourses of Global Citizenship Education within a Canadian University: Deliberation, Contestation, and Social Justice Possibilities. In L. Shultz *et al.*, *Global citizenship education in post-secondary institutions*. New York: Peter Lang.

Week 3: Acts and Practices of Global Citizenship: Voices, Places

Isin, E. (2008). Theorizing acts of citizenship. In E. Isin & G. Nielsen (Eds.), *Acts of citizenship*. London: Zed Books.

Sassen, S. (2004). Repositioning citizenship. In A. Brysk & G. Shafir (Eds.), *People out of place: globalization, human rights and the citizenship gap*. New York: Routledge.

Gruenwold, D. (2009). The Best of Both Worlds: A Critical Pedagogy of Place.

<http://www.pieducators.com/files/Critical-Pedagogy-of-Place.pdf>

Week4: Global Citizenship and Globalization

McMichael, P. (2004). Globalization: myths and realities. In J. Roberts & A. Hite (Eds.), *From modernization to globalization: perspectives on development and social change*. Malden, MA: Blackwell.

Stavis, D. & Boswell, T. (200). Globalization and global governance. In D. Stavis & T. Boswell, *Globalization and labour: democratizing global governance*. Lanham, MD: Rowman & Littlefield.

Bello, W. (2002). The alternative: deglobalization. In W. Bello, *Deglobalization: ideas for a new world economy*. London: Zed Books.

Week 5: Cosmopolitan Citizenships

Petito, F. (2009). Civilizational dialogue as alternative to world order. In M. Michael & F. Petito (Eds.), *Civilizational dialogue and world order: the other politics of cultures, religions and civilizations in international relations*. New York: Plagrave.

Benhabib, S. (2006). Democratic iterations: the local, the national and the global. In S. Benhabib, *Another cosmopolitanism*. Oxford: Oxford University Press.

Mignolo, W. (2000). The many faces of cosmo-polis: border thinking and critical cosmopolitanism. *Public Culture*, 12(3), 721-748.

<http://publicculture.dukejournals.org/cgi/reprint/12/3/721>

Week 6: Global citizenship and social justice

Fraser, N. (2009). Reframing justice in a globalizing world. In N. Fraser, *Scales of Justice: re-imagining political space in a globalizing world*. New York: Columbia University Press..

Brock, Gillian (2009). A cosmopolitan model of global justice: the basic framework. In G. Brock, *Global Justice: a cosmopolitan account*. Oxford: Oxford University Press.

Nyers, P. (2008). No one is illegal: between city and nation. In E. Isin & G. Nielsen (Eds.), *Acts of citizenship*. London: Zed Books.

Ottonelli, V. Immigration: What does global justice require? In Dower (2002) *Global Citizenship*.

Week 7: Gendering global citizenship

Hutchings, K. (2002). Feminism and Global Citizenship in N. Dower & J. Williams (Eds) *Global citizenship: A critical reader*. Edinburgh: Edinburgh University Press.

Ghosh, R. (2008). The short history of women, human rights and global citizenship. In A. Abdi & L. Shultz (Eds.), *Educating for human rights and global citizenship*. New York: Palgrave.

Brooks, A. (2001). Citizenship, identity and social justice: the intersection of feminist and postcolonial discourses. In M. Arnot & J. Dillabough (Eds.), *Challenging democracy: international perspectives on gender, education and citizenship*. New York: Routledge.

Week 8: Ecological Citizenship I: The Environment

Dobson, A. (2005). Ecological citizenship. In J. Dryzek & D. Schlossberg Eds.), *Debating the earth: the environmental politics reader*. Oxford: Oxford University Press.

Shiva, V. (2005). Earth democracy. In V. Shiva, *Earth democracy: justice, sustainability and peace*. Cambridge, MA: South End Press.

Korgman, N. & Foote, L. (in press) *Global Citizenship and the Environment: Embracing Life in All its Forms*. In L. Shultz et al., *Global citizenship education in post-secondary institutions*. New York: Peter Lang.

Week 9: Ecological Citizenship II: Science in the Public Good and other Rights

Lee, R. (2007). Science wars: whither two cultures. In B. de Sousa Santos (Ed.), *Cognitive justice in a global world: prudent knowledges for a decent life*. Lanham, MD: Lexington Books.

Swanimathan, M.S. (2000). Science in response to basic human needs. *Science*, January 21, 287(5452)425

Shiva, V. (2002). Water rights: the state, the market and the community. In V. Shiva, *Water rights: privatization, pollution and profit*. Toronto: BTL.

Swanimathan, M.S. (2001). Ecology and equity: key determinants of sustainable water security. *Water Science Technology*, 43(4) 35-44.

Week 10: Indigenous Life systems as Platforms of Citizenship

Battiste, M. (2000). Maintaining Aboriginal identity, language and culture in modern society. In M. Battiste (Ed.), *Reclaiming indigenous voice and vision*. Vancouver: UBC Press.

Young, I. (2007). Hybrid democracy: Iroquois federalism and postcolonial project. In *Global challenges: war, self determination and responsibility for justice*. Cambridge, UK: Polity Press.

Odora-Hoppers, C. (2009). From Bandit colonialism to modern triage society. : towards a moral and cognitive reconstruction of knowledge and citizenship. *International Journal of African Renaissance Studies*, 4(2), 168-180.

Week 11: Educating for democratic and citizenship development

Reich, K. (2008). Democracy and education after Dewey: pragmatist implications for constructivist pedagogy. In J. Garrison (Ed.), *Reconstructing democracy, recontextualizing Dewey: Pragmatism and interactive constructivism in the twenty-first century*. Albany, NY: SUNY Press.

Pike, G. (2008). Reconstructing the legend: educating for global citizenship. In A. Abdi & L. Shultz (Eds.), *Educating for human rights and global citizenship*. New York: Palgrave.

Richardson, G. (2008). Within the liminal space: repositioning global citizenship education as politics of encounter, disruption and transcendence. In A. Abdi & R. Richardson (Eds.), *Decolonizing democratic education: transdisciplinary dialogues*. Rotterdam, Netherlands: Sense Publishers.

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