

GCP 010 Introduction to Global Citizenship
Tu/Th 7:55-9:10 (two 75-minute sessions per week)
Spring, 2020

Dr. Karen Rodríguez

Location: MU353

Credits: 3

Office hours: Tu/Thurs 9:15-10:30
but please check

Mountaintop office: Iacocca Hall, L204

Lower campus office: Maginnes 240

kar319@lehigh.edu

Sustainability pieces are all the way at the end – highlighted in blue

Course Overview

In this interdisciplinary course, open to any freshman student, we explore the notion of global citizenship. We will be less concerned with the term's practical or political utility and more focused on what urgent issues and ethical concerns are subsumed under this shorthand. What is our responsibility to those we do not know? To our non-human cohabitants, i.e. animals, or to Nature/the natural environment? Are these responsibilities something that can be mandated? Taught? How might we move towards peaceful ways of co-existing and increase joint understandings and actions across everyone's different positionalities? And where can we find positive examples showing us some hopeful directions? We will examine historical and current frameworks around how diverse sectors and stakeholders are responding to global crises and SDGs.

Taking up a stance of global citizenship is not only about a potential professional decision of where to intervene; it is also about deeply personal decisions around how to be in a world populated by others we do not know, but about whom we care. As individuals, you will work towards forming your own definition/manifesto/mission statement as a point of departure for taking up an intentional position within the contemporary globalized world.

Course Objectives

By the end of this course, you will

1. Be able to articulate the history and current state of global citizenship as a concept;
2. Be able to critically discuss how various sectors and stakeholders are working on GC issues/SDGs with awareness of how interdisciplinary, cross-cultural, power and other differences enter into this work;
3. Have considered a particular issue from a multi-response perspective;
4. Have created your own starting definition, stance, and action plan around global citizenship; and
5. For those wishing to go further in a formal manner and earn a Certificate in Global Citizenship, you will also qualify to apply for GCP Program.

Readings - Required

- Everything will be posted on Course Site.

Daily Plan

Module I. Intro Week. What is GC? This module positions us for the semester ahead. We will go over how the course will run and examine starting definitions of GC.

Jan 21	Introduction	(no reading)
Jan 23	What is a Global Citizen? Is this even the right question?	Michael Karlberg (2008) Discourse, Identity, and Global Citizenship, <i>Peace Review</i> , 20:3, 310-320

Module II. Perspectives and Frameworks / Sites of Practice. In this module, we'll first examine the history of GC as a concept to understand how this shorthand term emerged and what it means. We will then trace how it is applied and practiced through a range of areas.

Jan 28	<u>UN and general history.</u> Where does the term GC come from? How are GC efforts practiced and by whom? Key historical moments, Millennial goals, SDGs.	Sachs, J. From MDG to SDG. SDGs. <i>www.thelancet.com</i> Vol 379 June 9, 2012 Sengupta, Mitu. Transformational Change or Tenuous Wish List. <i>Social Alternatives</i> Vol. 37 No. 1, 2018.
Jan 30	<u>How to respond.</u> The articles to read for today set up the questions for the rest of the course: In what ways can we respond to world concerns? Which are most effective, and in what circumstances? We will consider the need to acknowledge and work from multiple points/methods/modal	(issue example) (Re)centering street harassment – an appraisal of safe cities global initiative in Delhi, India. <i>Journal of Gender Studies</i> , 2018. Vol. 27, no. 1, 114-124 (approaches example) Gilbertson, A. Between Inclusivity and Feminist Purism: Young gender justice workers in post-Nirbhaya Delhi. <i>Women's Studies International Forum</i> 67 (2018) 1–9.

	ities within a complex context. Introduction of the final group assignment.	
Feb 4	<u>GC practice: How do both corporations and NGOs respond to global concerns?</u> Is CSR (corporate social responsibility) the same thing as global citizenship? How do NGOs practice this from their angle? Where are the similarities and differences?	Sjôfjell, Beate. 2018 Redefining the Corporation for a Sustainable New Economy. <i>Journal of Law and Society</i> . volume 45, number 1, March 2018
Feb 6	<u>GC practice: What does faith-based GC look like?</u> How does religion intersect with global citizenship and SDG efforts? How can one practice from a particular commitment and yet be fully accepting of others' and their own beliefs (or lack thereof)?	E. Tomalin, J. Haustein, and S. Kidy. Religion and the Sustainable Development Goals. <i>Ecumenical Review</i> . 17 July 2018. PDF Karam, A. The Role of Religious Actors in Implementing the UN's Sustainable Development Goals. <i>Ecumenical Review</i> . PDF Texts from religious leaders provided in class (posted after)
Feb 11	<u>GC practice: Education. Can GC be taught?</u> Educator Maria Montessori wrote that "Averting war is the work of politicians; establishing peace is the work of educators." Can we cultivate a culture of GC starting at an early age? We will inquire	Westheimer, J. & J. Kahne. (2004). Educating the "Good" Citizen: Political Choices and Pedagogical Goals. <i>Political Science & Politics</i> . 38 (2).

	into the role that education plays in GC work.	
Feb 13	<u>GC practice: Big Money. Can GC be bought?</u> What is the role of big-money and big-visibility players? What is the difference between philanthropy and charity? Service and social change?	Philanthropy – samples from companies making money and doing good to be provided in class (posted after)
Feb 18	<u>Continued: Can GC be bought? Celebrity and influencers. Pedagogical role? Service? Media hype? Good use of wealth? More negative than positive?</u>	Choice of articles: choose 1 <ul style="list-style-type: none"> - Cosima Budabin, A. Celebrity-led development organisations: the legitimating function of elite engagement. <i>Journal Third World Quarterly</i> . Volume 38, 2017 - Issue 9. - Chouliaraki, L. (2012) The Theatricality of Humanitarianism: A Critique of Celebrity Advocacy, <i>Communication and Critical/Cultural Studies</i>, 9:1, 1-21. - Wilkins, Karin. Celebrity as Celebration of Privatization in Global Development: A Critical Feminist Analysis of Oprah, Madonna, and Angelina. <i>Communication, Culture & Critique</i> 8 (2015) 163–181. - Cloud, Dana L. Shock Therapy: Oprah Winfrey, Celebrity Philanthropy, and Disaster “Relief” in Haiti. <i>Critical Studies in Media Communication</i> Vol. 31, No. 1, March 2014, pp. 42–56
Feb 20	<u>GC practice: the role of artists</u>	No reading. Art examples provided in class.

FEB 25. Workshop What is your own orientation to GC? Points of departure for developing a position.

Module III. Human Rights To separate human rights from other living beings and the environment reflects a Western construction that is not universally held. However, as a concept, the terms “human rights” has meaning across many spaces. We will consider a few of the many human issues that fit under different SDGs in this module.

Feb 27	Briefings 1, 2, 3, 4, 5	
Mar 3	Briefings 6, 7, 8, 9, 10	
Mar 5	Briefings 11, 12, 16, 17	

SPRING BREAK (no class Tu 10- Thurs 12 March)

Module IV. Paradoxes. We've now gotten a glimpse of what global citizenship is and how it can be put into practice from diverse points and sites. In this module, we'll take on some of the paradoxes and hard questions in which GC commitments take place.

Mar 17	Discussed Coronavirus	
Mar 19	Paradox: <u>Should we contribute far away or at home? How do we approach privilege and equity questions in this work? Where SHOULD we focus? Are we missing the mark?</u>	- Martin, Courtney. The Reductive Seduction of Other People's Problems. https://brightthemag.com/the-reductive-seduction-of-other-people-s-problems-3c07b307732d
Mar 24	Continued.	Nnaemekaotic, C.Z. The Unexotic Underclass. http://mter.mit.edu/the-unexotic-underclass/

Mar 26	Paradox: <u>If our current system has failed, should we work within it or try for a radical departure?</u> With negative news across all arenas, is working within the system failed from the beginning, or is the system the only place from which to build any real change?	In-class discussion
Mar 31	<u>Corona theme – old people as a vulnerable population; the elderly as global citizens</u>	https://www.vox.com/the-highlight/2020/3/27/21195762/coronavirus-older-people-quarantine-loneliness-health

Apr 2	<p><u>"Be the change": our inevitable hypocrisies.</u></p> <p>There are so many ways to do GC work incompletely, hypocritically, or in a confused manner, YET, it's all important. We will discuss what it means to move in this space.</p>	<p>Links:</p> <p>Posted online – eco footprint/consumer slavery link, Harvard Implicit Bias</p>
-------	---	---

April 7 – About the Global Citizenship Program and about Study Abroad

Apr 9	<u>What is your relationship with nature?</u>	Chalquist, Eco-Therapy.
Apr 14	<u>Ecuador/Bolivia. Is Mother Nature a citizen with rights?</u>	Gudynas, E. Buen Vivir: Today's Tomorrow. <i>Development</i> , 2011, 54(4), (441–447)
Apr 16	<u>History of environmental activism.</u>	GCP application due
Apr 21	<u>Reading day/extra office hours</u>	

Apr 23 Overwhelm and Intentional Action workshop: How do we, as committed or aspiration global citizens, maintain hope in front of the overwhelm of negative news and research results?

Module VI. Wrapping up

Apr 26	<u>From doom to action</u>	<p>Discussion around tedtalk</p> <p>https://www.ted.com/talks/per_espen_stoknes_how_to_transform_apocalypse_fatigue_into_action_on_global_warming</p>
Apr 30	<u>Final Discussion</u>	Final individual statement (reworked to do in class)

EXAM Day – group mirror essays due

Course Requirements

1. Attendance is mandatory. You are expected to arrive on time and prepared and to attend all classes for the full class time assigned.
2. Late work is penalized one grade level by day (A to A-, A- to B+ and so on). Late work will not receive comments.

Grading and Breakdown of Assignments

1. Group issue briefing around an SDG and particular non-US site. (full assignment posted on the coursesite)
2. Group mirror essay around responses to that SDG in the same site. (full assignment posted on the coursesite)
3. Individual final personal statement definition/mission/manifesto that will relate to readings
4. GCP application essay (TBA)
5. Participation and SA advising. Participation is ongoing (present, prepared, engaged, respectful of others). Everyone is required to attend one advising meeting with a study abroad counselor as well.

Who do I go to? You can email the appropriate advisor to make an appointment at this link:

<https://global.lehigh.edu/study-abroad/make-appointment>

They will advise me when you have gone to the appointment.

COLLEGE OF ARTS AND SCIENCES

Pre-health; Health, Medicine and Society; Cognitive Science; Math and Natural Science majors: Katy Rene
Arts, Humanities and Social Science majors: Isaiah Allekotte

COLLEGE OF BUSINESS AND ECONOMICS

Including Computer Science and Business
Jodeen Gemmel

P.C. ROSSIN COLLEGE OF ENGINEERING AND APPLIED SCIENCE

Including Industrial Systems Engineering, Integrated Business and Engineering, and Arts Engineering
Brian Wasserman

Assignment Title	Due	Percent Value
Group issue briefing	Week before spring break (Feb 27, Mar 3, Mar 5 depending on your day)	25
Group mirror essay	Finals week, TBA	25
Individual GCP essay/application	April 1	20
Individual final stance piece	April 30	20
Participation and Study Abroad advising meeting	Ongoing/rolling by end of semester	10
	Total	100%

Grading Scale

94-100 A
90-93 A-
87-89 B+
84-86 B
80-83 B-
77-79 C+
74-76 C
70-73 C-
67-69 D+
64-66 D
61-63 D-
62- F

A Note on Diversity and Inclusion

The values and ethical positions adopted in this course and the GC program as a whole are reflected in Lehigh University's statement entitled, "The Principles of Our Equitable Community." Respect for each other and for differing viewpoints is a vital component of the learning environment both inside and outside the classroom. For more information, please consult: <http://www4.lehigh.edu/diversity/principles>.

Academic Integrity

Plagiarism constitutes a lack of respect for another person whose intellectual or creative information you have taken without attribution. Indeed, the word plagiarize at its root means "to kidnap." Academic work is all about building new ideas on top of that which has come

before, being respectful of this history even as we may try to refute our existing habits of knowing. The Lehigh Student Judicial System defines plagiarism as follows:

Plagiarism is the unacknowledged appropriation of another's work, words, or ideas in any essays, outlines, papers, reports, or computer programs. Specifically, (1) students who use the exact words of another must enclose those words in quotation marks or show through indentation or type style that the material is quoted and indicate the source, either within the text of their work or in a footnote; (2) students who take ideas from another person or written work, but who either paraphrase those ideas in their own words or else make a few mechanical alterations (rearrange sentences, find synonyms, alter prepositions, punctuation, conjunctions, and the like) must also indicate the source, either within the text of their work or in a series of footnotes clearly indicating the extent of the material paraphrased; (3) students may not turn in as their own work any materials written for them by another person or any commercially prepared materials, such as computer programs and term papers, purchased on or off campus.

A student found guilty of plagiarism by Lehigh University's Committee on Discipline may be dismissed from the course with a grade of "F" or suspended from the University. If you have concerns, please consult the Writing Center.

Accommodations for Students with Disabilities

Lehigh University is committed to maintaining an equitable and inclusive community and welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact Disability Support Services (DSS), provide documentation, and participate in an interactive review process. If the documentation supports a request for reasonable accommodations, DSS will provide students with a Letter of Accommodations. Students who are approved for accommodations at Lehigh should share this letter and discuss their accommodations and learning needs with instructors as early in the semester as possible. For more information or to request services, please contact Disability Support Services in person in Williams Hall, Suite 301, via phone at 610-758-4152, via email at indss@lehigh.edu, or online at <https://studentaffairs.lehigh.edu/disabilities>.