

INTA 2803

DEFINING GLOBAL

CITIZENSHIP

Brian Coffey, Andrew Estis, Taylor
Kavanaugh, Melanie Wanigatunga

Introduction

- Summary of 16 class sessions
 - Learning outcomes addressed overall:
 - What is global citizenship?
 - How do we define it?
 - How does Georgia Tech define it?
 - Through the course, how did we address the seven core learning outcomes?

Learning Outcome 1: Understand the interrelationships between the concepts of globalization and citizenship

- Defining Globalization:

- Nye: “the growth of worldwide networks of interdependence”
- Friedman: “the international system that has replaced the cold-war system”
- Amartya Sen: “Globalization is not new, nor is it just Westernization”.....progressed over thousands of years through travel, trade, migration, spread of cultural influences and dissemination of knowledge and understanding, science and technology”
- Dani Rodrick: “part of a broader trend of marketization; the intertwining of national economies”

Conflicting Concepts of Globalization

- Globalization vs. Americanization
 - Globalization: multi-dimensional, historical process of widening, deepening and speeding up of global interconnectedness
 - Americanization: mainly since WWII spread of American values, imitation of American model of society: liberal, representative democracy, free-market capitalism, consumer society
- The Nation-State vs. IGO
 - Challenges to the notion of the nation-state being the primary political unit of governance, as power has shifted upward toward IGOs (strong examples in Europe)
 - Expansion of trade, regulatory regimes and organizations
 - Enormous growth of IGOs and NGOs in the 20th century
- Globalization “backlash”
 - Has “occurred” over past decade as negative effects of free-markets have been exposed and amplified
 - Examples include the “Battle for Seattle,” the “Occupy Movement” in response to the financial crisis
 - Cultural arguments against Globalization: cultural homogenization

Competing Ideologies of Globalization: Schattle, Andersen, Sassen

- Schattle: notion of the dual dynamic of globalization and citizenship
 - Interplay and tensions between the two concepts
 - International migration, political activity and public space
 - Uncoupling citizenship and the nation-state: de-territorializing politics and the dilemmas of political membership in the 21st century
- Andersen, *Imagined Communities*:
 - Barriers are imagined, globalization requires the rejection of old definition of “nation”
 - We must re-imagine a larger, global, cosmopolitan community of peoples as our “nation”
- Sassen: “The Repositioning of Citizenship: Emergent Subjects and Spaces for Politics”
 - Weakened relationship between the state and the people
 - Global citizenship as post-national or de-national form of citizenship
 - Can “Global citizenship” exist? Is it contradictory?

Communitarianism & Cosmopolitanism

- The concept of global citizenship is predicated on cosmopolitanism
 - Communitarianism: Homeland societies
 - Cosmopolitanism: Global citizenship
- The struggle between cosmopolitanism and communitarianism, two conflicting schools of thought, is manifest in several policy areas
 - Immigration
 - Multilateral treaties, organizations and agreements

The Humanities' Relationship with Citizenship

- In 'Citizens of the World', Martha Nussbaum argues for a Cosmopolitan New World Order
- 'The Three Cultures' by Jerome Kagan establishes the relevance of this humanities-related study, and also constructs a model of the cosmopolitan/communitarian argument
 - The three areas of study (natural sciences, social sciences, and humanities) are symbiotic, and students of the three should realize their synergies rather than contest their value

Competing Conceptions of Citizenship: Cosmopolitanism vs. Communitarianism

- Communitarianism (Etzioni): “A social philosophy that maintains that that society should articulate what is good”
 - Communitarianism in INTA presents a more fractionalized view of the world; citizens of individual states subscribe to common state identities; the system is supported by respect for national sovereignty
- Cosmopolitan (Nussbaum): “A person whose primary allegiance is to the community of human beings”
 - Nationality is an accident of birth and is morally irrelevant
 - Cosmopolitanism in INTA suggests that state boundaries are not the only effective limits of political order, culture, and ethics.

Immigration Dilemmas & Challenges to Citizenship

- The lecture reviews readings on immigration admissions policy in case studies like the EU
 - Aliens and Citizens: The Case for Open Borders – a cosmopolitan argument against immigration exclusion in first-world economies
 - Who Should Get In? The Ethics of Immigration Admissions – A call for reform of discretionary immigration policies on a moral basis
 - Ethics, National Sovereignty, and the Control of Immigration – A direct address to the issue of migration as a basic human right
- The reading & lecture all serve to explain the cosmopolitan/communitarian debate on immigration and allow the class to make an informed moral decision based on opposing viewpoints and case studies.

Rethinking Sovereignty & Citizenship: EU as a Model

- Case study examining the EU as a model for a supranational cosmopolitan order
 - Novel, cosmopolitan EU policies are examined as well as criticisms of residual European communitarianism
- Benefits, responsibilities, and cultural belonging associated with Euro Citizenship
- Schattle & McCormick's Cosmopolitan/Communitarian debate on citizens rights vis-à-vis EU, highlighting controversial/hypocritical policies

Learning Outcome 3:

Explain the concept of identity in relation to politics and society

- Sen states that people have multiple identities and the power to *choose* which ones they belong to at different times.
 - Restricting people to one identity causes violence.
 - People need to shift from “us vs. them” thinking.
 - People need to stay away from multiculturalistic thinking or a communitarian perspective in thinking about society.
- Cosmopolitanism
 - We have different identities but we are all part of *humanity*.

Learning Outcome 3:

(cont.)

- Culture

- People of the same culture share a set of beliefs, morals, etc.
 - Conflict occurs because people think their culture is the best, or only morally right one.
 - Conflict also occurs when people make generalizations about people within a culture.
- People are part of many different cultures.
- Sen states children should be taught in school about our shared humanity.

Learning Outcome 3:

(cont.)

- Identities' role in global citizenship
 - Shift from “us vs. them” thinking
 - Understand we are all part of humanity.
 - See the similarities in identities.
- Identities' role in global citizenship at Tech
 - Students should join clubs, organizations, and take classes that pursue their interests.
 - They should also explore organizations, etc. outside of interests.
 - Students should remember that they can connect with anyone in the world based on their shared humanity.

Learning Outcome 4:

Demonstrate familiarity with intercultural learning concepts and the developmental model of intercultural sensitivity

- **Developmental Model of Intercultural Sensitivity (DMIS)**
 - Milton Bennett's Theory
 - Framework to explain experience of people when they confront culture difference
 - Assumptions
 - As experience of cultural difference becomes more sophisticated, one's competence in intercultural relations potentially increases
 - Ingroup/outgroup categorization is a universal cognitive function
 - Not a model of attitude change or skill of acquisition, rather it's a model of the development of worldwide structure
 - Stage indicate particular worldview structure: 6 stages
 - 3 ethnocentric
 - avoid cultural differences
 - 3 ethnorelative
 - seek differences
 - Denial, Defense, Minimization, Acceptance, Adaptation, Integration
 - At GT:
 - Most college students are in minimization

Critiques of Global Citizenship

1. Causes & Consequences of Globalization
2. Institutional Practice of Global Citizenship: Corporations, Higher Education, NGOs, and International Institutions
3. Rethinking Sovereignty, Society & Citizenship: EU as a Model

Causes & Consequences of Globalization

- Globalization: “process of the process of creating networks of connections among actors at multi-continental distances, mediated through a variety of flows including people, information and ideas, capital and goods.”
- Critics, Proponents, History, Components, Causes, Consequences of Globalization

Institutional Practice of Global Citizenship

- Group presentations on global citizenship performance/promotion of international actors
 - Corporations, NGOs, Higher Education, & Int'l Institutions
- All institutions' activities were generally found to contribute to global citizenship in some way
 - BUT: also found to be primarily self-serving
- Organizations are working [un]consciously to create and enable global citizens in their environments

Rethinking Sovereignty, Society & Citizenship: EU as a Model

- History & Status Quo of Immigration, Cultural Diversity & Citizenship in Europe
- Main critique of EU: It is the 'correct implementation' of an international system, but only for a selected, exclusive group
 - Immigration & Communitarian Policy
- Criticism by Schattle & McCormick
 - Even EU Citizens are constrained by domestic laws such as French Laïcité
 - 'Cultural Citizenship', belonging and contribution to a supranational culture, is identified as key to the EU

Learning Outcome 6:

Demonstrate knowledge of the goals, methods, and tools of the Social Sciences, Humanities, and Natural Sciences and what each academic approach may contribute to the investigation of the meaning and practices of global citizenship.

- Elements of social scientific thinking are:
 - Concepts
 - Variables
 - Hypotheses
 - Measurements
 - Theories

Concepts, Theories and Variables

- Concepts are the “building blocks of theories”
- Theories describe the relationships that might be expected among variables
- A variable is a name for something that is thought to influence (or be influenced by) a particular state of being in something else
- Attributes are characteristics or qualities that describe an object or a person
- Variables are logical groupings of attributes
- Independent, dependent, and intervening variables

Approaches to Research

- **Deduction and Induction**

- Deductive Reasoning: derivation of hypothesis or expectations from theory
- Inductive Reasoning: development of generalizations from specific observations

- **Variable-Oriented vs. Case-Oriented**

- Variable-oriented research: Analysis that typically focuses on a large number of cases and systematically analyzing a well-defined set of variables for these cases.
- Case-oriented research: Aims to provide detailed description of a specific topic; research in which the center of attention is the close analysis of one or a few cases

Approaches to Research

- Positivism vs. Constructivism
- Positivism: fact-value distinction
 - There are real facts that are observable and verifiable in the same way by different individuals
 - Social phenomena can be studied in much the same way as natural science phenomena, through quantitative measurement, hypothesis testing, and theory formation
- Constructivism:
 - Does *not* assume a wide gulf between facts and values, and considers facts to be socially embedded and socially *constructed*
 - The individual researcher to some extent imposes his/her own social and cultural understandings on the observed phenomena

Learning Outcome 7:

Define collectively what global citizenship can and should mean to individuals in the Georgia Tech community

- Georgia Tech Strategic Plan
 - Goal 4
 - Strategy 1: Expand the world's footprint at GT
 - Build an inclusive community and a global presence
 - Bring the world to GT via alliances
 - Addressing interdisciplinary problems
 - Strategy 2: Extend and leverage GT's impact around the globe
 - Outstanding research, development, and technology transfer
 - Establish relationships with peer institutions
 - Strategy 3: Embrace and support globally engaged students
 - Ensure students understand science and technology in the context of different social, economic, and cultural domains
 - International Plan, service learning, applied research

Conclusion

- A good global citizen:
 - Sees that all people are human.
 - Acts to benefit humanity in some way.
 - Tries to integrate their culture with other cultures.
- Georgia Tech can graduate good global citizens by:
 - Providing opportunities for students to connect with people of similar and different interests and cultural attributes (i.e. through organizations, volunteering, classes, work experiences etc.)

Conclusion, cont.

- Globalization and global citizenship are integrally related; increased globalization has necessitated a more modern understanding of, and aspiration to, global citizenship
- Cosmopolitanism and communitarianism, the two sides of the global citizenship debate, are present in many international affairs discussion
- Global citizenship is not easily defined. Identity restricts people and confining people to one identity causes violence
- All people are part of humanity and can connect with each other because of that belonging
- Intercultural sensitivity varies throughout one's life and is dynamic
- Critiques of global citizenship were mostly rebutted by the counterpoint that globalization is permanent and inevitable
- Diverse social scientific approaches provide multiple ways to research and understand global citizenship
- Georgia Tech specifically defines how they intend to graduate good global citizens in their strategic plan through novel research and global alliances