UBC a place of mind

T H E   U N I V E R S I T Y   O F   B R I T I S H   C O L U M B I A
DEPARTMENT OF LANGUAGE & LITERACY EDUCATION

ASTU 210/EDUC 210: Introduction to Global Citizenship,
Part 1 (3.0 credits)
Fall (T1) 2015-2016

Lecturer: **Reginald (Reg) D'Silva**
Email: reginald.dsilva@ubc.ca
Office: RITS Building Rm 330 - 6460, Agronomy Rd.
Office Hours: By appointment
Course website: http://elearning.ubc.ca/connect/

Section			
	Days	**Time**	**Place**
001	Tuesdays & Thursdays	1 - 2:30 PM	**Neville Scarfe Building** **Rm 1005**

1. Course Description

This course makes use of lectures as well as in-class and online discussions to create a coherent and challenging interdisciplinary introduction to key topics in the area of "global citizenship studies". Activities and materials are designed to strengthen participating students' ability to assess critically and reflect upon the ideas and information under consideration, and their academic language development (written and spoken, formal and informal). The course offers Ritsumeikan learners (part of the UBC Rits Programs) skills and knowledge that are foundational for a range of more specialized elective courses that they will choose to pursue as part of their study abroad program. For UBC and other international students this course will provide an enhanced opportunity for intercultural exchange in a challenging academic context.

This is a 3 credit course also designed to prepare students for Introduction to Global Citizenship, Part 2: Community Service Learning and Capstone Conference, (3 credits) which is part of the Ritsumeikan UBC Global Citizenship Program (GCP).

The course consists of two weekly lecture sessions (1.5 hrs each), over a period of 13 weeks. Lectures start on Sep. 8 and end on Dec 4. A detailed course weekly schedule is provided along with this course outline.

2. Course Objectives

Students will:

- ✓ be introduced to various views on 'global citizenship'.
- ✓ acquire basic knowledge of existing global institutions and their roles.
- ✓ examine a range of global issues that are united by themes of sustainability and civil society.
- ✓ practice critical thinking and reflection in relation to information sources and their own beliefs and assumptions in relation to course topics.
- ✓ develop their academic communication skills via written work, spoken presentations, classroom-based discussions, critical reading, viewing and listening to course materials and lectures.
- ✓ gain an understanding of community service learning (CSL) as a component of active global citizenship.

3. Course Reading Materials and Multimedia Sources

This is a list of **required** and **recommended** readings for the course. The weekly **required** readings are listed in the weekly schedule at the end of this document. The recommended readings may be used as sources for the reading discussion and other writing assignments. Additional readings, other than those listed below, may be assigned.

Global Citizenship (General)

Bourn, D (2008) 'Young people, identity and living in a global society', *Policy & Practice: A Development Education Review*, Vol. 7, Autumn, pp. 48-61

Byers, M. (2005). Are you a global citizen? *The Tyee.* Retrieved from http://thetyee.ca/Views/2005/10/05/globalcitizen/

Canadian Council for International Cooperation (CCIC) (2005) A Role of Pride and

Influence in the World: Canada's International Policy Statement: A CCIC Commentary. Available at http://www.ccic.ca/what_we_do/policy_international_e.php

Carter, A. (2001). *The political theory of global citizenship*. New York: Routledge.

Chuhan, P. (2006). Poverty and Inequality. In Bhargava, V. K. (2006) (Ed). *Global issues for global citizens: An introduction to key development challenges*.(pp.31-50) Washington, D.C: World Bank.

Clarkson, A. (2007, June).The Society of Difference - An excerpt from the eighth annual LaFontaine-Baldwin Lecture. The Walrus, Retrieved from http://thewalrus.ca/2007-06-civics/

Coyne, A., Gladwell, M. & Gopnik. A. (2008, March 30). Canada: Nation or Notion [Video file]. Retrieved from https://www.youtube.com/playlist?list=PLBFF0E4FEF5C545E5

Dower N. & Williams J. (Eds.) (2002). *Global Citizenship: A Critical Introduction.* New York: Routledge

Evans, P. (2014). *Engaging China: Aspiration and strategy in Canadian policy from Trudeau to Harper*. Toronto, ON: University of Toronto Press, Scholarly Publishing Division.

Gilmore. S. (2012, September 06). Poverty reduction depends on entrepreneurs, not aid. Retrieved from http://www.theglobeandmail.com/globe-debate/poverty-reduction-depends-on-entrepreneurs-not-aid/article4202336/

Imber, M. (2002). The UN and global citizenship. In N. Dower & J. Willams (Eds*.), Global Citizenship : A Critical Introduction.* New York: Routledge.

Schrijver, J.N. (2006). The Future of the charter of United Nations. In A. von Bogdandy & R. Wolfrum (Eds*.), Max Planck Yearbook of United Nations Law Volume 10.* (pp. 1-34), Netherlands: Kloninklijke Brill NV.

Jenson, J. (2004). Canada's new social risks: Directions for a new social architecture. *CPRN Social Architecture Papers*. Retrieved from http://www.cprn.org/doc.cfm?doc=1095&l=en

Khan, A (2012). Forced migration and global citizenship: Reflections on my transition from refugee to an immigrant and scholar, *Oxford Monitor of Forced Migration*, Vol. 2, (1), pp. 59-62

Piper, M. (2002). *Building a civil society: A new role for the human sciences.* Killam Series lecture, Vancouver, BC. Available at http://www.cags.ca/killam.php

Nussbaum, M. (1994 October/November). Patriotism and cosmopolitanism. *The Boston Review*. Retrieved from http://bostonreview.net/BR19.5/nussbaum.php

Parekh, B. (2003). Cosmopolitanism and global citizenship. *Review of International Studies, 29*(1), 3-17.

Media Literacy

Bagdikian, B. (2004). Common media for an uncommon nation. In B. Bagdikian, *The New Media Monopoly*. (pp. 1-26) Boston, MA: Beacon Press.

Ess, C. (2009). *Digital Media Ethics*. New York NY: John Wiley & Sons.

Morrison, P. (October 1, 2011). *Media monopoly revisited: The 20 corporations that dominate our information and ideas*. Retrieved September 01, 2015, from http://fair.org/extra-online-articles/media-monopoly-revisited/

Sustainability and Sustainable Society

BC Ministry of Education (2009). Severn Cullis – Suzuki-Engaging youth in dialogue - Can we redefine our values and act with the future in mind? [video webcast] *Sharing the dream student webcast series.* Retrieved from http://bcelc.insinc.com/sharingthedream/20090430/

Dempsey, N., Bramley, G., Power, S. and Brown, C. (2011), The social dimension of sustainable development: Defining urban social sustainability. *Sustainable Development*, 19: 289–300.

Dixon, T., (2011) *Putting the S-word back into Sustainability: Can we be more social?* Project Report. Berkeley Group

Global Kids (n.d.). *AYITI: The cost of Life*: *[web-based Flash Simulation]*. Retrieved from http://ayiti.globalkids.org/game/

Hardin, G. (1968). The Tragedy of the Commons. *Science*, 162, 1243-1248

(available at : http://www.sciencemag.org/content/162/3859/1243.full)

IPCC (2007).Climate Change 2007: The Physical Science Basis. Contribution of Working Group I to the Fourth Assessment Report of the Intergovernmental Panel on Climate Change [Solomon, S., D. Qin, M. Manning, Z. Chen, M. Marquis, K.B. Averyt, M.Tignor and H.L. Miller (eds.)]. Cambridge University Press, Cambridge, United Kingdom and New York, NY, USA. Chapter – FAQs (http://www.ipcc.ch/publications_and_data/publications_ipcc_fourth_assessment_report_wg1_report_the_physical_science_basis.htm)

James, H. (2009). Fixing global finance: Who broke global finance, and who should pay for it? Foreign Affairs, January-February. Retrieved from http://www.foreignaffairs.com/articles/63590/harold-james/fixing-global-finance

Keiner, M. (2005). Re-emphasizing sustainable development — The concept of 'Evolutionability'. *Environment, Development and Sustainability*, 6(4), 379-392.

Kirchgeorg, M. and Winn, M. I. (2006), Sustainability marketing for the poorest of the poor. *Business Strategy of the Environment.,* 15: 171–184. doi: 10.1002/bse.523

Leonard, A. (2005). *The Story of Stuff* [animated film]. Retrieved from http://www.storyofstuff.org/movies-all/story-of-stuff/

Mayell, H. (2004). *As Consumerism Spreads, Earth Suffers*, from http://news.nationalgeographic.com/news/2004/01/0111_040112_consumerism.html

Malone, T.W. & Klein, M. (2007). Harnessing collective intelligence to address global climate change. *Innovations*, 2(3), 15-26.

Oreskes, N. (2004). Beyond The Ivory Tower: The Scientific Consensus on Climate Change. *Science*, 306 (5702), 1686. Retrieved from http://www.sciencemag.org/content/306/5702/1686.full.pdf

Orr, David W. (2009). *Down to the wire: Confronting climate change*. New York: Oxford University Press.

Ortiz, I., Daniels, L.M. & Engelbertsdottir, S. (Eds.). (2012). *Child poverty and inequality: New perspectives*. UNICEF. Retrieved from http://www.unicef.org/socialpolicy/files/Child_Poverty_Inequality_FINAL_Web_web.pdf

Prins, B. & Slijper, B. (2002). Multicultural Society under Attack. Introduction. *Journal of International Migration and Integration*, 3(3&4), 313-328.

Shah, A. (2005). Behind Consumption and Consumerism. *Global Issues*. Retrieved from:

http://www.globalissues.org/TradeRelated/Consumption.asp

Soubbtina, T. (2004). *Beyond economic growth: Introduction to sustainable development* Washington DC: World Bank Group. Available at http://www.worldbank.org/depweb/english/beyond/global/index.html

Reardon, J. (2008). Lead editorial: Sustainability: Why should we care?. *Interconnections* (2), 2-8.

Somerville, R.C.J., & Hassol, S.J., (2011). Communicating the science of climate change. *Physics Today* October, 48–53.

Strange, T. & Bayley, A. (2008). *Sustainable development: Linking economy society and environment.* OECD. Available at http://www.oecd.org/insights/sustainabledevelopmentlinkingeconomysocietyenvironment.htm

Theis, T., & Tomkin, J. (Eds.). (2012). *Sustainability: A Comprehensive Foundation* Houston, Texas: Rice University. Retrieved from http://cnx.org/content/col11325/latest

Torjman, S. (2000). Caledon Institute of Social Policy, Canada, *The social dimension of sustainable development*. Retrieved from http://www.caledoninst.org/Publications/Detail/?ID=167&IsBack=0

United Nations (1998). Human Development Report, *Consumption for Human Development*. Retrieved from http://hdr.undp.org/en/reports/global/hdr1998/chapters/

UNRISD (2012).*Social dimensions of green economy: Policy brief.* Retrieved from http://www.unrisd.org/80256B3C005BB128/(httpProjects)/6901343F6EC7DEDEC12578C6004A56DA?OpenDocument

World Mapper (n.d.). Visualizing Global Disparities. Retrieved from http://www.worldmapper.org/

Community Service Learning and Active Citizenship

Gisolo, G., & Stanlick, S. (2012). Promoting Global Citizenship Outside the Classroom: Undergraduate-Refugee Service Learning at Lehigh University. *Journal of Global Citizenship & Equity Education*, 2(2). Retrieved August 31, 2013, from http://journals.sfu.ca/jgcee/index.php/jgcee/article/view/70/44

Hurd, C. (2006). Is service learning effective?: A look at current research. Retrieved from tilt.colostate.edu/sl/faculty/Is_Service-Learning_Effective.pdf

Norman, W. & Kymlicka, W. (2003). *Citizenship*. In A Companion to Applied Ethics, edited by R. G. Frey & C. H. Wellman. Oxford: Blackwell Publishing Ltd.

Prentice, M. (2007). Service Learning and Civic Engagement. *Academic Questions*, *20*(2), 135-145.

Westheimer, J. & Kahne, J. (2004). Educating the "Good" Citizen: Political Choices and Pedagogical Goals. *Political Science & Politics*. 38 (2). Retrieved from http://www.democraticdialogue.com/DDpdfs/WestheimerKahnePS.pdf

4. Course evaluation

Course component	Weighting
a. Online Participation	5%
b. In-class Participation	20%
c. Reading Discussion	10 %
d. Team-Based Projects (x2)	20 %
e. Written work	45 %
Total	**100 %**

a. Online Participation (5% of final grade)

Online discussions will offer students important writing and reflection practice, and confirm for the instructor that they have completed the readings necessary for class and have followed the guest lectures. These discussions will be evaluated based on students' ability to synthesize course materials and make connections to course concepts. Specific instructions and grading criteria will be given to students in advance of such discussions.

b. In-class Participation (20% of final grade)

Participating in class means much more than being physically present. It involves engaging actively and in multiple ways such as responding to questions and sharing your thoughts. Hence, it is expected that students not only arrive punctually at every lecture/seminar, but also come prepared to contribute to class/group discussions and other activities, and that they are able to follow the lectures having read the assigned readings in advance. The in-class participation grade includes in-class discussions on key topics/themes from the course during the term.

c. Reading Discussion (10% of final grade)

In a group you will summarize a reading as well as lead and facilitate an in-class discussion on a theme and assigned reading for one particular week in the course. Students in a group will sign-up for one week in the course. Detailed instructions will be provided in class.

d. Team-based Projects (25% of final grade)

Students will complete **two** team-based projects (**Group Project 1**: 5 % **Group Project 2**: 15 %) through the term, each of which requires library research, collaborative group work, written and oral presentations in teams. Details for these projects will be provided in class.

e. Written Work (45 % of final grade)

Students will complete two major pieces of written work in the course (Paper 1 and Paper 2). In both cases, they will be provided with a guiding framework for the written work, and a detailed explanation of expectations and grading.

Paper 1

Personal Philosophy of Global Citizenship (20%)

(Option 1)

Through this assignment students will reflect on the readings and develop their own personal philosophy (or definition) of global citizenship and identify some barriers to global citizenship as they see them. They will also discuss current issues that are relevant to their philosophy and examine the responsibilities and actions that they may be able to undertake as a global citizen in their local communities. In other words, students will explore the theme of "global citizenship, local action" in discussions of their own role as a global citizen.

OR

Community Service Learning Proposal: Global citizenship, Local action (20%)

(Option 2)

In consultation with the instructor, each student will develop a written proposal detailing a Community Service Learning (CSL) project plan. This proposal will include background research on the organization the student plans to work with, a report on the particular issues that this organization addresses, and a personal learning plan that demonstrates clear linkages to course concepts and resources (lectures, media, and readings)

***Note: The CSL proposal is a requirement for All Ritsumeikan GCP students (and those signed up for part 2 of this course) as part of their community service learning project for TERM 2.**

Paper 2

A critical argumentative paper (25%)

In consultation with the instructor, students will choose to investigate in more depth one of the topic areas presented in the course. Their selected sources must reflect opposing perspectives or arguments, and students are expected to employ a critical analytic approach to discuss and draw their own conclusions.

For example:

A student may choose to focus on the topic of climate change. They will include a range of publications both supporting as well as critiquing scientific evidence for climate change. In their paper they will critically analyze the arguments presented from each side, considering the quality and credibility of each source, and the quality of the arguments. They are also expected to reveal their own position on the given topic.

*** Detailed instructions for the different assignments and papers will be handed out and explained in class.***

5. Guest Speakers

Guest lectures from experts in the field will be part of the course and dates for these lectures will be announced in class well in advance. The following are scheduled for this course so far.

Dr. Chris Erickson – Department of Political Science –UBC (Sep 24th)
Dr. Claudia Ruitenberg – Department of Educational Studies – UBC (Nov 12th)

The schedule of guest lectures may be changed or cancelled depending on the availability of the speakers.

6. Field Visits

Field visits have been organized in order for students to gain learning opportunities related to the themes of the course. All students are expected to participate in these visits. Attendance will be taken. The following two visits have been planned

Centre for Sustainable Food Systems at UBC Farm (Oct 29th)
Centre for Interactive Research on Sustainability (Oct 15)

Other field visits may be planned and your instructor will inform you of such activities well in advance. The schedule of these visits may be changed or cancelled depending on the availability of the venue.

7. Attendance Policy

Regular attendance is expected of students in all their classes (including lectures, laboratories, tutorials, seminars, etc.). Students who neglect their academic work and assignments may be excluded from final examinations. Students who are unavoidably absent because of illness or disability should report to their instructors on return to classes. Any request for academic concession must be clearly expressed (see Academic Concession : http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,48,0,0#255).

Students may not, concurrently with their University attendance, take studies for university degree credit through any other institution by correspondence, evening or regular session class without the approval of the dean of the faculty in which they are studying at the University.

The University reserves the right to limit attendance, and to limit the registration in, or to cancel or revise, any of the courses listed. Information concerning limitations on attendance for the various faculties and schools is found in the faculty and school entries.

8. Academic Integrity

Plagiarism occurs when you present the oral or written work of another person as your own. It is not permitted. When another person's words or ideas are used, the author must be identified in appropriate forms of academic citation. Direct quotations must be clearly indicated. If you receive help from another person you must make sure that the work you present is your own. You are responsible for ensuring that any work you present is not plagiarized.

Submitting the same, or substantially the same work more than once (whether the earlier submission was at UBC or not) is not permitted unless you have received prior approval from the instructor to whom the assignment is to be submitted.

If your instructor suspects that you have plagiarized or submitted the same essay to more than one place, he or she will give you an opportunity to meet to discuss the possible misconduct. If the instructor determines that your work has been plagiarized or handed in to more than one course he or she may:
- require you to re-do your work or to do supplementary work;
- assign a grade of zero or a failing grade for the work

Please also see the following links on UBC's policies for academic misconduct (http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,111,959) and academic honesty and standards (http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,286,0,0#15620) for further information.

9. Course Requirements and Grading

This is a three-credit graded course that requires a final mark to be submitted for each student in the class. Marks will be based on the quality of the thinking, research, and written work you submit and your contributions to making this class a stimulating and worthwhile experience for all.

Grade	Percentage
A+	90 – 100
A	85 – 89
A-	80 – 84
B+	76 – 79
B	72 – 75
B-	68 – 71
C+	64 – 67
C	60 – 63
C-	55 – 59
D	50 – 54
F	0 – 49

The UBC Policy on Grading Practices states that, "Faculties, departments and schools reserve the right to scale grades in order to maintain equity among sections and conformity to University, faculty, department or school norms. Students should therefore note that an unofficial grade given by an instructor might be changed by the faculty, department or school. Grades are not official until they appear on a student's academic record." (Refer http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,42,96,0 for this and other related grading policies).

Late assignments will be downgraded at the rate of 10% per day late.

Please turn off your cell phones to avoid class disruption.

Course Weekly Schedule

Week	Topics	
1	What do we mean by global citizenship? Institutions of GC	
	Sep 8 (Tue) - *Imagine UBC- No Classes*	Sep 10 (Thu) –Course Intro
	• Byers (2005)	
2	Thinking critically about the media	
	Sep 15 (Tue)	Sep 17 (Thu)
	• Bagdikian (2004)	
3	Canada: Civil society, global citizenship & Canada	
	Sep 22 (Tue)	Sep 24 (Thu) **Guest Speaker Dr. Chris Erickson**
	• Evans (2014) (Preface and Chapter 1) • Coyne, Gladwell & Gopnik (2008)	
4	Community Service Learning (CSL) : Active citizenship	
	Sep 29 (Tue)	Oct 1 (Thu) **Team Based Project 1 Due**
	• Westheimer & Kahne (2004) , • BC Ministry of Education (2009) – *online video*	
5	Community Service Learning (CSL) & Higher Education : Opportunities and rewards	
	Oct 6 (Tue) **Team Based Project 1 Due**	Oct 8 (Thu)
	• Gisolo & Stanlick (2012)	

6	Sustainability : An introduction to the framework	
	Oct 13 (Tue) --- *Reading Discussion*	Oct 15 (Thu) **Field Trip – Green Building Tour**
	- Keiner (2005) - Reardon (2008)	
7	Environmental dimensions of Sustainability I: Understanding the science of climate change	
	Oct 20 (Tue) --- *Reading Discussion*	Oct 22 (Thu)
	- Orekses (2004) - IPCC(2007) – Climate Change – The Physical Science Basis – FAQs 2.1 - Sommerville & Hassol (2011) **Paper 1 Due**	
8	Environmental dimensions of sustainability II: Consumerism and the environment	
	Oct 27 (Tue) --- *Reading Discussion*	Oct 29 (Thu) **Field Trip -UBC Farm**
	- Hardin (1968), - Mayell (2004), - Leonard (2005)	
9	Social dimensions of sustainability : Social and cultural sustainability	
	Nov 3 (Tue) --- *Reading Discussion*	Nov 5 (Thu)
	- Dempsey, Bramley, Power& Brown (2011) - Dixon (2011)	
10	The UN and Global Citizenship	
	Nov 10 (Tue) --- *Reading Discussion*	Nov 12 (Thu) **Guest Speaker Dr. Claudia Ruitenberg**
	- Imber (2002) - Schrijver (2006)	

11	Economic dimensions of sustainability : Poverty and aid	
	Nov 17(Tue) --- *Reading Discussion*	Nov 19 (Thu)
	- Chuhan (2006) - Gilmore (2012) - World Mapper (n.d.) - Global Kids (n.d.). *AYITI*	
12	Migration, Immigration and Global Citizenship	
	Nov 24 (Tue) --- *Reading Discussion*	Nov 26 (Thu) **Team Based Project 2 Due**
	- Bourn (2008) - Khan (2012)	
13	Course Review & Wrap-up	
	Dec 1 (Tue) **Team Based Project 2 Due**	Dec 3 (Thu) - Course Review/Wrap Up
	Paper 2 Due	