

Brief Course Outline

Course Title: **Challenging Regimes of Global Citizenship and Internationalisation**

Course Number and Section:

CGS

3526G 550

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Disclaimer: Information in the brief course outline is subject to change. The syllabus posted on OWL is the official and authoritative source of information for the course.

Course Description:

This course involves students in critical examinations of and engagements with the promotion of "global citizenship" and "internationalisation" as pedagogical, social, and professional objectives within contemporary institutions of higher learning, civil society organisations, social entrepreneurship, and charities. We will examine how it is that "the global" and "globalisation" are formed as ideals through which knowledge of ourselves and others, as learners and social agents, are rendered thinkable and desirable. In these regards, we will acknowledge and study the ways in which contemporary institutions of higher learning, civil society organisations, and charities aim to situate students, volunteers, and activists within frameworks of difference that serve specific orderings and stratifications of global civil society aligned and compliant with liberal and increasingly neo-liberal objectives in learning, knowing, and social practices.

From these critical perspectives and engagements, we will consider and attempt to develop challenges to the contemporary conventions in the promotion of "global citizenship" and "internationalisation" in learning and public actions. And we will emphasise the possibility of projects of de-internationalisation, through which: we may dis-entangled conditions of difference from programs of commodification and internationalised cultural consumption; we may counter the racialisations and territorial exclusions inherent to programs of global citizenship; we may disrupt the neo-colonial power relations of "internationalisation"; we may learn to halt the violences of translating all difference to universalised forms of knowing and being; and we may overcome the imperial impulse to gain universalised views on and perspectives for the world.

Learning Outcomes:

In gaining critical orientation to contemporary regimes of global citizenship and internationalisation, students in this course will learn how to recognise and understand "the global" or "internationalised" perspectives that are now typically promoted by North American institutions of higher education and their partners in corporate business, charities, civil society movements, and governments as formed through and for the benefit of specific financial and statist interests. In this regard, they will gain knowledge of the liberal and neo-liberal structures and violences at work in contemporary regimes of global citizenship promotion. Following this work, students will develop ways in which global engagement can function more responsibly to others and resist the globalization of intellectual inquiry and civic subject positions. Students will gain skills in de-internationalising tactics in their own knowledge production and intellectual and social interrelations with others, allowing for the greater mobilisation of difference within terms of difference that are not reducible to global norms or structures.

In this course, students will also gain great practice in critical reading. Through this work, students will learn to better develop and articulate insights into a wide range of scholarly materials and studies. And, they will gain significant experience and practice in the building of major research projects, in collaborative critical engagement with their peers.

Textbooks and Course Materials:

books:

- Issac A. Kamola, *Making the World Global: U.S. Universities and the Production of the Global Imaginary* (Duke University Press, 2019).
- Amal Hassan Fadlalla, *Branding Humanity: Competing Narratives of Rights, Violence, and Global Citizenship* (Stanford University Press, 2019).
- Debra D. Chapman, et al., eds., *The Global Citizenship Nexus: Critical Studies* (Routledge, 2021).

Lucia Hulsether, *Capitalist Humanitarianism* (Duke University Press, 2023)

journal articles:

- Fatih Aktas, Kate Pitts, Jessica C. Richards, and Iveta Siolva, "Institutionalizing Global Citizenship: A Critical Analysis of Higher Education Programs and Curricula," *Journal of Studies in International Education* Vol. 21, No. 1 (2017), pp. 65–78
- Christopher L. Busey and Tianna Dowie-Chin, "The making of global Black anti-citizen/citizenship: Situating BlackCrit in global citizenship research and theory," *Theory & Research in Social Education* Vol. 49, No. 2 (2021), pp. 153–167
- Elizabeth Buckner and Sharon Stein, "What Counts as Internalization? Deconstructing the Internationalization Imperative," *Journal of Studies in International Education* Vol. 24, No. 2 (2020) pp. 151–164
- Alexandre Pais and Marta Costa, "An ideology critique of global citizenship education," *Critical Studies in Education* Vol. 61, No. 1 (2020) pp. 1–13
- Alireza Asgharzadeh and Zabedia Nazim, "The Enlightenment conceptions of pedagogy and global citizenship education: A Canadian case study," *Education, Citizenship and Social*

Justice Vol. 13, No. 2 (2018) pp. 163–174

- Debra D. Chapman, Tania Ruiz–Chapman, and Peter Eglin, "Global Citizenship as Neoliberal Propaganda: A Political–Economic and Postcolonial Critique," *Social Inequality and the Spectre of Social Justice* Vol. 29 (2018) pp. 142–159
- Cori Jakubiak and Iulia Iordache–Bryant, "Volunteer tourism in Romania as/for global citizenship," *Tourism Recreation Research* Vol. 42, No. 2 (2017) pp. 212–220
- Nico Jooste and Savo Heleta, "Global Citizenship Versus Globally Competent Graduates: A Critical View From the South," *Journal of Studies in International Education* Vol. 21, No. 1 (2017) pp. 39–48
- Niranjan Casinader and Catherine Manathunga, "Cultural hybridity and Australian children: speaking back to educational discourses about global citizenship," *Discourse: Studies in the Cultural Politics of Education* Vol. 41, No. 6 (2020), pp. 940–951
- Sara de Jong, "Intersectional global citizenship: gendered and racialized renderings," *Politics, Groups, and Identities* Vol. 1, No. 3 (2013), pp. 402–413
- Mike Dimpfl and Sara Smith, "Cosmopolitan sidestep: University life, intimate geopolitics and the hidden costs of 'Global' citizenship," *Area*, Vol. 51, No. 4 (2019), pp. 635–640
- Adam Howard, Patrick Dickert, Gerald Owusu, and DeV Vaughn Riley, "In service of the western World: Global citizenship education within a Ghanaian elite context," Vol. 66, No. 4 (2018), pp. 497–512
- Carlos Palacios, "Skeptically self–governed citizens: the 'volunteer!' injunction as a predicament of neoliberal life," *Citizenship Studies* Vol. 26, No. 2 (2022) pp. 221–240
- Michelle J. Bellino, "Is Development 'The New Peace'? Global Citizenship as National Obligation in Postwar Guatemala," *Anthropology and Education Quarterly*, Vol 49, No. 4 (2018) pp. 371–390
- David Jefferess, "On saviours and saviourism: lessons from the #WEscandal," *Globalisation, Societies and Education* Vol. 19, No. 4 (2021) pp. 420–431
- Shireen Roshanravan, "Staying Home While Studying Abroad: Anti–Imperial Praxis for Globalizing Feminist Visions," *Journal of Feminist Scholarship* Vol. 2, No. 2 (2012) pp. 1–18
- Margaret Zeddies and Zsuzsa Millei, "'It takes a global village': Troubling discourses of global citizenship in United Planet's voluntourism," *Global Studies of Childhood* Vol. 5, No. 1 (2015) pp. 100–108
- Johanna Siméant, "What is going global? The internationalization of French NGOs 'without borders'," *Review of International Political Economy* Vol. 12, No. 5 (2005) pp. 851–876
- Philip Bamber, David Lewin and Morgan White, "(Dis–) Locating the transformative dimension of global citizenship education," *Journal of Curriculum Studies* Vol. 50, No. 2 (2018) pp. 204–226
- Karen Pashby, "Marta da Costa, and Louise Sund, "Pluriversal possibilities and challenges for Global Education in Northern Europe," *Journal of Social Science Education* Vol. 19, No. 4 (2020), pp. 45–58

- Dalene M. Swanson and Mostafa Gamal, "Global Citizenship Education/Learning for Sustainability: tensions, 'flaws', and contradictions as critical moments of possibility and radical hope in educating for alternative futures," *Globalisation, Societies and Education* Vol. 19, No. 4 (2021) pp. 456–466
- Sharon J. McLennan, Margaret Forster, and Rand Hazou, "Weaving together: Decolonising global citizenship education in Aotearoa New Zealand," *Geographical Research* (May 2021) pp. 1–11
- Vanessa de Oliveira Andreotti, "(Towards) decoloniality and diversity in global citizenship education," *Globalisation, Societies and Education* Vol. 9, No. 3–4 (2011) pp. 381-396
- Vanessa de Oliveir Andreotti, "Depth education and the possibility of GCE otherwise," *Globalisation, Societies and Education* Vol. 19, No. 4 (2020) pp. 496–507
- Sharon Stein, "Reimagining global citizenship education for a volatile, uncertain, complex, and ambiguous (VUCA) world," *Globalisation, Societies and Education* Vol. 19, No. 4 (2021) pp. 482–493
- Simantini Dhuru and Nisha Thapliyal, "Global Desi?: possibilities and challenges for global citizenship education in India," *Globalisation, Societies and Education* Vol. 19, No. 4 (2021), pp. 405–417
- Kyra Garson, "Reframing Internationalization," *Canadian Journal of Higher Education* Vol. 46, No. 2 (2016) pp. 19–31

Methods Of Evaluation:

Assignment	Due Date mm/dd/yy	Weight - %
10 weekly short written assignments	weekly	30
participation	ongoing	15
Essay 1	March 1st	25
Essay 2	April tbd	30

In solidarity with the Anishinaabe, Haudenosaunee, Lūnaapéewak, and Chonnonton peoples on whose traditional treaty and unceded territories this course is shared.

Monday, December 11, 2023