THE AMERICAN UNIVERSITY OF PARIS

COURSE TITLE: D-LAB: Global Citizenship
PREREQUISITES: None
PROFESSOR: Peter Hägel & Steve Sawyer
CLASS SCHEDULE: Mon + Thu 10h35-11h55
OFFICE HOURS: PH: Mon + Thu 14h30-15h30
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COURSE NO: PO/HI3091B
SEMESTER: Spring 2020
CREDITS: 4
ROOM NO: C-103
PERIOD (S): P2

COURSE DESCRIPTION:
In discussing the “democratic ideal” of education, John Dewey emphasized two traits that link the educational experience and democracy. The aim of education, he argued, is to “generate greater reliance upon the recognition of mutual interests” and “continuous readjustment through meeting new situations.” Building from this observation, the Democracy Lab combines Dewey’s insights into education and democracy with recent trends in design-thinking pedagogy. The course focuses on generating opportunities for students to build a mutual interest based on their differences and provide a context for them to deploy this mutual interest toward solving a specific problem. To this end, the Democracy Lab will explore a key challenge to our contemporary democracy. This semester’s topic is global citizenship.

In our age of globalization, citizenship is experiencing major transformations, in practice as in theory. Migrants destroying their passports, states offering citizenship for sale, an increasing number of people holding multiple passports – what do such realities entail? As global governance has gained traction, citizenship, a concept that used to be conceived in national terms, is receiving a cosmopolitan imagination, which is being opposed, sometimes violently, by nationalistic forces. But what could global citizenship consist of? Our Democracy Lab explores this question in very concrete terms. It provides a hands-on, design-thinking, experimental space where students elaborate a specific problem of global citizenship and devise a potential solution together.

Following an introduction, the course is divided into five parts:

I. FORMULATING THE QUESTION
II. DEFINING THE PROBLEM
III. CONFLICTS
V. RESOURCES FOR IMPLEMENTATION
VI. CRAFTING SOLUTIONS

STUDENT LEARNING GOALS:
Following this course, students will:
- Learn to identify the complex citizenship problems facing our contemporary democracies
- Develop the capacity to put these problems into dialogue with other people who are thinking and attempting to solve these problems
- Elaborate problem-solving strategies as individuals and as a group to address these complex problems
- Learn to use accessible resources creatively to come to terms with these problems
- Acquire tools for crafting impactful solutions to complex problems
TEXTBOOKS:
All readings can be accessed online on the course’s Blackboard site. It is the students’ responsibility to bring hard copies of the assigned readings for each session to class.

ATTENDANCE:
Students are expected to arrive on time and to attend all classes.

GRADING:
- Class participation, including: attendance, in-class presentations, fulfilling role in group work, and participating actively in class discussion (40%)
- Mid-term exam (25%)
- Final project (35%)

Students are expected to have done the required readings prior to the class session.

If you miss a written exercise without valid justification of the absence, your grade for the missed exam will be F.
We reserve A for outstanding work, demonstrating superior effort, mastery of information and understanding of concepts. A grade of B indicates a solid effort, a good grasp of information, and above-average comprehension of concepts. A grade of C reflects a minimally acceptable effort and comprehension, while a grade of C- or below indicates results that are less than satisfactory. All written work must be your own. **Students submitting plagiarized work for any assignment will automatically receive a grade of F for the whole course.** Plagiarism is defined as the act of misrepresenting work done by others as one’s own. It constitutes a serious violation of AUP rules and may result in more serious disciplinary action.

An excellent class-participation grade will depend on consistent attendance, regular participation, as well as the ability to respond to and to respect classmates’ contributions and views. Simple attendance without participation will earn you a class-participation grade of C.

AUP ATTENDANCE POLICY:

Students studying at The American University of Paris are expected to attend ALL scheduled classes.
A maximum of four (4) excused absences per semester may be requested for all 4-credit courses. Two (2) excused absences per semester per 1 or 2-credit course may be requested. The French Department has its own attendance policy. Students are responsible for compliance.

**Attendance at all exams is mandatory.**
Student Affairs will recommend that a professor excuse an absence for the following reason only: Involuntary absences due to illness or personal emergencies, upon presentation of documentary proof of illness or emergency.

Religious and National Holidays:
Due to the large number of nationalities and faiths represented at the University, religious and national holidays (other than those on the academic schedule) will not be excused by Student Affairs.

Academic Affairs will excuse an absence for students’ participation in study trips related to their courses.

Lateness to course meetings:
If a student arrives at course meetings more than 10 minutes late without documentation for one of the above scenarios, it will be considered an unexcused absence.
All documentation must be submitted to the Office of Student Affairs within ONE WEEK following the **first** day of the absence.

**IN ALL CASES OF MISSED COURSE MEETINGS, THE RESPONSIBILITY FOR COMMUNICATION WITH THE PROFESSOR AND FOR ARRANGING TO MAKE UP MISSED WORK RESTS SOLELY WITH THE STUDENT.**

Whether an absence (excused or unexcused) is accepted or not is ALWAYS up to the discretion of the professor or the department. Unexcused absences can result in a low or failing participation grade. In the case of excessive excused and unexcused absences, it is up to the professor or the department to decide if the student will receive an “F” for the course. An instructor may recommend the withdrawal of a student whose absences from any course, **excused or not**, have made it impossible to continue in the course at a satisfactory level. The professor may consult with Student Affairs for additional information.

Students must be mindful of this policy when making their travel arrangements, and especially during the Drop/Add and Exam Periods.

**OUTLINE:**

I. **FORMULATING THE QUESTION**

These sessions are designed to familiarize students with some of the major issues in the construction of global citizenship. Students will attempt to identify specific problems within these larger global issues.

**Jan 13:** What’s the Matter with Global Citizenship?
Introduction, Activity: Boat People?

**Jan 16:** What’s Design Thinking?
A crash course from Stanford University’s d.school

**Jan 19:** Last day to DROP/ADD courses

**Jan 20:** Communitarian / Nationalist Perspectives
**Required reading:**

**Jan 23:** Communitarian / Nationalist Perspectives
**Required reading:**
**Further reading (optional):**

**Jan 27:** Cosmopolitan Perspectives
**Required readings:**
Jan 30: Global Citizenship in Practice
Required reading:

Feb 3: Global Citizenship in Practice
Required reading:

Feb 6: Conflicts over Global Citizenship
Required reading:

Class Discussion: Is there always an elegant solution to problems of global citizenship?

II. DEFINING THE PROBLEM:
HOW DO WE ADDRESS THESE MATTERS?

Mar 2: Choose Your Group: Formulating the Problem
1) Student-led group presentations on problems based on groups listed below, identify up to three problems (the relevant readings should help!)
2) Think about potential solutions, e.g. working with existing NGOs, creating your own project, policy, (research)

Group 1: Citizenship for Sale
Online: http://eadmus.eui.eu/bitstream/handle/1814/29318/RSCAS_2014_01.pdf?sequence=1

Group 2: Migration

**Group 3: Citizens Across Borders**


**Group 4: Feeling Global?**


**Group 5: Taxation**


### II. CONTINUED: REFINING THE PROBLEM

**Mar 5:** Which problem do YOU want to solve?

*Focusing YOUR problem/solution – group discussion/individual worksheet*

Presentation: 5 minutes/15 minute discussion with class

**Mar 9:** **Design Thinking**

Working backwards lab: from solution to problem

1. Billionaireswatch.org
2. Moneythink
3. Tocqueville21

Discussion:

1) What problem are they trying to solve?
2) What are the resources available for solving that problem?
3) Other ways of solving the same problem?
III. CONFLICTS: CAN EVERYTHING BE SOLVED WITH AN APP?

Mar 12: Class Visit

Mar 16: Debates on Immigration

Mar 19: Introduction to situating your project in its field of power/conflicts


Mar 26: Continuation of situating your project in its field of power/conflicts

Mar 27: Last day to withdraw from a course or to choose CR/NC grading option

IV. RESOURCES FOR IMPLEMENTATION


Discussion: Leadership, Organization, and Strategy

April 2: Group work on conflicts in their area (individual worksheet)

April 6: Presentations on resources:
Group work and presentations on 3 potential resources and how they could be accessed, mobilized, or harnessed.

April 9: Group activity: Debate (opposing stances) in front of the class

April 13: Easter Monday - no class!

V. CRAFTING SOLUTIONS

April 16: Thinking towards a solution
Group Assignment: Present two examples of other organizations or individuals that are doing something comparable to your project

April 20: Group work on final proto-type
April 23: Making choices / trade-offs
Take a look at this “budget spending trade-offs” app:
https://www.nationalpriorities.org/interactive-data/trade-offs/
Bring an object that represents a solution to a problem and discuss what kind of trade-offs the designers have faced

April 27: Meetings with professor to confirm final implementation plan

May 7: 8h30-11h00, Final exam period: Presentations of final proto-type