

THE AMERICAN UNIVERSITY OF PARIS

<u>COURSE TITLE:</u>	D-LAB: Global Citizenship	<u>COURSE NO:</u>	PO/HI3091B
<u>PREREQUISITES:</u>	None	<u>SEMESTER:</u>	Spring 2020
<u>PROFESSOR:</u>	Peter Hägel & Steve Sawyer	<u>CREDITS:</u>	4
<u>CLASS SCHEDULE:</u>	Mon + Thu 10h35-11h55	<u>ROOM NO:</u>	C-103
<u>OFFICE HOURS:</u>	PH: Mon + Thu 14h30-15h30	<u>PERIOD (S):</u>	P2
<u>OFFICE NUMBER:</u>	PH: G-L17 (basement of Grenelle)		
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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?
Video: Abrahamian, Atossa Araxia (2015). *The Cosmopolites: The Coming of the Global Citizen*. New York: Columbia Global Reports.
- 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:
Walzer, Michael (1983). *Spheres of Justice: A Defense of Pluralism and Equality*. New York: Basic Books, 31-63.
- Jan 23: Communitarian / Nationalist Perspectives**
Required reading:
Miller, David (2012). Territorial Rights: Concept and Justification. *Political Studies* 60/2: 252-268.
Further reading (optional):
Wellman, Christopher Heath (2008). Immigration and Freedom of Association. *Ethics* 119/1: 109-141.
- Jan 27: Cosmopolitan Perspectives**
Required readings:
Nussbaum, Martha (1994). Patriotism and Cosmopolitanism (The Boston Review, 1994).
Shachar, Ayelet (2009). *The Birthright Lottery*. Cambridge: Harvard University Press, 1-18. (EBSCO ebook via AUP library)

- Jan 30: Global Citizenship in Practice**
Required reading:
 Pallas, Christopher L. (2012). Identity, Individualism, and Activism beyond the State: Examining the Impacts of Global Citizenship. *Global Society* 26/2: 169-189.
- Feb 3: Global Citizenship in Practice**
Required reading:
 Calhoun, Craig J. (2002). The Class Consciousness of Frequent Travellers: Toward a Critique of Actually Existing Cosmopolitanism. *The South Atlantic Quarterly* 101/4: 869-897.
- Feb 6: Conflicts over Global Citizenship**
Required reading: Wright, Matthew, Richard Johnston, Jack Citrin, and Stuart Soroka (2017). Multiculturalism and Muslim accommodation: Policy and predisposition across three political contexts. *Comparative Political Studies* 50/1: 102-132.
Class Discussion: Is there always an elegant solution to problems of global citizenship?

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

- Feb 10: Designing YOUR global citizenship**
- Feb 13: Mid-term (analysis of a document for defining a problem) (1h20)**
- Feb 17 – Feb 28: SPRING BREAK – no classes**
- 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**
 Shachar, Ayelet, and Rainer Bauböck (eds) (2014). *Should Citizenship be for Sale? Robert Schuman Centre for Advanced Studies Research Paper* 2014/01. Florence: European University Institute.
 Online:
http://cadmus.eui.eu/bitstream/handle/1814/29318/RSCAS_2014_01.pdf?sequence=1
- Sumption, Madeleine, and Kate Hooper (2014). *Selling visas and citizenship: Policy questions from the global boom in investor immigration*. Washington, DC: Migration Policy Institute.
- Parker, Owen (2016) Commercializing Citizenship in Crisis EU: The Case of Immigrant Investor Programmes. *Journal of Common Market Studies* (online first).
- Group 2: Migration**
 Carens, Joseph H. (1987). Aliens and Citizens: The Case for Open Borders. *The Review of Politics* 49/2: 251-273.
- Koopmans, Ruud, and Ines Michalowski (2017). Why do states extend rights to immigrants? Institutional settings and historical legacies across 44 countries worldwide. *Comparative Political Studies* 50/1: 41-74.

Steffen Mau, Fabian Gölzau, Lena Laube & Natascha Zaun (2015). The Global Mobility Divide: How Visa Policies Have Evolved over Time. *Journal of Ethnic and Migration Studies* 41/8: 1192-1213.

Group 3: Citizens Across Borders

Spiro, Peter J. (2016). *At Home in Two Countries: The Past and Future of Dual Citizenship*. New York: NYU Press.

Ragazzi, Francesco (2014). A comparative analysis of diaspora policies. *Political Geography* 41: 74-89.

Migration Policy Group (2013). *Migrant Political Participation*. EWSI Special Feature 2013/1. Brussels: EWSI. Online: http://www.migpolgroup.com/wp_mpg/wp-content/uploads/2013/05/EWSI_SF-2013-01_Migrant-Political-Participation_layout.pdf

Group 4: Feeling Global?

Barclays (2014). *The Rise of the Global Citizen?* Barclays Wealth Insights Report No. 18. London: Barclays. Online: <https://wealth.barclays.com/content/dam/bwpublic/global/documents/shared/wealth-insights-volume-18.pdf>

BBC World Service/Globescan (2016). *Global Citizenship: A Growing Sentiment Among Citizens Of Emerging Economies*. Online: http://www.globescan.com/images/images/pressreleases/BBC2016-Identity/BBC_GlobeScan_Identity_Season_Press_Release_April%2026.pdf

Goetze, Catherine (2013). The Particularism of Cosmopolitanism. *Global Society* 27/1: 91-114.

Group 5: Taxation

Bird, Richard M. (2015). Global Taxes and International Taxation: Mirage and Reality. Online: https://opendocs.ids.ac.uk/opendocs/bitstream/handle/123456789/11177/ICTD_WP28.pdf?sequence=1

OXFAM (2018). Reward Work, Not Wealth. OXFAM Briefing Paper, January 2018. Online: https://d1tn3vj7xz9fdh.cloudfront.net/s3fs-public/file_attachments/bp-reward-work-not-wealth-220118-en.pdf

Tanasoca, Ana (2014). Double Taxation, Multiple Citizenship, and Global Inequality. *Moral Philosophy and Politics* 1/1: 147-169.

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**

Required reading: The Evolution of the Immigration Debate: Evidence from a New Dataset of Party Positions Over the Last Half-Century. *Comparative Political Studies*, 1-41.

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

Mar 23: **Required reading:** Inglehart, Ronald, and Pippa Norris (2017). Trump and the Populist Authoritarian Parties: The Silent Revolution in Reverse. *Perspectives on Politics* 15/2: 443-454.

Further reading: Norris, Pippa, and Ronald Inglehart (2019). *Cultural Backlash and the Rise of Populism: Trump, Brexit, and Authoritarian Populism*. Cambridge: Cambridge University Press.

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

Mar 30: **Required reading:** Ganz, Marshall (2005). Why David Sometimes Wins: Strategic Capacity in Social Movements. In: Messick, David M., and Roderick M. Kramer (eds). *The Psychology of Leadership: New Perspectives and Research*. London: Lawrence Erlbaum Associates, 209-240.

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**