

Centre for Global Studies 3526G

CHALLENGING REGIMES OF GLOBAL CITIZENSHIP AND INTERNATIONALISATION

Centre for Global Studies
Huron University College

pre-requisite: 0.5 Centre for Global Studies course at the 1000-1099 level, or
permission of the Centre for Global Studies

January – April, 2020
Room# HC – V207
Fridays, 8:30 - 11:20am.

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GENERAL COURSE INFORMATION

This course involves students in critical examinations of and engagements with the promotion of "global citizenship" and "internationalisation" as objectives within contemporary institutions of higher learning, civil society organisations, 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, is rendered thinkable and desirable, particularly through North American institutions of higher learning and their partners in corporate business, civil society initiatives, and governments. And we will consider how learning and engagements with others in the world have been formed specifically through ideals of citizenship within global frameworks. 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 layerings 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-colonising 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.

Through the studies and projects students take up in this course, they will have the opportunity to promote critical challenges of their own to global engagements. And they will consider ways in which the imperatives of global citizenship ideals and orders may be transgress through relations of solidarity with other persons and communities who would otherwise be excluded or oppressed by the forms of global civil society idealised in contemporary norms of institutional internationalisation.

Learning Objectives

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. They will gain significant experience and practice in the building of major research projects, in collaborative critical engagement with their peers. And they will gain practice in the public communication of their scholarship.

Methods of Instruction and Class Dynamics

Students in this course will meet once a week, for three-hour classes, over the entire winter term. During these classes, our time will be divided into a series of practices. I will spend some time lecturing, in relation to assigned readings and problems or examples that I put in relation to these readings. However, much of the time will also be spent in more of a seminar format of discussion over specific readings, where discussion will be largely student-driven and professor-facilitated. Over some weeks,

particular in the later third of the course, we will devote some of our time each week to engaging in collaborative workshops with one another, where students will present to each other the developments of their major research projects and consider with one another how best to develop them and push them forward.

It is expected that all students in this course attend every class, except where illness or other serious personal issue makes it impossible to do so. It is also expected that all students come to class having seriously read and studied readings assigned for these classes. Students should be fully prepared, with reading and study notes, to engage in full discussion over the assigned readings and to critically engage with the questions they raise for us.

Please Note: I approach our activities in our class time with one another truly as *events* in learning. I treat them as moments in which everyone comes together in *relations* of learning through which we push each other's thinking, perspectives, and understandings. In this regard, I understand learning and education to function as something that students and faculty members do with one another, as *relational practices*. Consequently, I approach the teaching of this course with the understanding that education and learning are not mere commodities or "deliverables" and that students are not merely consumers or receivers of such commodities in what some might call "a pedagogical marketplace" or "a site of transference." Therefore, I understand that the learning in our classroom is going to take place to the extent that everyone is actually paying attention to and actively participating in the events and practices we form with one another. When anyone in the classroom is spending time distracted from or only loosely connected to the presentations, discussions, and debates, this actually takes away from our practices in learning with one another. So, I respectfully ask that you do not spend time in class attending to other studies or non-class related matters on your laptops, tablets, or small-phones. Class time is a period in which we need to be engaged with one another on studies in this course. It is not adequate to pay only half-attention to the class lectures and discussion, while exploring the internet or communicating with others outside of the classroom on electronic devices.

READING MATERIALS

There are readings assigned for study before each weekly class meeting. In fact, there are generally substantial amounts of readings required each week. This is most certainly a reading-intensive course. Be prepared to read, a lot.

The readings that are assigned each week are drawn from a combination of chapters from four books and a large collection of journal articles. Copies of the four books are available for purchase at Western University's bookstore, and they are also available on a Reserve Loan basis (two hours at a time) from Huron University College's Library. The full bibliographic citations for each journal article are all given in the reading schedule that follows below in the syllabus. So, they are easy to find through the Library's search mechanism, and it is fully possible to download your own pdfs of these articles through the Library's website. However, pdf copies of these journal articles are

also made available in folders, designated by Week, through our courses OWL site. The books we will engage are:

Isaac A. Kamola, *Making the World Global: U.S. Universities and the Production of the Global Imaginary* (Duke U. Press, 2019).

Amal Hassan Fadlalla, *Branding Humanity: Competing Narratives of Rights, Violence, and Global Citizenship* (Stanford U. Press, 2019).

Engin F. Isin, *Citizen's Without Frontiers* (Bloomsbury, 2012).

Gayatri Chakravorty Spivak, *Death of a Discipline* (Columbia U. Press, 2003).

ASSIGNMENTS AND EVALUATION

Over this term, students will be required to complete three groups of assignments in earning credit for this course. Students will be required to participate fully in the studies of our course through in-class participation and contributions to one another's learning. Second, students will be required to demonstrate ongoing critical engagement with assigned readings through weekly short writings. And, third, students will be required to complete three written assignments that culminate in a major research project.

As a not-for-credit exercise, we may decide to participate, as a class, in presenting our respective research projects publicly during the annual Centre for Undergraduate Research Learning conference, in early April. We could do so as poster presentations. This is not a requirement, but it is an option we might choose with one another.

Participation: Oral and Aural Contributions to the Learning Environment

Given that so much of the learning process in this class is going to take place through dynamic discourse and debate with one another in class, in relation to required readings and problems, questions, and cases raised in the classroom, active participation in the classroom is a key assignment in this course. All students in the class are expected to make strong efforts to participate in discussions, debate, and collaborative work regarding one another's research projects in the classroom, through the term. And all students are expected to make strong efforts to contribute positively to each other's learning experiences. Thus, a significant portion of each student's final grade in this course is dependent on these efforts.

To participate and contribute successfully in our class meetings over the term, it is important that each student attempts to: respond effectively to questions posed by the professor and classmates in discussion; participate actively in class discussions, by contributing ideas, questions, observations, challenges, and points of insight; listen attentively to each other; encourage the participation of others; show respect for each

other's statements, questions, and ideas; and demonstrate caring for each other's contributions and efforts to learn.

In order to participate successfully in the manners above, it is necessary for all students to keep up with required readings, having not simply reviewed these readings but to have also studied carefully and reflected on the significance of these readings. Students should come prepared to develop and respond to questions and discussions based on what we have all read and learned from the required readings.

To participate in and contribute to the learning processes of our weekly class meetings with one another, it is necessary also for students to attend the scheduled classes. Without doubt, most members of the class will need to miss a class over the term, due to illness, personal matter, or schedule conflict with an important event. However, any student who misses more than three hours of class time over the term, without official academic accommodation, will be considered to be in poor attendance, and her or his participation grade may attract a poor to failing grade as a result.

Ten Weekly Critical Reading Studies:

Across the eleven weeks of class meetings that we will have over Weeks Two through Thirteen (which does not include our Reading Break, of course), as indicated in the Class and Reading Schedule below, students are expected to submit a minimum of 10 short weekly writing assignments related to assigned readings. In each week, each student is expected to submit what I am referring to as a "critical reading study" in which per engages directly and substantially with those readings assigned for study in that week's class. Students are welcome to submit these assignments in each of the 11 weeks we meet after our introductory class, but only the best 10 that they submit will count toward their grade for this component of the course assignments and grades. In any event, students are expected to submit these assignments in at least 10 of these eleven weeks, as each weekly critical reading study will be graded out of a total possible 3 points, and the set of such assignments that students submit over the term will account for 30% of their final grades. Each weekly critical reading study that a student submits should be 300 words or more in length. And these weekly critical reading studies should be submitted at the beginning of each class to which the readings addressed are assigned.

When asking you to write a "critical reading study" each week, what I am asking you to do is to offer a critical engagement with the range of readings assigned to you to study in preparation for that week's class. In this regard, you are asked to write a short consideration of what you determine to be the key issues and questions raised within and between the respective readings assigned for that week. The point is not to simply identify and summarise points, ideas, and questions raised in these readings themselves. You certainly may and should point to central issues. However, the larger and more central objective in writing these critical reading studies is to offer a critical assessment of the overall significance of information, arguments, ideas, questions, and debates presented in the readings and how these elements bear upon one another between the readings. So, you should think about writing these short critical reading studies as mini essays, in which you try to identify one or more key points of insight

that you have developed into the readings, based on your study of them and consideration of their interrelations with one another, and in which you discuss and evaluate these one or more points of insight in relation to what you have learned from the readings themselves.

Each critical reading study will be evaluated in terms of the following criteria:

- how well it shows knowledge and understanding of the assigned readings;
- how well it demonstrates critical understanding of the relations between the assigned readings;
- the depth of critical insight it shows with respect to the problems, questions, and information that are presented and discussed in the assigned readings;
- the significance of the points raised;
- the quality of reasoning displayed;
- and the quality and style of writing.

These critical reading studies will be returned the following week with very brief commentary and a grade. I will also be sure to address in class the general problems and success that students display in their work on these assignments from week to week. And students are always welcome to speak with me outside of class time to discuss the development of their skills in writing these assignments.

Research Project:

In three steps, students in this course are required to develop a research project in which they critically interpret, analyse, and respond to one or a set of projects that aim to "internationalise" persons' (particularly students') participation and learning in the world through some sort of an ethic of "global citizenship," whether it be named in those terms or not. The projects on which students should focus in these research projects may be formed in institutions of higher learning, non-governmental organisations, charities, civil society movements, or government agencies. And the overall aim of their research on these projects will be: to recognise, identify, and critically situate and analyse the theoretical and social/political aims of the project(s); to critically assess and analyse the interests that are served by the project(s); to critically assess and analyse the impacts of the project(s), taking into particular consideration relations of power, ways in which classes of 'citizenship' in the world may be privileged, and practices of discrimination at work in the project(s); to consider useful and effective alternatives to the project(s) studied, as ways of effectively and critically engaging the world, at levels of ideas and practices.

Statement of Interest

As a first step in the development of their respective research projects, students are required to submit a statement of interest, in which they identify and describe the "internationalising" projects of "global citizenship" that they wish to study for the purpose of developing their research projects in this course. And they need to be able

to establish an understanding of how they can develop a study of this project(s) to fulfill the aims of the larger assignment. In this assignment, students are required to:

- identify and describe the project(s) to be studied;
- provide informational materials related to the project(s) to be studied, at least in the form of internet links;
- develop a discussion and rationale of how a study of this particular project(s) is appropriate for the aims of the research project in this course;
- introduce critical questions that may be raised with respect to the project(s) that permit the kind of critical study of projects promoting "internationalising" practices of "global citizenship" of concern to our course;
- provide a preliminary description of the research materials that would be studied and consulted in the development of a research project on this project(s).

These statement of interest assignments will be evaluated and graded with respect to:

- the suitability of the project(s) and topics suggested for this research project;
- the thoroughness and insight demonstrated in the discussion and rationale proposing this project(s) as a focus of research, given the concerns of the course;
- the quality of and insight demonstrated in the critical questions that are raised;
- the extent to which the statement suggests a viable set of directions for research and inquiry;
- the quality and style of writing.

style of referencing: Chicago Style

length of assignment: no less than 600 words, plus bibliography

due date: no later than the beginning of class, Friday, February 7th

manner of submission: in-person; in-class; in paper form.

Paper Proposal

As an interim step in the development of their respective research papers, students in this course are required to submit a formal paper proposal for this research project, in which they build substantially on the work accomplished in their statement of interest. In this regard, the focus and research project that students present and address in this paper proposal may have changed quite a bit from what was articulated in the much briefer statement of interest. In fact, if desired, the topic can change altogether, with permission of the professor. Part of the idea here is that students grow and learn in their thinking about developing an appropriate research project for this course, from the writing of the statement of interest to the writing of the formal paper proposal. And this learning and growth may be premised on the feedback that students receive on their statements of interest, ongoing learning in our classes, and the development of students' ideas and interests. So, changes are fine; the focus is on growth and learning. In any event, though, the intention is that this paper proposal is something that is a significantly more developed engagement with research materials, ideas, and plans for research and writing than is articulated in the previous assignment.

This paper proposal should include the following components:

- a clear and detailed description of the project(s) of internationalised promotion of global citizenship ideas and practices to be studied;
- a discussion of the rationale for engaging in a critical study of this project(s) within the scope and concerns of our course, indicating the range of questions that one could effectively engage with respect to this project(s) in our studies in this course;
- a clearly and richly articulated research question;
- a presentation and discussion of the rationale behind the research question, indicating the importance and value of taking up this question;
- an outline of the approaches and lines of analysis / study to be developed in the research paper, referencing the range of research materials consulted to this point (the writing plan, in other words);
- a statement indicating the scholarly objective of the research paper;
- a discussion of difficulties and challenges faced in mobilising this research project to date;
- an annotated bibliography of the research sources reviewed so far (at least 10 scholarly sources (books; journal articles; primary documents [some of which may be found on the internet]).

The paper proposals will be evaluated in terms of:

- the suitability of the project(s) and topics suggested for this research project;
- how effectively and appropriately you establish a scope and field of analysis that relates to the objective of the research paper assignment;
- how effectively you establish a serious research question and support this research question with an effective and appropriate rationale;
- how well you establish the importance of this research project and outline an appropriate approach to fulfilling its objectives;
- how well you identify and establish appropriate objectives for this research paper;
- how well you are establishing a strong basis of research materials for the fulfillment of the paper;
- and the quality of writing and style of presentation.

style of referencing: Chicago Style

length of assignment: no less than 1,000 words, plus annotated bibliography

due date: no later than the beginning of class, Friday, March 6th

manner of submission: in-person; in-class; in paper form.

Research Paper:

At the end of the term, each student in this course is required to submit a completed research paper, building on the work they have done on this project through the statement of interest and paper proposal, as well as in response the feedback per has received on these previous assignments. The research paper that each student writes

should follow the basic outline of instructions, for the development of a topic, as indicated in the introductory paragraph to this section of the syllabus (above), under "Research Project." Accordingly, for this assignment, each student is to develop and write a research paper in which per critically interprets, analyses, and responds to one or a set of projects that aim to "internationalise" persons' (particularly students') participation and learning in the world through some sort of an ethic of "global citizenship," whether it be named in those terms or not. The projects on which students should focus in these research projects may be formed in institutions of higher learning, non-governmental organisations, charities, civil society movements, or government agencies. And these research papers students should aim: to recognise, identify, and critically situate and analyse the theoretical and social/ political aims of the project(s); to critically assess and analyse the interests that are served by the project(s); to critically assess and analyse the impacts of the project(s), taking into particular consideration relations of power, ways in which classes of 'citizenship' in the world may be privileged, and practices of discrimination at work in the project(s); to consider useful and effective alternatives to the project(s) studied, as ways of effectively and critically engaging the world, at levels of ideas and practices.

Students research papers will be evaluated in terms of how they accomplish the aims identified directly above. As well, these research papers will be evaluated in terms of: the pertinence of the project to the concerns and aims of the course; the significance and value of the research problem around which the paper is built; the clarity and significance of the thesis statement presented, as a direct response to the research question; how well the thesis is supported by clearly articulated and developed lines of argument and analysis; how well the lines of argument and analysis are supported by analytical engagement with research materials, the studies and ideas of others, and critical evaluation of these things and other evidence; the success of the paper in supporting the thesis; the soundness of the conclusion that is reached; the significance and value of the research materials that are drawn on in building the paper; and the quality of writing and style of presentation.

style of referencing: Chicago Style
length of assignment: no less than 2,500 words, plus bibliography
due date: no later than the beginning of class, Friday, April 3rd
manner of submission: in-person; in-class; in paper form.

EVALUATION OF ASSIGNMENTS AND GRADING

Marking/Grade Point Scale

All grades achieved in course assignments and requirements are presented in numerical form along with letter-grade equivalents, with respect to the following grading system:

90 – 100 (A+) excellent and extraordinary in meeting and exceeding at least most if not all requirements;

- 80 – 89 (A) exceptionally accomplished work, exhibiting well–developed critical skills, and an approach that is highly thoughtful, credible, insightful, and grounded in appropriate and solid analysis and /or research
- 70 – 79 (B) good to very good work, displaying strong analysis, effective approaches, and demonstrating a high degree of success in meeting requirements for the assignment;
- 60 – 69 (C) competent work, meeting basic requirements;
- 50 – 59 (D) fair work, minimally acceptable but not fulfilling all requirements;
- 0 – 49 (F) unsatisfactory work, not meeting basic requirements

Final grades will be calculated on a combination of grades achieved by students in the assignments described above. The distribution of the components adding to a final grade in this course is as follows:

Participation	10%
Ten Weekly Critical Reading Studies	30%
Research Project:	
– Statement of Interest	5%
– Paper Proposal	15%
– Research Paper	40%

Significant improvement in the quality of students' assignments over the course of the term *may* be taken into consideration in the calculation of their final grades.

A Note on Due Dates/Times of all written assignments: All written assignments in this course are due no later than the times and days indicated above. Any assignment submitted after the due date and time specified for it will be considered late and, normally, will not be accepted for grading. Normally, late assignments will be accepted and graded only where students have received a recommendation for Academic Accommodation from Academic Advising.

CLASS AND READING SCHEDULE

Week One — January 10 **Imagining and Shaping the World as Global Through Interrelations of Universities, States, and the Capitalisation of Some Persons as Citizens of an International Order**

- readings: from Kamola, *Making the World Global*
- "Introduction: Globalization and the World," pp. 1–26
 - "1. 'Creative Imagination' Is Needed: W.W. Rostow and the Rise of Modernization as a National Imaginary," pp. 29–61
 - "2. 'The World's Largest...Development Institution': Robert McNamara and the National Development Imaginary," pp 62–80
 - "3. 'Marketing Can Be Magic': Theodore Levitt and Globalization as a Market Imaginary," pp. 83–117
 - "4. 'Realities of the Global Economy': A. W. Clausen and the Banker's

Global Imaginary," pp. 118–137

Week Two — January 17 **The International Intellectual Economy of Rendering Learning a Form Globalization**

readings:

- from Kamola, *Making the World Global*
- "5. 'Stakeholders and Co-investors...Have 'Reform' on Their Mind': Kenneth Prewitt and the Defunding of Area Studies," pp. 141–167
- "6. 'An Opportunity to Transform the University and, Frankly, the World'. John Sexton and the Global Networked University," pp. 168–188
- "Conclusion: Reworlding the Global," pp. 189–194
- from Fadlalla, *Branding Humanity*:
 - "Introduction: Violence Narratives and the Cultural Politics of Identity," pp. 1–26

Week Three — January 24 **Considering Global Citizenship: Liberal Violences**

readings:

- from Fadlalla, *Branding Humanity*:
 - "Chap. One – Performing Humanity: Suffering and the Making of of Global Citizens," pp. 27–64
- Fatih Aktas, ate 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. 65–80.
- 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. 204–230
- Richard Bates, "Is global citizenship possible, and can international schools provide it?," *Journal of Research in International Education* Vol. 11, No. 3 (2012) pp. 262–274.
- Elizabeth Buckner and Sharon Stein, "What Counts as Internalization? Deconstructing the Internationalization Imperative," *Journal of Studies in International Education* [online] (2019) pp. 1-16.
- Louise Morley, Nafsika Alexiadou, Stela Garaz, José González-Monteagudo, and Marius Taba, "Internationalisation and migrant academics: the hidden narratives of mobility," *Higher Education* Vol. 76, No. 3 (2018) pp. 537–554.

Week Four — January 31 **Neo-Liberal Incitements in Regimes of Global Citizenship**

readings:

- from Fadlalla, *Branding Humanity*:

- "Chap. Two - Humanitarian Publics: Celebrities, Solidarities, and Students," pp. 65–105.
- 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. 163–176.
- 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. 142–166.
- Cori Jakubiak and Iulia Iordache–Bryant, "Volunteer tourism in Romania as/for global citizenship," *Tourism Recreation Research* Vol. 42, No. 2 (2017) pp. 212–222.
- 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. 39–51.
- Karen Pashby, "Cultivating global citizens: planting new seeds or pruning the perennials? Looking for the citizen–subject in global citizenship education theory," *Globalisation, Societies and Education* Vol. 9, Nos. 3–4 (2011) pp. 427–442.
- Matt Baillie Smith and Nina Laurie, "International volunteering and development: global citizenship and neoliberal professionalisation today," *Transactions of the Institute of British Geographers* Vol. 36 (2011) pp. 545–559.

Week Five — February 7 **Internationalised Otherings of Global Citizenship Practices**

readings:

- from Fadlalla, *Branding Humanity*:
 - "Chap. Three - Diaspora as Counter–Response: Citizenship Rights and the Suffering of Ghurba," pp. 107–146.
- Niranjana 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* (online, March 2019), pp. 1–13.
- Sara de Jong, "Intersectional global citizenship: gendered and racialized renderings," *Politics, Groups, and Identities* Vol. 1, No. 3 (2013), pp. 402–416.
- 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. 635–643.
- Adam Howard, Patrick Dickert, Gerald Owusu, and DeVaughn Riley, "In service of the western World: Global citizenship education within a Ghanaian elite context," Vol. 66, No. 4 (2018), pp. 497–514.

recommended readings:

- Katja Franko Aas, "'Crimigrant' bodies and bona fide travelers: Surveillance, citizenship and global governance," *Theoretical*

- Criminology*, Vol. 15, No. 3 (2011), pp. 331–346.
- Maria Elena Indelicato and Ivana Pražić, "The legacy of Cold War anti-racism: a genealogy of cultural distance in the internationalisation of higher education," *Paedagogica Historica: International Journal of the History of Education* Vol. 55, No. 2 (2019) pp. 295–313.

Week Six — February 14 **Auto-Affection and Self-Satisfaction in International Service Learning**

readings:

- 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. 371–393.
- Laura C. Engel and Megan M. Siczek, "A cross-national comparison of international strategies: global citizenship and the advancement of national competitiveness," *Compare: A Journal of Comparative and International Education* Vol. 48, No. 5 (2018) pp. 749–767.
- Shireen Roshanravan, "Staying Home While Studying Abroad: Anti-Imperial Praxis for Globalizing Feminist Visions," *Journal of Feminist Scholarship* Vol. 2, No. 2 (2012) pp. 1–23.
- Chenyu Wang and Diane M. Hoffman, "Are WE the World? A Critical Reflection on Selfhood in U.S. Global Citizenship Education," *education policy analysis archives* Vol. 24, No. 56 (2016) pp. 1–17
- 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. 100–111.

recommended readings:

- Debra D. Chapman, "The ethics of international service learning as a pedagogical development practice: a Canadian study," *Third World Quarterly* Vol. 39, No. 10 (2018) pp. 1899–1922.

Week Seven — **Reading Break**

Week Eight — February 28 **The Subjection of Difference through Leadership Ideals in Internationalisation and Global Citizenship Regimes**

readings:

- from Fadlalla, *Branding Humanity*:
 - "Chap. Four – Contested Borders of Inhumanity: Refuge and the Production and Circulation of Violence Narratives, pp. 147–183.
 - "Chap. Five – Routing Humanitarian Visibilities: Rights and

- Dissent on the Eve of Sudan's Partition," pp. 185–219.
- Alejandra Boni and Carola Calabuig, "Education for Global Citizenship at Universities: Potentialities of Formal and Informal Learning Spaces to Foster Cosmopolitanism," *Journal of Studies in International Education* Vol. 21, No. 1 (2017) pp. 22–38.
 - Christopher L. Pallas, "Identity, Individualism, and Activism beyond the State: Examining the Impacts of Global Citizenship," *Global Society* Vol. 26, No. 2 (2012) pp. 169–189.
 - Johanna Siméant, "What is going global? The internationalization of French NGOs 'without borders'," *Review of International Political Economy* Vol. 12, No. 5 (2005) pp. 851–883.
 - Rebecca Tiessen, "Global Subjects or Objects of Globalisation? The promotion of global citizenship in organisations offering sport for development and /or peace programmes," *Third World Quarterly* Vol. 32, No. 3 (2011) pp. 571–587.

Week Nine — March 6 **Unlearning One's Privilege of Global Citizenship as One's Loss**

readings:

- from Fadlalla, *Branding Humanity*:
 - "Toward an Inclusive Humanist Future: Borders, Bodies, and Funerals," pp. 221–232.
- Spivak, *Death of a Discipline*

recommended reading:

- Sharon Stein, "Mapping Global Citizenship," *Journal of College and Character* Vol. 16, No. 4 (2015) pp. 242–252.

Week Ten — March 13 **Unlearning the World as Global: Transversality**

readings:

- from Isin, *Citizens Without Frontiers*:
 - "1. Of Those Whose Acts Transverse Frontiers," pp. 1–27
 - "2. 'We, the People'," pp. 28–69
- Jeanette Baird and Mareta Alup Kula–Semos, "Internationalisation and Indigenisation in Papua New Guinea's universities: promoting authentic agency," *Journal of Higher Education Policy and Management* Vol. 40, No. 6 (2018) pp. 550–565.

Week Eleven — March 20 **Practices of De–Internationalization**

readings:

- from Isin, *Citizens Without Frontiers*:
 - "3. 'We, the Connected'," pp. 70–107.
- Seema Arora–Jonsson, Lisa Westholm, Andrea Petitt, and Beatus John Temu, "Carbon and Cash in Climate Assemblages: The Making of

- a New Global Citizenship," *Antipode* Vol. 48, No. 1 (2016) pp. 74–96.
- Viv Caruana, "Re-thinking Global Citizenship in Higher Education: from Cosmopolitanism and International Mobility to Cosmopolitanisation, Resilience and Resilient Thinking," *Higher Education Quarterly* Vol. 68, No. 1 (2014), pp. 85–104.
- Kyra Garson, "Reframing Internationalization," *Canadian Journal of Higher Education* Vol. 46, No. 2 (2016) pp. 19–39.
- Karen Pashby and Vanessa de Oliveria Andreotti, "Ethical internationalisation in higher education: interfaces with international development and sustainability," *Environmental Education Research* Vol. 22, No. 6 (2016) pp. 771–787.

Week Twelve — March 27 **Overcoming the Will to Translate and Resist the Conveniences of Globality**

readings:

- from Isin *Citizens Without Frontiers*
 - "4. Enacting Citizenship," pp. 108–146
 - "5. Citizens Without Frontiers," pp. 147–173
- Vanessa de Oliveira Andreotti, "(Towards) decoloniality and diversity in global citizenship education," *Globalisation, Societies and Education* Vol. 9, No. 3–4 (2011) pp. 381–397.

Week Thirteen — April 3 **Being of Use to the Mobility and Knowing of Others**

readings: from Isin, *Citizens Without Frontiers*

- "6. Emancipating (Acts of) Citizenship," pp. 174–196



Appendix to Course Outlines: Academic Policies & Regulations 2019/2020

Prerequisite and Antirequisite Information

Students are responsible for ensuring that they have successfully completed all course prerequisites and that they have not completed any course antirequisites. Unless you have either the requisites for this course or written special permission from your Dean to enrol in it without them, you may be removed from this course and it will be deleted from your record. If you enrol in this course despite having already taken an antirequisite you may be removed from this course and it will be deleted from your record. Removals for these reasons may not be appealed. You will receive no adjustment to your fees in the event

that you are dropped from a course for failing to have the necessary prerequisites or for having already taken the antirequisites.

Conduct of Students in Classes, Lectures, and Seminars

Membership in the community of Huron University College and Western University implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. The academic and social privileges granted to each student are conditional upon the fulfillment of these responsibilities.

In the classroom, students are expected to behave in a manner that supports the learning environment of others. Students can avoid any unnecessary disruption of the class by arriving in sufficient time to be seated and ready for the start of the class, by remaining silent while the professor is speaking or another student has the floor, and by taking care of personal needs prior to the start of class. If a student is late, or knows that he/she will have to leave class early, be courteous: sit in an aisle seat and enter and leave quietly.

Please see the Code of Student Conduct at:

www.huronuc.on.ca/sites/default/files/pdfs/Code%20of%20Student%20Conduct.pdf.

Technology

It is not appropriate to use technology (such as, but not limited to, laptops, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and is distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

Attendance Regulations for Examinations

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Short Absences: If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions.

Extended Absences: If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work and arrange academic accommodations, if appropriate and warranted.

It is important to note that the Academic Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory.

Please see the policy on Attendance Regulations for Examinations here:
https://www.uwo.ca/univsec/pdf/academic_policies/exam/attendance.pdf.

Class Cancellations

In the event of a cancellation of class, every effort will be made to post all relevant information on the OWL class site at: <https://owl.uwo.ca/portal>, and on the Huron website at www.huronuc.on.ca/about/accessibility.

Academic Student Support Services

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation, students should email an Academic Advisor in Huron's Student Support Services at huronsss@uwo.ca. An outline of the range of services offered is found on the Huron website at: www.huronuc.ca/student-life-campus/student-services/academic-advising.

Department Chairs and Program Directors and Coordinators are also able to answer questions about their individual programs. Their contact information can be found on the Huron website at: www.huronuc.ca/student-life-campus/art-social-science and at www.huronuc.ca/student-life-campus/management-and-organizational-studies.

Adding / Dropping Courses

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult your Academic Advisor. If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines. Please refer to the Huron website, huronuc.ca/student-life-campus/student-services/academic-advising or review the list of official Sessional Dates on the Academic Calendar, available here: <http://www.westerncalendar.uwo.ca/SessionalDates.cfm>.

You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. Note that dropping a course may affect OSAP and/or Scholarship/Bursary eligibility.

Mental Health & Wellness Support at Huron and at Western

Students who are stressed, emotionally distressed or in mental health crisis please refer to: huronuc.ca/student-life-campus/student-services/health-wellness for a complete list of options about how to obtain help, or email Huronwellness@huron.uwo.ca to access your wellness staff directly. Additional supports for Health and Wellness may be found and accessed at Western through www.uwo.ca/uwocom/mentalhealth/.

Huron is committed to providing a safe, welcoming campus for students, staff and faculty by providing confidential assistance to those who have personal safety concerns. Providing a safe and welcoming campus for students, staff and faculty is one of Huron's top priorities.

The Student Emergency Response Team (SERT) provides medical response to 9-1-1 calls on Main, Brescia and Huron campuses which operates 24 hours a day, 7 days a week during the academic year. SERT is dispatched through the campus community Police Service (CCPS) to any medical emergency on campus at (519) 661-3300. For more information about SERT please visit: sert.uwo.ca/about-sert/about-sert/.

Statement on Academic Integrity

The International Centre for Academic Integrity defines academic integrity as "a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behaviour that enable academic communities to translate ideals to action." (CAI Fundamental Values Project, 1999).

A lack of academic integrity is indicated by such behaviours as the following:

- Cheating on tests;
- Fraudulent submissions online;
- Plagiarism in papers submitted (including failure to cite and piecing together unattributed sources);
- Unauthorized resubmission of course work to a different course;
- Helping someone else cheat;
- Unauthorized collaboration;
- Fabrication of results or sources;
- Purchasing work and representing it as one's own.

Academic Integrity: Importance and Impact

Being at university means engaging with a variety of communities in the pursuit and sharing of knowledge and understanding in ways that are clear, respectful, efficient, and productive. University communities have established norms of academic integrity to ensure responsible, honest, and ethical behavior in the academic work of the university, which is best done when sources of ideas are properly and fully acknowledged and when responsibility for ideas is fully and accurately represented.

In the academic sphere, unacknowledged use of another's work or ideas is not only an offence against the community of scholars and an obstacle to academic productivity. It may also be understood as fraud and may constitute an infringement of legal copyright.

A university is a place for fulfilling one's potential and challenging oneself, and this means rising to challenges rather than finding ways around them. The achievements in an individual's university studies can only be fairly evaluated quantitatively through true and honest representation of the actual learning done by the student. Equity in assessment for all students is ensured through fair representation of the efforts by each.

Acting with integrity at university constitutes a good set of practices for maintaining integrity in later life. Offences against academic integrity are therefore taken very seriously as part of the university's work in preparing students to serve, lead, and innovate in the world at large.

A university degree is a significant investment of an individual's, and the public's, time, energies, and

resources in the future, and habits of academic integrity protect that investment by preserving the university's reputation and ensuring public confidence in higher education.

Students found guilty of plagiarism will suffer consequences ranging from a grade reduction to failure in the course to expulsion from the university. In addition, a formal letter documenting the offence will be filed in the Dean's Office, and this record of the offence will be retained in the Dean's Office for the duration of the student's academic career at Huron University College.

Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, as per the Academic Calendar: http://www.westerncalendar.uwo.ca/PolicyPages.cfm?PolicyCategoryID=1&Command=showCategory&SelectedCalendar=Live&ArchiveID=#SubHeading_189 .

Turnitin.com

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for a detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between Western University and Turnitin.com.

Computer-Marked Tests/exams

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Clickers

Personal Response Systems ("clickers") may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else's clicker in class constitutes a scholastic offence
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

Policy on "Special" Accommodation

Students who require **special** accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at: <http://www.sdc.uwo.ca/ssd/index.html> .

Policy on "Academic" Accommodation - Medical / Non-Medical Grounds

Students who require academic accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at: <http://www.sdc.uwo.ca/ssd/index.html> .

(a) Medical Grounds for assignments worth *10% or more of final grade*: Go directly to Huron Support Services/ Academic Advising, or email huronsss@uwo.ca .

University Senate policy, which can be found at,

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf , requires that all student requests for accommodation on medical grounds for assignments worth 10% or more of the final grade be made directly to the academic advising office of the home faculty (for Huron students, the “home faculty” is Huron), with supporting documentation in the form (minimally) of the Senate-approved Student Medical Certificate found at:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf .

The documentation is submitted in confidence and will not be shown to instructors. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation.

The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Dean. The instructor’s decision is appealable to the Dean.

(b) Accommodation on Medical Grounds for assignments worth *less than 10% of final grade*: Consult Instructor Directly

When seeking accommodation on medical grounds for assignments worth less than 10% of the final course grade, the student should contact the instructor directly. The student need only share broad outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in which case she or he will advise the student and inform the academic advisors to expect documentation. The instructor may **not** collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation.

The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Dean. The instructor’s decision is appealable to the Dean.

(c) Non-Medical Grounds: Consult your Instructor directly.

Where the grounds for seeking accommodation are not medical, the student should contact the instructor directly. Late penalties may apply at the discretion of the instructor. Apart from the exception noted below, academic advisors will not be involved in the process of accommodation for non-medical reasons.

Where a student seeks accommodation on non-medical grounds where confidentiality is a concern, the student should approach an academic advisor with any documentation available. The advisors will contact the instructor after the student’s request is received, and will outline the severity and duration of the

challenge without breaching confidence. The student will be informed that the instructor has been notified that significant circumstances are affecting or have affected the student's ability to complete work, and the student will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. Before denying a request for accommodation where documentation has been submitted to an academic advisor, the instructor will consult with the Dean. The instructor's decision is appealable to the Dean.

Requests for Academic Consideration Using the Self-Reported Absence Form

The full Policy on Academic Consideration for student Absences – Undergraduate Students in First Entry Programs is available at:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic_Consideration_for_absences.pdf.

Students who experience an unexpected illness or injury or an extenuating circumstance (48 hours or less) that is sufficiently severe to temporarily render them unable to meet academic requirements (e.g., attending lectures or labs, writing tests or midterm exams, completing and submitting assignments, participating in presentations) should self-declare using the online Self-Reported Absence portal. This option should be used in situations where the student expects to resume academic responsibilities within 48 hours or less.

The following conditions are in place for self-reporting of medical or extenuating circumstances:

- a. students will be allowed **a maximum of two self-reported absences** between September and April and one self-reported absence between May and August;
- b. any absences in excess of the number designated in clause a above, regardless of duration, will require students to present a **Student Medical Certificate (SMC)**, signed by a licensed medical or mental health practitioner, detailing the duration and severity of illness, or appropriate documentation supporting extenuating circumstances to the Academic Counselling unit in their Faculty of registration no later than two business days after the date specified for resuming responsibilities. Please see section 4 below for more details.
- c. The duration of the excused absence will be for a maximum of 48 hours from the time the Self-Reported Absence form is completed through the online portal, or from 8:30 am the following morning if the form is submitted after 4:30 pm;
- d. The duration of the excused absence will terminate prior to the end of the 48 hour period should the student undertake significant academic responsibilities (write a test, submit a paper) during that time;
- e. The duration of an excused absence will terminate at 8:30 am on the day following the last day of classes each semester regardless of how many days of absence have elapsed;
- f. Self-reported absences will not be allowed for scheduled final examinations; for midterm examinations scheduled during the December examination period; or for final lab examinations scheduled during the final week of term;
- g. Self-reporting **may not be used** for assessments (e.g. midterm exams, tests, reports, presentations, or essays) worth more than 30% of any given course.

h. students must be in touch with their instructors **no later than 24 hours after the end of the period covered by the Self-Reported Absence form**, to clarify how they will be expected to fulfil the academic expectations they may have missed during the absence.

Important Dates and Directory at Huron and Western

For a current and up-to-date list of important dates and campus directories, please visit:

- **Huron – Important Dates:** <https://huronuc.ca/important-dates-and-deadlines>
- **Western – Academic Calendar & Sessional Dates:** <http://www.westerncalendar.uwo.ca/SessionalDates.cfm>
- **Huron Directory – Faculty, Staff and Administration:** <https://huronuc.ca/index.php/contact/contact-directory>
- **Western Directory – Faculty, Staff and Administration:** <https://www.uwo.ca/directory.html>