

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	: Bachelor of Social Sciences (Honours) in Global and Environmental Studies
Programme QF Level	: 5
Course Title	: Global Citizenship: Theories and Debates
Course Code	: SSC3275
Department	: Social Sciences and Policy Studies
Credit Points	: 3
Contact Hours	: 39
Pre-requisite(s)	: Nil
Medium of Instruction	: EMI
Course Level	: 3

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. Course Synopsis

The aim of this course is to bolster students' conceptual understanding of the idea of global citizenship and its relevant theories and debates, and to engage them in using these theories and debates to interpret the actions of individuals, associations, and organizations involved in global affairs. Starting from the concept of global citizenship, students will be engaged in critical analysis of debates involving identity, rights, responsibilities, participation, and social cohesion. Building on students' understanding of the idea of global citizenship, the course proceeds to examine the relevant debates of active, environmental, digital and corporate citizenship. Finally, the course will then engage students in studies about activists, associations, and organizations which are relevant for exploration of global citizenship.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

- CILO₁ demonstrate an understanding of the idea and meanings of global citizenship.
- CILO₂ critically examine the questions of and debates around the idea of global citizenship such as identity, responsibilities participation and social cohesion.
- CILO₃ demonstrate an understanding of the nature of and requirements for related debates such as active citizenship, environmental citizenship, digital citizenship, and corporate citizenship.
- CILO₄ apply the concepts and debates of global citizenship to interpret the goals and activities of individual activists, associations, organizations, and companies involved in global affairs.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Citizenship and global citizenship: idea, concepts and meanings.	CILO ₁	<ul style="list-style-type: none"> • Lecture • Small-group discussions • Whole-class discussions
Global citizenship related questions and debates: identity, responsibilities, participation and social cohesion	CILO ₂	<ul style="list-style-type: none"> • Lecture • Small-group discussions • Whole-class discussions
Global citizenship related debates such as active citizenship, environmental citizenship, digital citizenship, and corporate citizenship.	CILO ₃	<ul style="list-style-type: none"> • Lecture • Small-group discussions • Whole-class discussions
Application and interpretation of global citizenship theories and debates with regard to the goals and activities of individual activists, associations, organizations, and companies involved in global affairs	CILO _{1,2,3,4}	<ul style="list-style-type: none"> • Guest talks • Field Visits • Reflective group and whole class discussion

4. Assessment

Assessment Tasks	Weighting (%)	CILO
Participation in e-learning discussion forum (2 discussion questions)	10%	CILO _{1,2,3}
Written Essay (1,000 words) or other format of written presentation critically analyzing the concept of global citizenship in relation to relevant theories and debates and students' own understanding of and readings about globalization.	40%	CILO _{1,2,3}
An Inquiry Project Report (2,000 words) in which the student research on one or more individual activists, associations, organizations, or companies involved in global affairs and interprets the goals and activities of these in terms of the concepts, theories and debates of global citizenship.	50%	CILO _{1,2,3,4}

5. Required Text(s)

Nil

6. Recommended Readings

Davies, I., Ho, L.-C., Kiwan, D., Peck, C.L., Peterson, A., Sant, E., Waghid, Y. (Eds.) (2018). *The Palgrave Handbook of Global Citizenship and Education*. U.K.: Palgrave Macmillan.

Dobson, A. & Bell, D. (Eds.). (2006). *Environmental citizenship*. Cambridge, MA: MIT Press.

Dobson, A. & Sáiz, V.A. (2006). *Citizenship, environment, economy*. London: Routledge.

Dower, N. & Williams, J. (Eds.). (2002). *Global citizenship: A critical introduction*. New York: Routledge.

Gaudelli, W. (2016). *Global citizenship education: Everyday transcendence*. London: Routledge.

Heater, D. (2002). *World citizenship: Cosmopolitan thinking and its opponents*. London: Continuum.

Hudson, W. & Slaughter, S. (2007). *Globalisation and citizenship: The transnational challenge*. Abingdon, England: Routledge.

Mossberger, K. (2009). Toward digital citizenship: Addressing inequality in the information age. In Chadwick, A. & Howard, P.N. (2009). *Routledge handbook of internet politics* (pp.173-185). London: Routledge.

Inin, E.F. & Nyers, P. (2014). *Routledge Handbook of Global Citizenship Studies* (1st Ed.). London: Routledge.

Shallcross, T. & Robinson, J. (Eds.). (2006). *Global citizenship and environmental justice*. Amsterdam: Rodopi.

Smith, M.J. & Pangsapa, P. (2008). *Environment and citizenship: Integrating justice, responsibility, and civic engagement*. London: Zed Books.

Tan, S.-h. (Ed.). (2005). *Challenging citizenship: Group membership and cultural*

identity in a global age. Aldershot, England: Ashgate.

Torres, C.A. (2017). *Theoretical and Empirical Foundations of Critical Global Citizenship Education*. London: Routledge.

7. Related Web Resources

What is global citizenship?

<http://www.ideas-forum.org.uk/about-us/global-citizenship>

What is global citizenship? (Oxfam GB)

<https://www.oxfam.org.uk/education/who-we-are/what-is-global-citizenship>

What is global citizenship? (World Economic Forum)

<https://www.weforum.org/agenda/2017/11/what-is-global-citizenship/>

Global Citizenship Education (UNESCO)

<http://unesdoc.unesco.org/images/0022/002277/227729E.pdf>

United Nations Environment Programme Global Civil Society Forum

http://www.ciel.org/Publications/NACSF_Moderators_Summary.pdf

8. Related Journals

Journal of Civil Society. Taylor and Francis.

The International Journal of Human Rights. Frank Cass & Co. Ltd.

Journal of Corporate Citizenship. Greenleaf Publishing.

Citizenship Studies. Carfax Publishing.

Education, Citizenship, and Social Justice. Sage.

Journal of Human Rights. Carfax.

The International Journal of Human Rights. Frank Cass & Co.

Human Rights Quarterly. Johns Hopkins University Press.

9. Academic Honesty

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the *Policy on Academic Honesty, Responsibility and Integrity* (<https://www.eduhk.hk/re/uploads/docs/000000000016336798924548BbN5>). Students should familiarize themselves with the Policy.

10. Others

Nil

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