SOCI430B: Perspectives on Global Citizenship
Syllabus 2011-2012

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Executive Summary

This document details the goals and objectives, curriculum design, structure, and presentation of *Perspectives on Global Citizenship* – an interdisciplinary and interactive online course.

The course was designed to *complement* students' specialized areas of learning, and to challenge students to consider what responsibility they have – within their political, social, cultural and professional contexts – to participate as active global citizens.

It comprises twelve weekly thematic modules, on a Blackboard Vista course management platform, and makes use of Vista communication and collaboration tools.

Themes include:

- Ethics of Global Citizenship
- What is citizenship?
- The Challenge of Global Divisions: Race, Ethnicity, Nation, State
- Challenging Old Conceptions of Citizenship: Diversity and Multiculturalism
- The Challenge of Being Informed: Media, Communications and Critical Thinking
- Poverty
- Requirements for a Healthy Society
- Consumerism and Consumer Choices
- Human Impact on the Environment
- Sustainability
- Global Citizenship in Action

Students participate in weekly topical discussions with peers from different disciplines and institutions, and complete four short written assignments over the course of the semester. Assessment is continuous, of both discussion contributions and written work.

Background

Trek 2010[1], the Vision Statement of The University of British Columbia articulates the wish that UBC will

> *"prepare students to become exceptional global citizens, [and] promote the values of a civil and sustainable society "*

In pursuit of this goal, we asked: How can we help university students make connections between academic knowledge they engage with in their classes, and their roles and responsibilities as members of local and global communities? How can we engage students personally and professionally with the practical and ethical complexities of global challenges? How do we create a forum for students to engage in issues of social and ecological justice through critical thought, moral commitment and meaningful engagement in their learning and coming to know as global citizens? UBC has developed this interdisciplinary course, *Perspectives on Global Citizenship*, to introduce UBC students and participating peers from worldwide universities, to meet some of these challenges.

Goal of the Course: Transformative Learning, Transforming Perspectives

Perspectives on Global Citizenship is an interdisciplinary and highly interactive fully online course that hopes to *"equip graduates with knowledge and competencies which will enable them to work and participate as global citizens"* (U21 MoU, 2005). The course has been designed to inspire students to: consider the concept of "global citizenship" and develop their own understandings of this complex and contested notion, of barriers and bridges to global citizenship, and be able to recognize and develop informed perspectives relating to issues of key concern to the international community. As a result, they need to consider the impact they may have, as well as their unique and collective responsibilities, as global citizens, within their local, national and international communities.

Importantly, in designing this course, we hoped to create learning experiences for students that were not simply about 'acquiring new knowledge'. Rather, we aimed to achieve what Jack Mezirow[2] and others have described in recent decades as "transformative learning" – a process in which learners participate in informed debate and critical reflection on their own and others' shared experiences in ways that permit transformations of perspective and choice of action. Perspective transformation, says Mezirow (1991)

> *"…is the process of becoming critically aware of how and why our assumptions have come to constrain the way we perceive, understand, and feel about our world; changing these structures of habitual expectation to make possible a more inclusive, discriminating, and integrating perspective; and, finally, making choices or otherwise acting upon these new understandings"*

In other words, we recognized that we would attract to this course a wide range of students who would bring with them a plethora of experience, life skills and disciplinary knowledge from their own situated contexts of learning. We hope for them to bring their existing skills and experience to bear on the production of collective meaning in the course through their participation in critical

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[1] http://www.trek2000.ubc.ca/

[2] Mezirow, Jack. (1991). *Transformative Dimensions of Adult Learning*. San Francisco, CA: Jossey-Bass.

reflection and discourse about the connections between their prior learning and their role in a globalizing world.

Further, this course commits to a pedagogic vision that enacts the principles of global citizenship in its structure, form and design. The fact that it is interdisciplinary, transnational, and draws on the situated experiences of each student offered in a collaborative environment of a community of learning, makes its pedagogy, like its 'content', one of global citizenship. Not only does the course encourage students to discuss, debate, and pontificate over issues of global citizenship, but it encourages them to be informed, discerning, make responsible choices, and commit to positions of advocacy within their local contexts with a vision of the global impact of the choices they make. The 'private choices' and 'public commitments' encourage a way of not only thinking about the world ethically, but as an ethical way of being in the world. In this way, global citizenship is enacted through and in the course and its pedagogic and political vision.

Overall Course Learning Objectives

The course has been designed so that in undertaking it students:

- consider the concept of "global citizenship" and develop their own definition of this complex and contested notion
- develop a broad understanding of barriers and bridges to global citizenship
- develop a broad understanding of issues of key concern to the international community
- consider the impact they may have and their responsibilities, as global citizens, within their local, national and international communities.

Module-specific Learning Objectives

In completing this course, students:

- consider the possibility for a global ethics
- learn about and debate contemporary notions of citizenship
- become familiar with current debates on the need for an international agreement on human rights
- explore the ways in which news media shape our understanding and awareness of world events
- reflexively consider and compare arguments that support or challenge the value of multiculturalism in nation-states
- develop a new understanding of the modern notions of "nation" and its social construction
- examine some of the connections between language, communication and power.
- consider the fundamental factors influencing the health of a society
- reflexively investigate aspects of poverty in their own communities and relate this to broader issues of economic globalization
- examine the ways in which individual consumer choices and behaviours impact human populations and the natural environment in an interconnected world
- reflexively investigate, consider and debate avenues which may be open to them to participate as active global citizens, within their political, social, cultural and professional contexts.

Course Structure

Course Content

This course comprises twelve weekly thematic modules. Each module comprises

- a statement of learning objectives for the module
- a core of introductory text that will survey the topic at hand, and highlight critical areas and/or resources
- required readings, videos and audio lectures, and suggestions for further reading and/or interesting online resources
- relevant questions with which to stimulate debate in a weekly discussion forum
- an assignment challenge that spans each two-week period

- **Modules 1-2: Citizenship and Global Ethics**
  The first two modules introduce and explore foundational concepts for any study of 'Global Citizenship'. Who is a citizen? What does 'citizenship' imply? Importantly, these modules ask: 'Is it possible to be a global citizen?', and explore the real possibilities for a global perspective or ethics. Participants are asked to consider these issues reflexively from their own situated experiences and (multiply) constructed identities.

- **Modules 3-5: Challenges to Global Citizenship**
  Modules 3-5 examine key challenges to global citizenship: the challenges of being informed in the face of media influence; social divisions of race, ethnicity, and culture; and the challenge of redefining previous notions of nation and state to recognize diversity and multiculturalism more critically and relationally. A self-interrogative and reflexive disposition is encouraged.

- **Modules 6-10: World Issues of Concern to Global Citizens**
  The modules on world issues consider a number of fundamental questions that are of great significance to the international community: the requirements for a healthy society, wealth and poverty, consumerism, human impact on the environment, and sustainability. Participants are encouraged to consider their role, impact and consequent responsibilities to these issues.

- **Modules 11-12: Options for Participation and Action**
  While discussions and assignment in modules 1-10 consider challenges and responsibilities, modules 11 and 12 explicitly focus on options for active global citizenship. Participants are encouraged to reflect on their responsibilities and to assume positions of advocacy in areas on a local level for which they feel they can most contribute (locally and/or globally) and for which they feel most passionate.

Reading Materials

All required course readings are made available to students online, within the course site.

Additional reading materials and resources are suggested within each topic module, and compiled in an extended course bibliography. Students are also encouraged to undertake further research in areas of interest, and to share useful resources that they may find. Current topics and issues of the day from local media sources are also encouraged to be shared.

Method of Presentation

The course is offered using the Vista learning management system, for which UBC has a site license. Students also have the opportunity to experiment with a course wiki, a blog, and an RSS aggregator.

Course Work and Assessment

This course is heavily discussion-based. Many discussions and assignments ask students to focus on real events, issues and cases presented in the reading materials. In some areas, audio and video presentations supplement the readings. Students are challenged to relate each topic to their own national and cultural context and to their personal experiences, maintaining diverse input from each international participant in the cohort. Students are encouraged to be reflexive and self-interrogative throughout the course.

Course work includes three short written papers (three pages or 1000 words each) spread over the 12-week semester, and required participation in weekly instructor-facilitated discussions within a community of learning. In addition, students are asked to contribute to the collaborative construction of a wiki-based resource site on global citizenship. Students are encouraged to display a sense of responsibility to others learning within the learning collaborative as well as their own.

Students are assessed on the quality of their participation and depth of the contributions in weekly discussions, which ultimately represents 50% of their final grade. The remaining 50% of the final grade is determined by assessment of written assignments. There are no examinations.

Course Modules

1. Ethics of Global Citizenship

The aims of Module 1 are to consider different ethical concepts that underlie the rest of the course, such as the nature of our responsibility to others, and to recognize the way in which different assumptions or ethical frameworks lead quite reasonably to different conclusions, with implications for world issues.

Connecting these ideas to the concept of global citizenship, we ask: Is everyone a global citizen? Or, is "global citizenship" something that is earned from some measure of 'worldliness'? Is international understanding or awareness, objectively measured, a 'requirement' for the title? Is global citizenship an identity one can "select", by choosing to define ones civic rights and duties on a global scale? If one is a global citizen, what does this imply about ones relative obligations to home community/country, and to citizens of other states? What might be the limits to the concept of "global citizenship"?

This module examines the concept of 'global citizenship' – its possible meanings, and the implications for ethics and action.

Audio lecture
- Byers, M. *The Meaning of Global Citizenship*? (Audio File, 35 mins.). Global Citizenship Speakers Series, October 3rd 2005, The University of British Columbia.

Required Readings
- Declarations of human rights and laws:
  - the United Nations Universal Declaration of Human Rights. Available online at: http://www0.un.org/events/humanrights/2007/index.shtml
  - the International Committee of the Red Cross explanation of International Humanitarian Law. Available online at: http://www.icrc.org/Web/Eng/siteeng0.nsf/htmlall/ihl?OpenDocument
  - Declaration Toward a Global Ethic, adopted in 1993 by the Parliament of the World's Religions. Available online at: http://www.weltethos.org/dat-english/03-declaration.htm
  - The Universal Declaration of Human Rights by the World's Religions. Available online at: http://www.gerforum.org/human.html
- Parekh, B. (2003). Cosmopolitanism and Global Citizenship, *Review of International Studies* 29: 3-17.
- Nussbaum, M. (1994). Patriotism and Cosmopolitanism. *The Boston Review*. Available online at: http://www.soci.niu.edu/~phildept/Kapitan/nussbaum1.html

2. What is Citizenship?

The *Oxford Dictionary of Sociology* reminds us,

"...there are very different traditions of citizenship in different societies. Active citizenship, which is based on the achievement of rights through social struggle, is very different from passive citizenship which is handed down from above by the state".

If we wish to consider the meaning and implications of "global citizenship", we must first ask: What is 'citizenship' and why does it matter? What does it mean to be a citizen? What do we mean when we use this word, and how does the definition connect with the ethical ideas introduced in module 1? What ideas on citizenship can we take from contemporary discussion to enrich our own thinking? What are the implications of concepts of citizenship for our own lives and choices?   The aims of this Module are to tie the ethical discussions of last week into ideas of citizenship and prepare for further consideration next week of the different groups which may fall within our "circles of concern."

Required Readings

- Norman, W. & Kymlicka, W. (2003). Citizenship. In *A Companion to Applied Ethics*, edited by R. G. Frey & C. H. Wellman. Oxford: Blackwell Publishing Ltd.

- Westheimer, J. & Kahne, J. (2004). Educating the "Good" Citizen: Political Choices and Pedagogical Goals. *Political Science & Politics*. 38 (2). Available at: http://www.democraticdialogue.com/DDpdfs/WestheimerKahnePS.pdf

- Kershaw, P. "*Marshall's Three Rights: Civil, Political, Social*." contributed by Dr. Kershaw to this course.

- Excerpt from: Canada's New Social Risks: Directions for a New Social Architecture, by Jane Jenson. The full document (no. 31815) is freely available as a download: http://www.cprn.org/doc.cfm?doc=1095&l=en

3. The Challenge of Global Divisions: Race, Ethnicity, Nation, State

Later in this course, we consider some of the forces and challenges that are increasingly drawing humankind together, the tools that are permitting us to imagine the 'we' of a global political community, and the growing understanding of our global interdependence. In this module, however, we examine how and why human societies divide themselves from each other. Why do human societies continue to go to war against each other, and continue to deny resources or basic rights to those who are 'other', different from ourselves? What forces allow us to persistently show greater concern for some 'kinds of people' than others? In this module we examine some of the ways that human societies make use of collectivities that both confer (or impose) identity, that sometimes give rights-of-membership, and that allow identification of those who are 'other', different, and - often - not worthy of rights and resources. We will examine the concepts of racial, ethnic and national identity, and consider how they are related and how they have evolved. Does 'race' represent measurable biological difference (and does this matter?)? What constitutes a "nation" in the sense of a "people"? Can a political state function in the ways that Marshall and Rawls envisioned, if its members do not share ethnicity or nationhood? In what ways do these divisions pose a challenge to conceptions of global citizenship?

Required Readings and Audio-lecture

- Bamshad, M. J. & Olson, S. E. (2003). Does race exist? *Scientific American*, 289: 78-85.

- Zuelow, E. G. E. (Ed.): *The Nationalism Project*. http://www.nationalismproject.org
- Canada: Nation or notion? Adam Gopnik and Malcolm Gladwell, CBC Radio, Best of Ideas, March 30th 2008.

Optional Video-lectures
- *World History and Identity* (Oregon Public Broadcasting, 2004) (30 mins).
- *Supranationalism and Devolution* (Oregon Public Broadcasting, 2004) (30 mins).

4. Challenging Old Conceptions of Citizenship: Diversity and Multiculturalism

Dr. Paul Kershaw, who contributed to the creation of Module 2, has noted that visions of (national) citizenship that presume a common culture are "widely out of step with the polyethnic, multi-faith reality of most contemporary affluent democracies". Many myths of national identity - especially those based on ideas of shared 'race' or ethnicity - are very poor and inaccurate representations of the diverse lived communities of citizens.

In Module 3, we considered how human 'identity divisions' challenge hopes for a united human race, and we especially considered how collective identities such as nationalism continue to underpin inter-state conflict in the modern world. When the population of a single state is subdivided by differences in culture, ethnic origins, language and religion, what challenges do communities and governments face?

Many modern nation states are now grappling with the increasingly multicultural nature of their populace (or are finally acknowledging their multicultural reality). Political pundits laud pluralism as an end-in-itself or highlight the wealth or skills that immigrants bring to their new country of residence. Dissenters claim that immigrants weaken local or national culture and values, or consume resources that belong 'by right' to the 'indigenous' population.

In this module, we will ask: What value multiculturalism? What, if anything, can hold a multi-religious, multi-racial, multicultural society together? How do acknowledgement and respect for cultural diversity make the tasks of global citizenship challenging?

Required Readings and Audio-lecture
- Prins, B. & Slijper, B. (2002) Multicultural Society Under Attack. Introduction. *Journal of International Migration and Integration* 3(3&4): 313-328.
- Inglis, C. (1995). Multiculturalism: New Policy Responses to Diversity. Management of Social Transformations (MOST) - UNESCO. Policy Paper No. 4. Available online at: http://www.unesco.org/most/pp4.htm
- Adrienne Clarkson, LaFontaine-Baldwin Symposium Lecture 2007: *The Society of Difference* (~45 mins).

Optional Video-lecture
- *Ethnic Fragmentation in Canada* (Cambridge Studios, 2003) (30 mins).

5. The Challenge of Being Informed: Media, Communications and Critical Thinking

"The mainstream media really represent elite interests, and what the propaganda model tries to do is stipulate a set of institutional variables, reflecting this elite power, that very powerfully influence the media."   *(*Edward Herman)

Odd as it may seem, most discussions about globalization and global citizenship ignore or simply gloss over the central roles played by media and information technology (IT). This module is designed to help correct this unfortunate oversight, in the context of this course. Now is a good time not only to give more attention to these important matters, but to rethink the way we should critically assess the role of media and IT in the production and reception of today's vastly expanded, global mix of messages.

This module explore questions relating to control of information, the media and mass communications, and will consider topics such as freedom of the press and critical assessment of media/news, propaganda and persuasion.

Students are challenged to ask questions about selective reporting, bias and emphasis, context and vested interest: What information has been selected for representation? What been emphasized as most important? What values or agendas shape the reporting? In what context is the representation being used? Who is communicating to whom, and with what apparent purpose or seeming effect?

Required Readings and Listening
- Wikipedia, Propaganda model, http://en.wikipedia.org/wiki/Propaganda_model (as of Aug. 19, 2010, 17:36 GMT).
- Wikipedia, Concentration of media ownership, http://en.wikipedia.org/wiki/Concentration_of_media_ownership (as of Aug. 18, 2010, 23:52 GMT).
- Krotoski, A. (2010). Virtual Revolution: The Great Levelling. BBC World Service. (Audio lecture, 20 minutes). Available online at: http://www.bbc.co.uk/worldservice/programmes/2010/03/100311_virtual_revolution_how_and_when.shtml
- Gardner, S. (2009). The 2009 Dalton Camp Lecture in Journalism. Broadcast by CBC Radio Best of Ideas, Thursday November 26th 2009. Available online at: http://castroller.com/podcasts/Ideas/1386039-The 2009 Dalton Camp Lecture in Journalism

6. The universal requirements for a Healthy Society

Our physical well-being is also interdependent. Disease and environmental damage know no boundaries, and one country's pollution or deforestation seriously affects the climate and hence the economic and physical well-being of others.

Bhikhu Parekh, 2003

The poorly defined term 'globalization' means many things to different people. Most would probably agree that at its base is the idea that advances in transport and communications have given us all a sense that we (as individual global citizens) are more connected than at earlier times in our history. For example, Sudan is only a few hours by 'plane from London or just a few seconds dialing on a satellite 'phone. This gives a more immediate feel of involvement when we

hear of war or starvation in that country. The response to the tsunami tragedy or worldwide support for the Live 8 concerts are perfect examples of the power of that sense that there is no longer a 'them' and an 'us'. We're all just living in a very large city. There is a huge desire for equitable health and opportunity for all.

This module argues that before trying to improve the living standards of others, it is well worthwhile studying the basic requirements for health, well-being and peace.

Required Readings and Audio-lecture

The required readings for this module comprise the following case studies and essays and their associated resources, all drafted by the module author, Dr. Michael Seear:

- *Case Study: The Irish Potato Famine*
- *Case Study: Rice Growers, Haiti*
- *Case Study: Dalits, India*
- *Sick people or sick societies? (*audio lecture), Part 1, CBC Radio*, Best of Ideas,* March 2008(~50 minutes)

Optional Video- and Audio-lectures

- Lewis, S. (2006). *World Issues - Local Impact.* (Video and audio files, ~35 mins.). Global Citizenship Speakers Series, February 6th 2006, The University of British Columbia.
- *Sick people or sick societies?* (audio lecture), Part 2, CBC Radio, *Best of Ideas*, March 2008 (~50 minutes)

7. Poverty

Our actions directly or indirectly affect others' interests, and as moral beings we cannot be indifferent to their consequences. The subsidies that the rich nations give to their farmers and domestic industries, the tariffs they impose imports from developing countries, the political protection and patronage they give to their multinationals, and the weak regime of regulations they impose on their international operations profoundly affect the well-being of millions in the rest of the world. Political and economic problems of the developing countries too have consequences outside their boundaries. Their civil wars affect the supply of vital raw materials, and hence the prosperity and well-being of the rest of the world including the rich West. The collapse of currency, fiscal mismanagement and an ill-advised monetary policy in one of them damages other economies.

Bhikhu Parekh, 2003

Parekh (2003) argues that any global ethic must be concerned with human well-being, which in parts calls for attention to universals: the satisfaction of basic human needs, basic capacities, freedom from terror, a stable social environment, basic liberties and a popularly accountable government. Although the causes of social instability, under-development, poor health and the lack of basic needs are complex, poverty is often a common denominator.

This module considers both the shared global responsibility for poverty, and the effects of poverty on human populations. It examines some of the strategies aimed at reducing poverty, and explores the possible roles of global citizens in reducing poverty as an element of social justice.

Required Readings

The required readings for this module comprise the following essays and their associated resources, all drafted by the module author, Dr. Michael Seear:

- Fast Facts: the Faces of Poverty, UN Millennium Project http://www.unmillenniumproject.org/resources/fastfacts_e.htm
- Millennium Development Goals http://www.un.org/millenniumgoals/global.shtml
- Engbersen, G. "Definitions of Distress: Who are you calling poor?", Le Monde Diplomatique, September 1999. http://mondediplo.com/1999/09/06poverty
- "What the poor say", World Bank (2000/2001), http://siteresources.worldbank.org/INTPOVERTY/Resources/poor.pdf
- "Foundational Module on Poverty", Integrating Poverty and Gender into Health Programmes: A Sourcebook for Health Professionals, World Health Organization Western Pacific Region, 2006.
- Seear, M. (2004). Framework for Assessing Poverty
- Shah, A. Structural Adjustment - A Major Cause of Poverty. http://www.globalissues.org/article/3/structural-adjustment-a-major-cause-of-poverty

8. Consumption and consumerism in the global context

What does it mean to be a consumer? What is consumerism? What is a consumer culture? What are the issues relating to consumerism that we need to understand when considering our actions as global citizens? This module examines social, economic, human, and environmental costs of consumerism, as well as various conceptions of consumerism, and encourages students to makes connections between those conceptions and an ethic of global citizenship.

Discussion questions and assignments invite students to reflect on personal, familial and cultural meanings of shopping and consumerism. Importantly, this module will consider the impact of consumer choices on world, national and local economies and populations, and challenge students to examine their own consumer choices.

Required Readings and Video
- Shah, A. (2005). *Behind Consumption and Consumerism*. Available at: http://www.globalissues.org/TradeRelated/Consumption.asp
- Hardin, G. (1968). The Tragedy of the Commons. *Science*,162:1243-1248. Available at: http://dieoff.org/page95.htm
- *The Story of Stuff* (Annie Leonard and Free Range Studios, 2005). Online at: http://www.storyofstuff.org/

Optional Video
- *Global Popular Culture* (Oregon Public Broadcasting, 2004)

9.   Human Impact on the Environment

...humanity is conducting an unintended, uncontrolled, globally pervasive experiment whose ultimate consequences are second only to global nuclear war.

World Conference on Atmospheric Change held in Toronto, Canada (1988)

Climate change is the most severe problem that we are facing today, more serious even than the threat of terrorism.

David King, UK government chief scientific adviser (2004)

This module focusses student attention on human impact on the natural environment, and, in particular, their individual contribution to this phenomenon.

Required Readings

- Oreskes, N. (2004). Beyond The Ivory Tower: The Scientific Consensus on Climate Change. *Science*, 306(5702):1686.
http://www.sciencemag.org/cgi/content/full/306/5702/1686
- Union of Concerned Scientists. (2010). Global Warming Frequently Asked Questions (FAQ). http://www.ucsusa.org/global_warming/science_and_impacts/science/global-warming-faq.html
- Fighting climate change: Human solidarity in a divided world, Human Development Report, United Nations Development Programme.
http://hdr.undp.org/en/reports/global/hdr2007-2008/
- Union of Concerned Scientists. (2007). Smoke, Mirrors & Hot Air: How ExxonMobil Uses Big Tobacco's Tactics to "Manufacture Uncertainty" on Climate Change.
http://www.ucsusa.org/global_warming/science_and_impacts/global_warming_contrarians/exxonmobil-report-smoke.html
- Worth, J. (2010). Taking on Tarmageddon, New Internationalist, Issue 431, April 2010.
http://www.newint.org/features/2010/04/01/keynote-tar-sands/

10. Sustainability as a conceptual framework

Each man is locked into a system that compels him to increase his herd without limit – in a world that is limited. Ruin is the destination toward which all men rush, each pursuing his own best interest in a society that believes in the freedom of the commons. Freedom in a commons brings ruin to all.

Hardin, 1968

We begin the last part of this course by considering sustainability. As a concept, sustainability goes far beyond principles of environmental preservation, and offers a wholistic framework for thinking about the interconnectedness of the various social, political and environmental themes and topics that we have examined thus far. To introduce such a broad topic, this module will provide a wide range of ideas and practices commonly associated with the principles of "sustainability". It briefly considers the origin of sustainable development (SD), its various definitions and "the North/South debate". This is followed by discussion of five themes: ecology, population and health, production, consumption, energy and economics.

Required Readings

- Robinson, J. (2004). Squaring the circle? Some thoughts on the idea of sustainable development. *Ecological Econo*mics, 48: 369-384.

- Basiago, A. D. (1995). Methods of defining 'sustainability', *Sustainable Development*, 3: 109-119.
- Fryer, M. (2007). Perspectives on Sustainability Planning.
- Ecotrust Canada website and video on the conservation economy: http://www.ecotrust.ca

Optional
- *Revisiting Carrying Capacity: Area-Based Indicators of Sustainability* by William E. Rees. Online at: http://dieoff.org/page110.htm
- Keiner, M. (2004). Re-emphasizing sustainable development – the concept of 'Evolutionability'. *Environment, Development and Sustainability*, 6: 379-392.

11 & 12. Options for Action: Politics, Participation and Civil Society

Our moral and political interests, too, are interwoven, for the collapse of civil authority in distant parts of the world leads to a flow of refugees who knock on our doors and whom we cannot drive away as we would stray dogs or intruders. Thanks to the global reach of the media, the starvation and suffering in poorer parts of the world impinge on our moral consciousness and address us directly.

Parekh, 2003

We have spent the past weeks studying some of the underlying principles of global citizenship and global issues. Where does this leave what Bhikhu Parekh (2003) calls 'globally oriented citizens' – citizens who are rooted in a place, yet see themselves as having rights and responsibilities on a global level? In these modules, we focus on action – what are we to do as global citizens? In many contexts, action can be most effectively taken through collaboration with like-minded others. In this module, we will explore the concept and role of 'civil society' at the local level, and, at the global level, transnational networks, which are one element of what has been termed 'global civil society'. Action is a fundamentally political term, and we will explore the ways that networks and civil society relate to participation in a new global political landscape.

Required Readings and Audio-lecture
- United Nations Millenium Development Goals: http://www.un.org/millenniumgoals/
- Sachs, J. (2007). Lecture 5: *Global Politics in a complex age*. BBC Radio, The Reith Lectures 2007: Bursting at the Seams.
- Schutt, R. (1984). Activist Skills and Experience Questionnaire. From http://www.vernalproject.org