



**COURSE MANUAL**

**Global Citizenship and International Understanding**

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**MA DLB 0446**

**Fall Semester 2026**  
**Course Credit: 4**

Cross-listed elective course is offered through JSIA by the Center for Comparative and Global Education (CCGE) at IIHEd. Students from all schools at JGU can enroll for the course provided they satisfy pre-requisite requirements. It is open to interested PhD and Masters students from all schools and also Global BCom students.

**Classroom:**  
**Class Hours: Monday 4:00 pm- 7:00 pm**  
**Office Hours: Monday 3:00 pm- 4:00pm, Tuesday 1:00 pm- 2:00 pm OR by appointment**

### Course objective

- Introduce the main conceptual definitions of globalization and citizenship
- Familiarize students with historic development of the concept of national citizenship
- Familiarize students with current discourse on global citizenship
- Familiarize students with key global policy documents, such as UN Declaration of Education for International Understanding and more recent UN Declaration on Global Citizenship Education and its connection with the Sustainable Development Goals
- Encourage students to think, reflect and debate on the concept of national and global citizenship
- Encourage students to think about issues related to identity and diversity within local, national and global contexts
- Develop student’s ability to form critically reflexive understanding about globalization, citizenship and global citizenship
- Build student’s theoretical and analytical knowledge-base to apply that knowledge for doing critical international relations, legal, business and public policy work in the future

Course Intended Learning Outcomes		Teaching and Learning Activities	Assessment Tasks/Activities
By the end of the course students should be able to:			
Understand the conceptual definitions of globalization, citizenship, and global citizenship	30% Weight	<ul style="list-style-type: none"> <li>• Pre reading</li> <li>• Lectures</li> <li>• Class participation</li> </ul>	<ul style="list-style-type: none"> <li>• “Reflection Paper” on a contemporary issue related to globalization and citizenship</li> </ul>
Critically analyze the main problems of globalization and citizenship and how it impacts people’s lives. By reading relevant literature in the field, develop ability to analyze problems associated with globalization and citizenship within a particular country context	30% weight	<ul style="list-style-type: none"> <li>• Pre reading</li> <li>• Lectures</li> <li>• In class group presentation and debate on assigned country issues related to globalization and citizenship</li> </ul>	<ul style="list-style-type: none"> <li>• Group Presentation on country/region case study</li> </ul>
Apply knowledge and skills learnt through the course to analyze a particular case from any country, which involves issues of globalization and citizenship, say for eg. The Bhopal Gas Tragedy in India or the Adani coal mine in Australia and answer questions on these case studies.	30% weight	<ul style="list-style-type: none"> <li>• Pre reading</li> <li>• Revision of key concepts</li> <li>• Reflection on application of concepts</li> </ul>	<ul style="list-style-type: none"> <li>• End of the term Final Exam</li> </ul>
Summarize and synthesize the discussion on course readings	10% weight	<ul style="list-style-type: none"> <li>• Pre reading &amp; reflection</li> </ul>	<ul style="list-style-type: none"> <li>• Class participation</li> </ul>

## Course Description

Post-independence citizenship education within the Indian context and many other postcolonial nations around the world, have been integrally connected to the Nation-building agenda, moving beyond narrow divides of ethnicity, caste, race, religion etc.

The primary objective of citizenship education was to teach students about civic rights and duties as a citizen of a nation-state. The civics and social science curriculum in schools and various school activities, such as flag-hoisting during Independence Day, have been focused on instilling a sense of pride among young minds of students about their motherland.

However, in this 21st Century when our world is faced with global challenges of climate change, rising global terrorism and global inequality; we need to think in terms of our rights and duties as global citizens, along with our rights and duties as citizens of specific nation-state, such as India.

Our indigenous philosophies have always taught us that, we are all interconnected and interdependent in this world. For example, the Sanskrit saying- Vasudhaiva Kutumbakam- means the world is one family. Most indigenous cultures within India and around the world, also believe in the interconnected and interdependent nature of life on Mother Earth. However, citizenship is a Westphalian concept, that signifies specific rights and duties within the man-made boundaries of nation-state.

What are the implications of opening-up the man-made boundaries within which citizenship rights and duties are exercised? What does it mean to think about citizenship rights and duties on a global scale, as citizens of the Planet Earth? Through this course, we will study how this worldwide discourse on global citizenship education emerged in recent years superseding the earlier discourse on national citizenship- both in the countries of the global North and the postcolonial Global South. We will discuss the role of global organizations, particularly the UN declarations to promote education for international understanding in the post-World War period and in more recent years to promote Global Citizenship education. We will read some of the seminal texts on citizenship, globalization and global citizenship education. We will also reflect on indigenous philosophies that align with the concept of global citizenship and deliberate on what it means to be a global citizen in the 21st Century.

## Requirements

- Coursework in public policy, international relations, development economics, and other related disciplines
- Excellent writing and analytical skills
- Exposure to development cooperation issues including through relevant field work, internships, participation in relevant events, exchange programs and academic research
- Ability to read in local Indian vernacular languages and another world language apart from English (desired)

**Essential Reading** It is essential for students to **read all relevant materials according to the reading schedule before coming to class**. In case of difficult chapters pre-read and come to the instructor after class or during office hour (by appointment) for any clarification.

## Assignments

- **Reflection Paper** on a contemporary issue related to globalization and citizenship is 30% of the total grade. Students must do exhaustive research on globalization and citizenship issues and connect it with course readings while writing the “Reflection Paper”. The paper must be 2 pages (approx. 700-1000 words), 1.5 line space, Times New Roman 12, submitted individually and reflect students’ own thinking.
- **In-class participation** is worth 10% of the total grade. Active participation in class and events organized by CCGE is included in this grade. It is imperative that students read the assigned material before each class and share their reflections during class.
- **Group presentation on the assigned country case study and what can we learn from that country?** - Groups of Students will be assigned a country/region at the beginning of the semester and asked to **present and lead a class discussion** on issues related to globalization and citizenship in that country. This is worth 30% of the total grade. Discuss at least one possible innovation that could be applied to a different context in another part of the world. This group project presentation will involve both faculty and peer-assessment.
- **Final Exam:** 1) Demonstrating your learning about the connection between global and local citizenship by analyzing a particular case study  
2) Demonstrating your learning about organizational processes of organizations and companies that operate globally by analyzing case study.  
Your response to the case study questions should critically reflect on the case by engaging with the literature on global citizenship education and sustainable development. The final exam is worth 30% of the total grade.

## Attendance

**University rules strictly require a minimum attendance of 75% in lectures.** Students whose attendance falls below this level without documenting/compelling extenuating circumstances will be barred from the final end-of-term paper.

## Use of unfair means and plagiarism warning

Students **should not** cheat in examinations nor plagiarize content, be it from scholarly sources (i.e. books and journal articles), other students or from the Internet and, AI tools like ChatGPT. **Either of the above will result in a grade zero on the relevant assignment.** The department and the university also have strict rules with consequences for students involved in the use of unfair means and plagiarism. This is an issue of academic integrity on which no compromise will be made.

Any idea, sentence or paragraph from a book, journal, article, internet or any other source must be credited with the original source and explicitly mentioned. For adhering to guidelines with respect to quoting, citing and referencing, follow the APA Method:

[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/apa\\_sample\\_paper.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/apa_sample_paper.html)

To pass this course, students must obtain a minimum of 40% of total course marks. The following conversion criteria will be used between numeric and letter grades for this course (subject to variation as and when circumstances may render necessary):

## Rubric for Assessment

PERCENTAGE OF MARKS	GRADE	GRADE VALUE	GRADE DESCRIPTION
80 and above	O	8	<b>Outstanding</b> – Exceptional knowledge of the subject matter, thorough understanding of issues; ability to synthesize ideas, rules and principles and extraordinary critical and analytical ability
75 – 79	A+	7.5	<b>Excellent</b> - Sound knowledge of the subject matter, thorough understanding of issues; ability to synthesize ideas, rules and principles and critical and analytical ability
70 – 74	A	7	<b>Very Good</b> - Sound knowledge of the subject matter, excellent organizational capacity, ability to synthesize ideas, rules and principles, critically analyze existing materials and originality in thinking and presentation
65 – 69	A-	6	<b>Good</b> - Good understanding of the subject matter, ability to identify issues and provide balanced solutions to problems and good critical and analytical skills
60 – 64	B+	5	<b>Fair</b> – Average understanding of the subject matter, limited ability to identify issues and provide solutions to problems and reasonable critical and analytical skills
55 – 59	B	4	<b>Acceptable</b> - Adequate knowledge of the subject matter to go to the next level of study and reasonable critical and analytical skills.
50 – 54	B-	3	<b>Marginal</b> - Limited knowledge of the subject matter and irrelevant use of materials and, poor critical and analytical skills
45 – 49	P1	2	<b>Pass 1</b> – Pass with basic understanding of the subject matter
40 – 44	P2	1	<b>Pass 2</b> – Pass with rudimentary understanding of the subject matter
Below 40	F	0	<b>Fail</b> - Poor comprehension of the subject matter; poor critical and analytical skills and marginal use of the relevant materials. Will require repeating the course
Absent	Ab	0	<b>Absent</b> - “Extenuating circumstances” preventing the student from taking the end- semester, or re-sit, examination as the case may be; the Vice Dean (Examinations) at their discretion assign the “Ab” grade. If an "Ab" grade is assigned, the student would appear for the end-semester, or re-sit examination, as the case may be, as and when the subsequent opportunity is provided by the University.

**Here is the detailed Course Schedule. The course readings & learning materials will be shared by the course Instructor through JGU UMS portal**

### **Course Schedule & Readings**

**Week 1: Introduction with students and faculty.** Review of course manual- course objectives, course description, learning outcome and assessment requirements.

Brief discussion on the **popular meaning and discourse on global citizenship.**

Deliberate on the connection between the concept of global citizenship and local community engagement within one's native community or within a non-native community.

Second UNESCO Forum on Global Citizenship Education (GCEd) 2015:

<https://www.youtube.com/watch?v=XVSgbU6WVSk>

Ted Talk on- What it means to be a citizen of the world?

[https://www.youtube.com/watch?v=ODLg\\_00f9BE](https://www.youtube.com/watch?v=ODLg_00f9BE)

**Week 2:** Discussion on the more theoretical and analytical objectives of this course- understanding of **different themes of how global citizenship education** is conceptualized: sometimes more **entrepreneurial**, sometimes more **humanitarian**, sometimes more **social justice oriented**.

#### Readings:

- 1) Global citizenship as a new ethics in the world system by Carlos Alberto Torres
- 2) Gandhi and Global Citizenship Education by Ratna Ghosh
- 3) Altruism, Non-relational Care, and Global Citizenship Education by Liz Jackson
- 4) Giroux, H. A., & Bosio, E. (2021). Critical Pedagogy and Global Citizenship Education. In Emiliano Bosio (Ed.), Conversations on Global Citizenship Education: Perspectives on Research, Teaching, and Learning in Higher Education (pp. 1-10). Routledge: New York.
- 5) Prahalad High-Tech: The Emergence and Evolution of Global Corporate Citizenship in the IT Industry by Anke Schwittay

#### Online materials:

UNESCO animation on Global Citizenship Education: <https://nottoscale.tv/video/unesco-global-citizenship-education/>

What makes a Global Citizen? [https://www.youtube.com/watch?v=\\_yio6kQr1YQ](https://www.youtube.com/watch?v=_yio6kQr1YQ)

How are we teaching citizenship? <https://www.youtube.com/watch?v=McnG1RNDM9s>

### **Week 3: Conceptions and Theories of Globalization**

Globalization refers to the increasing pace and scope of interconnections crisscrossing the globe. Anthropologist Arjun Appadurai has discussed this in terms of five specific “scapes” or flows: ethnoscaples, technoscapes, ideoscapes, financescapes, and mediascapes. Thinking of globalization in terms of the people, things, and ideas that flow across national boundaries is a productive framework for understanding the shifting social landscapes in which contemporary people are often embedded in their daily lives. We will read some key texts Globalization theorists, such as Arjun Appadurai, Cohen and Kennedy and Held & McGrew

#### Readings:

- 1) Globalization by David Held, Anthony McGrew, David Goldblatt and Jonathan Perraton  
Source: Global Governance, Vol. 5, No. 4 (Oct.–Dec. 1999), pp. 483-496
- 2) Held, D., A. McGrew, D. Goldblatt, and J. Perraton. (1999). Global Transformations: Politics, Economics and Culture. Polity and Stanford University Press.
- 3) Disjuncture and Difference in the Global Cultural Economy by Arjun Appadurai , Theory Culture Society 1990.

4) The Making of Global Sociology (Robin Cohen & Paul Kennedy), new revised edition 2013, Palgrave Macmillan

Video material:

Understanding Global Citizenship and GCED: [Understanding Global Citizenship and GCED](#)

What makes a Global Citizen: [What makes a Global Citizen?](#)

#### **Week 4: CONCEPTIONS & THEORIES OF CITIZENSHIP**

We will deliberate on the two broad challenges that have led theorists to re-examine the concept of citizenship: first, the need to acknowledge the internal diversity of contemporary liberal democracies; second, the pressures wrought by globalization on the territorial, sovereign state.

Readings:

Classical Conceptions of Citizenship- liberal, communitarian and republican traditions

Lister, M. (2008-05-12). Theories of Citizenship. In (Ed.), Citizenship in Contemporary Europe: Edinburgh University Press. Retrieved 7 Feb. 2019,

from <http://edinburgh.universitypressscholarship.com/view/10.3366/edinburgh/9780748633418.001.0001/upso>

[-9780748633418-chapter-2](#)

Conceptions of Citizenship: justice and equal membership

Mason, A. (2012-05-24). Conceptions of Citizenship. In (Ed.), Living Together as Equals: The Demands of Citizenship: Oxford University Press., Retrieved 7 Feb. 2019,

from <http://www.oxfordscholarship.com/view/10.1093/acprof:oso/9780199606245.001.0001/acprof-9780199606245-chapter-2>

Online materials:

Citizenship: [Citizenship: A Very Short Introduction | Richard BellamyURL](#)

Citizenship and Belongingness in the Digital Age of Intersecting Global Space and Local Place: [Citizenship & Belonging in the Digital age of intersecting global space & local placeURL](#)

#### **Week 5: World Peace and UN Declaration of Education for International Understanding**

In this session we will discuss the recommendation concerning Education for International Understanding (EIU), Co-operation and Peace, and Education relating to Human Rights and Fundamental Freedoms following the General Conference of the United Nations Educational, Scientific and Cultural Organization (UNESCO), meeting in Paris from 17 October to 23 November 1974, at its eighteenth session.

Readings:

Education for International Understanding and its Contribution to Higher Education by Colin Power.

EIU - A New Perspective on the UN by Helen Dwight Reid.

International Understanding in UNESCO Schools Project by UNESCO 1965.

SangSaeng-Education for International Understanding, Autumn 2001.

The UN Peace Education by James S. Page.

Online materials:

A City that Nurtured a Young Mahatma, [A city that nurtured a young MahatmaURL](#)

The Like-mindedness of Dewey and Ambedkar: [The like-mindedness of Dewey and AmbedkarURL](#)

UNESCO-Asia-Pacific Centre of Education for International Understanding: [UNESCO- Asia-Pacific Centre of Education for International UnderstandingURL](#)

GCED Online Campus: [GCED Online Campus](#)

## **Week 6: Re-thinking the educational goals**

In the 21st century age of anthropocene, when the entire world is facing sustainability challenges, we need to re-think educational goals. The 20th century framework of education for international understanding is not enough to address the multiple global challenges in the 21st Century. Hence, in this module we will deliberate on the need to re-think the educational goals to meet the needs of the contemporary times.

- ❖ **Students will submit their brief reflection papers this week based on our class discussions so far.** A Reflective Blog Post on a contemporary issue related to globalization and citizenship is 30% of the total grade. Students must connect their reflection on Global Citizenship with course [readings](#) while writing the Blog Post for [JGU Global Citizens Blog](#)

## **Week 7: The Sustainable Development Goals (SDGs)**

We will discuss the 17 Sustainable Development Goals in the context of the Anthropocene. We will deliberate on the role of global citizens as key actors needed to achieve these lofty goals.

Reading: Jeffrey Sachs' book on "The Age of Sustainable Development"

<https://cup.columbia.edu/book/the-age-of-sustainable-development/9780231173155/>

<https://www.earth.columbia.edu/sitefiles/file/Sachs%20Writing/2014/%e2%80%9cThe%20Age%20of%20Sustainable%20Development%20by%20Jeffrey%20D%20Sachs%20-%20Project%20Syndicate%e2%80%9d.pdf>

<https://www.lse.ac.uk/Events/Events-Assets/PDF/2015/20150204-Jeff-Sachs-PPT.pdf>

## **Week 8: Global Citizenship Education (GCED) SDGs & UN Declaration of Global Citizenship Education**

We will discuss how the Age of Sustainable Development necessitated a new framework for education, i.e. Global Citizenship Education to teach citizens of the world about the key role they can play in achieving the UN SDGs.

Readings:

The 17 Sustainable Goals: [The 17 Sustainable Development GoalsURL](#)

Global Citizenship as a Key Enabler SDGs: [Global Citizenship Education as a Key Enabler of SDGsURL](#)

Global Citizenship Education Goals and Challenges in the New Millennium.

Training Tools for Curriculum Development: A Resource Pack for Global Citizenship Education (GCED).

Rethinking Global Citizenship Education by Akkari and Maleg.

A Review of the Difference between ESD and GCED by Bong Gun Chung and Inyoung Park.

Progress on ESD and GCED, Education 2030, by UNESCO Education Sector.

The Role of Global Citizenship Education in World by M. F. Farahani.

Education for Global Citizenship by Sobhi Tawil.

## **Week 9: Critical Media Literacy and Digital Citizenship**

Students will read an article written by me and will reflect on how new media and consumerist desires are ushering in a cultural shift among the youth and its consequences on education policy and practice, especially the role of critical media literacy to promote responsible digital (global) citizenship.

Reading: Mukherjee, M. and Agrawal, S. (2024). [Critical Media Literacy for Global Citizenship Education in Contemporary India](#). In Tony Kashani [Ed.]. *Meditations on Resistance: An Inquiry into AI, Critical Media Literacy, and Social Justice*. New York, Berlin, Bruxelles, Chennai, Lausanne, Oxford: Peter Lang.

### **Week 10 & 11: Global Citizen's Group Project Presentation.**

The submission must reflect your own thinking about the way the case study demonstrates how a global citizen/group of global citizens can work to achieve one or more of the sustainable development goals as social entrepreneurs.

The entire PRESENTATION, including- case study description, analysis of the SDGs that the case study exemplifies and the role of global citizens to achieve these goals- should not be more than 15-20 mins, leaving 10-15 mins for Q & A.

### **Week 12: Global Citizenship Education- Taking it Local.**

This week we will deliberate on the local meanings of global citizenship in different parts of the world by referring to important UNESCO publications and research papers.

#### **Readings:**

Issues-centred global citizenship education in Asia: Curricular challenges and possibilities in nation-centric and neoliberal times by Baildon and Martin.  
GCED – Taking it Local by UNESCO Education Sector.

### **Week 13 & 14: Redefining Global Citizenship Competencies from Asia-Pacific Perspectives**

We will be reading selected chapters from this recent UNESCO-APCEIU publication where I contributed a chapter.

Mukherjee, M. (2024). "Home and the World": Rethinking Global Citizenship Education From Rabindranath Tagore's Perspective. In Hyun Mook Lim, Sunmi Ji, and Yoon-Young Lee (Eds.). Rethinking Global Citizenship Education from Asia-Pacific Perspectives. Seoul, Republic of Korea: UNESCO-APCEIU.

The book aims to rethink and reinterpret global citizenship and GCED in light of the cultural and historical contexts and political and economic conditions of the Asia-Pacific region. The edited volume offers an in-depth exploration of global citizenship and GCED through the contributions of nine scholars who examine the subject from a range of cultural, historical, and theoretical perspectives. Each chapter brings to light the complexities involved in fostering global citizenship in an era defined by both growing interconnectedness and intensifying political, social, and economic divides. You can download the PDF of book from this link:

<https://www.unescoapceiu.org/post/5227>

### **Week 15: Revision Week**

### **Week 16: Final Exam**