



Midwest Institute for International-Intercultural Education

Interactive Virtual Workshop
Citizenship in the 21st Century

Saturday, February 27, 2021 (10am-3:50pm, **EASTERN
TIME**)

Co-Sponsoring University

University of Michigan, Center for Southeast Asian Studies

Zoom Link:

**[https://zoom.us/j/95346862545?pwd=Yzd0Y3pYSEZvTnUzUDhNNIVS
S2piQT09](https://zoom.us/j/95346862545?pwd=Yzd0Y3pYSEZvTnUzUDhNNIVS
S2piQT09)**

Meeting ID: 953 4686 2545

Passcode: 085019



10:00-11:10 **Interactive presentation: Citizenship in the 21st Century (Part 1)**
Badri Rao, Kettering University

11:10-11:20 Break

11:20-12:30 **Interactive presentation: Citizenship in the 21st Century (Part 2)**
Badri Rao, Kettering University

**What knowledge and skills are worthwhile for students to learn?
What ideas and issues would you like to infuse in your teaching?**

12:30-1:30 Lunch break

1:30-3:00 **Break-out Groups on Articles (Choose one group - To be assigned)**
Group Facilitators: Fran Kubicek, Jun Lu, Anna Maheshwari, Shaun Marsh, Rihab Sawah, Ivette Trentini

Group A-J

Articles:

1. "Global Citizenship-The Need for Ethical Distinctions" by Gautam Sen.
2. "Producing Global Citizens? How New Zealand Universities Implement the Concept of Global Citizenship," by Rebecca Grimwood.

Questions:

Based on the "Global Citizenship-The Need for Ethical Distinctions" article:

- Should "Global Citizenship" be an inherent component of courses we teach? If yes, how do we make that happen?
- Do we, as educators, have the obligation to promote ethical global engagement? How to go about it without falling into the pitfalls of ethnocentric groupthink?

Based on the "Producing Global Citizens?" article:

- The article talks about the three main tenets of global citizenship as awareness, responsibility, and participation? Do you think we need to add to it? Also, how do we as faculty create awareness amongst our students when a most of our students have not stepped out of their state. How do we get them to "see" the world that exists out there?
- Do you see in your own teaching materials, curriculum design, and/or some of your department and college's programs manifestations of any of the conceptions of global citizenship as discussed in Grimwood's article (radical, transformationalist, neoliberal)?
- Do Grimwood and Sen's articles help us adopt a critical perspective to better assess and engage occurrences in our teaching of various forms of global citizenship advocacy? Why the neoliberal conception is problematic?

Group F-S

Articles:

1. "Global Citizenship-The Need for Ethical Distinctions" by Gautam Sen.
2. "Producing Global Citizens? How New Zealand Universities Implement the Concept of Global Citizenship," by Rebecca Grimwood.



Questions:

Based on the "Global Citizenship-The Need for Ethical Distinctions" article:

- The author separates global citizenship into 2 separate strains of Hegemonic and Solidaristic, which often take different labels in other scholarly literature on globalization and global citizenship. Many people can name off the top of their heads many organizations and corporations that fit this "hegemonic" strain. What are some organizations and corporations that fit the solidaristic strain, and how do they meet the criteria listed in that category? Is it possible for corporations to wholly fit into that category and remain sustainable?
- How can we as educators, and global educators, prepare learners to be more solidaristic in their intentions?
- Does internationalization of our curriculum actually promote solidaristic outcomes?

Based on the "Producing Global Citizens?" article:

- The article describes different types of global citizenship, some which are more reflexive, responsible, and more participatory, and others that are neoliberal and more focused on having fun in a new place. How is it possible to ensure students, who are typically young and independent for the first time, develop a more responsible and ethical form of global citizenship?
- Which of the New Zealand universities in the article best meet your criteria for successful globalization or intentions for developing global citizenship.
- What are the merits of programs you have worked in or the program you work in now, or the demerits, in terms of accomplishing what you see as an ideal program for global citizenship?

Group I-R

Articles:

1. "Global Citizenship-The Need for Ethical Distinctions" by Gautam Sen.

Questions:

- The table can be shared on the screen and we can spark dialog about the pros and cons of this format.
- In this article, the "Solidaristic" column is ethically preferable to those in the "Hegemonic" for global citizenship. What are the benefits to presenting this to a classroom? Downfalls?
- Is there a way to present these approaches while eliminating the bias of personal preference?
- We can consider assignments, syllabus statements, and career choices.

3:00-3:10 Break

3:10-3:50 **Group Reporting and Debriefing on Improving Teaching**