DISCIPLINE DESCRIPTION

1. Information about the program

1.1 Higher education institution	Babeș–Bolyai University, Cluj–Napoca
1.2 Faculty	Faculty of Political, Administrative and Communication Sciences
1.3 Department	Political Science
1.4 Field of study	Political Science
1.5 Level of study	MA
1.6 Study program / Qualification	International Development

2. Information about the discipline

2.1 Discipline title	**Active citizenship in the global context** [UME 1104]					
2.2 Course lecturer			Daniela ANGI			
2.3 Seminar assistant			Daniela ANGI			
2.4 Year of study	1	2.5 Semester	1	2.6. Evaluation type	E	2.7 Discipline type	Compulsory

3. Total estimated time (hours of didactic activities per semester)

3.1 Number of hours per week	3	of which: 3.2 course	2	3.3 seminar/laboratory	1
3.4 Total hours in the study plan	42	of which: 3.5 course	28	3.6 seminar/laboratory	14
Time distribution: face to face 3 hours; individual study 8 hours					Hrs
Studying the manual, course reader, bibliography and notes:					5
Supplementary documentation in the library, on electronic platforms and in the field:					1
Preparing seminars/laboratories, homework, syntheses, portfolios and essays:					2
Tutorials					11
Examinations					7
Other activities:					

3.7 Total hours of individual study	112
3.8 Total hours per semester	154
3.9 Number of credits	6

4. Prerequisites (where applicable)

4.1based on the curriculum	● Not required
4.2 based on competences	● Not required

5. Conditions (where applicable)

5.1 for the course	Academic dishonesty - plagiarism, cheating, fabrication or multiple submission - will not be tolerated. Penalty will be in accordance with the department's rules. For details, see: http://fspac.ubbcluj.ro/resurse/formulare-regulamente/reguli-etice-si-deontologice/
5.2for the seminar/laboratory	According to article 29(2) from the Babes-Bolyai University Student's status, seminar attendance is mandatory in a proportion of at least 75%. Not complying with this regulation leads to not being accepted to take the final exam, in either the regular session of exams and in retakes. In such cases, the subject will have to be retaken in the next academic year. The grade for the seminar cannot be modified during regular exams or retakes. If the criteria for seminar participation are not met, the student will have to re-enroll in the same subject in the next academic year.

6. Accumulated specific competencies

Professional competencies	The implementation of concepts and theories from the field of migration, globalization and citizenship in understanding and analyzing transnational political processes. Analysis of a concrete situation through applying some principles, theories and fundamental methods in political science and sociology of migration. Conceiving, individual or in a team, a project on the restructuring and extension of migrants' political rights and forms of transnational political participation. Using adequately the main concepts from political science and sociology of migration. Using the conceptual framework of globalization, migration and political participation studies in assessing the relevance and impact of socio-political theories. Using the fundamental concepts from political science and sociology of migration in describing and explaining the genesis and evolvement of transnational political formations. Adequate use of fundamental concepts in the interpretation of concrete socio-political situations and transformations of global politics and analysis of global challenges and environmental and economic issues
Transversal competencies	Managing information to solve complex tasks in specific context (reception, transmission, processing, storing information in documents profile, data analysis, team work).

7. Discipline objectives (from the accumulated competencies grid)

7.1 General objective	This is a course of active citizenship conceived to cover a diverse range of topics and readings, tackling a series of conceptual, normative and empirical issues related to globalization, transnational political participation, migration, participatory democracy, environmental and global challenges, ranging from classical arguments to contemporary scholarship.
7.2 Specific objectives	The course will contribute to improving analytical skills, enhancing the sensitivity for and the capacity to make normative arguments, the ability to identify, reconstruct, formulate and criticize theoretical positions.

8. Contents

8.1 Course	Teaching methods	Observations
1. Introductory discussion: Why we all need to begin thinking like global citizens	Exposure of a set of concepts and theories. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus
2. Theories of citizenship between legality and performativity	Exposure of a set of concepts and theories. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus
3. Contentious politics, citizenship and spaces of participation	Exposure of a set of concepts and theories. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus
4. Urban transformations, exclusion and participation in Central and Eastern Europe	Exposure of a set of concepts and theories. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus
5. Active citizenship in the city: participatory budgeting	Exposure of a set of concepts and theories. Interactive discussion of examples.	Students are required to read and discuss the proposals of their peers
6. Citizenship and gender	Exposure of a set of concepts and theories. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus

7. The emergence of the networked society and new modes of political participation	Exposure of a set of concepts and theories. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus
8. Online political participation and political polarization	Exposure of a set of concepts and theories. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus
9. Populism, polarization and authoritarian backsliding	Exposure of a set of concepts and theories. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus
10. Active citizenship, migration and transnational political participation	Exposure of a set of concepts and theories. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus
11. Postnational and cosmopolitan citizenship	Exposure of a set of concepts and theories. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus
12. Active citizenship and education	Exposure of a set of concepts and theories. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus
13. Citizenship, identity and activism in troubled times – a discussion of Ukraine	Exposure of a set of concepts and theories. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus
14. Wrap up discussion	Exposure of a set of concepts and theories. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus

Mandatory bibliography

Engin F. Isin and Peter Nyers (eds.) *Routledge Handbook of Global Citizenship Studies*. Routledge.
Rainer Bauböck and Thomas Faist (eds.) *Diaspora and Transnationalism. Concepts, Theories and Methods*. IMISCOE Research, Amsterdam University Press.
Stephen Castles and Alastair Davidson (eds.) *Citizenship and Migration: Globalization and the Politics of Belonging*. Houndmills, Basingstoke: Macmillan Press.

Supplementary bibliography:
Pippa Norris and Ronald Inglehart *Cultural Backlash: Trump, Brexit and Authoritarian Populism*. Cambridge: Cambridge University Press.

8.2 Seminar / laboratory	Teaching methods	Observations
1. Introductory discussion: Why we all need to begin thinking like global citizens	Detailing and illustrating the concepts and theories discussed on the course. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus
2. Theories of citizenship between legality and performativity	Detailing and illustrating the concepts and theories discussed on the course. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus
3. Contentious politics, citizenship and spaces of participation	Detailing and illustrating the concepts and theories discussed on the course. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus
4. Urban transformations, exclusion and participation in Central and Eastern Europe	Detailing and illustrating the concepts and theories discussed on the course. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus
5. Active citizenship in the city: participatory budgeting	Detailing and illustrating the concepts and theories discussed on the course. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus

6. Citizenship and gender	Detailing and illustrating the concepts and theories discussed on the course. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus
7. The emergence of the networked society and new modes of political participation	Detailing and illustrating the concepts and theories discussed on the course. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus
8. Online political participation and political polarization	Detailing and illustrating the concepts and theories discussed on the course. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus
9. Populism, polarization and authoritarian backsliding	Detailing and illustrating the concepts and theories discussed on the course. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus
10. Active citizenship, migration and transnational political participation	Detailing and illustrating the concepts and theories discussed on the course. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus
11. Postnational and cosmopolitan citizenship	Detailing and illustrating the concepts and theories discussed on the course. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus
12. Active citizenship and education	Detailing and illustrating the concepts and theories discussed on the course. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus
15. Citizenship, identity and activism in troubled times – a discussion of Ukraine	Detailing and illustrating the concepts and theories discussed on the course. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus
16. Wrap up discussion	Interactive discussion of examples. Evaluation aspects.	Students are required to read the literature indicated in the syllabus

Weekly Readings

1. Introductory discussion: Why we all need to begin thinking like global citizens
- Waldron, Jeremy (2016) Why we all need to begin thinking like Global Citizens. World Economic Forum. https://www.weforum.org/agenda/2016/04/why-we-all-need-to-begin-thinking-like-global-citizens.
- Rodrik, Dani (2013) National Governments, Global Citizens. Project Syndicate. https://www.project-syndicate.org/commentary/how-to-globalize-a-national-authority-by-dani-rodrik.

2. Theories of citizenship between legality and performativity
- Isin, F. Engin and Peter Nyers (2014) Globalizing citizenship studies. In Engin F. Isin and Peter Nyers (eds.) *Routledge Handbook of Global Citizenship Studies*. Routledge. (Chapter 1), pp. 1-11.
- Harrington, Jack (2014) Navigating global citizenship studies. In Engin F. Isin and Peter Nyers (eds.) *Routledge Handbook of Global Citizenship Studies*. Routledge. (Chapter 2), pp. 12-20.

3. Contentious politics, citizenship and spaces of participation
- Moseley, M. W. (2015). Contentious Engagement: Understanding Protest Participation in Latin American Democracies. *Journal of Politics in Latin America*, *7*(3), 3–48. https://doi.org/10.1177/1866802X1500700301
- McCann, Eugene (2002) Space, citizenship, and the right to the city: A brief overview. GeoJournal, Vol. 58, No. 2/3, Social Transformation, Citizenship, and the Right to the City, pp. 77-79. http://www.jstor.org/stable/41147753.
- Kaya, Ayhan (2017) Right to public space: social movements and active citizenship in Turkey. Research and Policy on Turkey 2 (1). DOI: 10.1080/23760818.2016.1272273.
- Chrona, Stavroula and Cristiano Bee (2017) Right to public space and right to democracy: The role of social media in Gezi Park, Research and Policy on Turkey, 2 (1), 49-61, DOI: 10.1080/23760818.2016.1272267.

4. Urban transformations, exclusion and participation in Central and Eastern Europe

- Teodorescu, Dominic (2020) Racialised post-socialist governance in Romania's urban margins, City, DOI: 10.1080/13604813.2020.1717208.
- Mireanu, Manuel (2019) Security at the Nexus of Space and Class: Roma and Gentrification in Cluj, Romania. In Huub van Baar, Ana Ivasiuc, Regina Kreide (eds.) The Securitization of Roma in Europe. Palgrave Macmillan. (Chapter 6), pp. 115-136.
- Keller, Judit and Tünde Virág (2022) A drop in the sea or catalyst for change: diverse effects of the place-based approach in Europe, European Planning Studies, 30:5, 860-878, DOI: 10.1080/09654313.2021.1928047.
- Turşie, Corina (2017) Culture-led Urban Regeneration of Industrial Derelict Places. Case Study: Paltim Hats Factory of Timişoara, A Cultural Social Entreprise. RAIS Journal for Social Sciences 1 (1). DOI:10.5281/zenodo.1169286.

5. Active citizenship in the city: participatory budgeting

- Sintomer, Y., Herzberg, C., Röcke, A., & Allegretti, G. (2012). Transnational models of citizen participation: The case of participatory budgeting. *Journal of Deliberative Democracy*, *8*(2).
- Wampler, B. (2012). Participatory budgeting: Core principles and key impacts. *Journal of Public Deliberation*.
- Ganuza, E., & Francés, F. (2012). The deliberative turn in participation: the problem of inclusion and deliberative opportunities in participatory budgeting. *European Political Science Review*, *4*(2), 283-302.
- Sintomer, Y., Herzberg, C., & Röcke, A. (2008). Participatory budgeting in Europe: Potentials and challenges. *International journal of urban and regional research*, *32*(1), 164-178.

6. Citizenship and gender

- Walby, S. (1994). Is Citizenship Gendered? *Sociology*, *28*(2), 379–395. https://doi.org/10.1177/0038038594028002002
- Predelli, L. N., Halsaa, B., & Thun, C. (2012). 'Citizenship is not a word I use': how women's movement activists understand citizenship. In *Remaking Citizenship in Multicultural Europe: Women's Movements, Gender and Diversity* (pp. 188-212). London: Palgrave Macmillan UK.
- McEwan, C. (2005). New spaces of citizenship? Rethinking gendered participation and empowerment in South Africa. *Political Geography*, *24*(8), 969-991.

7. The emergence of the networked society and new modes of political participation

- Boehmelt, Tobias, Koubi, Valli and Thomas Bernauer (2013) Civil society participation in global governance: Insights from climate politics. European Journal of Political Research 53, 18-36.
- Axford, Barrie (2004) Global civil society or "networked globality": beyond the territorialist and societalist paradigm. Globalizations, 1(2), 249–264. doi:10.1080/1474773042000308596.
- Vissers, Sara and Dietlind Stolle (2014) The Internet and new modes of political participation: online versus offline participation, Information, Communication & Society, 17 (8), 937-955, DOI: 10.1080/1369118X.2013.867356.
- Ylä-Anttila, T., & Swarnakar, P. (2017). Crowding-in: how Indian civil society organizations began mobilizing around climate change. The British Journal of Sociology, 68(2), 273–292. doi:10.1111/1468-4446.12251

8. Online political participation and political polarization

- Heger, Katharina and Christian P. Hoffmann (2019) Feminism! What Is It Good For? The Role of Feminism and Political Self-Efficacy in Women's Online Political Participation. Social Science Computer Review 20 (10). DOI:10.1177/0894439319865909.
- Castells, Manuel (2008). The New Public Sphere: Global Civil Society, Communication Networks, and Global Governance. The ANNALS of the American Academy of Political and Social Science, 616(1), 78–93. doi:10.1177/0002716207311877.
- Bashri, Maha (2020). Networked movements and the circle of trust: civil society groups as agents of change in Sudan. Information, Communication & Society, 24(3), 470–489. doi:10.1080/1369118x.2020.1859579.
- Arshad, Saman and Sobia Khurram (2020) Can government's presence on social media stimulate citizens' online political participation? Gov Information Quarterly 37 (2020). https://doi.org/10.1016/j.giq.2020.101486.

9. Populism, polarization and authoritarian backsliding

- Dresden, Jennifer R and Marc Morjé Howard (2015). Authoritarian backsliding and the concentration of political power. *Democratization*, 23 (7), 1122–1143. doi:10.1080/13510347.2015.1045884.
- Nalepa, Monika (2021) Transitional justice and authoritarian backsliding. Constitutional Political Economy (2021) 32, 278–300. https://doi.org/10.1007/s10602-020-09315-5.
- Feldman, Andreas E. (2019). Colombia's Polarizing Peace Efforts. In Thomas Carothers and Andrew O'Donohue (eds.) *Democracies Divided. The Global Challenge of Political Polarization*. Washington D.C.: Brookings Institution.
- Khadiagala, Gilbert M. (2019) Persistent Ethnic Polarization in Kenya. In Thomas Carothers and Andrew O'Donohue (eds.) *Democracies Divided. The Global Challenge of Political Polarization*. Washington D.C.: Brookings Institution.

10. Active citizenship, migration and transnational political participation

- Gerbaudo, Paolo (2018) Social media and populism: an elective affinity? Media, Culture and Society 40 (5), pp. 745-753, doi:10.1177/0163443718772192.
- Nedelcu, Mihaela (2012) 'Netizenship' and Migrants' Online Mobilization: Transnational Participation and Collective Action in the Digital Era, pp. 34-52. In Isabelle Rigoni and Eugénie Saitta (eds.) Mediating Cultural Diversity in a Globalized Public Space. Houndmills, Basingstoke: Palgrave Macmillan.
- Itzigsohn, José and Daniela Villacres (2008) Migrant political transnationalism and the practice of democracy: Dominican external voting rights and Salvadoran home town associations, Ethnic and Racial Studies 31 (4), pp. 664-686.
- De Martini, Nicola and Eileen Ugolotti (2016) 'If I climb a wall of ten meters': capoeira, parkour and the politics of public space among (post)migrant youth in Turin, Italy. Patterns of Prejudice, 50 (2), 188-206, DOI: 10.1080/0031322X.2016.1164435.

11. Postnational and cosmopolitan citizenship

- Soysal, Yasemin N. (2003) Changing citizenship in Europe: Remarks on postnational membership and the national state. In David Cesarani and Mary Fulbrook (eds.) Citizenship, Nationality and Migration in Europe. London, New York: Routledge (first published 1996), pp. 17-29.
- Urry, John (1999) Globalization and Citizenship, Journal of World Systems Research 2, pp.311-324.
- Castles, Stephen and Alastair Davidson (2000) „The End of National Belonging", pp. 156-183. In Stephen Castles and Alastair Davidson (eds.) Citizenship and Migration: Globalization and the Politics of Belonging. Houndmills, Basingstoke: Macmillan Press.

12. Active citizenship and education

- UNESCO (2014), Global Citizenship Education: Preparing Learners for the Challenges of the 21st Century, UNESCO, Paris, https://unesdoc.unesco.org/ark:/48223/pf0000227729?posInSet=1&queryId=50e44b1f-6384- 4b61-a20a-f07f8cd63538.
- Osler, Audrey and Hugh Starkey (2018) Extending the theory and practice of education for cosmopolitan citizenship. Educational Review, 70(1), 31–40. doi:10.1080/00131911.2018.1388616.
- Schild, Rebecca (2015). Environmental citizenship: What can political theory contribute to environmental education practice? The Journal of Environmental Education, 47(1), 19–34. doi:10.1080/00958964.2015.1092417.

13. Citizenship, identity and activism in troubled times – a discussion of Ukraine

- Kuzio, T. (2010). Nationalism, identity and civil society in Ukraine: Understanding the Orange Revolution. *Communist and Post-Communist Studies*, *43*(3), 285-296.
- Averianova, Nina and Tetiana Voropaieva (2020) Transformation of the Collective Identity of Ukrainian Citizens After the Revolution of Dignity (2014-2019). Kyiv-Mohyla Humanities Journal, 45-71. DOI: https://doi.org/10.18523/kmhj219654.2020-7.45-71.
- Lapshyna, I. (2019). Do Diasporas Matter? The Growing Role of the Ukrainian Diaspora in the UK and Poland in the Development of the Homeland in Times of War. *Central and Eastern European Migration Review*, 51-73.

14. Wrap-up discussion.

- Gaventa, J., & Barrett, G. (2012). Mapping the outcomes of citizen engagement. *World development*, *40*(12), 2399-2410.

9. The corroboration of discipline contents with the expectations of epistemic community representatives, professional associations and representative employers in the study program's corresponding field

The course aims to develop students' critical thinking and their general understanding of social issues and problems.

10. Evaluation

Type of activity	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Weight in final mark
10.4 Course	Evaluation of expert knowledge taught in class.	Final paper (topic and requirements discussed in advance)	50%
10.5 Seminar/laboratory	Work in the seminars	2 in-class presentations based on seminar readings	30%
	Seminar written task	One brief written assignment based on seminar discussions (topic and requirements discussed in advance)	10%
	Attendance and active participation	Attendance and active partaking in seminar discussions.	10%

10.6 Minimum performance standard
Any academic paper is based on information the sources of which must be properly cited. In writing any academic paper, it is mandatory to consistently use one of the existing bibliographic styles (APA, MLA, Chicago, etc.). The Department of Political Science recommends using the APSA (American Political Science Association) style. If another bibliographic style is preferred, it should be used consistently. The evaluation of the works will also take into account the correctness of the use of the chosen bibliographic style.
If the work done by the student does not meet the seminars requirements to promote this discipline it is mandatory to repeat it in the next academic year.

Date   Course lecturer signature   Seminar assistant signature

29.09.2023   ....

Date of approval in the Department   Head of department's signature

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