

GE1209: IDENTITY AND CITIZENSHIP IN A GLOBALIZED WORLD

Effective Term

Semester A 2025/26

Part I Course Overview

Course Title

Identity and Citizenship in a Globalized World

Subject Code

GE - Gateway Education

Course Number

1209

Academic Unit

Public and International Affairs (PIA)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

B1, B2, B3, B4 - Bachelor's Degree

GE Area (Primary)

Area 2 - Study of Societies, Social and Business Organisations

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

GE2201 Identity and Citizenship in a Globalized World

Exclusive Courses

Nil

Part II Course Details

Abstract

In this course, students explore the meaning of citizenship at various levels, from local, to national, to global, but including other kinds of ‘memberships’ which may also influence identity. Students also explore the interactions between engagement with various groups and communities, and ‘identity’. The theme of ‘globalization’ helps students to understand how international interactions in trade, travel, science, business, and culture influence conceptions of citizenship, and of identity. Learning activities include discussion and dialogue between students and with the instructor(s), exploration through interviews and site visits off-campus, films and discussion of film themes, an academic term paper, and a self-reflection on identity and citizenship.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	To distinguish between modern and pre-modern conceptions of citizenship, as well as identify the major “citizenship regimes” practiced around the world.	20	x	x	x
2	To understand the historical development of modern conceptions of citizenship and to discuss the factors that affect access to citizenship of different groups, such as women, immigrants and migrant workers.	20	x	x	x
3	To identify alternative conceptual/theoretical approaches to “identity” and “identity politics,” and discuss the reasons for the growing importance of “identity politics” in today’s world.	20	x	x	x
4	To reflect on the role that identity plays in inter-group conflicts and in the legitimation of social hierarchies and political regimes around the world.	20	x	x	x
5	To address controversies over the boundaries of citizenship and the contents of national identity in an increasingly globalized world.	20	x	x	x

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to real-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

Learning and Teaching Activities (LTAs)

LTAs		Brief Description	CILO No.	Hours/week (if applicable)
1	Lectures	The instructor will present concepts, theories, and case studies on citizenship and identity	1, 2, 3, 4, 5	
2	Class discussions	Students will analyse contents of lectures and readings on issues of citizenship and identity.	1, 2, 3, 4, 5	
3	Think pieces	Students will be required to show critical thinking on topics covered in class and in the readings	1, 2, 3, 4, 5	
4	Quizzes	Students will demonstrate their command of course materials	1, 2, 3, 4, 5	

Assessment Tasks / Activities (ATs)

ATs		CILO No.	Weighting (%)	Remarks ("- " for nil entry)	Allow Use of GenAI?
1	Think pieces	1, 2, 3, 4, 5	40	Two brief essays (1500 words each) involving the application of course materials to real-world cases.	No
2	Midterm quiz	1, 2, 3, 4, 5	30	Questions will deal with materials covered in class and selected readings.	No
3	Final quiz	1, 2, 3, 4, 5	30	Questions will deal with materials covered in class and selected readings	No

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)**Assessment Task**

1. Think pieces

Criterion

Demonstrate the capacity to apply abstract concepts and theories to real-world cases, evaluate their usefulness in addressing some of the main debates surrounding issues of citizenship and identity.

Excellent (A+, A, A-)

Excellent understanding of relevant course materials, their applicability to real-word cases, and their usefulness in addressing major debates on issues of citizenship and identities

Good (B+, B, B-)

Good understanding of relevant course materials, their applicability to real-word cases, and their usefulness in addressing major debates on issues of citizenship and identities

Fair (C+, C, C-)

Adequate understanding of relevant course materials, their applicability to real-word cases, and their usefulness in addressing major debates on issues of citizenship and identities

Marginal (D)

Limited understanding of relevant course materials, their applicability to real-word cases, and their usefulness in addressing major debates on issues of citizenship and identities

Failure (F)

Poor understanding of relevant course materials, their applicability to real-word cases, and their usefulness in addressing major debates on issues of citizenship and identities

Assessment Task

2. Midterm quiz

Criterion

Demonstrate the ability to identify and describe the significance of theories, concepts, events, persons, and entities covered in lectures and selected readings.

Excellent (A+, A, A-)

Excellent ability to identify and describe the significance of theories, concepts, events, persons, and entities covered in lectures and selected readings.

Good (B+, B, B-)

Good ability to identify and describe the significance of theories, concepts, events, persons, and entities covered in lectures and selected readings.

Fair (C+, C, C-)

Adequate ability to identify and describe the significance of theories, concepts, events, persons, and entities covered in lectures and selected readings.

Marginal (D)

Limited ability to identify and describe the significance of theories, concepts, events, persons, and entities covered in lectures and selected readings.

Failure (F)

Poor ability to identify and describe the significance of theories, concepts, events, persons, and entities covered in lectures and selected readings.

Assessment Task

3. Final quiz

Criterion

Demonstrate the ability to identify and describe the significance of theories, concepts, events, persons, and entities covered in lectures and selected readings.

Excellent (A+, A, A-)

Excellent ability to identify and describe the significance of theories, concepts, events, persons, and entities covered in lectures and selected readings.

Good (B+, B, B-)

Good ability to identify and describe the significance of theories, concepts, events, persons, and entities covered in lectures and selected readings.

Fair (C+, C, C-)

Adequate ability to identify and describe the significance of theories, concepts, events, persons, and entities covered in lectures and selected readings.

Marginal (D)

Limited ability to identify and describe the significance of theories, concepts, events, persons, and entities covered in lectures and selected readings.

Failure (F)

Poor ability to identify and describe the significance of theories, concepts, events, persons, and entities covered in lectures and selected readings.

Part III Other Information

Keyword Syllabus

Modern and pre-modern conceptions of citizenship; Historical development of modern citizenship; 'Nation-ness', national identity, and nationalism; Social class; Civil, political, and social rights; Citizenship regimes; Identity and identity politics; Social identity theory; Social categorization; Parochial altruism; 'Minimum group paradigm'; Inter-group conflict; Identity-based theory of legitimacy; The struggle for recognition; The politics of resentment; Ethnicity, ethnic cleavages, and ethnic conflict; Globalization.

Reading List

Compulsory Readings

Title	
1	Anderson, Benedict. 1991[1983]. <i>Imagined Communities: Reflections on the Origin and Spread of Nationalism</i> . London: Verso.
2	Anderson, Benedict. 2001. "Western Nationalism and Eastern Nationalism: Is There a Difference that Matters?" <i>New Left Review</i> 9: 31-42.
3	Bellamy, Richard. 2008. <i>Citizenship: A Very Short Introduction</i> . Oxford University Press.
4	Chandra, Kanchan. 2005. "Ethnic Parties and Democratic Stability." <i>Perspectives on Politics</i> 3: 235-52.
5	Fearon, James D. 1999. "What Is Identity (As We Now Use the Word)?" Stanford University: Unpublished.
6	Fukuyama, Francis. 2018. <i>Identity: Contemporary Identity Politics and the Struggle for Recognition</i> . London: Profile Books.
7	Haidt, Jonathan. 2012. <i>The Righteous Mind: Why Good People Are Divided by Politics and Religion</i> . New York: Vintage Books.
8	Jost, John T., Mahzarin R. Banaji, and Brian A. Nosek. 2004. "A Decade of System Justification Theory: Accumulated Evidence of Conscious and Unconscious Bolstering of the Status Quo." <i>Political Psychology</i> 25: 881-919.
9	Marshall, T.H. 1964[1949]. "Citizenship and Social Class." In T.H. Marshall (ed.), <i>Class, Citizenship and Social Development</i> . New York: Doubleday.

10	Sen, Amartya. 2006. <i>Identity and Violence: The Illusion of Destiny</i> . New York: W.W. Norton.
11	Simon, Bernd and Penelope Oakes. 2006. "Beyond Dependence: An Identity Approach to Social Power and Domination." <i>Human Relations</i> 59: 105-39.
12	Tajfel, Henri and John C. Turner. 1986. "The Social Identity Theory of Inter-Group Behavior." In S. Worchel and L.W. Austin (eds.), <i>Psychology of Intergroup Relations</i> . Chicago: Nelson-Hall.
13	Vink, Maarten. 2018. "Comparing Citizenship Regimes." In Ayelet Shachar, Rainer Bauböck, Irene Bloemraad, and Maarten Vink (eds.), <i>The Oxford Handbook of Citizenship</i> . Oxford University Press.

Additional Readings

	Title
1	Accommodating Difference: Human Rights, Citizenship, and Identity in Diverse Societies. Available at: http://www.historiasiglo20.org/europe/ciudadident.htm
2	Citizenship and Identity in the European Union. Available at: http://www.historiasiglo20.org/europe/ciudadident.htm
3	Civics and Citizenship (Australia). Available at: http://vels.vcaa.vic.edu.au/essential/personal/civics/index.html
4	CSR-Asia: Corporate Social Responsibility in Asia. Available at: http://www.csr-asia.com/
5	Engagement and Global Citizenship: Local Roots and Global Reach. Available at: http://www.compact.org/20th/read/engagement_and_global_citizenship
6	Global Citizenship website, University of Glasgow. Available at: http://www.global-citizenship.org/
7	Global Citizenship website, University of Glasgow. Available at: http://www.global-citizenship.org/

Annex (for GE courses only)

A. Please specify the Gateway Education Programme Intended Learning Outcomes (PILOs) that the course is aligned to and relate them to the CILOs stated in Part II, Section 2 of this form:

Please indicate which CILO(s) is/are related to this PILO, if any (can be more than one CILOs in each PILO)

PILO 1: Demonstrate the capacity for self-directed learning

1, 2, 3, 4, 5

PILO 2: Explain the basic methodologies and techniques of inquiry of the arts and humanities, social sciences, business, and science and technology

2, 3, 4

PILO 3: Demonstrate critical thinking skills

1, 2, 3, 4, 5

PILO 4: Interpret information and numerical data

1, 2, 3, 4, 5

PILO 5: Produce structured, well-organised and fluent text

1, 2, 3, 4, 5

PILO 6: Demonstrate effective oral communication skills

1, 2, 3, 4, 5

PILO 7: Demonstrate an ability to work effectively in a team

1, 2, 3, 4, 5

PILO 8: Recognise important characteristics of their own culture(s) and at least one other culture, and their impact on global issues

1, 2, 3, 4, 5

PILO 9: Value ethical and socially responsible actions

2, 5

PILO 10: Demonstrate the attitude and/or ability to accomplish discovery and/or innovation

1, 2, 3, 4, 5

B. Please select an assessment task for collecting evidence of student achievement for quality assurance purposes. Please retain at least one sample of student achievement across a period of three years.

Selected Assessment Task

Think pieces.