The Hebrew University of Jerusalem

Syllabus

Young people's search for meaning: Between cosmopolitanism and local patriotism - 34407

Last update 14-09-2024

<u>HU Credits:</u> 2

<u>Degree/Cycle:</u> 1st degree (Bachelor)

<u>Responsible Department:</u> Education

<u>Academic year:</u> 0

<u>Semester:</u> 1st Semester

<u>Teaching Languages:</u> Hebrew

<u>Campus:</u> Mt. Scopus

<u>Course/Module Coordinator:</u> Julia Resnik

<u>Coordinator Email:</u> julia.resnik@mail.huji.ac.il

<u>Coordinator Office Hours:</u> thursday 13:00-14:00

Teaching Staff:
  Prof. Julia Resnik

Course/Module description:
  With the deepening of economic, political, social, and cultural globalization processes since the 1980s, and even more so in the 2000s, education systems have advocated for a transition to global citizenship and a cosmopolitan view of the citizen. This includes addressing the climate crisis as a global issue, fighting for human rights and social justice, and promoting multiculturalism and recognition of the "other." However, in the past decade, we have witnessed a shift in trend: instead of striving for shared global goals with the support of international organizations, there is noticeable local isolation and national retreat. Countries are withdrawing from the global economy, like the UK with Brexit, or threatening to withdraw (as seen in Trump's "Make America Great Again"). Far-right parties are rising to power (Hungary, and until recently Poland and Brazil) or significantly strengthening their influence (France and Germany). The surge in patriotism and nationalism following wars (in Ukraine, Israel) and political and social polarization (right/left, secular/religious, elite/masses) are amplified by social networks and increase intolerance for the "other" and the "different." Algorithms employed by these networks confine individuals to a homogeneous bubble that reinforces their views and does not expose them to criticism or opposing viewpoints. Additionally, the lack of oversight over reports on social media creates disinformation and fake news that undermine faith in the "truth" and our ability to conduct discussions based on agreed-upon facts. The rapid developments in artificial intelligence (in handling texts and images) further exacerbate our ability to determine what is true and what are facts. Some politicians oppose global economy and politics and yearn to retreat to the nation's embrace and the ability to decide the fate of its citizens without dictates from the EU or NATO. Meanwhile, social and cultural globalization persists. We witness how global communication and social networks transcend countries and turn national and ethnic tensions, and local patriotism into global struggles that span states and continents. An example of this is the recent student protests on university campuses in Europe and the USA regarding the war in Gaza. This dynamic complexity tears young individuals between belonging to the international, the global, and the worldly, and belonging to the local, the near, the national. In the midst of this intricate and elusive complexity, young people are searching for their path in life and trying to imagine and build their future.

Course/Module aims:
  In this course, we will strive to understand the tension between global citizenship and national citizenship in the post-industrial era and examine the cognitive, social and ethical skills required of citizens to understand the challenges they face today.

<u>Learning outcomes - On successful completion of this module, students should be able to:</u>
   o stand on the differences between a state citizen and a global citizen
To list the central characteristics of Fordist-Keynesian economics and neoliberal economics
To point to the connections between capitalism and sustainability
To distinguish between individual rights and human rights
To analyze and demonstrate characteristics of social networks
To engage in class discussion groups with conflicting opinions on a controversial issue in Israeli society

<u>Attendance requirements(%):</u>
   80

Teaching arrangement and method of instruction: Frontal, discussion, group discussion, student's presentations

<u>Course/Module Content:</u>
   -
1 State citizen and global citizen: the tension between nationalism and cosmopolitanism
 2. Protectionism vs global economy
 3. Can there be sustainability in a capitalist society?
 4. Refugees, Migrants and Multiple Identity – Multilingualism, Multiculturalism and Religious Diversity
5. Technology and communication – fake news and the undermining of the "truth"?
 6. Democracy or populism? , meritocracy or ethnocracy?

<u>Required Reading:</u>
 Appiah, K. A. (1996). Against national culture. English in Africa, 23(1), 11-27.
Banks , J. A. 2004 Teaching for Social Justice, Diversity, and Citizenship in a Global World The Educational Forum. http://www.tandfonline.com/loi/utef20
Feijóo, C., Kwon, Y., Bauer, J. M., Bohlin, E., Howell, B., Jain, R., ... & Xia, J. (2020). Harnessing artificial intelligence (AI) to increase wellbeing for all: The case for a new technology diplomacy. Telecommunications Policy, 44(6), 101988. https://doi.org/10.1016/j.telpol.2020.101988
Gilead, T. (2017). Education's role in the economy: towards a new perspective.

Cambridge Journal of Education, 47(4), 457-473.

Grabel, I. (2018, April). Reflections on the economics profession, the neoliberal conjuncture, and the emerging democratic crisis: an analysis in the spirit of Albert O. Hirschman. In Forum for social economics (Vol. 47, No. 2, pp. 173-183). Routledge.

Resnik, J. (2008). The construction of the global worker through international education. In The production of educational knowledge in the global era (pp. 145-167). Brill. Kruse, L. M., Norris, D. R., & Flinchum, J. R. (2018). Social media as a public sphere? Politics on social media. The Sociological Quarterly, 59(1), 62-84.

Silberberg, R., & Agbaria, A. (2021). Legitimising populist education in Israel: The role of religion. British Educational Research Journal, 47(2), 316-331. Isin, E. (2024). Citizenship: New Trajectories in Law. Taylor & Francis.

Yair, G. and Gazit, O. 2010 Introduction: Collective Identities, States and globalization: Exploring the Legacy of SN Eisenstadt. In SN Eisenstadt, G Ya'ir, O Gazit (eds.) Collective Identities, States and Globalization: Essays in Honor of SN Eisenstadt. Hebrew University Magnes Press. (Read only: The Enlightenment and States—pp. 6-12).

אודנהיימר , נ. 2024 הישראלים החדשים הזמן הזה יוני 2024
https://hazmanhazeh.org.il/maqdasyin/

בוטון,א. ואסטרחן, ק. 2017 פרק 2 "למי יש סיכום?" שיתוף במשאבי למידה ברשתות חברתיות. בתוך: ברוך שוורץ , חננאל רוזנברג וקריסטה אסטרחן (עורכים) חומות החינוך נפלו ברשת? מורים, תלמידים ורשתות חברתיות, מכון מופת, עמ' 53-75.

בר-טל, ד. ורוזן, י. 2010 חינוך לשלום בחברות המעורבות בסכסוך בלתי-נשלט: מודל עקיף וישיר . עיונים בחינוך, ג': 12-36.

הרפז, י. 2019 מסחור האזרחות כמגמה גלובלית סוציולוגיה ישראלית גליון כ 1 תשפ"ט , יוני 2019 עמ' 19-22

מילמן, א. ורבינוביץ , ד . 2017 (אי) שוויון אקלימי: פליטת גזי חממה מצריכת מזון בישראל על פי מדרג סוציו-אקונומי. סוציולוגיה ישראלית יח [2]/ גיליון מיוחד / סביבה וחברה 2017 ־ תשע"ז

נגר-רון 2023 המזרחים משבר חברתי וגלגוליה של הבעיה העדתית. סוציולוגיה ישראלית, כ"ד (2) , תשפ"ג

פילק, ד . 2019 הדמוס נעלם? הפופוליזם כאתגר על התפיסה הניאו-ליברלית של הפוליטי' סוציולוגיה ישראלית גליון כ 1 תשפ"ט. יוני 2019 עמ' 13-15

פרשיצקי, א. ורמניק, ל 2015 הון תרבותי בהגירה: ארגון פישקא של צעירים דוברי רוסית בתל אביב סוציולוגיה ישראלית תשע"ה ז' 1 עמ' 121 2015

שמחאי, ד. ודורצ'ין, א. 2024 פסטיבל אינדי בישראל: לקראת חשיבה אחרת על המרחב הקוסמופוליטי . סוציולוגיה ישראלית, כ"ה (2), תשפ"ד

Additional Reading Material:
חימיניס, א.ר. 2024 העידן הניאו-מרקנטיליסטי // איתי רנן • הזמן הזה יוני 2024
https://hazmanhazeh.org.il/neo-mercantilism/

D'Costa, A. P. (2012). Capitalism and economic nationalism: Asian state activism in

the world economy. Globalization and economic nationalism in Asia, 1-32.

Hadžidedić, Z. (2021). No Capitalism Without Nationalism. Academicus International Scientific Journal, 12(24), 60-77.

Harber, Clive 2104. Education and International Development: Theory, Practice and Issues. Oxford: Symposium. Chapter 8: Education and green or sustainable education.

Resnik, J. (2009). Multicultural education–good for business but not for the state? The IB curriculum and global capitalism. British Journal of Educational Studies, 57(3), 217-244.

<u>Grading Scheme:</u>
 Written Exam % 50
 Active Participation / Team Assignment 20 %
 Presentation / Poster Presentation / Lecture 30 %

<u>Additional information:</u>
  50% of the final grade an exam with open material

20% of the final grade is for the reading of the required list each week

30% of the final grade is for submitting a video/presentation in groups."