**COURSE DESCRIPTION (GENERAL DESCRIPTION)**

**Title of the course: Globalization: Changing Identities and Challenges**

**Course code: PSZM21-TS-105**

**Head of the course**

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| **Aim of the course** |

**Aim of the course:**

The course discusses how we can apply social psychological theories in finding solutions to the challenges of the 21st century, among others concerning supra-national identities and global citizenship, the responsibility taking for the preservation of nature and combating global warming as well as the rising popularity of political extremism. The overview of applied social psychological research prepares students to develop research on the most pressing social problems. The students will apply the discussed theories and research paradigms for formulating their own research plan.

**Learning outcome, competences**

knowledge:

* is acquainted with the most important theoretical approaches of social psychology applied in the discussed literature
* is familiar with the different research paradigms, especially with the experimental ones

attitude:

* understands the different individual and social experience caused by social and global inequalities
* is able to reflect on their own anxiety and reactions to globalisation

skills:

* Is able to analyze the effect of globalisation on different groups from different points of view
* Is able to apply social psychological approaches in understanding problems and conflicts in relation to globalisation

autonomy, responsibility:

* Students are able to form an opinion about globalization and the phenomena related to this field.
* Their observations and opinions should be represented in a tolerant, empathetic way and should also support the reduction of psychological problems related to globalization.

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| **Content of the course** |

**Topic of the course**

* What is globalisation and what are the consequences of it?
* Global citizenship and identity
* The cosmopolitan orientation
* Student mobility, globalisation, and the young elite
* Intergroup consequences: perceived threats and benefits
* Globalisation and political polarisation
* Global problems: the pandemic and the ecological catastrophe
* Climate change: denial and responsibility taking
* Climate change and consumption, „green marketing”
* Globalisation, climate change and collective action
* Norms about the environmental protection and the pandemic: cultural and group differences
* Empathic civilization

**Learning activities, learning methods**

* Literature review: presentation
* Literature review: essay

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| **Evaluation of outcomes** |

**Learning requirements, mode of evaluation and criteria of evaluation:**

* Familiarity with the literature

Mode of evaluation:

* Based on the presentations and the essay

Criteria of evaluation:

* Familiarity with the literature
* APA format

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| **Reading list** |

**Compulsory reading list**

* Arnett, J. J. (2002). The psychology of globalization. American Psychologist, 57(10), 774–783.
* Rosenmann, A., Reese, G., & Cameron, J. E. (2016). Social Identities in a Globalized World: Challenges and Opportunities for Collective Action. *Perspectives on psychological science: a journal of the Association for Psychological Science*, 11(2), 202–221.
* McFarland, S., Hackett, J., Hamer, K., Katzarska-Miller, I., Malsch, A., Reese, G., Reysen, S. (2019). Global Human Identification and Citizenship: A Review of Psychological Studies*. Advances in Political Psychology,* 6, 141-171.
* Cicchelli, V., & Octobre, S. (2013). A Cosmopolitan Perspective of Globalization: Cultural and Aesthetic Consumption Among Young People*. Studies Of Changing Societies*, 3: 3-23.
* Findlay, A.M., King, R., Smith, F.M., Geddes, A. and Skeldon, R. (2012), World class? An investigation of globalisation, difference and international student mobility*. Transactions of the Institute of British Geographers,* 37: 118-131.
* Hayes, A. (2019). “We Loved It Because We Felt That We Existed There in the Classroom!”: International Students as Epistemic Equals Versus Double-Country Oppression. *Journal of Studies in International Education*, *23*(5), 554-571.
* Harrison, N., & Peacock, N. (2010). Cultural distance, mindfulness and passive xenophobia: Using Integrated Threat Theory to explore home higher education students’ perspectives on ‘internationalisation at home’. *British educational research journal*, *36*(6), 877-902
* Bayram, A. B. (2015). What drives modern Diogenes? Individual values and cosmopolitan allegiance. *European Journal of International Relations*, *21*(2), 451-479.
* Andreouli, E., & Howarth, C. (2019). Everyday cosmopolitanism in representations of Europe among young Romanians in Britain. *Sociology*, *53*(2), 280-296.
* Reese, G., & Kohlmann, F. (2015). Feeling global, acting ethically: Global identification and fairtrade consumption. The Journal of Social Psychology, 155, 98–106
* Griskevicius, V. - J.M. Tybur - B. Van den Bergh: Going Green to Be Seen: Status, Reputation, and Conspicuous Conservation. *Journal of Personality and Social Psychology*, 2010, Vol. 98, No. 3, 392–404.
* Mazar, N., & Zhong, C. B. (2010). Do green products make us better people?.*Psychological science*, *21*(4), 494-498.
* Høy-Petersen, N., Woodward, I., & Skrbis, Z. (2016). Gender performance and cosmopolitan practice: exploring gendered frames of openness and hospitality*. The Sociological Review,* 64(4), 970-986*.*
* Goldsmith, R. E., Feygina, I., & Jost, J. T. (2013). The gender gap in environmental attitudes: a system justification perspective*.* InM. Alston and K. Whittenbury (eds.) *Research, action and policy: Addressing the gendered impacts of climate change.* Springer,159-171*.*
* Bloodhart, B., & Swim, J. K. (2020). Sustainability and consumption: What's gender got to do with it?.*Journal of Social Issues,*76(1), 101-113*.*
* Swim, J. K., Gillis, A. J., & Hamaty, K. J. (2020). Gender bending and gender conformity: the social consequences of engaging in feminine and masculine pro-environmental behaviors. *Sex Roles*, 82(5-6), 363-385.
* Leung, A. K.-Y., Koh, K., & Tam, K.-P. (2015). Being environmentally responsible: Cosmopolitan orientation predicts pro-en-vironmental behaviors*. Journal of Environmental Psychology,* 43, 79–94.
* Bertolotti, M., & Catellani, P. (2015). Agreement with climate change policies: Framing the future and national versus supranational identity. *European Journal of Social Psychology,* 45(7), 847–857.
* Courtney, E. P., Goldenberg, J. L., & Boyd, P. (2020). The contagion of mortality: A terror management health model for pandemics. British Journal of Social Psychology, 59(3), 607-617.
* Antonucci, L., & Varriale, S. (2020). Unequal Europe, unequal Brexit: How intra-European inequalities shape the unfolding and framing of Brexit. *Current Sociology*, *68*(1), 41-59.
* Tartakovsky, E., & Walsh, S. D. (2019). Are some immigrants more equal than others? Applying a threat-benefit model to understanding the appraisal of different immigrant groups by the local population. *Journal of Ethnic and Migration Studies*, 1-19.
* Spruyt, B., Keppens, G., & Van Droogenbroeck, F. (2016). Who supports populism and what attracts people to it?. *Political Research Quarterly*, *69*(2), 335-346.
* Gidron, N., & Hall, P. A. (2020). Populism as a problem of social integration. *Comparative Political Studies*, *53*(7), 1027-1059.
* Golec de Zavala, A., & Keenan, O. (2020). Collective narcissism as a framework for understanding populism. *Journal of Theoretical Social Psychology*.
* Bergmann, Z., & Ossewaarde, R. (2020). Youth climate activists meet environmental governance: ageist depictions of the FFF movement and Greta Thunberg in German newspaper coverage. *Journal of Multicultural Discourses*, 1-24.

**Recommended reading list**

* Jetten, J., Reicher, S. D., Haslam, S. A., & Cruwys, T. (2020). *Together apart: The psychology of COVID‐19* (1st ed.). London: Sage.
* Rifkin, J. (2009). The empathic civilization.