

## **Course description**

### **Globalisation: changing identities and challenges**

#### **Aim of the course**

The goal of the course is aimed to show how we can put social psychological theories to look for solutions to the challenges of the 21st century, among other to supra-national identities and global citizenship, to responsibility taking for nature and combatting global warming as well as gender-related questions. The overview on applied social psychological research prepare 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 research projects
- is familiar with the different research paradigms, especially with the experimental ones

attitude:

- understands the different individual and social experiences resulted by social and global inequalities
- critically analyses social problems

skills:

- is able to develop an experimental research plan for studying social problems

#### **Content of the course**

#### **Topics of the course**

1. Introduction. What is globalisation and why does it matter?
2. Migration and International Mobility
3. Globalization and International Student Mobility
4. European and National Identity
5. Global Citizenship and Identity
6. Cosmopolitan Perspective of Globalisation
7. Gender and Globalisation
8. Intergroup Relations. Threat and Resources Associated with Globalisation
9. Collective Action. Anti-globalisation Movement and Globalised Action
10. Climate Change: denial and responsibility taking
11. Developing and Maintaining Ecologically Friendly Norms
12. Empathic Civilization

#### **Learning activities, learning methods**

- reflection on literature in writing
- small group discussions
- student presentations

- lectures

### Evaluation of outcomes

**Homeworks** (40% of grade). There are about 4-5 short homework assignments. The homework assignments are due at the beginning of the next class.

**Presentations** (30% of grade) on a given topic in the class (in pairs)

**Final Task** (30% of grade): Short essay on a given topic.

### Reading list

#### Compulsory reading list

- Ariely, G. (2012). Globalization, immigration and national identity: How the level of globalization affects the relations between nationalism, constructive patriotism and attitudes toward immigrants? *Group Processes & Intergroup Relations*, 15(4), 539–557.
- Audebert, C., & Dorai, M. (2010). International migration in the era of globalisation: Recent issues and new concerns for research. In Audebert C. & Dorai M. (Eds.), *Migration in A Globalised World: New Research Issues and Prospects* (pp. 7-18). Amsterdam: Amsterdam University Press.
- 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
- 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.
- Cameron, J.E. and Nickerson, S.L. (2009), Predictors of Protest Among Anti-Globalization Demonstrators. *Journal of Applied Social Psychology*, 39: 734-761
- Cicchelli, V., & Octobre, S. (2014). A Cosmopolitan Perspective of Globalization: Cultural and Aesthetic Consumption Among Young People. *Studies Of Changing Societies*, 2013(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
- Grimalda, G., Buchan, N., & Brewer, M. (2018). Social identity mediates the positive effect of globalization on individual cooperation: Results from international experiments. *PLoS one*, 13(12).
- Haller, M., & Ressler, R. (2006). National and European Identity: A Study of Their Meanings and Interrelationships. *Revue Française De Sociologie*, 47(4), 817-850.
- 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).
- John Urry (2011) *Global Empathy?*, *Science as Culture*, 20:4, 557-560
- Leung, A. K.-Y., Koh, K., & Tam, K.-P. (2015). Being environmentally responsible: Cosmopolitan orientation predicts pro-environmental behaviors. *Journal of Environmental Psychology*, 43, 79–94.
- Levy, O., Peiperl, M.A. and Jonsen, K. (2016), "Cosmopolitanism in a Globalized World: An Interdisciplinary Perspective", *Advances in Global Leadership* (*Advances in Global Leadership*, Vol. 9), Emerald Group Publishing Limited, pp. 281-323

- 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
- 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.
- Schäfer, G. (2020). Construction of European Identity among Intra-EU Mobile Young Academics. *Journal of Identity & Migration Studies*, 14(1).
- Schultz, P. W., Nolan, J. M., Cialdini, R. B., Goldstein, N. J., & Griskevicius, V. (2007). The constructive, destructive, and reconstructive power of social norms. *Psychological science*, 18(5), 429-434
- 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
- The gender gap in environmental attitudes: a system justification perspective. In *Research, action and policy: Addressing the gendered impacts of climate change* (pp. 159-171). Springer, Dordrecht.
- Wu, C., & Wilkes, R. (2017). International students' post-graduation migration plans and the search for home. *Geoforum*, 80, 123-132.

#### **Recommended reading list**

- Arnett, J. J. (2002). The psychology of globalization. *American Psychologist*, 57(10), 774–783.
- Barth, M., Jugert, P., Wutzler, M., & Fritsche, I. (2015). Absolute moral standards and global identity as independent predictors of collective action against global injustice. *European Journal of Social Psychology*, 45(7), 918–931.
- Rifkin, J. (2009). *The empathic civilization*. Polity
- Reese, G., & Kohlmann, F. (2015). Feeling global, acting ethically: Global identification and fairtrade consumption. *The Journal of Social Psychology*, 155, 98–106