

POSC 359

***Cosmopolitanism***

Spring 2021

Class Hours: TTH 1:45-3:30 CT

Classroom: Zoom Link (emailed)

*Professor:* Mihaela Czobor-Lupp

Office: Willis 418

**Office Hours: TTh: 3:30-5:00 PM CT or by appointment**

**Course Description**

We live today in a globalized world of multicultural societies. We travel to the farthest corners of the planet, communicate with each other instantly, and can transfer money and goods in a jiffy. However, even a cursory glimpse at today's world will show us that nationalism, xenophobia, and racism might have won the day. Shall we then renounce the ideal of cosmopolitanism (that of being citizens of the world and not just of our nation, of our ethnic community, and of our family) and consider it to be just an obsolete and naïve dream of the philosophers?

The present situation makes it unavoidable to ask several questions. How prepared are we to live as ethical beings and as political animals in a globalized world of capitalism, finance, and communication? What is required to exist as a citizen of the world? Do we have obligations towards those who do not belong to our immediate ethnic and national groups? Can democracy and its institutions be reconstructed on a global level? Can we overcome our tribalistic tendencies, as well as the inclination to declare our culture, our nation, our society to be better than all the others? What role could culture and education play in creating a new ethics that is required by the quality of being a citizen of the world?

In this course, we will try to answer some of these questions. First, we will attempt to understand some of the problems and promises that came with modernity and globalization, which, on the one hand, made the issue of cosmopolitanism a pressing one for the modern world and, on the other hand, seem to have multiplied the favorable conditions for the constant renewal of nationalism, racism, and, in general, of xenophobia. Second, we will explore different meanings of cosmopolitanism: moral, political-legal, and cultural. Third, we will focus on the role that culture and imagination can play in creating a new ethics, which being a citizen of the world requires, as well as in making possible cultural dialogue and the rethinking of universalism in a global context.

**Course objectives**

- To understand why cosmopolitanism is an important issue in the contemporary world that is characterized by increased globalization and multiculturalism.
- To explore and understand different forms of cosmopolitanism: moral, political-legal, and cultural.

- To understand the role that culture (religion, literature, and philosophy) can play in the coming into being of cosmopolitan forms of identity and of a new ethics that is required by multicultural societies and by the quality of being a citizen of the world.

### **To Achieve the Course Objectives:**

We will read the following books:

1. Ulrich Beck, *Cosmopolitan Vision*, Polity Press, 2006, ISBN: 9780745633992
2. Gerard Delanty, *The Cosmopolitan Imagination*, Cambridge University Press, 2009, ISBN: 9780521695459
3. Zygmunt Bauman, *Liquid Modernity*, Polity, 2000, 2012, ISBN: 9780745624105
4. Tzvetan Todorov, *On Human Diversity: Nationalism, Racism, and Exoticism in French Thought*, Harvard University Press, 1993, ISBN: 0674634381
5. Tzvetan Todorov, *The Conquest of America: The Question of the Other*, University of Oklahoma Press, 1999, ISBN: 9780806131375
6. Fred Dallmayr, *Being in the World: Dialogue and Cosmopolis*, University Press of Kentucky, 2013, ISBN: 9780813141916

### **Course Requirements:**

1. **One research paper (80%)** (The paper should identify, formulate and attempt to address a puzzle/problem related to the topic of the course – examples are: refugees and cosmopolitan institutions, globalization, multiculturalism, global democracy, democracy and cosmopolitanism, cosmopolitan imagination, intercultural understanding, the possibility and the meaning of global ethics, rethinking universalism, reasons for the perennial seduction of nationalism. The paper should also engage secondary literature.)
  - (i) **A two-paragraph proposal** that you will discuss in advance with me (10%), **due on April 16 by 4 PM CT (e-mail a copy to me).**
  - (ii) **First draft of the paper** (6 pages) (15%), **due on May 5 by 4 PM CT (e-mail copy).**
  - (iii) **Second draft of the paper** (14 pages) (15 %), **due May 21 by 4 PM CT (e-mail copy).**
  - (iv) **One class presentation of your work-in-progress (15%).** Each presentation should be no more than 10 minutes and you should be prepared to defend your argument and to answer questions from the audience for about 5-10 minutes.

(v) **Final version of the paper (25%), due June 7 (by 5 PM CT, e-mail copy).**

**2. Class presentation of one reading (20%). For this assignment, the students should:**

- (i) Put together a group of questions that will guide and structure the class discussion.
- (ii) Make sure to present in class the main ideas and points of the text.
- (iii) Where relevant, the students need to show how the ideas and the argument of the text illustrate, clarify, or simply connect with the previous readings and authors that we have covered in class until that point in time.
- (iv) Organize and lead class discussion.
- (v) Answer the questions their colleagues might have about the text that is under discussion.

### **What is Expected from the Students?**

Students will be expected to read, think, form arguments and counter-arguments, understand the fundamental concepts, and participate (in a critical and creative manner) in class discussion. That means that students must keep up in their reading assignments and attend class regularly. Students must be fully prepared *at all times* to discuss the arguments and concepts from the previous readings. The best students will be knowledgeable, critical but balanced in their critical assessments, and will develop coherent and sound arguments that they can defend in their essays, in their exams, and in class discussion.

### **Academic dishonesty:**

"All assignments, quizzes, and exams must be done on your own. Note that academic dishonesty includes not only cheating, fabrication, and plagiarism, but also includes helping other students commit acts of academic dishonesty by allowing them to obtain copies of your work. You are allowed to use the Web for reference purposes, but you may not copy material from any website or any other source without proper citations. In short, all submitted work must be your own.

Cases of academic dishonesty will be dealt with strictly. Each such case will be referred to the Academic Standing Committee via the Associate Dean of Students or the Associate Dean of the College. A formal finding of responsibility can result in disciplinary sanctions ranging from a censure and a warning to permanent dismissal in the case of repeated and serious offenses.

The academic penalty for a finding of responsibility can range from a grade of zero in the specific assignment to an F in this course.

## **SCHEDULE OF CLASSES AND READINGS:**

### **March 30:** *Globalization and cosmopolitanism: What is cosmopolitanism?*

*Readings:* Craig Calhoun, “Cosmopolitanism and the Modern Social Imaginary,” David Held, “Cosmopolitanism: Globalisation Tamed?” and Fred Dallmayr, “Cosmopolitanism: Moral and Political”

### **April 1:** *Classical cosmopolitanism*

*Readings:* Gerard Delanty, *The Cosmopolitan Imagination*, pages 18-51, Martha Nussbaum, “Kant and Stoic Cosmopolitanism (online access, library website),” and Philip J. Ivanhoe, “Confucian Cosmopolitanism” (online access, library website)

### **April 6:** *Contemporary cosmopolitanism*

*Readings:* Gerard Delanty, *The Cosmopolitan Imagination*, pages 51-89 and Seyla Benhabib, “Cosmopolitanism and Democracy: Affinities and Tensions” (online access, library website), and Ulrich Beck and Natan Sznaider, “Self-Limitations of Modernity? The Theory of Reflexive Taboos” (online access, library website)

### **April 8:** *Cosmopolitanism and Difference*

*Reading:* Ulrich Beck, *Cosmopolitan Vision*, Chapters One and Two

### **April 13:** *Cosmopolitanism and its Adversaries*

*Reading:* Ulrich Beck, *Cosmopolitan Vision*, Chapters Three and Four, and Five

### **April 15:** *The Ambiguities of Modernity*

*Reading:* Zygmunt Bauman, *Liquid Modernity*, *Forward* and Chapters One and Two

### **April 20:** *Modern Spatial and Temporal Coordinates of Encountering Strangers*

*Reading:* Zygmunt Bauman, *Liquid Modernity*, Chapters Three and Four

### **April 22:** *Quo Vadis Community? Is Global Ethics Possible?*

*Readings:* Zygmunt Bauman, *Liquid Modernity*, Chapter Five and *Afterthought* and Gerard Delanty, *The Cosmopolitan Imagination*, pages 89-132

### **April 27:** *Multiculturalism, Religion, and History from a Cosmopolitan Perspective*

*Reading:* Gerard Delanty, *The Cosmopolitan Imagination*, pages 132-200

**April 29:** *Cosmopolitanism and the European Union*

*Readings:* Gerard Delanty, *The Cosmopolitan Imagination*, pages 200-250 and Beck, *Cosmopolitan Vision*, Chapter Six (pages 163-178)

**May 4:** *The Dangers of Universalism and the Temptation of Racism*

*Reading:* Tzvetan Todorov, *On Human Diversity: Nationalism, Racism, and Exoticism in French Thought*, Preface and Chapters One and Two

**May 6:** *Nationalism and Exoticism*

*Reading:* Tzvetan Todorov, *On Human Diversity: Nationalism, Racism, and Exoticism in French Thought*, Chapters Three and Four

**May 11:** Student presentations

**May 13:** Student presentations

**May 18:** Student presentations

**May 20:** *Shall We Give up Universalism? Thresholds and Horizons of Modern Culture*

*Readings:* Tzvetan Todorov, *On Human Diversity: Nationalism, Racism, and Exoticism in French Thought*, Chapter Five and Tzvetan Todorov, *The Conquest of America: The Question of the Other*, Chapters One and Two

**May 25:** *Encountering the Other: Is Dialogue Possible?*

*Reading:* Tzvetan Todorov, *The Conquest of America: The Question of the Other*, Chapters Three and Four, and Epilogue

**May 27:** *Transformation: Education and Humanization*

*Reading:* Fred Dallmayr, *Being in the World: Dialogue and Cosmopolis*, Chapters One, Two, Three, and Four

**June 1:** *Final Discussion: Did Nationalism and Xenophobia Win? Is Cosmopolitanism Possible or Is It Just a Dream of the Philosophers?*