

Fostering Global Citizenship in Higher Education Conference

November 10-11, 2008

Burlington, Vermont

Quotes for Discussion:

Defining Global Citizenship

"When we talk about global citizens, we're talking about people who have that capacity to confront a local issue and be mindful of its impact and be mindful of other options that may be out there that could be better than ones that might simply be generated by the local group." *Schattle, 2008, p. 78*

"Whatever else may be claimed in the statement 'we are citizens of the world,' at least there is the ethical claim that we belong to one global moral community within which we have global responsibilities and some shared universal values." *Dowers, 2002, p. 127*

"I associate the idea of global citizenship with habits of mind, heart, body, and soul that have to do with working for and preserving a network of relationships and connections across difference and distinctness, while keeping and deepening a sense of one's own identity and integrity." *Noddings, 2005, p. 23*

"The central idea is that global citizens spend time each day thinking about their responsibility to maintain not only the health of their particular city, state, and country – but also about the civic and moral duties they owe the planet and its people." *McGill, 2003*

Critiques of Global Citizenship as a Concept

"One basic objection to the concept of global citizenship is that the global conditions for citizenship do not exist and that the term is therefore at best metaphorical." *Carter, 2001, p. 5*

Global Citizenship and Higher Education

"A global education is much more than studying abroad or learning about another country. It is an education that ensures that individuals will be able to succeed in a world marked by interdependence, diversity, and rapid change." *Adams & Carfagna, 2006, p. 159*

"An education that is 'liberal' in that it liberates the mind from the bondage of habit and custom, producing people who can function with sensitivity and alertness as citizens of the whole world." *Nussbaum, M, 1997, p. 8*

Citizenship

"It is common to trace citizenship to a particular geographic location or group association, and to link it with specific rights, privileges, and responsibilities." *Adams & Carfagna, 2006, p. 96*

"(C)itizenship has to do with 'the investments which human subjects accrue towards their social world...To be a citizen, one not only has to formally belong somewhere; one has to feel that this belonging is real.'" *Schattle, 2008, p. 51-52*

Perhaps a Starting Point

The historian William Cronon defines a liberally educated person as somebody who can: (1) listen and hear, (2) read and understand, (3) talk with anyone, (4) write clearly and persuasively and movingly, (5) solve a wide variety of puzzles and problems, (6) respect rigor as a way of seeking the truth, (7) practice humility, tolerance and self-criticism, (8) understand how to get things done

in the world, (9) nurture and empower the people around them, and (10) follow E.M. Forster's epigraph "Only connect...." (*Cronon, 1998*)

What would it mean to prepare students to do this in the global context?

Questions for Discussion:

1. What are the competencies of global citizenship?
2. How do we structure a curriculum that instills these competencies in our students?
3. How do we develop a campus life that instills these competencies in our students?
4. What is the single most important step your campus could take?

Additional Questions:

5. Is international exposure a necessary component of global citizenship?
6. Is global citizenship a skill set or a mind set? Is it something that one possesses or an action that one takes?
7. What is the end goal? A political entity? Social justice? Environmental sustainability? Job success? Awareness?
8. Does global citizenship redefine the way in which we are citizens?
9. How do we answer the criticism that it is innate to feel loyalty to one's local community? How does this relate to global citizenship?
10. Is it possible to respect cultural diversity and acknowledge an overarching human moral framework?
11. If we define global citizenship as having a moral component, is there an ethical dilemma for institutions to teach morality? How can, or should high education institutions deal with this dilemma?
12. Where do institutions of higher education fit into this discussion of global citizenship? Do they?

Some ways that people think about how we become a global citizen

- Civic education:
 - "Preparing students for public life as citizens." (*Latham, 2003, p. 2*)
 - "Public work as sustained, visible effort by a mix of people that creates things - material or cultural - of lasting civic impact, while developing civic learning and capacity in the process." (*Boyte, 2007, An Inclusive Paradigm, para. 2*)
 - "Civic learning involves cultivating in students the intellectual and practical skills, competencies and habits of mind necessary for them to become effective citizens and civic leaders in a multicultural/multicivilizational and increasingly globalized world. (*Latham, 2003, p. 3*)
- Two critical skills for global competency (*Hunter, White, & Godbey, 2006*):
 - Cultural self-awareness
 - Accomplished through self-reflective and interactive simulations.
 - Example: "The Otherness Experience" www.diversityinitiators.com (*Hunter et al., 2006, p. 279*).
 - Cross-cultural awareness
 - Built through multi-cultural courses, simulations, or first-hand experience in unfamiliar cultural communities including (*Adams & Carfagna, 2006*):
 - Participation in study abroad
 - Exchanges with international students
 - Interactions with immigrant communities or other different cultural communities within the U.S.

- Some examples of competencies that are used to define a global citizen (*Hunter et al., 2006; Oxfam GB, 2006; Gibson, Rimmington, & Brown, 2008*) :
 - Skills
 - Critical thinking and inquiry
 - Conflict resolution/ mediation/ group facilitation
 - Collaboration
 - Foreign language and cross-cultural communication
 - Ability to work with multiple perspectives
 - Contribution to communities through grass-roots activism
 - Knowledge and Understandings
 - Accountability for the impact of one's actions and choices
 - Global issues (social and environmental) and global interdependence
 - Course work in globalization and world history
 - Values and Attitudes
 - Empathy
 - Respect for diversity
 - Belief that people can cause change
 - Concern for the environment
 - Comfort with ambiguity
 - Sacrifice for the common good

- Five pathways through which global citizenship can be achieved (*Schattle, 2008*):
 - Exposure to international perspectives during childhood
 - Being part of an immigrant community
 - Involvement in domestic politics
 - Attending educational programs abroad
 - Having a career that requires international travel

Criticism of global citizenship (*Adams & Carfagna, 2006*)

- There is a continuing need for the nation-state to protect its citizens and to function as a ruling body in the absence of a powerful world-wide government.
- Attachment to one's local community is innate and the result is a lack of loyalty to the global community.
- Global citizenship is empty because it fails to elicit the same pride that membership to the nation-state induces.

One way to think about global citizenship:

- It is about civic education in the global context.
- Civic education is about civic agency. To quote Boyte, "The central problem of the 21st century is the development of civic agency. Civic agency is the capacity of human communities and groups to act cooperatively and collectively on common problems across their differences of view." (*Boyte, 2007, para. 1*)
- This requires us to think about how students develop the capacity and commitment to do public work in the global context. Hence, it is about:
 - Knowledge
 - Values
 - Skills
 - Habits
- The questions:
 - The curriculum are not globally focused
 - Campus life
 - Seamless or at least coherent educational experiences

References and Resources:

Books

- Adams, J.M. & Carfagna, A. (2006). *Coming of age in a globalized world*. Bloomfield, CT: Kumarian Press.
- Carter, A. (2001). *The political theory of global citizenship*. New York, NY: Routledge.
- Dower, N. & Williams, J. (2002). *Global citizenship: A critical introduction*. New York, NY: Routledge.
- Noddings, N. (2005) *Educating citizens for global awareness*. New York, NY: Teachers College Press.
- Nussbaum, M.C. (1997). *Cultivating humanity: A classical defense of reform in liberal education*. Cambridge, MA: Harvard University Press.
- Schattle, H. (2008). *The practices of global citizenship*. Landham, MD: Rowman and Littlefield Publishers.

Articles

- Boyte, H. (2007). Building civic agency: The public work approach. *Kubatana.net*. Retrieved November 5, 2008, from <http://www.kubatana.net/html/archive/resour/071121hb.asp?sector=RESOUR>
- Cronon, W. (1998). Only connect: The goals of a liberal education. *The American Scholar*, 67(4).
- Gibson, K.L., Rimmington, G.M., & Kandwehr-Brown, M. (2008). Developing global awareness and responsible world citizenship with global learning. *Roeper Review*, 30 (1), 11-23.
- Hunter, B., White, G.P., & Godbey, G.C. (2006). What does it mean to be globally competent? *Journal of Studies in International Education*, 267 (10), 266-285. DOI10.1177/1028315306286930
- Zemach-Bersin, T. (2008). American students can't be global citizens. *Chronicle of Higher Education*, 54(26).

University Position Papers

- Hobbs, H.H., & Chernotsky, H.I. (2007). Preparing students for global citizenship. <http://www.apsanet.org/tlc207/TLC07HobbsChernotsky.pdf>
- Lagos, T.G. (n.d.) Global citizenship – Towards a definition. <http://depts.washington.edu/gcp/pdf/globalcitizenship.pdf>
- Latham, A. (2003). Liberal education for global citizenship: Renewing Macalester's traditions of public scholarship and civic learning. Retrieved October 7, 2008, from www.macalester.edu/pericles/discussionpaper.pdf
- Paige, R.M., Stallman, E.M., & Josic, J. (2008). Study abroad for global engagement: A preliminary report on the SAGE research project. NAFSA 2008 Presentation Handout. <http://cehd.umn.edu/projects/sage/NAFSA-2008Presentation.pdf>

Non-profit Position Paper

- Oxfam GB. (2006). Education for global citizenship: A guide for schools. Retrieved September 30, 2008, from www.oxfam.org.uk/education/gc/curriculum

Opinion Articles

- McGill, D. (2003). Nine paths to global citizenship. *The McGill Report*. Retrieved September 30, 2008, from http://www.mcgillreport.org/nine_paths.htm

News Articles

- Gorelick, M. (2006). The idea of global citizenship: Scholars debate notions of identity and tolerance at the Secretary-General's lecture. *UN Chronicle Online Edition*. 2(206), 51. <http://www.un.org/Pubs/chronicle/2006/issue2/0206p51.htm>