

Preparing Students for Global Citizenship

by

Heidi H. Hobbs, Director

Master of International Studies, North Carolina State University

and

Harry I. Chernotsky, Director

International Studies, University of North Carolina at Charlotte

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To be productive citizens in the 21st century, students need to understand the challenges facing the world today. As distances shrink, borders become fuzzy and global relations become everyday considerations, a new way of thinking must be imparted to students to understand their role in this changing arena. We must help them identify their personal stakes and interests as global citizens. Several questions must be addressed. What do we mean by global citizenship? What are the skills, appreciations and knowledge that students need to be prepared for the global world in which they will live? What are the challenges they will confront? How can we, as international educators, achieve these goals?

The Changing Definition of Citizenship in a Global Era:

The world is connected in many ways that are particularly related to assuring peace and security, promoting economic prosperity and protecting identity. Students need help in identifying their personal stakes and interests in these broad, yet critical concepts. We would argue that this requires the development of curricula that incorporate the following skill sets, appreciations and understandings. First, students need to develop an increasing awareness of the world's complexity and interdependence. Second, they must appreciate differences. Third, they will require the ability to communicate across cultures. Finally, both students and their professors should understand the difficulties in changing attitudes.

These tasks are complicated by changes in the fundamental nature of citizenship itself. Globalization has been particularly instrumental in this regard, especially as it has

resulted in the movement and migration of vast numbers of people. This has contributed to the erosion of the Westphalian nation-state system where citizenship has been tied to place and demarcated primarily by territorial boundaries (Heisler, 2005).

In this new environment, it is essential that students consider the notion of *global* citizenship. Individuals are increasingly being asked to rethink their conceptions of identity and belonging to adjust to the realities of a highly integrated global order and to understand the effort that will be required to address the challenges to that order. The limited capacity of the state to fulfill various responsibilities to its citizens has added to the need for this rethinking. However, there is still no overarching consensus as to what ought to constitute the components of this more expansive citizenship (Baubock, 2005).

The difficulty of finding common ground can be traced, in part, to the multiple and often, contentious impacts of migration. The United Nations has noted that by 2000, there were an estimated 175 million people living in countries other than their own. In addition, the considerable growth in the number of refugees, asylum seekers and displaced persons (approximating 20 million) has hastened the development of transnational communities. Access to citizenship rights and privileges for non-members has fueled debate within many countries (Benhabib, 2005).

The politicized nature of many discussions relating to global citizenship has added further to the difficulty of reaching definitional consensus. Some have suggested, for example, that a truly global conception of citizenship ought to incorporate not only a concern for matters of welfare and justice but also an active commitment to taking action to address these matters in a particular way. This is certainly reflected in the definition put forward by the non-governmental organization, Oxfam, which incorporates such

values as a respect for the environment and diversity in its call to challenge injustice across the world (Blackmore & Smyth, 2002).

Finally, it is important to note how differing reactions to globalization have made it difficult to distinguish the boundaries of citizenship. The repercussions of the September 11, 2001 plane crashes in New York and Washington, DC linger to this day. For some, the response has been to embrace a broader notion of community in an effort to address the perceptual gaps and fundamental conflicts of interest that produce actions of this nature. Others have assumed a very different posture, adopting an intensely nationalistic orientation in their desire to guard against these types of threats (Croucher, 2004). Recent debates in the United States over immigration policy, the extension of the Patriot Act and the foreign management of selected ports speak directly to this tension.

In the search for more universally accepted notions of citizen rights and responsibilities, we must identify ways to prompt students to consider these issues and their implications in an informed manner. Students must also be sensitized as to how these matters look to different sets of people. Further, they must come to understand that their actions and responses to events and crises can impact significantly and differentially on people across the globe.

How Are We Doing?

How then are we, as professors, doing in meeting these needs? To what extent are our programs and classrooms responsive to international understanding? One response has been the creation of a new major, “International Studies,” that in some cases enhances but in others impinges on established political science programs. While International Studies appears to be among the faster growing majors on campuses across

the United States, there is little consensus on what constitutes the major. The Princeton Review lists 149 institutions of higher learning now offering an “International Studies” undergraduate major; yet, the content of these programs is quite broad.

The diversity of International Studies programs is not surprising, given the different educational settings and campus political environments within which they operate. This variation also stems from the fact that International Studies programs have become increasingly multidisciplinary. Many different perspectives are considered in our attempts to understand the world around us. These may include anthropology, business, communication, economics, geography, history, languages, literature, political science, religion and sociology. Relationships between these different disciplines are often hard to manage.

It is useful for political science to recognize the diversity of disciplines that can contribute to a greater awareness of global citizenship. Lamy (1990) has suggested an approach that appears to hold up quite well. Successful global education programs, he argues, have generally structured their efforts to introduce students to substantive information representing international scholarship across a variety of disciplines, to provide students opportunities to explore the core assumptions and values that define their worldview, to prepare students for the future by introducing them to an array of analytical and evaluative skills and to offer students strategies for participation and involvement.

As we seek to prepare our students for citizenship in the world of the twenty first century then, we must design a curriculum that is responsive to their needs. A review of relevant literature suggests the incorporation of four key elements that might form the

basis for such a curriculum (see, for example, Hanvey 1976, Hendrix 1998, Kirkwood 2001, Merryfield 1998, Pike 2000, Trubek 1999).

First, there is the vital task of fostering an appreciation of the multiple perspectives guiding perceptions and visions across the world. Students need to develop an awareness of the diversity of cultures and the importance of cross-cultural communication. Attaining a truly global perspective requires, at a minimum, the recognition that a westernized view of the world is not universally shared and that the views of others may be profoundly different. Students must be sensitive to diverse cultures and goals in the international system to appreciate how this diversity of perspectives helps account for the wide array of social, political and economic forms of organization. For international success, openness and respect for others can be most critical in spawning an appropriate context for addressing differences and for identifying commonalities of interests that might bridge those differences.

Second, there is the need to impart a view of the world as an increasingly interconnected set of systems. Students must come to understand the world as an amalgam of complex, interconnected systems (political, economic, ecological) and the interdependence of people living within them. This acknowledgement serves to advance what Hanvey (1982) has referred to as a ‘state of the planet awareness’ that promotes a truly global perspective and recognizes the implications of common challenges and problems. It might also foster a greater appreciation of the historical dimensions, multiple facets and differential responses to the globalized world in which they live.

Third, familiarity with critical issues and controversies impacting on relationships across those systems must be promoted. Providing an appropriate context for attaining

global competency requires that students be introduced to the growing set of issues that cross international borders and necessitate global responses. These are what Cusimano (1999) labels as trans-sovereign issues, in that they transcend traditional state jurisdictions and cannot be solved by one state alone. They often involve a significant degree of conflict and have developed over a considerable period of time. Examples would include terrorism, health, human rights, the environment, finance, foreign investment and trade. While these issues might be explored in either global or area-specific contexts, they should be viewed in both historical and contemporary dimensions.

Fourth, students must come to understand the impact of choices in shaping the future direction of those systems. They need to learn that outcomes across the global system are not necessarily predetermined and that alternative paths to the management of relationships and resolution of conflicts are usually available. At the same time, these students must become sensitized to the demands and rigors of global citizenship and come to realize that their own choices can make a difference. An appreciation of local-global connections, particularly when addressing issues that cut across geographic and political boundaries, is especially critical in this regard. The utility of accounting for the multiplicity and diversity of perspectives that might be brought to bear in confronting policy decisions with global implications should also be conveyed.

Even if we succeed in developing a more integrated and accepted core curriculum, the focus on global citizenship is likely to fall short if we do not bridge the gap between learning and participation. We believe that there needs to be experiential components to an international program of study. This involves sending students out into the world as part of their education and preparation to become global citizens.

Study abroad programs and exchanges are common devices for this purpose. The annual report of the Institute of International Education, *Open Doors 2005*, found that U.S. students studying abroad for credit increased by 9.6 percent in 2003/2004, up from 8.5 percent in 2002/2003 (<http://opendoors.iienetwork.org/?p=69735>). The total number of students was 191, 321. This growth is up almost 20 percent since 2000/2001. While more students may be studying abroad, the trend is for shorter stays. The majority of U.S. students studying abroad (56 percent) chose programs of less than one semester, either offered in summer session or mid-winter programs. And while the majority of students still travel to Europe, there has been growth in other areas as well – most notably, China and India.

Yet, these numbers represent a very small percentage of students enrolled on U.S. campuses. The vast majority of students do not take advantage of these opportunities for many different reasons: their program of study does not allow time for or require an international experience; they do not have the resources for study abroad; they do not have the desire – they do not see a benefit to be gained; more importantly, their parents do not see the benefit and simply will not allow it. Together, these factors keep numbers low institutionally.

While not all students will be able to abroad, those who are focused on international issues should have international exposure. We would recommend study abroad or some alternative international experience as a **required** component for our programs. Unfortunately, even some of our most committed students do not have the time or resources to participate beyond a few weeks. While this is not ideal, the utility of

shorter term programs can be enhanced if they are structured along the lines of intensive immersion and supplemented by appropriate pre and post experience components.

It is also important to remember that globalization has, among other things, brought the world closer to home. That means that there are likely to be opportunities that do not involve foreign travel to provide students with the kinds of experiences that develop their global understanding and appreciation. This is not intended as a substitute, but rather as a supplement. The challenge is greater in less cosmopolitan areas, but there should be at least some opportunities to engage the world directly, even if they rely somewhat heavily on virtual encounters.

Interfaces with international communities can also provide particularly useful outlets. These may range from internships with non-governmental organizations (NGO's) to volunteer work with immigrant communities to even what might appear to be the rather mundane, such as eating in an international restaurant or viewing a foreign film. Assets already on campus may include international students who offer another valuable resource for interaction and programs or events with an international flavor or theme.

Where Do We Go From Here?

What resources are available to us to meet challenges? What can we utilize to enhance global skills? Perhaps the easiest things are those we already have – courses with international content, language training, study abroad and internships. All of these resources exist (to a lesser or greater degree) at institutions of higher learning – the ability to get students to utilize them is the challenge. There are also internet sources available to inform both students and professors about international education issues and

opportunities. Here is a sampling of websites, grouped into three categories- professional resources for educators, study abroad, and international careers and internships - that may be helpful.

Professional Resources for Educators:

www.forumea.org

The Forum on Education Abroad is a membership association for professionals in the field that prepares reports and documents best practices for education abroad.

www.Globalization101.org

This website is sponsored by the Center for Strategic and International Studies in Washington, DC. It is designed to help provide resources for instructors and students to learn about globalization from an interdisciplinary perspective.

www.iie.org

The Institute of International Education is a nonprofit organization that seeks to promote global educational relationships through their management of over 250 international programs.

www.NAFSA.org

NAFSA: Association of International Educators is the leading professional association for international student advisors, promoting the exchange of students and scholars to and from the United States.

<http://yaleglobal.yale.edu/>

YaleGlobal Online is a magazine published by the Yale Center for the Study of Globalization that “explores the implications of the growing interconnectedness of the world by drawing on the rich intellectual resources of the Yale University community,

scholars from other universities, and public- and private-sector experts from around the world.”

Study Abroad

www.AIFS.com

The American Institute for Foreign Study (AIFS) is a company that organizes cultural exchanges all over the world, with more than 50,000 students participating annually.

www.BUNAC.org

British Universities North America Club (BUNAC) is a nonprofit, student organization that offers a broad range of short term, work opportunities primarily in the UK, Canada, Australia, New Zealand and South Africa.

www.CIEE.org

The Council on International Educational Exchange (CIEE) is an organization that provides work and study opportunities to U.S. college students.

www.goabroad.com

GoAbroad.com and its related sites, www.internabroad.com, www.volunteerabroad.com, www.teachabroad.com, and www.jobsabroad.com are excellent sites for students exploring a broad range of international options. Developed by international educators, these sites offer many ways to link student interests with international opportunities.

www.studyabroad.com

StudyAbroad.com offers a wide range of educational opportunities for students to study abroad. It is a service of Educational Directories Unlimited, an internet company serving higher education.

International Careers and Internships

www.aiesec.org

AIESEC (the French acronym for the International Association of Students in Economic & Business Management) is an international student organization offering work abroad and leadership opportunities to members of its approximately 800 chapters worldwide. Its program options are quite diverse and not restricted to economics or business.

www.careers.state.gov

This is a guide to careers with the U.S. Department of State. It also provides information on the Department's student employment programs and the Foreign Service exam.

www.icemenlo.com

International Cooperative Education (ICE) offers students summer work and internship opportunities in a variety of fields in Asia, Australia, Europe and South America.

www.interexchange.org

This non-profit organization offers a variety of work, travel, volunteer, training, internship and au pair placements. The working abroad section of the site provides information on programs in Australia, Costa Rica, France, Germany, Great Britain, India, Netherlands, Norway, Peru, South Africa and Spain.

www.peacecorps.gov

This provides detailed information about the Peace Corps and gives students the opportunity to become acquainted with the range of opportunities and work situations available. Application materials are also included.

www.transitionsabroad.com

This is the on-line version of *Transitions Abroad*, a magazine covering work, study, travel and living abroad opportunities. The site includes a wealth of information, including first-hand reports, annotated guides to resources and listings of programs. It also has excellent search capabilities.

www.volunteerinternational.org

The International Volunteer Programs Association (IVPA) is an alliance of NGO's that sponsor international volunteer and internship exchanges. Listings of programs and procedures for volunteering abroad are included.

www.volunteeringinternational.org

The International Partnership for Service Learning and Leadership is a non-profit educational organization that enables students to earn academic credit for volunteer service abroad. Detailed information is provided for its sixteen undergraduate programs around the world and its graduate program offering a Master's in International Service.

<http://workabroad.monster.com/>

This site has a wealth of information about getting jobs abroad. Included on the home page are links to articles on ESL training programs, the global labor economy, culture guides to various countries and tips to finding work abroad. It also offers a comprehensive international jobs search engine.

Conclusion:

The changing nature of the international system and the reality that everything local is global necessitates embracing the concept of global citizenship. Political science as a discipline must incorporate this focus. This is necessary to keep pace with the growing number of international studies programs and to insure the discipline's continuing contribution to efforts designed to foster global understanding. How then to move forward? First and foremost, we must state our expectations for global awareness up front. Internationalization should be a requirement, not an option. Further, we need to

provide sufficient incentives and rewards to move students to take advantage of the tools available to them. Finally, it is essential that we make tangible connections to what these skills will bring in the post collegiate environment, most notably, jobs.

Moreover, this agenda must be internalized by the students. Darla Deardorff (2004) believes students must develop an intercultural competence – the ability to communicate effectively and appropriately in intercultural situations based on one’s intercultural knowledge, skills and attitudes. Students must be able to see the world from other points of view. They must develop attitudes of respect, openness, curiosity and discovery. They must have knowledge and self-awareness, coupled with a deep understanding of other cultures. Further, they must have culturally specific information and socio-linguistic awareness. Finally, they must have traditional skills that foster listening, the ability to observe, analyze and interpret, evaluate and relate.

Deardorff argues this informed frame of reference will give students adaptability, flexibility, and ultimately, a sense of ethno-relativity that will lead to empathy. The result will be an ability to behave and communicate effectively and appropriately. Success in this regard, however, will be difficult to measure. Deardorff cautions this is not a quick fix that we can accomplish in one semester. It is a life long process, but she feels the process is as important as the knowledge. What we can do as international educators is light the spark and lay the groundwork to begin that process.

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