



"The real voyage of discovery consists not in seeing new landscapes but in having new eyes." Marcel Proust

This report outlines the findings of the mini-project on Modeling and Teaching the Global Citizen. It includes the main conceptual points of our thinking process, a definition, and three themes encasing ten recommendations.

BACKGROUND

The Global Citizen concept is a pivotal part of UBC's mission statement. Thirteen faculty members from English, Modern Languages, Sociology, Physics, Communication, Philosophy, Education, and Women's Studies gathered together from January to April 2005 to discuss ways of addressing the global citizenship mission.

PROCESS

We attempted to apply a five-step iterative process.

Step 1: create criteria for a definition

Step 2: develop a definition

Step 3: brainstorm policy and program concepts

Step 4: create criteria for prioritization

Step 5: write a report

The process was at once valuable and challenging. We began and ended our conversation on a working definition of global citizenship. During the process other questions began infiltrating and strengthening our thinking. This document includes some of the voices evoked in our journey.

We hope to invite readers "back stage" to gain a sense of the depth and quality of our conversation on modeling and teaching the global citizen.

TOWARD A DEFINITION

Why term "global citizen?" What is a "global citizen?" Who is a "global citizen?" What is the purpose of a "global citizen?"

These essential questions circulated throughout our online and face-to-face meetings. Finding consensus among thirteen academics who are all aware of the controversial nature of these questions stretched our collective imagination and showcased the strength of our particular learning community.

Why the term Global Citizen?

While some of us had, and continue to have, reservations towards the term, at the end we saw little value in re-thinking a term that UBC has already incorporated in its culture. We accept the term "Global Citizen."

What is the purpose of the Global Citizen?

Some saw the global citizen concept as colonial, Western, and dominated by the forces of globalization. Others felt that the global citizen must be seen as critique and antidote to the negative consequences of globalization. What follows is the consensus that we managed to reach to bridge the gap between these opposing views.

FOUR REALITIES OF THE GLOBAL CITIZEN

The need for the global citizen centers around four realities of our current world situation.

Reality 1—Recognizing Our Interconnectedness

Many of our problems (global warming, AIDS, pollution—for example) require solutions that are beyond the scope of current political and cultural boundaries and beyond the scope of markets. These issues are often "systemic" and require transnational cooperation in order to be addressed.

"In a world where countries are increasingly interdependent, we share a common responsibility to protect and conserve natural resources, promote global health and well-being, and foster international co-operation." UBC Trek 2010

Reality 2—Adopting a Global Perspective

The lack of a global perspective is at the root of many global problems. Individuals and organizations have failed to understand how local actions can create challenges in other jurisdictions. Our environmental challenges are one of the best examples of the pressing need for a global perspective.

"Global citizens are persons who are willing to think beyond (national, political, economic, academic, philosophical, linguistic, and/or religious) boundaries." Mercedes Duran, Modern Languages

Reality 3—The Need for Informed Leadership

Western universities have been criticized for not playing a leadership role in confronting global issues such economic, political, or cultural inequality; the need to respond to this criticism has created a significant opportunity for change.

"Our goal, as global citizens, in a world that increasingly demands that we take global relations into account, is to take responsibility for our actions and ideas in a global as well as local sphere." Jennifer Gustar, English and Women's Studies

Reality 4—Working Toward Global Governance

Global citizenship is not to be confused with the sixties notion of the “Citizen of the World.” We are not trying to create a new class of “elite citizens.” The movement is, instead, a direct response to the need for solutions that can be reached through new kinds of transnational governance structures.

“Our task is to empower students to shape and become involved in global governance and its post-national democratic institutions.” , Philosophy

DEFINITION:

What is a global citizen?

“Global citizens are willing to think beyond boundaries of place, identity, and category and recognize all human beings as their equals while respecting humanity’s inherent diversity. Within their own sphere of influence, global citizens seek to imagine and work towards a better world.

10 RECOMMENDATIONS

THEME 1--Encourage Global Citizen Program Development

“Global can be used as a synonym for thinking outside of one’s discipline and combining, for example, science and humanities research.” , Sociology

1. Create Global Citizen breadth and interdisciplinary course distribution requirements on all undergraduate degrees.
2. Find innovative ways for non-majors to take courses with a global and interdisciplinary focus such as those in women’s studies, environmental science, political science, geography, anthropology, and economics, among others.
3. Strengthen and discover new ways to support and nurture second language acquisition.

THEME 2--Model a Global Community on Campus

“We want our students to be in contact with the world that they live in.” Ramine Adl, Modern Languages

4. Support and sponsor international conferences and campus speaking engagements with global citizen themes.
5. Expand and improve study, research, and work abroad opportunities for faculty, staff, and students.
6. Increase funding to students from other countries who require financial assistance.
7. Provide support services to students who face cultural, political, and/or ideological challenges.

THEME 3--Improve Global Citizen Teaching and Research

Our [or An] ideal of the global citizen is one who imagines and works toward a better world beginning with her or himself. , Education

8. Improve faculty teaching capability with in-service learning programs designed to support teaching global citizenship and use innovative learner-centred approaches.
9. Promote a global citizen recognition program for the UBCO community and beyond
10. Encourage and support cross-disciplinary team-teaching on global issues.

Members of the Mini-Project

Ramine Adl

Peter Arthur

Lorin Card

Stan Chung, co-leader

Blane Després

Mercedes Duran

Vicki Green

Dan Murray

Grisel Maria Garcia Perez

, co-leader

Please check out our Blog!

<http://theglobalcitizenproject.blogspot.com/>

APPENDIX (*priority items)

 <p>The best way to have a good idea is to have lots of ideas." <i>Linus Pauling</i></p>
1. Expand library holdings of other languages and cultures
2. Support and sponsor international conferences*
3. Remove barriers to international research collaboration
4. Expand and support second language instruction*
5. Make a set of global citizen courses mandatory for graduation*
6. Create global citizen awards for student, faculty, staff, and community*
7. Begin a regular global citizen speaker series*
8. Support second language acquisition*
9. Develop a peer reviewed global citizen publication
10. Develop an on going seminar on global citizen issues
11. Create a course where students take part in some aspect of UBC governance
12. Allow pass/fail courses or other innovations in Global Citizenship as part of a degree*
13. Expand and improve study and research abroad programs*
14. Improve number of cross-listed interdisciplinary courses
15. Set up a global citizen fund for study abroad and other global initiatives
16. Support service learning courses
17. Implement a graduate program in global studies
18. Form partnerships with other institutions who value global citizenship
19. Support transnational movements and actions
20. Incorporate global citizen competencies in Arts One and first year programs*
21. Support a "practicum" in governance and democracy
22. Develop a global citizen notation on the graduating diploma for a fulfilling a course requirement
23. Invite senior admin to learn a second language
24. Provide free pass/fail language classes to all second year students
25. Agree on a set of measurable global citizen outcomes
27. Set up a global citizen website portal
28. Survey the importance of global citizenship among employers
29. Start peer support system with students from abroad
30. Develop study tours abroad for faculty, staff, and students*
31. Create an international food fair
32. Encourage research on the global citizen concept
33. Brand courses at UBCO as "global citizen" courses
34. Improve the opportunities for team teaching across disciplines*
35. Develop as part of a pre-service course for all new faculty a course on teaching global citizenship
36. Create breadth or interdisciplinary requirements on all undergraduate degrees*
37. Annual online survey on global citizenship issues
38. Improve UBC's actions as a global citizen
39. Debate the global citizen as a concept and vehicle for change
40. Improve numbers of scholarships for low-income foreign students*
41. Support interdisciplinary programs such as Women's Studies*

Quotations and Inspirational Voices

"It is easy to love the people far away. It is not always easy to love those close to us...Bring love into your home for this is where our love for each other must start."

Mother Teresa

"As a working definition, we propose that global citizens are persons whose experience of membership, agency, or political cause is global, or at least transnational. Global citizens find themselves affected by transnational power arrangements and regulations, and they are trying to affect government, corporate, and social policies in countries and contexts beyond their own nations." Centre for Communication and Civic Engagement at the University of Washington, Seattle, WA.

"Only the educated are free." Epictetus

"The mind is not a vessel to be filled but a fire to be kindled." Plutarch

"Constantly regard the universe as one living being, having one substance and one soul; and observe how all things have reference to one perception, the perception of this one living being; and how all things act with one movement; and how all things are the cooperating causes of all things which exist; observe too the continuous spinning of the thread and the structure of the web." Marcus Aurelius

"The great aim of education is not knowledge but action." Herbert Spencer

"Human history is but a race between education and catastrophe." H. G. Wells

"The object of education is to prepare the young to educate themselves throughout their lives."
Robert Maynard Hutchins

"The real struggle is not between East and West, or capitalism and communism, but between education and propaganda."

Martin Buber

"The aim of education is the knowledge not of facts but of values."

W.R. Inge

"The ink of the scholar is more sacred than the blood of the martyr."

Mohammed

"Global citizens are individuals who endeavor to think beyond their own cultural boundaries, respect and support diversity, work towards the preservation of the human cultural and environmental heritage, actively promote fairness and equity, and take responsibility for their ideas and actions in a global as well as local sphere." M. Duran

"Instead of thinking of ourselves (Western academics) as deciding what global citizenship is, since as Blane suggests, definitions can be co-opted to create boundaries of which the original definers were oblivious, and definitions can be (will always be?) used in ways that enable practices no one predicted and which exclude some people from full participation, perhaps we should be thinking of ourselves as providing not a definition, but a goal." J.

Gustar

"Our goal, as global citizens, in a world that increasingly demands that we take global relations into account, is to take responsibility for our actions and ideas in a global as well as local sphere. We seek to work towards the fair treatment of all peoples of the world and to do what we can to

promote that equity. We recognize and support all kinds of diversity, cultural and otherwise; therefore, we seek to work in coalitions with others to reach our goals. We endeavour to think beyond the boundaries of place, identities and other categories—beyond gender, nationality, ethnicity and race-- in order to forge linkages and coalitions with the peoples of the world who seek equity and the preservation of our environment.” J. Gustar

“I also agree that global citizens are and will be concerned with preservation and flourishing of human cultural achievements (including philosophy, of law or other disciplines.”

“The global citizen movement is an attempt to forge a new sense of purpose and responsibility for academic institutions. Its success will depend on the willingness of these institutions to step beyond the boundaries of ideology and self-interest.” S. Chung

“Global citizens are willing to think beyond (political, economic, academic, philosophical, linguistic, religious, gender, ethnic, and other cultural) boundaries...” M. Duran

“Those who have gone beyond the call of duty (i.e. not forced out of circumstance but of their own free will) in order to learn at least one second language fluently, and who, through such initiatives as a study abroad program, or an international exchange, or a work program, etc., have lived abroad for a substantial period of time, and who have had a paradigm shift such that they have stopped thinking of themselves uniquely and begun thinking about and working with or for others who are not of the same nationality, race, creed or colour; and finally, those who have done all of the preceding things, and who can intelligently discuss and critically analyze any number of world issues.” L. Card

‘Individual biological limitations understood from viewing individuals as isolated entities in a vacuum are not individual limitations for individuals embedded in society. It is not that the whole is more than the sum of its parts. It is that the properties of the parts cannot be understood except in their contents in the whole. Parts do not have individual properties in some isolated sense, but only in the context in which they are found. The theory of human nature that searches for that nature in the products of genes in individuals misses the whole point.’ R.C. Lewontin

"As public intellectuals, academics are always implicated in the dynamics of social power through the experiences they organize and provoke in their classrooms. In this perspective, intellectual work is incomplete unless it self-consciously assumes responsibility for its effects in the larger public culture while simultaneously addressing the most profoundly and deeply inhumane problems of the societies in which we live."
H. A. Giroux

“...a citizen who is characterized by an attitude of openness toward all others, irrespective of their gender, race, tenacity, age, religion, and language. This does not mean that they give up their own beliefs and values and do not respect their own culture. It simply means that they understand and appreciate other cultures and are tolerant of the differences that exist. Thus the global perspective prevails over nationalistic, ethnocentric and provincial views.” Diaz, Massialas and Xanthopoulos

“Homo sum; humani nihil a me alienum puto.”
I am a human being; I consider nothing human as foreign. Montaigne