

*Cosmopolitanism and  
Global Citizenship: A  
Framework for Enhanced  
Social Work Education*

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Of what use is a  
philosopher who  
doesn't hurt  
anybody's feelings?

Diogenes of Sinope



# Agenda

- ✓ Globalization and Higher Education
- ✓ Cosmopolitanism
- ✓ Global Citizenship
- ✓ Education and Global Citizenship
- ✓ Curricular Framework

# Globalization

“The widening, intensifying, speeding up and growing impact of worldwide interconnectedness”. (Held)

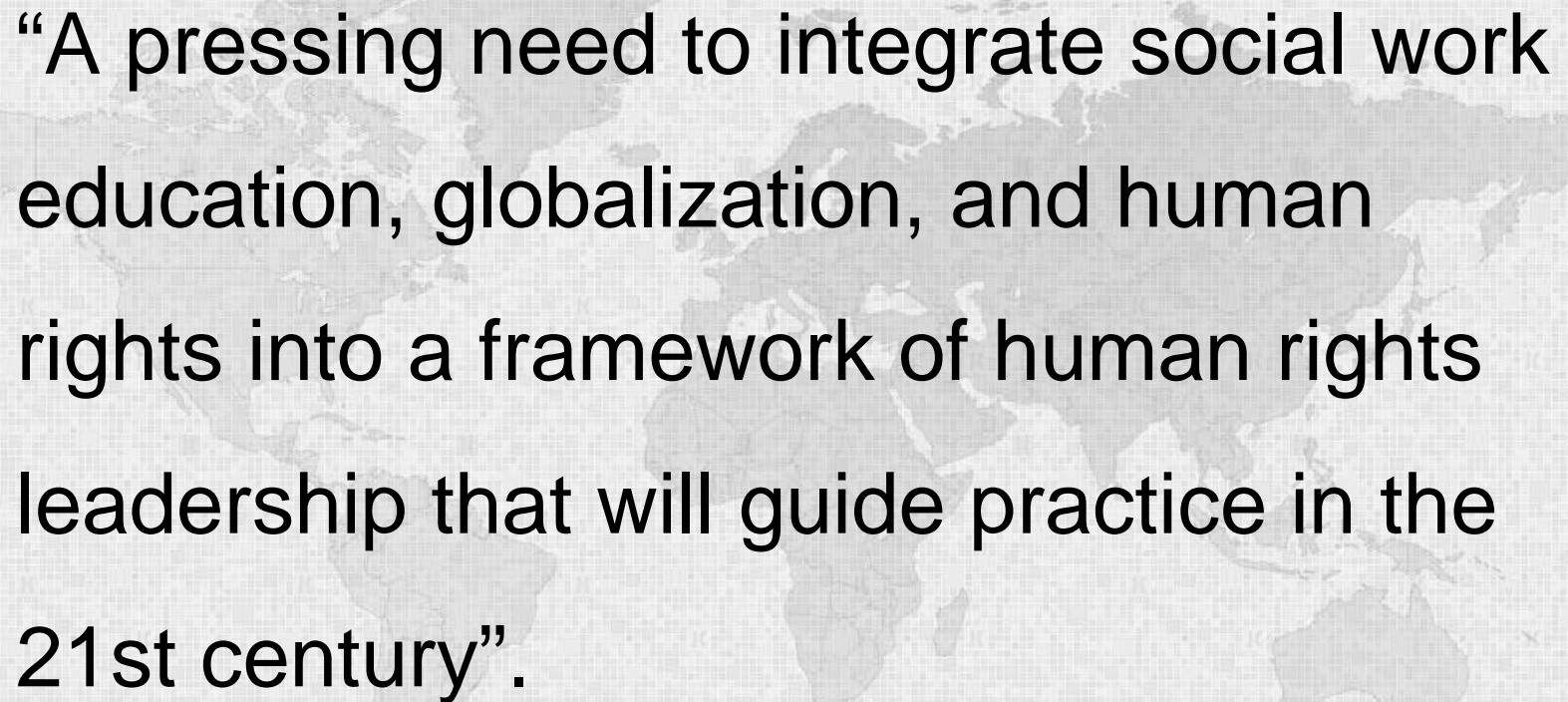
“Disrupts the social and economic arrangements of society and is erosive of existing arrangements of welfare”. (Pugh & Gould)





# HE's Response to Globalization

- 
- global workplace skills required by graduates
  - internationalization of education
  - world citizenship education
  - academic programming reflective of a cosmopolitanism worldview



“A pressing need to integrate social work education, globalization, and human rights into a framework of human rights leadership that will guide practice in the 21st century”.

(Hawkins & Knox)



# The internationalization of social issues: from global to local

- human trafficking
- child pornography and sexual exploitation
- drug trade
- international child adoption
- family tensions and mental health issues of refugees

# Cosmopolitanism

## Diogenes the Cynic (404 -323 BC)



I am not an Athenian or a Greek, but a citizen of the world.

*Diogenes*

meetville.com



# Cosmopolitanism

Global awareness

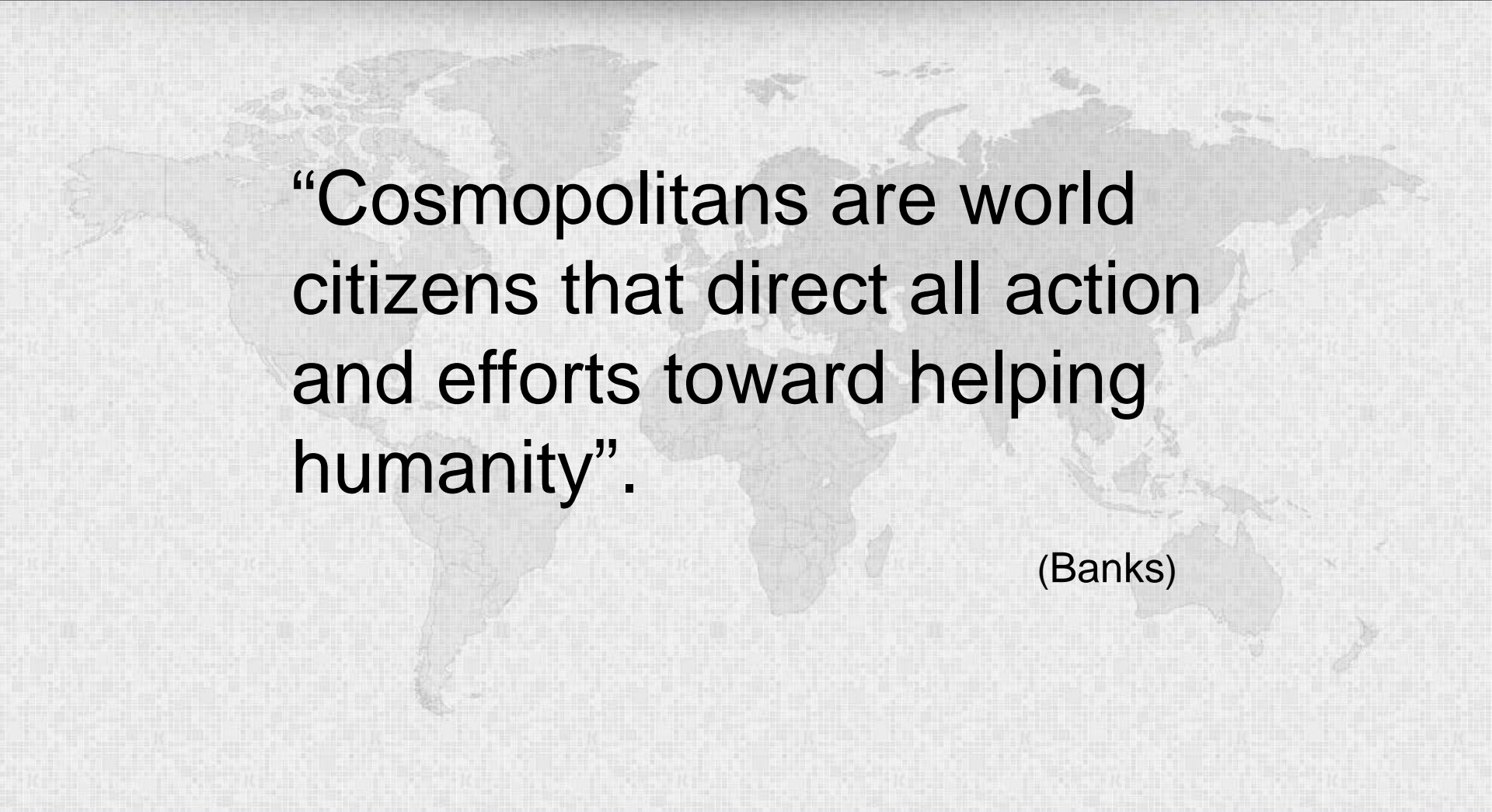
Loyalty to human kind

All humans have equal value

Recognition of the other

Equal treatment as  
global citizens

# Cosmopolitanism



“Cosmopolitans are world citizens that direct all action and efforts toward helping humanity”.

(Banks)



# Cosmopolitanism

“The cosmopolitan is often seen as a kind of parasite, who depends upon the quotidian lives of others to create the various local flavours and identities in which he dabbles”.

(Scruton)

# Cosmopolitanism

- A collective commitment to our shared humanity and an ensuing felt responsibility to discharge moral obligations and duties towards others.
- Recognizes the positive value of diversity and the ever-increasing interconnectedness of global cultures.
- Supports local commitments while at the same time considers loftier areas of concern.



# Cosmopolitanism & Global Citizenship

- Cosmopolitanism = an appreciation for the equal moral worth of all human beings.
- Global Citizenship = an acknowledgement of universal values, such as,
  - respect for cultural diversity
  - human rights and social justice
  - the interconnectedness of life
  - empathy for others
  - a felt responsibility to act

# Global Citizenship

## Oxfam International

- Respects and values diversity.
- Is aware of the wider world, understands how it works, and has a sense of one's own role as a world citizen.
- Is *outraged* by social injustice, and is willing to act to make the world a more equitable and sustainable place.
- Participates in the community at a range of levels, from the local to the global, and takes responsibility for one's actions.



# Global Citizenship

- Respect for cultural diversity.
- An orientation toward an appreciation for the worldwide interconnection of human beings.
- A sensitivity and empathy for the suffering of people around the world.
- A commitment to global social justice and human rights.
- A felt duty to take responsibility for one's own actions and on behalf of others.

# Global Citizenship

Global Citizenship is defined as:

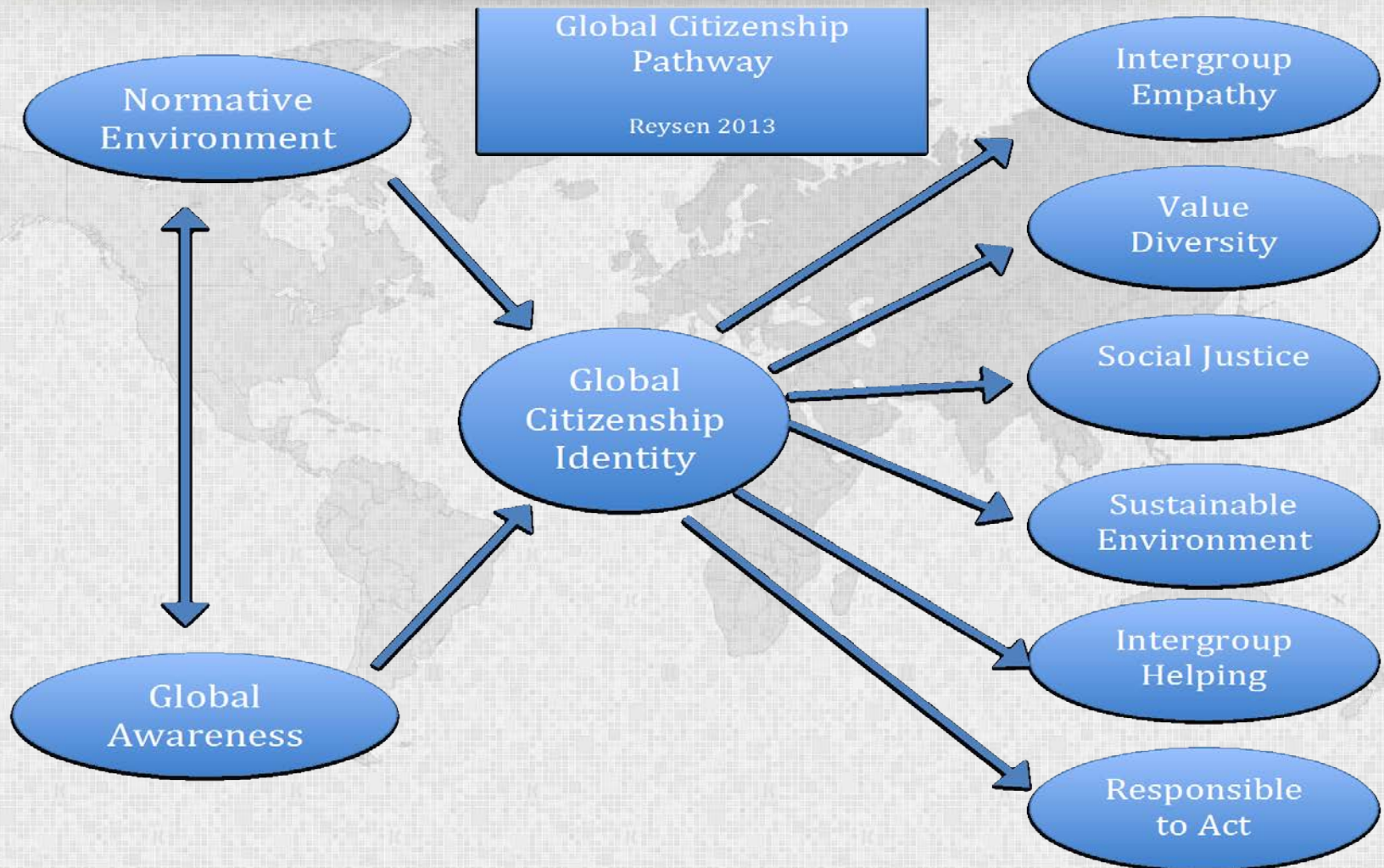
“Awareness, caring, and embracing cultural diversity, while promoting social justice and sustainability, coupled with a sense of responsibility to act”.



Reysen, S., & Katzarska-Miller, I. (2013). A model of global citizenship: Antecedents and outcomes. *International Journal of Psychology*, 48, 858-870.



# Global Citizenship



# Education and Global Citizenship

Education...

➤ *about*

➤ *for*

*...global citizenship*



# Education and Global Citizenship

Education about GC:

Provides students with an understanding of global issues, cultures and institutions.

Aimed at affording students a sense of identification, connection, and potential solidarity with others around the world.

# Education and Global Citizenship

Education for GC:

Encompasses a more robust pedagogy that involves students integrating applicable skills, values and attitudes germane to engaging as global citizens.

To ensure students are ready to take on the role of adult global citizens and associated responsibilities.

(Bourke et al.)





# Education and Global Citizenship

## Oxfam's *Learn-Think-Act*

- Explore topics related to social justice, diversity, and sustainable development.
- Critically examine possible solutions.
- Contemplate and take action on the issue as an active global citizen (individually and collectively).



# Education and Global Citizenship

## Oxfam's *Learn-Think-Act*

Curriculum emphasis:

- developing awareness and appreciation of diversity and multiculturalism
- social justice and human rights
- empathy and compassion
- sustainable development
- responsible action



# Education and Global Citizenship

## Soka (value-creating) Education

Three pillars of global citizenship (Ikeda, 2010):

- The wisdom to perceive the interconnectedness of all life and living.
- The courage not to fear or deny difference, but to respect and strive to understand people of different cultures and to grow from encounters with them.
- The compassion to maintain an imaginative empathy that reaches beyond one's immediate surroundings and extends to those suffering in distant places.

# Education and Global Citizenship

## Soka University

Curriculum emphasis:

- study abroad
- cultural exchange
- secondary language learning





# Education and Global Citizenship

## Study Abroad

Addressing global challenges through the integration of classroom-acquired knowledge and real-world experience.

# Education and Global Citizenship

## Study Abroad

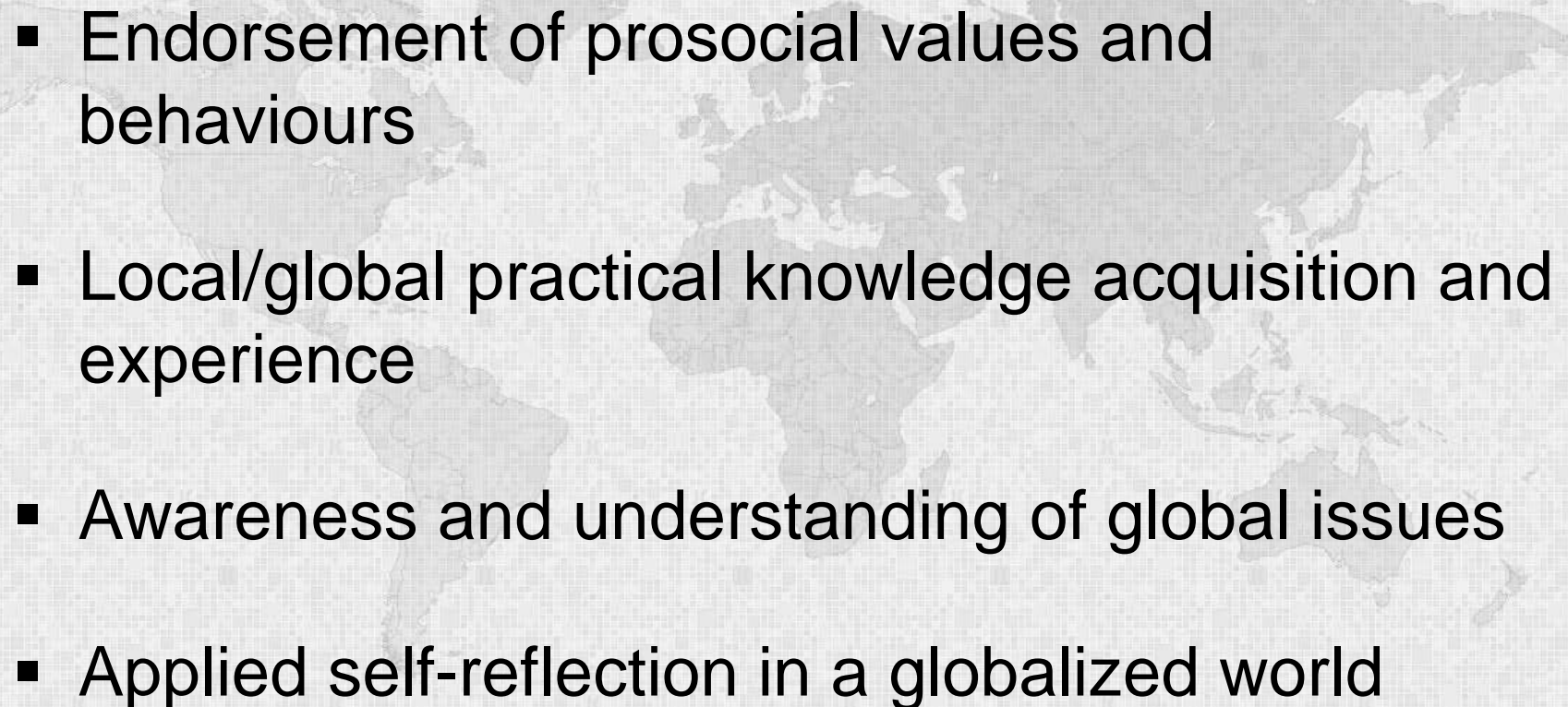
- Provides potent opportunities for critical self-reflection, analysis, and synthesis. (L. Stoner et al.)
- Enhances students' personal and moral development, intercultural competencies, awareness of global issues, and commitment to social justice. (K.R. Stoner et. al., Tiessen & Epprecht)
- Plays an integral role in shifting students' values, beliefs and behaviours. (Wynveen et al.)





# SW Integrated Curricular Framework

## Four Cornerstones

- 
- Endorsement of prosocial values and behaviours
  - Local/global practical knowledge acquisition and experience
  - Awareness and understanding of global issues
  - Applied self-reflection in a globalized world

# SW Integrated Curricular Framework

## Implementation Strategy

- Integration of substantive study about cosmopolitanism and global citizenship within existing social work courses.
- Introduction of specific courses on cosmopolitanism and global citizenship relative to social work practice.
- Development of a unique concentration within the social work program that specializes in cosmopolitanism and global citizenship.



# SW Integrated Curricular Framework

## Endorsement of prosocial values and behaviours

Especially introduce (or fortify) coursework focused on:

- The promotion and advocacy of environmental sustainability.
- A committed sense of responsibility for one's actions.

# SW Integrated Curricular Framework

**Local/global practical knowledge acquisition and experience**

All social work practice is to be considered international in its scope, and the task of social workers is to link the global with the local. (Ife)



# SW Integrated Curricular Framework

## Local/global practical knowledge acquisition and experience

“Students' global engagement must begin with leaving the protective walls of the university”.

(Sperandio et al., 2010)

- Local and international-based field practicums.
- Hands on experience with populations impacted by globalization and global issues (e.g., poverty, homelessness, illiteracy, transnational migration).

# SW Integrated Curricular Framework

## **Awareness and understanding of global issues**

Examining the vast array of complex global issues affecting the world's population, and helping students understand how global and local issues interrelate, would yield a more cosmopolitan-minded practitioner.



# SW Integrated Curricular Framework

## **Awareness and understanding of global issues**

The Earth Charter is an ethical framework for building a just, sustainable, and peaceful global society in the 21st century. It seeks to inspire in all people a new sense of global interdependence and shared responsibility for the wellbeing of the whole human family, the greater community of life, and future generations.

(Earth Charter International, 2012)

# SW Integrated Curricular Framework

## Applied Self-Reflection in a Globalized World

Students need to think deeply about their actions, develop an awareness of why their actions are important, and discover ways to become active and responsible global citizens. (Martin, et al.)


Applied self-reflection has students not just think about their place in a globalized world, but to also explore actions they might take to address global social issues.



# Conclusion

Focusing on social change and the promotion of social justice, human rights, respect for diversity, and self-determination, social work is well positioned to integrate a cosmopolitanism and global citizenship framework into its curricula.

# Conclusion



The framework should promote education for global citizenship, rather than simply about global citizenship.



# Conclusion

Social workers identifying as global citizens, with a cosmopolitan sensibility, may be more capably equipped in our globalized world to address life challenges and take meaningful action to enhance wellbeing within the wider scope of society.

# Philosophy of Education Conference

## George Brown College



Thank you for your attention today