

“The Why, What, and How of Educating Responsible Global Citizens”
Center For Teaching Excellence Workshop
March 25th, 2022

Quotes to Inspire Internationalizing Your Teaching
Dr. Li & Dr. Finlay, GLI Faculty Fellows

In this document, we collect key quotes from the readings that have helped to inspire our workshop and own work in the space of internationalizing the university curriculum. While these quotes are no substitute for reading the original articles we’ve collected in this toolkit, we hope you’ll find it a useful guide for reflecting upon the issues we’ve explored in our first internationalization workshop.

Looking forward to seeing you in future workshops in our internationalization series.

Global citizenship as double-edged sword:

- Pursuing “global citizenship” could “increase the negative impacts of globalisation” and “inadvertently further increase the privilege and power of some groups compared with others, creating a stronger and even more exclusive global transnational elite” (Leask & de Wit, 2016, p. 2).
- "Hamdon and Jorgenson (2009) used the term global citizenship to describe a neo-liberal discourse that privileges individualism, mobility and competition and perpetuates minority privilege" (Clifford & Montgomery, 2014, p. 29).
- "Spivak [2008] saw an ‘international class, with nationalist knowledge bases’ with people who are internationally mobile but think nationally and impose their ideas across the globe" (Clifford & Montgomery, 2014, p. 30).
- "What appears to be missing from the common cosmopolitan stance is a political discourse that interrogates issues of power, inclusion and exclusion, oppression and marginalisation (Donald, 2008; Joseph, 2012)" (Clifford & Montgomery, 2014, p. 30-31).

- "A shift in focus and priority from meaningful contribution to society towards global professionalism and employability has been observed, whereas all aspects are important and interrelated" (Leask & de Wit, 2016, p. 2; de Wit & Leask, 2017, p. 225).

Shifting towards *Responsible Global Citizenship*

- "Awareness of self and others, of one's situatedness in the wider world, coupled with responsibility for the impact of one's actions on others, characterise responsible global citizenship" (Leask & de Wit, 2016, p. 3).
- "Principled decision-making, solidarity across humanity (Schattle, 2009), internalized civic ethics or values (Kubow et al., 2000) and actions that support the collective wellbeing (Rizvi and Lingard, 2010) are key characteristics of responsible global citizens" (de Wit & Leask, 2017, p. 226).
- "Responsible global citizenship, and those who seek to develop it in students, will recognise that all human beings need to think locally, nationally and globally and be committed to 'a form of cosmopolitan citizenship that emphasizes collective wellbeing connected across local, national and global dimensions' (Rizvi, 2009: 202)" (Leask & de Wit, 2016, p. 2; de Wit & Leask, 2017, p. 226).
- "They will be aware of how their actions affect others and they will show concern for the well-being of others" (Leask & de Wit, 2016, p. 3).
- "They will have 'the ability to recognize fellow citizens as people with equal rights, even though they may be different in race, religion, gender and sexuality' (Nussbaum, 2010: 25)" (de Wit & Leask, 2017, p. 226).
- "They will look at and treat others with respect, 'as ends, not just as tools to be manipulated for one's own profit' (Nussbaum 2010: 25)" (de Wit & Leask, 2017, p. 226).
- "Responsible global citizens will understand local issues within the 'broader context of the global shifts that are reshaping the ways in which localities, and even social identities, are now becoming re-constituted' (Rizvi, 2009: 254)" (de Wit & Leask, 2017, p. 226).
- "Responsible global citizens will see their own nations as part of a complicated world order in which 'issues of many kinds require intelligent transnational deliberation for their resolution' (Nussbaum, 2010: 26)" (de Wit & Leask, 2017, p. 226).

- “Responsible global citizens will understand modern contests for resources, space and quality of life, the relationship between the local and the global and will be committed to new pathways for human development and well-being, in their own communities and region as well as globally” (Leask & de Wit, 2016, p. 1; de Wit & Leask, 2017, p. 223).
- "Responsible global citizens will be deeply committed to solving the world’s problems and well equipped with the knowledge and skills required to create new and exciting possible worlds" (Leask & de Wit, 2016, p. 2-3).
- "They will demonstrate a commitment to action locally and globally, across social, environmental and political dimensions, in the interests of others" (Leask & de Wit, 2016, p. 3).
- "So a global citizen, in the literature, has been seen to have a critical knowledge of her or his self, culture and social-historical positioning, knowledge of other cultures and other peoples and a recognition of the interdependence of all humans (Nussbaum, 2002). They also need to have knowledge of global issues and a moral sensitivity to social injustice, inequality and racism and also to actively pursue a life that does not benefit themselves to the disadvantage of others. Giroux (1988) stressed preparing students to be active, critical, risk taking citizens whose task is to interpret the world with the intention to change it" (Clifford & Montgomery, 2014, p. 31).

Internationalization as Needed Systemic Change:

- Demands that “curricula focus on graduate employability” leave “little room for the consideration of the idea of global citizenship” (Clifford & Montgomery, 2014, p. 38).
- "The focus on ‘a programme of study’ highlights the need to plan and scaffold opportunities for all students to develop deep knowledge and advanced skills and hence move beyond approaches to internationalizing the curriculum based on isolated, optional experiences and activities for a minority" (de Wit & Leask, 2017, p. 225).
- “... coordinate and align subjects taken across a programme of study to ensure deep learning and incremental development of skills, knowledge and attitudes” (de Wit & Leask, 2017, p. 227).

- “Such approaches are value-based and connected to the development of global citizenship skills, to sustainability education and to intercultural competence” (de Wit & Leask, 2017, p. 223).
- “Equip[ping] graduates for global citizenship fundamentally challenges disciplines at the macro level to work with paradigm change (Clifford, 2009; 2012)” (Clifford & Montgomery, 2014, p. 40).