



Shared Futures Global Learning Forum

Philadelphia, Pennsylvania

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The Ethics of Global Citizenship

Questions:

- Can Global Ethics be taught as a core course, or must ethics be confined to the philosophy department? Moreover, is it something that anyone can teach? What disciplines can/cannot?
- Is global education something to be experienced in theory or in application? Or both?
- How do we make the case for “ethical universities” or for the role of an ethic within the university at all?
- Can we develop consensus on the definitions of both “ethical” and “global citizenship?” What are other ways to express the definitions? E.g. concept of nations—context around citizenship. And following, what is social responsibility – how far does it reach?
- Is citizenship inherently individualistic? If so, how do we apply the concept to cultures that focus more on the community rather than individuals/rights?
- How do we cultivate empathy (both among students and faculty) and knowledge of the other/difference?

Big Ideas:

- Moral Positioning – an alternative to prevalent notions of amoral education, which can leave jingoism as a dominant moral voice.
- Sameness Perspective – concentric circles of interconnectedness, confronting the problems embedded in the notion of a hierarchy of identities.
- Common human capacities – outside of human nature, human experiences of struggle.
- Working Together – finding common ways of doing things for the creation of communities and between communities.
- Conversation – this is the arena for discussion of ethics and identity in a global perspective; it doesn’t happen within the self – dialogue is essential.
- Multi-disciplinary perspectives – all disciplines including math and IT.
- Commodity and conceptual pathway and chains – ethics of choices, examination of consequences.
- Conscious engagement of individual experience in “big history”, i.e. as part of the entire world.
- Institutions: mission statement, curricular change, flailing about, communities across university sectors, administrative structure and space creation, assessment, faculty and staff development, questions of scale.
- Language learning is important to ideas of global citizenship in how it interacts with culture, etc. It is important to move beyond the “imperialism of English only.”

Faculty/Institutional Development:

- Courses should be interdisciplinary by design. The pedagogy of teaching global ethics must be emphasized, rather than just addressing changing the content of a course. For example:
 - Dialogue – professional learning communities, international learning communities
 - Engage by doing – meet students where they are (e.g. transnational consumerism)
 - Service learning – link experience with civic engagement
 - Team taught courses (included in core curriculum).
 - Short-term study abroad led by faculty.
 - Case studies.
 - Use of personal/public narratives to demonstrate similarity among diverse students.