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Globetrotting or Global Citizenship? - Rebecca Tiessen - 2014
Globetrotting or Global Citizenship? explores the broad range of international experiential learning options available to Canadian students, as well as the opportunities and the ethical dilemmas that come with them. Combining practical advice with critical examinations of international experiential learning, this essay collection is designed to help the reader to move beyond photo-ops and travel opportunities and towards striving for a deeper global citizenship. Globetrotting or Global Citizenship? is a valuable guide for students considering going abroad for experiential learning and a useful resource for those returning from such programs, as well as instructors and administrators facilitating pre-departure and return orientation sessions. Anyone taking part in international volunteering will find the reflections and analysis provided here an excellent starting point for understanding the potential impact of their time abroad.

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**Disruptive Learning Narrative Framework** - Manu Sharma - 2021-11-04
Written by scholars and educators based in Canada and the USA, this book
articulates and implements a new cutting-edge theoretical framework
entitled the disruptive learning narrative (DLN). The contributing authors
analyze their experiences with international service learning students using
DLN to uncover important lessons about race relations, power and
privilege. They offer fresh insight on how DLN is useful in understanding
and unpacking controversial teaching moments abroad and provide further
reflections on how others can adapt the DLN framework to meet the
contextual needs of their international educational experience. The chapters
offer case studies and learning from international service learning and study
abroad programs in Canada, China, Columbia, Cuba, Kenya, Tanzania, and
the USA. The book provides essential knowledge and insights for educators
who wish to address the inherent messiness and complexity of international
experiences. It will help educators and researchers to better understand the
controversial and sensitive issues of race relations, power and privilege
dynamics.

**Learning and Volunteering Abroad for Development** - Rebecca Tiessen
- 2017-07-20
Learning/volunteer abroad programmes provide opportunities for cross-
cultural understanding, partnership-building, and cooperative development,
but there are also significant structural challenges and inequality of
opportunity issues that result from these partnerships between host
organizations in the Global South and learning/volunteer abroad for
development (LVA4D) participants from the Global North. Learning and
Volunteering Abroad for Development aims to unpack the complex benefits
and disadvantages of learning/volunteer abroad programmes, using insights
from the volunteers who travel abroad and the communities who host them.
Based on empirical research within both volunteer and host communities,
this book provides students and scholars with an alternative framework for
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Global Citizenship Education - Aboagye Eva - 2021-03-01
The idea of citizenship and conceptions of what it means to be a good citizen has evolved over time. On the one hand, good citizenship entails the ability to live with others in diverse societies, and to promote a common set of values of acceptance, human rights, and democracy. On the other hand, in order to compete in the global economy, nations require a more innovative, autonomous, inventive, and reflective workforce, meaning good citizens are also those who successfully participate in the economic development of themselves and their country. At the same time, supporting citizens to realize their responsibilities beyond the nation has become important in this rapidly changing and interconnected world. These competing citizenship purposes often compel people to either ignore or act ambivalent to democratic and human rights values. That is, profit-driven labor exploitation, for instance, contradicts human rights and democratic tenants. Thus, global citizenship education is fundamental to teaching, learning and redressing sociopolitical, economic and environmental exploitation, globally. Detailing its historical development to be recognized as a field of study, Global Citizenship Education provides a critical discourse on global citizenship education (GCE). Authors in this collection offer underpinnings of global citizenship education by discussing its contemporary theories and methodologies, and specific case studies that illustrate the application of GCE initiatives. Aboagye and Dlamini aim to motivate learners and educators in post-secondary institutions not only to understand the issues of social and economic inequality, political and civil unrest facing us, but also to take action that will lead to equitable change in local and global spaces.
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**The Global Citizenship Nexus** - Debra D Chapman - 2020-04-08
In the spirit of Ivan Illich’s 1968 speech ‘To hell with good intentions’, the book takes aim at a ubiquitous form of contemporary ideology, namely the concept of global citizenship. Its characteristic discourse can be found inhabiting a nexus of four complexes of ‘ruling’ institutions, namely universities with their international service learning, the United Nations and allied international institutions bent on global citizenship education, international non-governmental organizations and foundations promoting social entrepreneurship, and global corporations and their mouthpieces pitching corporate social responsibility and sustainable development. The question is: in the context of Northern or Western imperialism and US-led, neoliberal, global, corporate capitalism, and the planetary Armageddon they are wringing, what is the concept of global citizenship doing for these institutions? The studies in the book put this question to each of these four institutional complexes from broadly political-economic and post-colonial premises, focusing on the concept’s discursive use, against the background of the mounting production of the global non-citizen as the global citizen’s ‘other’. Addressed to all users of the concept of global citizen(ship) from university students and faculty in global studies to social entrepreneurs and United Nations bureaucrats, the book’s studies ultimately ask whether the idea helps or hinders the global quest for social and economic justice.

**Insights on International Volunteering** - Rebecca Tiessen - 2018-03-02

**Global Citizenship, Common Wealth and Uncommon Citizenships**

2018-08-16

This set of essays critically analyze global citizenship by bringing together leading ideas about citizenship and the commons in this time that both needs and resists a global perspective on issues and relations. Education plays a significant role in how we come to address these issues and this volume will contribute to ensuring that equity, global citizenship, and the common wealth provide platforms from which we might engage in transformational, collective work.

**Tourism, Cosmopolitanism and Global Citizenship**

2019-12-20

Certain types of tourism, such as volunteer tourism and student travel, have long been associated with global citizenship. To travel and to experience other societies and other cultures is linked with a cosmopolitan outlook, and also with the capacity to empathise and act ethically in relation to people in distant countries. In turn global citizenship – being a ‘citizen of the world’ - has become increasingly important both as a moral and political identity. Encouraged by employers, validated by universities, travel has become a marker of moral and intent for altruistic and ambitious youth with a mind to travel and the bank balance to facilitate it. The chapters in this volume explore the relationship between tourism, global citizenship and cosmopolitanism. The chapters were originally published in a special issue of Tourism Recreation Research.

**Improving Classroom Engagement and International Development Programs**

2020-08-28

Educational pedagogy refers to student-centered learning that provides meaningful engagement to directly enhance critical thinking and creativity. This edited collection equips readers to understand and implement...
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**International Service Learning** - Marianne Larsen - 2015-12-04
International service learning (ISL) programs are growing more popular with students looking to advance their skills and knowledge to become global citizens. While the benefits of these programs among students are well documented, little is known about the implications they have on host communities themselves. This volume explores the impact of ISL programs on members of host communities (e.g. host families and local partner NGOs) who are increasingly influenced by the presence of international students in their lives. Drawing upon post-colonial, feminist and other critical and decolonizing theories, it examines the complicated power relations between North American ISL students and host communities in East and West Africa, the Caribbean and Central America. It stresses the importance of developing trusting relations between ISL students, faculty and individuals in the host communities to create mutually engaging learning experiences.

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**The Palgrave Handbook of Global Citizenship and Education** - Ian Davies - 2018-01-11
This Handbook is a much needed international reference work, written by leading writers in the field of global citizenship and education. It is based on the most recent research and practice from across the world, with the 'Geographically-Based Overviews' section providing summaries of global citizenship and education provided for Southern Africa, Australasia, Europe, the Middle East, North America, Latin America, and East and South East Asia. The Handbook discusses, in the 'Key Ideologies' section, the philosophies that influence the meaning of global citizenship and education, including neo-liberalism and global capitalism; nationalism and internationalism; and issues of post-colonialism, indigeneity, and transnationalism. Next, the 'Key Concepts' section explores the ideas that underpin debates about global citizenship and education, with particular attention paid to issues of justice, equity, diversity, identity, and sustainable development. With these key concepts in place, the 'Principal Perspectives and Contexts' section turns to exploring global citizenship and education from a wide variety of viewpoints, including economic, political, cultural, moral, environmental, spiritual and religious, as well as taking into consideration issues of ethnicity, gender and sexuality, and social class. Finally, the 'Key Issues in the Teaching of Global Citizenship' section discusses how education can be provided through school subjects and study abroad programmes, as well as through other means including social media and online assessment, and political activism. This Handbook will be vital reading for academics, postgraduates and advanced undergraduates in the fields of sociology and education, particularly those with an interest in comparative studies.

**The Palgrave Handbook of Global Citizenship and Education** - Ian Davies - 2018-01-11
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book draws on development, political and sociological theory and is
essential reading for students, researchers and academics interested in the
phenomenon of volunteer tourism and the politics of lifestyle that it
represents.

Volunteer Tourism - Jim Butcher - 2015-06-05
Just a generation ago the notion that holidays should be invested with
ethical and political significance would have sounded odd. Today it is part of
the lifestyle political landscape. Volunteer tourism is indicative of the
growth of lifestyle strategies intended to exhibit care and responsibility
towards others less fortunate, strategies aligned closely with developing
one’s ethical identity and sense of global responsibility. It sits alongside
telethons, pay-per-click, Fair Trade and ethical consumption generally as a
way to “make a difference”. Volunteer tourism involves a personal mission
to address the political question of development. It draws upon the private
virtues of care and responsibility and disavows political narratives beyond
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Global Trends, Dynamics, and Imperatives for Strategic Development
in Business Education in an Age of Disruption - Zhuplev, Anatoly -
2021-10-22
Over the past two centuries, the world’s socio-economic progression has gone through profound paradigm changes unfolding along four major development stages. Higher education has been an important part of this process. The accelerated pace of technological, socio-economic, and business innovations as well as ongoing fundamental changes in the real world call for progress in pedagogy. While modern universities have adapted in various degrees through information platforms such as Blackboard or Brightspace, video conferencing, and other technological innovations, they still commonly rely on pedagogical ideas and concepts rooted in a thoroughly pre-modern era rooted in medieval times. Global Trends, Dynamics, and Imperatives for Strategic Development in Business Education in an Age of Disruption explores the genesis of higher education and its contemporary structure and profile in major global regions and discusses key trends, dynamics, drivers, and developmental imperatives currently shaping business education. Covering topics such as business education, online education, and strategic development, this book is essential for teachers, managers, trainers, faculty, administrators, policymakers, researchers, academicians, and students involved in studies that include industrial, economic, social, urban, innovation, legal, and policy development.

Other Diplomacies, Other Ties - Luis René Fernández Tabío - 2018-02-20
Other Diplomacies, Other Ties explores Cuba-Canada relations following the revolution of 1959 and the major geopolitical and economic transformations that have occurred in recent years. Through the conceptual lens of "other diplomacies," which emphasizes interactions among non-state actors, the contributors challenge the conventional wisdom regarding the actions of diplomats, politicians, journalists, spies, and ?migr?ts. Featuring both Cuban and Canadian contributors, the volume offers a diverse range of research methodologies including ethnography, archival work, and policy analysis to encourage critical examination about the problems, possibilities, and promise of the longstanding relationship between Canada and Cuba. All decades of the post-1959 relationship - from the dramatic early years during which the diplomatic and political relationship was negotiated through to contemporary education exchanges and the gradual formation of Cuban-Canadian diasporas, are critically reappraised. Other Diplomacies, Other Ties is a nuanced and unique volume that crucially gives voice to Cuban scholars' perspectives on the Canada-Cuba relationship.
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Creative Universities - Schwittay, Anke - 2021-10-01
How can higher education contribute to tackling today’s complex
challenges? In this wide-ranging book, Anke Schwittay argues that, in order
to inspire and equip students to generate better responses to global
challenges, we need a pedagogy that develops their imagination, creativity,
emotional sensibilities and practical capabilities. Schwittay proposes a
critical-creative pedagogy that incorporates design-based activities,
experiential teaching, serious play and future-oriented practices. Crucially,
she demonstrates the importance of moving beyond analysing limitations to
working towards alternatives for more equitable, just and sustainable
futures. Presenting concrete ideas for the reimagination of higher
education, this book is an essential read for both educators and students in
any field studying global challenges.

Out There Learning - Deborah Louise Curran - 2019-01-02
Universities across North America and beyond are experiencing growing
demand for off-campus, experiential learning. Exploring the foundations of
what it means to learn "out there," Out There Learning is an informed,
critical investigation of the pedagogical philosophies and practices involved
in short-term, off-campus programs or field courses. Bringing together
contributors’ individual research and experience teaching or administering
off-campus study programs, Out There Learning examines and challenges
common assumptions about pedagogy, place, and personal transformation,
while also providing experience-based insights and advice for getting the
most out of faculty-led field courses. Divided into three sections that
investigate aspects of pedagogy, ethics of place, and course and program
assessment, this collection offers "voices from the field" highlighting the
experiences of faculty members, students, teaching assistants, and
community members engaged in every aspect of an off-campus study
programs. Several chapters examine study programs in the traditional
territories of Indigenous communities and in the Global South. Containing
an appendix highlighting some examples of off-campus study programs, Out
There Learning offers new pathways for faculty, staff, and college and
university administrators interested in enriching the experience of non-
traditional avenues of study.

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Effective Social Learning - Nathan Loewen - 2015-01-15
"By adopting the collaborative pedagogical process in this book, professors can create effective social learning experiences that connect students to peers and professional colleagues in real time. Loewen moves to a problem best addressed by educators in bricks-and-mortar institutions: if students are social learners, how do we teach in a way that promotes actual dialogue for learning? Loewen's approach to inter-institutional collaborative teaching answers this challenge, and he explains his pedagogical process with examples and working templates for designing social learning experiences. This is done by collaborative dialogue with G. Brooke Lester and Christopher Duncanson-Hales."--Page [4] of cover.

Community-Based Global Learning - Eric Hartman - 2018-08-31
International education, service-learning, and community-based global learning programs are robust with potential. They can positively impact communities, grow civil society networks, and have transformative effects for students who become more globally aware and more engaged in global civil society - at home and abroad. Yet such programs are also packed with peril. Clear evidence indicates that poor forms of such programming have negative impacts on vulnerable persons, including medical patients and children, while cementing stereotypes and reinforcing patterns of privilege and exclusion. These dangers can be mitigated, however, through collaborative planning, design, and evaluation that advances mutually beneficial community partnerships, critically reflective practice, thoughtful facilitation, and creative use of resources. Drawing on research and insights from several academic disciplines and community partner perspectives, along with the authors' decades of applied, community-based development and education experience, they present a model of community-based global learning that clearly espouses an equitable balance between learning methodology and a community development philosophy. Emphasizing the key drivers of community-driven learning and service, cultural humility and exchange, seeking global citizenship, continuous and diverse forms of critically reflective practice, and ongoing attention to power and privilege, this book constitutes a guide to course or program design that takes into account the unpredictable and dynamic character of domestic and international community-based global learning experiences, the varying characteristics of destination communities, and a framework through which to integrate any discipline or collaborative project. Readers will appreciate the numerous toolboxes and reflective exercises to help them think through the creation of independent programming or courses that support targeted learning and community-driven development. The book ultimately moves beyond course and program design to explore how to integrate these objectives and values in the wider curriculum and throughout formal and informal community-based learning partnerships.

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They discuss multiple aspects of positive development including how young negative impacts on vulnerable persons, including medical patients and children, while cementing stereotypes and reinforcing patterns of privilege and exclusion. These dangers can be mitigated, however, through collaborative planning, design, and evaluation that advances mutually beneficial community partnerships, critically reflective practice, thoughtful facilitation, and creative use of resources. Drawing on research and insights from several academic disciplines and community partner perspectives, along with the authors’ decades of applied, community-based development and education experience, they present a model of community-based global learning that clearly espouses an equitable balance between learning methodology and a community development philosophy. Emphasizing the key drivers of community-driven learning and service, cultural humility and exchange, seeking global citizenship, continuous and diverse forms of critically reflective practice, and ongoing attention to power and privilege, this book constitutes a guide to course or program design that takes into account the unpredictable and dynamic character of domestic and international community-based global learning experiences, the varying characteristics of destination communities, and a framework through which to integrate any discipline or collaborative project. Readers will appreciate the numerous toolboxes and reflective exercises to help them think through the creation of independent programming or courses that support targeted learning and community-driven development. The book ultimately moves beyond course and program design to explore how to integrate these objectives and values in the wider curriculum and throughout formal and informal community-based learning partnerships.

Flourishing in Emerging Adulthood - Laura M. Padilla-Walker - 2017-03-31
Flourishing in Emerging Adulthood highlights the third decade of life as a time in which individuals have diverse opportunities for positive development. There is mounting evidence that this time period, at least for a significant majority, is a unique developmental period in which positive development is fostered. Dr. Lene Arnett Jensen highlights the importance of this work in an engaging foreword, and chapters are written by leading scholars in diverse disciplines who address various aspects of flourishing. They discuss multiple aspects of positive development including how young people flourish in key areas of emerging adulthood (e.g., identity, love, work, worldviews), the various unique opportunities afforded to young people to flourish, how flourishing might look different around the world, and how flourishing can occur in the face of challenge. Most chapters are accompanied by first-person essays written by a range of emerging adults who exemplify the aspect of flourishing denoted in that chapter and make note of how choices and experiences have helped them transition to adulthood. Taken together, this innovative collection provides rich evidence and examples of how young people are flourishing as a group and as individuals in a variety of settings and circumstances. This unique resource will be useful to students, faculty, professionals, clinicians, and university personnel who work with young adults or who study development during emerging adulthood.
Civil Society Engagement - Patricia M. Daenzer - 2017-09-14
Civil Society Engagement: Achieving Better in Canada examines the process and outcomes of a particular series of civil society activism and establishes a conceptual framework through an examination of Canadian politics and societal change. Relying on qualitative and ethnographic research, document analysis and reviews of policies, the contributions focus on social possibilities, legal limits and societal roles to illuminate the national asset of human solidarity evident in civil society activism in Canada. Patricia Daenzer and her expert contributors challenge the romanticism of ‘the perfected welfare democracy’ and contend that civil society activism leads to the authentication of democracy. The premise is that Canadian political and policy inconsistencies fail to protect some and civil society intervention is essential for the realignment and redefinition of articulated national principles and redistributive outcomes. Although Canada is shown ultimately to be guarded in its welfare commitment, this ‘guarded’ progress in welfare democracy would not be possible without the activism of segments of civil society. Civil Society Engagement: Achieving Better in Canada demystifies civil society activism and urges greater awareness of current social dynamics and involvement in the lives of the most disadvantaged. Not only are new immigrants and refugees voicing for inclusion, but the very definition of persons with rights has evolved through civil society activism. This book will lead to deliberations about state legal frameworks which impact civil society reach, the purpose and scope of Canadian politics and the potential of civil society in perfecting our democracy.

Contextualizing Childhoods - Sam Frankel - 2018-09-29
This edited collection draws together a variety of contexts of contemporary childhoods, linking thinking from Canada with spaces in the UK and Sweden. The contributors explores the discourses that shape those childhoods and how this then impacts on the way that children come to experience their everyday lives. The aim of the book is not to reflect the entirety of childhood experience but to draw off particular expertise that shine a light into partial, yet significant areas of children’s lives, with the contributions engaging with a range of voices and perspectives. As a result, the collection advocates the need for childhood studies to zoom out from a predisposition to isolate the child, which has been seen as a necessary part of conceptualizing childhood. As a result, the book focuses on a ‘context’ for childhoods through a consideration of both structure and agency, and through this seeks to recognise the interconnected nature of the arenas within which children live their everyday lives. A range of themes are covered, including the education system, identity within the home, suicide in communities, and younger children’s ‘political’ engagement and sense of...
scholars across a range of disciplines, including sociology, law, and education.

**Contextualizing Childhoods** - Sam Frankel - 2018-09-29
This edited collection draws together a variety of contexts of contemporary childhoods, linking thinking from Canada with spaces in the UK and Sweden. The contributors explore the discourses that shape those childhoods and how this then impacts on the way that children come to experience their everyday lives. The aim of the book is not to reflect the entirety of childhood experience but to draw off particular expertise that shine a light into partial, yet significant areas of children’s lives, with the contributions engaging with a range of voices and perspectives. As a result, the collection advocates the need for childhood studies to zoom out from a predisposition to isolate the child, which has been seen as a necessary part of conceptualizing childhood. As a result, the book focuses on a ‘context’ for childhoods through a consideration of both structure and agency, and through this seeks to recognise the interconnected nature of the arenas within which children live their everyday lives. A range of themes are covered, including the education system, identity within the home, suicide in communities, and younger children’s 'political' engagement and sense of belonging. Contextualising Childhoods will be of interest to students and scholars across a range of disciplines, including sociology, law, and education.

**Seasonal Sociology** - Tonya K. Davidson - 2020-10
Seasonal Sociology offers an engaging and lively introduction to sociology through the seasons, examining the sociality of consumption practices, leisure activities, work, religious traditions, schooling, celebrations and holidays.

**Conflict Zone, Comfort Zone** - Agnieszka Paczyńska - 2019-01-07
By taking students out of their comfort zone, field-based courses—which are increasingly popular in secondary and postsecondary education—have the potential to be deep, transformative learning experiences. But what happens when the field in question is a site of active or recent conflict? In Conflict Zone, Comfort Zone, editors Agnieszka Paczyńska and Susan F. Hirsch highlight new approaches to field-based learning in conflict zones worldwide. As the contributors demonstrate, instructors must leave the comfort zone of traditional pedagogy to meet the challenges of field-based education. Drawing on case studies in the United States and abroad, the contributors address the ethical considerations of learning in conflict zones, evaluate the effectiveness of various approaches to teaching these courses, and outline the dilemmas faced by those seeking to resolve those challenges. Finally, filling a crucial gap in existing literature, the contributors identify best practices that will assist aspiring instructors in developing successful field-based courses in conflict zones. Contributors: Daniel R. Brunstetter, Alison Castel, Gina M. Cerasani, Alexander Cromwell, Maryam Z. Deloffre, Sandi DiMola, Leslie Dwyer, Eric Hartman, Pushpa Iyer, Allyson M. Lowe, Patricia A. Maulden, rj nickels, Anthony C. Ogden, Jennifer M. Ramos, Lisa E. Shaw, Daniel Wehrenfennig
education, global citizenship, and service learning, it sheds light on current challenges of field-based classes are magnified in conflict and postconflict settings, and outline the dilemmas faced by those seeking to resolve those challenges. Finally, filling a crucial gap in existing literature, the contributors identify best practices that will assist aspiring instructors in developing successful field-based courses in conflict zones. Contributors: Daniel R. Brunstetter, Alison Castel, Gina M. Cerasani, Alexander Cromwell, Maryam Z. Deloffre, Sandi DiMola, Leslie Dwyer, Eric Hartman, Pushpa Iyer, Allyson M. Lowe, Patricia A. Maulden, rj nickels, Anthony C. Ogden, Jennifer M. Ramos, Lisa E. Shaw, Daniel Wehrenfennig

The World is My Classroom - Joanne Benham Rennick - 2013-12-06
International education and learn-abroad programs have received heightened interest in the knowledge economy, and universities are keen to create successful programs for students. The World Is My Classroom presents diverse perspectives on these experiential learning programs and ways of globalizing Canadian classrooms. Examining themes such as global education, global citizenship, and service learning, it sheds light on current debates that are of concern for faculty members, administrators, international partners, and students alike. The World Is My Classroom is the first book to examine pedagogical questions about the internationalization and globalization of higher education from an explicitly Canadian perspective. It features original reflections from students on their experiences in learn-abroad programs, as well a foreword by Craig and Marc Kielburger, founders of Free the Children and Me to We, on the benefits of international learning experiences. Universities considering developing, enhancing, and refining their learning abroad programs, as well as students considering these programs and experiences, will find this an insightful and useful book.

Beyond Sport for Development and Peace - Lyndsay M. C. Hayhurst - 2015-10-05
Debates around the ‘sport for development and peace’ (SDP) movement have entered a new phase, moving on from simple questions surrounding the utility of sport as a tool of international development. Beyond Sport for Development and Peace argues that critical research and new perspectives and methodologies are necessary to balance the local aspects and global influences of sport and to better understand the power relations embedded in SDP on a transnational scale. As the era of the Millennium Development Goals gives way to a new agenda for sustainable development, this book considers the position of SDP. The book brings together contributors from 15 different countries across the developed and developing worlds, including academic researchers and ‘on the ground’ experts, practitioners and policy-makers, to provide one of the most diverse set of perspectives assembled in SDP scholarship. Looking to the renewed development agenda, its authors explore theoretical, policy and practical dimensions that address the broadening geographical and cultural spread of SDP, the emergence of issues such as child protection within it, its increased capacity for critical reflection on practice, and its potential for new collaborative approaches to knowledge production. Through its combination of academically-led chapters paired with practice-oriented ‘responses’ it offers an important reconceptualization of SDP as a contributor to development policy, and opens up important new avenues for studying and ‘practising’
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Canada and the Challenges of International Development and Globalization - Mahmoud Masaeli - 2018-08-28

What are Canada’s various links with international development and globalization? They extend beyond foreign aid to diplomacy, trade, finance, aid, immigration, military intervention (both peacekeeping and combat roles), membership in a variety of international organizations, relations with indigenous peoples, and people-to-people links. This multi-disciplinary and multi-author textbook, designed for first- or second-year students, introduces the main concepts, theories, and perspectives that have shaped Canada’s interactions with developing countries in a globalizing world. It starts by considering Canada as a case study in international development and globalization. It examines Canada’s diplomatic, economic, military, social, immigration and aid policies, how they have changed over time and how they have interacted with each other and with Canada’s treatment of Indigenous peoples. The book presents economic, political, and cultural dimensions of the process of globalization and the ways they affect Canada; examines the public institutions, private sector and civil society organizations in Canada; and explores the moral imperatives behind Canadian international policy. Finally, it examines current issues, including Canada’s promotion of human rights, democracy, good governance, support to the private sector, and relations with fragile and conflict-affected states and the emerging economies. Finalist - PROSE Award, Textbook/Social Sciences January 2019 This book is published in English. - Comment se déploient les interventions du Canada en matière de développement international et de mondialisation ? Bien au-delà de l’aide à l’étranger, celles-ci touchent la diplomatie, le commerce, les finances, l’aide, l’immigration, les interventions militaires, l’adhésion à des organisations internationales et des liens entre personnes. Conçu pour les étudiants de première et de deuxième année du premier cycle, ce manuel multidisciplinaire est une initiation aux principaux concepts, idées, théories et approches qui forment le contexte historique et les fondations mêmes des interactions du Canada avec les pays en développement à l’ère de la mondialisation. Il aborde la question de la diplomatie canadienne et de son évolution, examine les politiques canadiennes en matière d’immigration, d’aide, de politique, d’économie, militaires et sociales. Il présente les dimensions économiques, politiques et culturelles du processus de mondialisation et les façons dont elles touchent le Canada, les institutions et politiques en lien avec le développement, les organismes du secteur privé et la société civile au Canada et les impératifs moraux qui sous-tendent la politique internationale canadienne. Enfin, il examine les droits humains, la démocratie, la bonne entendance, le soutien au secteur privé, les relations
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A Contemporary Cuba Reader - Philip Brenner - 2014-07-07

Cuba has undergone dramatic changes since the collapse of European communism. The loss of economic aid and preferential trade with the Soviet Union and other Eastern bloc countries forced the Cuban government to search out new ways of organizing the domestic economy and new commercial relations in an international system dominated by market economies. The resulting economic reforms have reverberated through Cuban society and politics, recreating social inequalities unknown since the 1950s and confronting the political system with unprecedented new challenges. The resulting ferment is increasingly evident in Cuban cultural expression, and the responses to adversity and scarcity have reshaped Cuban social relations. This completely revised and updated edition focuses on Cuba since Raúl Castro took over the country’s leadership in 2006. A Contemporary Cuba Reader brings together the best recent scholarship and writing on Cuban politics, economics, foreign relations, society, and culture in present-day Cuba. Ideally suited for students and general readers seeking to understand this still-contentious and controversial island, the book includes a substantive introduction setting the historical context, as well as part introductions and a chronology. Supplementary resources for students and professors are available here. Contributions by: Carlos Alzugaray Treto, Denise Blum, Philip Brenner, Michael J. Bustamante, Mariela Castro, Soraya M. Castro Mariño, María Auxiliadora César, Armando Chaguaceda, Margaret E. Crahan, Simon C. Darnell, Antonio Aja Díaz, Jorge I.
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Canada and the Third World - Karen Dubinsky - 2016-03-31
Even though they are aware of the Third World in relation to their daily lives, most Canadians know little about the historical foundations and complex nature of their country's entanglements with non-Western societies. Canada and the Third World provides a long overdue introduction to Canada's historical relationship with the Third World. The book critically explores this relationship by asking four central questions: how can we understand the historical roots of Canada's relations with the Third World? How have Canadians, individuals and institutions alike, practiced and imagined development? How can we integrate Canada into global histories of empire, decolonization, and development? And how should we understand the relationship between issues such as poverty, racism, gender equality, and community development in the First and Third World alike?

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THE CRITICAL WORK IN GLOBAL HEALTH, NOW COMPLETELY REVISED AND UPDATED “This book compels us to better understand the contexts in which health problems emerge and the forces that underlie and propel them.” - Archbishop Emeritus Desmond Mpilo Tutu H1N1. Diabetes. Ebola. Zika. Each of these health problems is rooted in a confluence of social, political, economic, and biomedical factors that together inform our understanding of global health. The imperative for those who study global health is to understand these factors individually and, especially, synergistically. Fully revised and updated, this fourth edition of Oxford’s Textbook of Global Health offers a critical examination of the array of societal factors that shape health within and across countries, including how health inequities create consequences that must be addressed by public health, international aid, and social and economic policymaking. The text equips students, activists, and health professionals with the building blocks for a contextualized understanding of global health, including essential threads that are combined in no other work: · historical dynamics of the field · the political economy of health and development · analysis of the current global health structure, including its actors, agencies, and activities · societal determinants of health, from global trade and investment treaties to social policies to living and working conditions · the role of health data and measuring health inequities · major causes of global illness and death, including under crises, from a political economy of health vantage point that goes beyond communicable vs. non-communicable diseases to incorporate contexts of social and economic deprivation, work, and globalization · the role of trade/investment and financial liberalization, precarious work, and environmental degradation and contamination · principles of health systems and the politics of health financing · community, national, and transnational social justice approaches to building healthy societies and practicing global health ethically and equitably

Through this approach the Textbook of Global Health encourages the reader -- be it student, professional, or advocate -- to embrace a wider view of the global health paradigm, one that draws from political economy considerations at community, national, and transnational levels. It is essential and current reading for anyone working in or around global health.
to globality and ethics of duty, this volume offers a detailed analysis of these healthy societies and practicing global health ethically and equitably. Through this approach the Textbook of Global Health encourages the reader -- be it student, professional, or advocate -- to embrace a wider view of the global health paradigm, one that draws from political economy considerations at community, national, and transnational levels. It is essential and current reading for anyone working in or around global health.

**Globality, Unequal Development, and Ethics of Duty** - Mahmoud Masaeli - 2016-09-23
Do we have a duty to end poverty? Is this duty to alleviate poverty, or is it for healing of disempowerment? Based on what moral reasoning is this duty grounded? Must this reasoning be based on value consensus, or can it result in convergence on conclusions from plural moral premises? What results derive from this duty? To whom is this duty addressed? What are the dimensions of this duty? Is this a duty to help or a duty for justice? Is it a uniform duty or are there diverse lines of reasoning and justifications for it? Who must undertake this duty? How is the duty undertaken and fulfilled? Bringing together contributions investigating fundamental themes related to globality and ethics of duty, this volume offers a detailed analysis of these questions, while providing some policy solutions. Indeed, it provides a multifaceted and interdisciplinary dialogue about the ethics of duty in an age of globality and extreme poverty.

**Racially and Ethnically Diverse Women Leading Education** - Terri N. Watson - 2016-12-05
This book's primary focus is on racially and ethnically diverse women in educational leadership. Each chapter is written from a unique conceptual or empirical lens as shared by international female leaders, and range from a critical examination of global society and cross-cultural collaboration, to the intersection of race, law, and power.

**Unsettling Eurocentrism in the Westernized University** - Julie Cupples - 2018-08-06
The westernized university is a site where the production of knowledge is embedded in Eurocentric epistemologies that are posited as objective, disembodied and universal and in which non-Eurocentric knowledges, such as black and indigenous ones, are largely marginalized or dismissed. Consequently, it is an institution that produces racism, sexism and epistemic violence. While this is increasingly being challenged by student activists and some faculty, the westernized university continues to engage in diversity and internationalization initiatives that reproduce structural disadvantages and to work within neoliberal agendas that are incompatible with decolonization. This book draws on decolonial theory to explore the ways in which Eurocentrism in the westernized university is both reproduced and unsettled. It outlines some of the challenges that accompany the decolonization of teaching, learning, research and policy, as
David Goodhart's searing analysis considers this shift through his novel *The Road to Somewhere*. It draws on examples from universities in Europe, New Zealand and the Americas. This book represents a highly timely contribution from both early career and established thinkers in the field. Its themes will be of interest to student activists and to academics and scholars who are seeking to decolonize their research and teaching. It constitutes a decolonizing intervention into the crisis in which the westernized university finds itself.

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**The Road to Somewhere** - David Goodhart - 2017

The political era one is living through always feels messy and fragmented from the inside. But looking back from the future, the first two decades of the 21st century will come to be seen as the moment when the politics of culture and identity rose to challenge the previous politics of left and right.
make proper investments in our arrival cities—through transportation, generally comfortable with new places and people. The "Somewhere" people are by definition more rooted and have ascribed identities based on group belonging and particular places, which is why they often find rapid change disturbing. One core group of Somewheres are often "left behind" - mainly older white working class men with little education. They have lost economically with the decline of well paid jobs for people with little education and culturally, too, with the disappearance of a distinctive working-class culture and the marginalization of their social conservatism in the public conversation. However Somewhere ambivalence about recent social trends spreads far beyond this core group and is shared by many in all social classes. The broad ideology of Nowhere people can be characterized as "progressive individualism." By contrast, the Somewheres are more socially conservative by instinct. This book will contend that the Nowhere people have counted for too much in the past generation and populist parties, such as the Tea Party, have emerged in part as a democratic counter-balance to that dominance. In a democracy the Somewheres cannot, however, be ignored.

**Arrival City** - Doug Saunders - 2011-03-22

Look around: the largest migration in human history is under way. For the first time ever, more people are living in cities than in rural areas. Between 2007 and 2050, the world’s cities will have absorbed 3.1 billion people. Urbanization is the mass movement that will change our world during the twenty-first century, and the “arrival city” is where it is taking place. The arrival city exists on the outskirts of the metropolis, in the slums, or in the suburbs; the American version is New York’s Lower East Side of a century ago or today’s Herndon County, Virginia. These are the places where newcomers try to establish new lives and to integrate themselves socially and economically. Their goal is to build communities, to save and invest, and, hopefully, move out, making room for the next wave of migrants. For some, success is years away; for others, it will never come at all. As vibrant places of exchange, arrival cities have long been indicators of social health. Whether it’s Paris in 1789 or Tehran in 1978, whenever migrant populations are systematically ignored, we should expect violence and extremism. But, as the award-winning journalist Doug Saunders demonstrates, when we make proper investments in our arrival cities—through transportation, education, security, and citizenship—a prosperous middle class develops. Saunders takes us on a tour of these vital centers, from Maryland to Shenzhen, from the favelas of Rio to the shantytowns of Mumbai, from Los Angeles to Nairobi. He uncovers the stories—both inspiring and heartbreaking—of the people who live there, and he shows us how the life or death of our arrival cities will determine the shape of our future.

**Globalization of Management Education** - Aacsb International - 2011

Rarely, if ever, have business schools experienced change as far-reaching and powerful as during the current wave of globalization. Understanding
freedom, private higher education, and the academic profession and its Task Force on Globalization of Management Education. In this comprehensive report, the Task Force explores broad globalization trends in management education that command the attention of any individual or institution striving to navigate in today's environment. Then, by exploring individual business school strategies, it provides valuable insights into how business schools can and should respond. The report aims to encourage and guide business schools to embrace globalization in ways that are mission-appropriate, manageable given available resources, and meaningful to the stakeholders being served. For organizations serving business schools, it will be a catalyst for action that elevates and improves business schools' capabilities. Readers will be left with the conviction that great opportunities exist for business schools to move from keeping pace with the sweeping changes of globalization, to leading the way.

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Tradition and Transition - Philip G. Altbach - 2007-01-01
Among the topics considered are the logic of mass higher education, globalization and inequality, the role of research universities, academic freedom, private higher education, and the academic profession and its problems. These topical chapters are accompanied by in-depth discussions of Asia and Africa.

The Googlization of Everything - Siva Vaidhyanathan - 2012-03-13
In the beginning, the World Wide Web was exciting and open to the point of anarchy, a vast and intimidating repository of unindexed confusion. Into this creative chaos came Google with its dazzling mission—"To organize the world's information and make it universally accessible"—and its much-quoted motto, "Don't be evil." In this provocative book, Siva Vaidhyanathan examines the ways we have used and embraced Google—and the growing resistance to its expansion across the globe. He exposes the dark side of our Google fantasies, raising red flags about issues of intellectual property and the much-touted Google Book Search. He assesses Google’s global impact, particularly in China, and explains the insidious effect of Googlization on the way we think. Finally, Vaidhyanathan proposes the construction of an Internet ecosystem designed to benefit the whole world and keep one brilliant and powerful company from falling into the "evil" it pledged to avoid.
mainstreaming of the Global Citizenship Concept and analyses the key particularly in China, and explains the insidious effect of Googlization on the way we think. Finally, Vaidhyanathan proposes the construction of an Internet ecosystem designed to benefit the whole world and keep one brilliant and powerful company from falling into the “evil” it pledged to avoid.

Global Citizenship Education - Abdeljalil Akkari - 2020
This open access book takes a critical and international perspective to the mainstreaming of the Global Citizenship Concept and analyses the key issues regarding global citizenship education across the world. In that respect, it addresses a pressing need to provide further conceptual input and to open global citizenship agendas to diversity and indigeneity. Social and political changes brought by globalisation, migration and technological advances of the 21st century have generated a rise in the popularity of the utopian and philosophical idea of global citizenship. In response to the challenges of today’s globalised and interconnected world, such as inequality, human rights violations and poverty, global citizenship education has been invoked as a means of preparing youth for an inclusive and sustainable world. In recent years, the development of global citizenship education and the building of students global citizenship competencies have become a focal point in global agendas for education, international educational assessments and international organisations. However, the concept of global citizenship education still remains highly contested and subject to multiple interpretations, and its operationalisation in national educational policies proves to be challenging. This volume aims to contribute to the debate, question the relevancy of global citizenship education policy objectives and to enhance understanding of local perspectives, ideologies, conceptions and issues related to citizenship education on a local, national and global level. To this end, the book provides a comprehensive and geographically based overview of the challenges citizenship education faces in a rapidly changing global world through the lens of diversity and inclusiveness.

Handbook of Hazards and Disaster Risk Reduction - Ben Wisner - 2012-03-29
The Handbook provides a comprehensive statement and reference point for hazard and disaster research, policy making, and practice in an international and multi-disciplinary context. It offers critical reviews and appraisals of current state of the art and future development of conceptual, theoretical and practical approaches as well as empirical knowledge and available tools. Organized into five inter-related sections, this Handbook contains sixty-five contributions from leading scholars. Section one situates hazards and disasters in their broad political, cultural, economic, and environmental context. Section two contains treatments of potentially
Section three critically reviews progress in responding to disasters including warning, relief and recovery. Section four addresses mitigation of potential loss and prevention of disasters under two sub-headings: governance, advocacy and self-help, and communication and participation. Section five ends with a concluding chapter by the editors. The engaging international contributions reflect upon the politics and policy of how we think about and practice applied hazard research and disaster risk reduction. This Handbook provides a wealth of interdisciplinary information and will appeal to students and practitioners interested in Geography, Environment Studies and Development Studies.

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