

Book Review
Educating Citizens for Global Awareness

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Nel Noddings (Editor) (2015) *Educating Citizens for Global Awareness*, Teachers College Press, 176 pages, hard cover, ISBN: 0807745340, \$ 56.81 CAD

Noddings introduces the purpose and theme of this book clearly and concisely and sets up the rationale for this book. 'Global citizenship education' is the major aspect of each chapter. Additionally, emphasis in *Educating Citizens for Global Awareness* is placed on social studies curriculum in relation to students' communities as an example of civic development. Therefore, all authors similarly support developing global awareness among young people.

The book examines the role of citizenship education in shaping global awareness of American schooling practices and curricula. The most powerful aspect of this book is a collection of well-written chapters that discuss different perspectives surrounding contemporary global citizenship education.

Noddings in her introduction tried to answer the basic question: What is global citizenship? She presents four issues in order to define the term 'global citizenship': the global way of life; physical environment; social and economic justice; and a global economy. Consequently, there is a significant controversy about whether the love of place is compatible with global citizenship. Noddings explains how, in various international meetings, global citizenship is defined differently and connected to economic terms. Noddings highlights some significant issues that play effective roles in shaping the importance of developing global awareness among young people, such as economic and social justice, protecting the earth, social and cultural diversity, and education for peace. The discussion of these important dimensions offers great insight into global debates about teaching for global awareness. Especially at the present time, North African and Middle Eastern countries face critical crises in terms of democracy, and I am wondering how citizens in those countries can reconcile their love of place with global citizenship. On one hand, how can people be

globally aware or care about other parts of the world, when, such as in Egypt where so many lives below the poverty line or in Tunisia where so many are without basic human rights? On the other hand, such a discussion makes us wonder about how to achieve global citizenship in those countries and what our role is in succeeding this.

In the second part of this book, there are seven chapters written by different well-respected scholars. Each chapter is based on a specific theme to explore ways in which the concept of citizenship can be extended and included in American schooling practices and curricula. This part shares the common thread of using the same objective of "developing global awareness" to examine the influence of conflict resolution, place-based education, civic development, internationalism, and religious pluralism on developing global awareness. Specifically, McIntosh, in chapter one, provides a much-needed analysis of the term 'global citizenship' within the capacities of the mind, heart, and physical body. She asks what messages American curricula and teaching deliver with regard to race, class, culture, region, nation, and the world.

Smith and Fairman, in chapter two, address four sources of conflict: interests, beliefs, identities, and emotions. Furthermore, they discuss the challenges of integrating conflict management and civic skills into academic content: namely, teachers' preparation to teach the concepts and skills, their understanding of the material, pedagogical skills, motivation, and creativity. They also emphasize the importance of teacher training for the Workable Peace Curriculum. In chapter three, Noddings tries to answer four questions: (1) the relationship between psychological attachments to place and political attitudes, she argues that education has a role in assuring that young people are well grounded in their roots and connected to past localities and existences, (2) the need for student engagement in caring for the natural environment and in understanding the notion of "livable place", (3) the appropriate educational strategies to develop students' knowledge and skills for the larger world and how to appreciate their local and global environments, (4) the meaning of 'place' in individual places.

In the fourth chapter, Ladson-Billings explores the three components of citizenship: the civil in terms of the security of each individual and property, the political in terms of making collective goals, and the social in terms of the ability to have

access to society's resources. Most significantly, she points out the social component as the only obstacle for people of colour. She states that American social studies curricula target white and English native speaking students, and ignore multicultural students and socio-economic levels. Thornton, in the fifth chapter, highlights three obstacles to a direct internationalism approach (1) less justification of the role of history and other subjects, (2) absence of clear guidelines for subject materials selection, and (3) the expectations of all stakeholders in education. Follow that Nash in the sixth chapter introduces the concept of 'religious pluralism' and how educators can integrate it with other subjects. In furtherance of this idea, Nash suggests educating young people about the values and principles of the world's major and minor religions. In the same way, Dean (2010) demonstrates the importance of education in religious pluralism to develop citizenship education in Pakistan through open pluralistic dialogue about religions in the classroom and allowing students to engage and know more about others' religions. Finally, Carlsson-Paige & Lantieri provide a framework that addresses a set of concepts, values, skills, and behaviors educators use as guidelines to teach global citizens. Furthermore, the authors analyze the *The Peaceable Classroom Principles* that will help young people develop the required skills for global citizenship education.

The editor concludes this book by revisiting some promising recommendations and makes a few suggestions that might integrate educating for global citizenship. Noddings emphasizes the power of the locals in building a global perspective. Her suggestions are centered around gender and commitment, religion, war and violence, and the use of art and literature as major dimensions of teaching global citizens in today's school.

This book provides the reader two significant ways to help students connect local and global interests. One is to learn to care for their own local places. Another is to study local place as a part of the larger world. Both ways, in my opinion, depend on communication, a two-way-process such as exchanging their stories, discussing their experiences and their community problems, and understanding the conditions of others. At the end, students will gain new knowledge and value their own places as well as others.

Consequently, *Workable Peace*, as discussed in chapter 2, is a great example to teach young people communication,

listening, and negotiation skills they need to manage conflict. Otherwise, the conflict will become increasingly complex, which may lead to difficulty in accepting others. In addition, these skills will help young people better understand what is most important to them by focusing on the main circumstances causing this conflict.

Furthermore, the book highlights the importance of creating young citizens who can function effectively wherever they are. Similarly, Omidvar (2008) describes those young people as global thinkers, regardless of where they live. That requires cooperative intensive efforts by all those interested in the educational process..

One of the strongest points of this book is how educators can incorporate internationalism into social studies curricula. Pursuing this further, educators should stop focusing only on the events of 9/11 whenever mentioning religion and violence. Therefore, stakeholders connected directly or indirectly to educational process should turn a new page to a world without hatred, especially, if we aim to deeply develop global awareness among young people.

The book would help teachers address religious pluralism and the role it can play on both national and global levels, otherwise the social media will take over this task and deliver unwanted messages.

The book leaves the reader with an intelligible understanding that portrays the classroom as a community where students can work together creatively using the concepts, values, and skills they have learned from participating in a class meeting, writing an article, or engaging in dialogue in order to find solutions that can work for every member of their community. It provides a positive future vision of global citizenship.

The only section I did not find very convincing is 'gender and citizens for global awareness'. Unfortunately, McIntosh does not explore a crucial point in her chapter. Instead of concentrating on the chapter's idea, she devotes her efforts to summarizing SEED (Seeking Educational Equity and Diversity) seminar results without giving readers the basic idea. I expected to see more emphasis on how the reader can picture women's roles as global citizens. Are there requirements related to the gender of the individual to be a global citizen? I would like to see more emphasis on gender perspective on educating for global citizenship because there is much to learn from personal gender experience-

specifically, feminist studies in terms of expected roles of woman. However, her hopes for the future brought desired hope to the reader, and promised a bright future for global citizenship and the role of women in it.

This book is best suited to all stakeholders interested in citizenship education and willing to increase the awareness of young people. It presents a significant addition to the literature on global citizenship. It also provides insights into American schooling practices and curricula and could be used by social studies teachers to integrate global activities in their lesson plans.

The ideas the book presents are complementary to each other. They not only serve as informative stand-alone portraits of citizenship education from different perspectives, but also make stakeholders aware of possible solutions. Pursuing this further, this collection is extremely useful and opens the way to achieve a critical investigation of the present-day in global citizenship education.

In closing, Noddings is to be congratulated and thanked for bringing various excellent scholars together to focus our attention on such essential aspects of educating citizens for global awareness. The contribution of all scholars greatly increases the reader's understanding of developing people's awareness about global citizenship.

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