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[Citizenship Bloomsbury Publishing](#)

Over the past decades, there has been a consistent and poignant ambiguity with regard to the role of education in the context of post-conflict and divided societies working towards building peace. Most recently, global developments, including the after-effects of the Arab Spring, the devastating wars in Syria, and the refugee crisis in Europe, have directed our attention once more to the part that education can play in building peace at many levels. In this context, it is timely to create a space for a focused inquiry and scholarly debate about peace-oriented pedagogies and how they might affect the post-conflict reconstruction in divergent settings. Thus both the subject and the content of this book are important in the light of the current needs in many societies emerging from conflicted community relations. In particular, they propose a refreshing and transformative view of peace based on a humanising conception of education and dialogic pedagogy as a key avenue for peacebuilding. Through both conceptual inquiries and empirical case studies, the book will appeal to educational thinkers, researchers, practitioners, policy-makers, NGO workers, and the public in re-examining some of the key concepts identifying pivotal underlying issues in the field. Furthermore, by offering a principled, persuasive conceptual framework and by problematising implementations and interventions in practice, this book can serve to provoke more appraisals, evaluations, and constructive critiques of humanisation and dialogic pedagogy in peacebuilding education. This book was originally published as a special issue of *Compare: A Journal of Comparative and International Education*.

[Citizenship In A Global Age Routledge](#)

This book brings together respected international academics and practitioners from citizenship and drama to debate, share their experiences and plan a way forward for academic and professional best practice in drama and citizenship education for a democratic society. Drawing on international contributions, the chapters explore fundamental ideas about theatre and drama from a global perspective with connections made to action and identity. The main section of the book showcases authors from around the world discussing their perspectives of what is happening within particular countries and exploring a range of ideas and issues that relate to vitally important matters including community, socialism, post-colonialism, diversity, inclusion and more. The final section of the book brings together teams of authors from citizenship and drama education, who discuss the essential elements of citizenship education and encourage insight and practical collaboration from drama experts. The book is unique in presenting dynamic interaction between citizenship and drama experts and encouraging academics and professional to develop their own work in these areas. It will be of great interest to academics, researchers and students in the fields of citizenship education, drama education and all those interested in promoting social justice through education.

[Discourse Analysis as a Tool for Understanding Gender Identity, Representation, and Equality](#)

IGI Global

Today, gender and gender identity is at the forefront of discussion as the plight of women around the world and issues of gender equality and human rights have become an international concern for politicians, government agencies, social activists, and the general public. *Discourse Analysis as a Tool for Understanding Gender Identity, Representation, and Equality* provides a thorough analysis of what language use and linguistic expression can teach us about gender identity in addition to current discussions on topics related to women's rights and gender inequality. Focusing on issues related to women in developing countries, workplace inequalities, and social freedom, this publication is an essential reference source for researchers, graduate-level students, and theorists in the fields of sociology, women's studies, economics, and government.

[Educating for Human Rights and Global Citizenship Routledge](#)
Identity is defined in many different ways in various disciplines in the social sciences and sub-disciplines within psychology. The developmental psychological approach to identity is characterized by a focus on developing a sense of the self that is temporally continuous and unified across the different life spaces that individuals inhabit. Erikson proposed that the task of adolescence and young adulthood was to define the self by answering the question: Who Am I? There have been many advances in theory and research on identity development since Erikson's writing over fifty years ago, and the time has come to consolidate our knowledge and set an agenda for future research. The *Oxford Handbook of Identity Development* represents a turning point in the field of identity development research. Various, and disparate, groups of researchers are brought together to debate, extend, and apply Erikson's theory to contemporary problems and empirical issues. The result is a comprehensive and state-of-the-art examination of identity development that pushes the field in provocative new directions. Scholars of identity development, adolescent and adult development, and related fields, as well as graduate students, advanced undergraduates, and practitioners will find this to be an innovative, unique, and exciting look at identity development.

[The Future of the Presidency, Journalism, and Democracy McGraw-Hill Education \(UK\)](#)

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's 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. Global Citizenship Education Springer Nature

The world is spinning around us and we are spinning with it. When changes occur at the geopolitical level, inevitable changes also occur in people's identity and in the way they see and represent the world. This book looks at this world with new eyes, approaching contemporary history (and herstory) from a scholarly perspective that cancels borders. Emphasis here is laid on migration, geopolitics, global citizenship, human rights, the EU and the non-EU, and East and West, as represented in fiction and drama or translated on television. The first part of the volume deals with migration and alterations in the non-Western world, with constant references to September 11, terrorism and wars, and the Syrian refugee crisis, before the focus moves on to one of the most important migration hosts nowadays, the European Union, discussing its expansion to the East, French President Macron's call for renewal, and, lastly, a possible beginning of the end, announced by Brexit. This volume is a mirror of the discourses of globalization, one that makes the old self-other dichotomy obsolete. We are all selves in the eye of the storm that is raving around us, bringing change with it.

Global Citizenship Education State University of New York Press

In stark contrast to previous scholarship about citizenship as a construct, this groundbreaking book covers the full spectrum of literature on citizenship theory, including the state and structure of identity, the individual and the public, and the enduring issues of civic engagement and collective discourse. It examines some of the complex challenges faced by citizens and policy makers and explores the existing procedural and institutional mechanisms that undermine democratic political accountability as well as its legitimation. Drawing from classical conceptions of citizenship in the early Greco-Roman eras to the more contemporary critical social theory and postmodernist contentions, the work casts a wide net that covers complex issues including rights and obligation, the doctrine of state sovereignty and authority, equality, the principle of majority rule, citizen participation in governance, public versus self-interest, ideas of justice, immigration and cultural identity, global citizenship, and the evolution of hybrid communities that challenge traditional notions of state-citizenship identity. With meticulous detail and

powerful analysis, author Kalu N. Kalu unceasingly places citizenship as the central thesis of this project, illuminating its intellectual richness on the one hand, and demonstrating the ongoing challenges in both conceptualization and practice, on the other.

Citizenship Springer

* What is citizenship? * Is global citizenship possible? * Can cosmopolitanism provide an alternative to globalization? Citizenship in a Global Age provides a comprehensive and concise overview of the main debates on citizenship and the implications of globalization. It argues that citizenship is no longer defined by nationality and the nation state, but has become de-territorialized and fragmented into the separate discourses of rights, participation, responsibility and identity. Gerard Delanty claims that cosmopolitanism is increasingly becoming a significant force in the global world due to new expressions of cultural identity, civic ties, human rights, technological innovations, ecological sustainability and political mobilization. Citizenship is no longer exclusively about the struggle for social equality but has become a major site of battles over cultural identity and demands for the recognition of group difference. Delanty argues that globalization both threatens and supports cosmopolitan citizenship. Critical of the prospects for a global civil society, he defends the alternative idea of a more limited cosmopolitan public sphere as a basis for new kinds of citizenship that have emerged in a global age.

Research on Teaching Global Issues IAP-Information Age Publishing, Incorporated

By presenting case studies of internationalization in institutions of higher education around the world, this volume identifies unforeseen or unintended impacts within and across countries. With contributions from Africa, Asia, Europe, Latin America, Middle East, and North America the volume considers the nature and origin of positive and negative unintended consequences of internationalization policy and practice in national contexts, while also offering uniquely comparative insights. Chapters consider how internationalization is reflected in curricula, teaching, research, and mobility initiatives to highlight common pitfalls, as well as best practice for effective, sustainable, and equitable internationalization globally. Using a critical lens, the book explores how internationalization offers opportunities for learning, for entrepreneurial change, and for knowledge dissemination, and generates paradoxes and dilemmas in terms of political and ethical issues for individuals, communities, and the institutions themselves. Foregrounding the study of internationalization in countries not typically studied, this book is a valuable resource for researchers and academics with an interest in internationalization, comparative and international education, and the sociology of education.

European Identities in Discourse Routledge

The essays in this edited collection argue that global citizenship education realistically must be set against the imperfections of our contemporary political realities. As a form of education it must actively engage in a critically informed way with a set of complex inherited historical issues that emerge out of a colonial past and the savage globalization which often perpetuates unequal power relations or cause new inequalities.

Decolonizing Global Citizenship Education Melbourne Univ. Publishing

A keen analysis of the social, political and economic determinants of Turkish politics with an exploration of the different dimensions of the republican model of Turkish

citizenship, providing the reader with a comprehensive account of Turkish modernity and democracy. At the beginning of a new millennium, Turkey finds itself at a critical juncture in its democratic evolution. This momentous event has been precipitated by its desire to enter into the European Union and the recent financial crisis it has faced, both of which have fuelled the need for the creation of a strong, democratic Turkey. Consisting of a collection of innovative and influential essays by leading scholars, this book gives the reader an historical and sociological understanding of Turkey and adds a new dimension to the ongoing discussion surrounding global citizenship and global identity.

Self-Identity Narratives of Chinese Students in the United States Walter de Gruyter GmbH & Co KG

The Dimensions of Global Citizenship takes issue with the assumption that ideas about global citizenship are merely Utopian ideals. The author argues that, far from being a modern phenomenon, world citizenship has existed throughout history as a radical alternative to the inadequacies of the nation-state system. Only in the post-war era has this ideal become politically meaningful. This social transformation is illustrated by references to the activities of global social movements as well as those of individual citizens.

Global Citizenship Education Routledge

Global Citizenship Education explores key ideas and issues within local, national and global dimensions. Including examples and case studies from across the world, the authors draw on ideas, experiences and histories within and beyond 'the West' to contribute to multifaceted perspectives on global citizenship education. In concise chapters, the authors set out the key concepts and debates within the field. Global citizenship education is contextualized within key educational frameworks, including citizenship education, global education, development education and peace education. Edda Sant, Ian Davies, Karen Pashby and Lynette Shultz explore the different ways in which global citizenship can be taught, learned and assessed in formal and informal contexts. Including examples from a wide range of education institutions, chapters provide overviews of policy making and international practices borne out of different approaches to global citizenship education. With each chapter including a summary of key issues, an annotated list of key resources, an exercise for students and a further reading list, Global Citizenship Education will aid understanding of this complex and debated area of study.

Global Citizenship Education: A Critical Introduction to Key Concepts and Debates Routledge

An acknowledged challenge for humanitarian democratic education is its perceived lack of philosophical and theoretical foundation, often resulting in peripheral academic status and reduced prestige. A rich philosophical and theoretical tradition does however exist. This book synthesises crucial concepts from Critical Realism, Critical Social Theory, Critical Discourse Studies, neuro-, psycho-, socio- and cognitive-linguistic research, to provide critical global educators with a Cultural Historical Activity Theory (CHAT) framework for self- and negotiated evaluation. Empirical research spanning six years, involving over 500 international teachers, teacher educators, NGO and DEC administrators and academics, traces the personal and professional

development of the critical global educator. Analyses of surveys, focus groups and interviews reveal factors which determine development, translating personal transformative learning to professional transaction and transformational political efficacy. Eight recommendations call for urgent conceptual deconstruction, expansion and redefinition, mainstreaming Global Citizenship Education as Sustainable Development. In an increasingly heteroglossic world, this book argues for relevance, for Critical Discourse Studies, if educators mediating and modelling diverse emergent disciplines are to honestly and effectively engage a learner's consciousness. The Critical Global Educator will appeal to researchers, academics and postgraduate students in the fields of citizenship, development, global education, sustainability, social justice, human rights and professional development.

Internationalization and Global Citizenship BRILL

This edited book is the first full-length volume exclusively devoted to new research on the challenges and practices of teaching global issues. It addresses the ways that schools can and do address young people's interest and activism in contemporary global issues facing the world. Many young people today are passionate about issues such as climate change, world poverty, and human rights but have few opportunities in schools to study such issues in depth. This book draws on new research to provide a deeper understanding and examples of how global issues are taught in schools. The book is organized in two sections: (1) contexts and policies in which global issues are taught and learned; and (2) case studies of teaching and learning global issues in schools. The central thesis is that global issues are an essential feature of democracy and social action in a world caught in the thrall of globalization. Schools can no longer afford to ignore teaching about issues impacting across the world if they intend to keep young people engaged in learning and want them to make their own communities—and the greater world—better places for all.

The Political Economy of Global Citizenship Education
Cambridge Scholars Publishing

The ideas for this reader came out of a conference organized through the Centre for Global Citizenship Education and Research (CGCER) at the University of Alberta in 2013. With the high expansion of global citizenship education scholarship in the past 15 or so years, and with most of this scholarship produced in the west and mostly focused on the citizenship lives of people in the so-called developing world, or selectively attempting to explain the contexts of marginalized populations in the west, the need for multidirectional and decolonizing knowledge and research perspectives should be clear. Indeed, the discursive as well as the practical constructions of current global citizenship education research cannot fulfill the general promise of learning and teaching programs as social development platforms unless the voices of all concerned are heard and validated. With these realities, this reader is topically comprehensive and timely, and should constitute an important intervention in our efforts to create and sustain more inclusive and liberating platforms of knowledge and learning. This collection of cutting-edge theoretical contributions examines citizenship and neo-liberal globalization and their impacts on the nexus of the local and global learning, production of knowledge, and movements of people and their rights. Case studies in the collection also provide in-depth analysis of lived experiences that challenge the constructed borders, which derive from colonial and imperial re-structuring of the contemporary world and nation-states. The contributors articulate agency in terms of both resistance and proactive engagement toward the construction of an alternative world,

which acknowledges equality, justice and common humanity of all in symbiosis with the social and natural environment. It is a valuable reader for students, scholars, practitioners, and activists interested in the empowering possibilities of decolonized global citizenship education. N Dr

Citizenship in a Global World Routledge

Pedagogical approaches that emphasize the importance of creating 'global' citizens have been experiencing considerable momentum in the past thirty years in Canada and in other Western countries. Relying on the insights of critical race theory and postcolonial approaches in education and using Ontario's civics and social studies curriculum as case study, this thesis questions the claims advanced by the mainstream liberal literature on Global Citizenship Education (GCE) about this approach's benevolence and alleged break from traditional forms of citizen education based on nationalism. Instead, this dissertation demonstrates how approaches based on the idea of a global citizen reproduce a moralising liberal educational discourse in which imaginings of the moral white self (as a global citizen), the 'other' (as a global non-citizen) and the 'community' (Canada as a post-national entity in a globalized world) intersect, allowing for the organization of differences and similarities at an individual and collective level along racial lines. These representations, in turn, reinforce Canada's national identity as white and imperial, a discourse that traces its origins to the beginning of Canada's national project. The argument presented in this thesis is based on a Foucauldian-inspired analytical framework that treats global citizenship education not as a neutral field of knowledge, but as a discourse that shapes the ways texts, institutions and individuals can speak, write and represent a particular kind of knowledge about a topic and the ways in which they are limited in construing it. This discourse informs the teaching and learning practices adopted in GCE-infused curricula, turning these texts into technologies of power that, through what Foucault calls 'spirals of power and pleasure', (re)create a particular modernist vision of the polity in which students can be transformed into 'global citizens'. To demonstrate the historical continuity of the global citizenship education discourse in the Canadian context, this thesis relies on a genealogical analysis of the social studies and civics curricula in Ontario from the 1920s to today, focusing on four historical periods, each representing a distinctive phase in the evolution of the discourse around citizenship education in Canada: the interwar era (1920s-1940s); the post-war era (1950s-1960s); the Multicultural era (1970s-1980s); the post-cold war era (1990s-2010s).

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.

Optimizing Health Literacy for Improved Clinical Practices
IAP

In *Democracy at the Crossroads*, the editors argue that there have been too few scholarly attempts to provide a comprehensive critique of the assumptions behind citizenship education. In particular, they ask the distinguished contributors to this volume to address difficult but essential questions that are often avoided or intentionally overlooked: What do all-embracing terms like 'global citizenship' really mean? What does democracy mean internationally? A timely work, *Democracy at the Crossroad* provides a necessary examination and re-interpretation of international perspectives on democracy and global citizenship as they apply to social education.

[The Palgrave Handbook of Global Citizenship and Education](#)
Palgrave Macmillan

Is all human behavior based on self-interest? Many social and biological theories would argue so, but such a perspective does not explain the many truly heroic acts committed by people willing to risk their lives to help others. Kristen Monroe boldly lays the groundwork for a social theory toward altruism by examining the experiences described by altruists themselves.

International Perspectives on Drama and Citizenship Education Taylor & Francis

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