

COSMOPOLITANISM, EDUCATION AND COMPARATIVE EDUCATION

GUEST EDITORIAL INTRODUCTION

- 3 **Cosmopolitanism, Education and Comparative Education**
Andria Wisler

ARTICLES

- 6 **Rethinking 'Cosmopolitanism' as an Analytic for the Comparative Study of Globalization and Education**
Noah W. Sobe
- 14 **The Ethics and Ontology of Cosmopolitanism: Education for a Shared Humanity**
Dale Snauwaert
- 23 **Lonely Business or Mutual Concern: The Role of Comparative Education in the Cosmopolitan Citizenship Debates**
Anatoli Rapoport
- 33 **Cosmopolitanism in Civic Education: Exploring Cross-National Trends, 1970-2008**
Patricia Bromley
- 45 **Study Abroad and Development of Global Citizen Identity and Cosmopolitan Ideals in Undergraduates**
Karen Hendershot and Jill Sperandio
- 56 **Educating the World: Teachers and their Work as Defined by the United Nations Educational, Scientific and Cultural Organization (UNESCO)**
Helen Harper and Judith Dunkerly
- 66 **World-systems Analysis in Comparative Education: An Alternative to Cosmopolitanism**
Tom G. Griffiths and Lisa Knezevic
- 76 **Smashing Cosmopolitanism: The Neo-liberal Destruction of Cosmopolitan Education in East-Central Europe**
Robert J. Imre and Zsuzsa Millei

ESSAY

- 86 **The Evolution of a Cosmopolitan Identity: Transforming Culture**
Shannan Spisak
- 92 **About the Contributors**

CURRENT ISSUES IN COMPARATIVE EDUCATION
Volume 12, Issue 1 (2009)

EDITORIAL BOARD

- Managing Editor** *Matthew Hayden*
- Guest Executive Editor** *Andria Wisler*
Visiting Assistant Professor, Georgetown University, Program of Justice and Peace
- Executive Editors** *Cambria Russell, Andrew Shiotani*
- Senior Editors** *Kathleen Keenan, Ruaridh MacLeod, Antonia Mandry, Cambria Russell, Michael Schapira*
- Editors** *Sarah Flatto, Michelle Reddy, Briana Ronan, Gretchen Wietmarschen*
- Associate Editors** *Holly Brewster, Richard Cheng, Henan Cheng, Cara Furman, Anne Gaspers, Ryan Hathaway, Ghazala Mehmood, Jason Mellen, Elizabeth Morphis, Carina Omoeva, Amritpal Sandhu, Muntasir Sattar*
- Copy Editor** *Sarah Flatto, Matthew Hayden, Ruaridh MacLeod, Michael Schapira*
- Style Editors** *Ruaridh MacLeod, Ghazala Mehmood, Elizabeth Morphis, Amritpal Sandhu*
- Web Editor** *Andrew Shiotani*
- Associate Web Editors** *Ruaridh MacLeod, Muntasir Sattar*

INTERNATIONAL ADVISORY BOARD

Michael Apple, Mark Bray, Michael Cross, Ingrid Gogolin, Suzanne Grant Lewis, Noel McGinn, Gary Natriello, Harold Noah, Gita Steiner-Khamsi, Frances Vavrus

COPYRIGHT

Unless otherwise noted, copyrights for the texts which comprise all issues of Current Issues in Comparative Education (CICE) are held by the journal. The compilation as a whole is Copyright © by Current Issues in Comparative Education, all rights reserved. Items published by CICE may be freely shared among individuals, but they may not be republished in any medium without express written consent from the author(s) and advance notification of the CICE editorial board.

CICE holds exclusive rights in respect to electronic publication and dissemination. The journal may not be posted or in anyway mirrored on the world-wide web or any other part of the Internet except at the official publication site at Teachers College, Columbia University. CICE reserves the right to amend or change this copyright policy. For the most current version of this copyright policy, please see: <http://www.tc.edu/cice/Main/guidelines.html>. Questions about the journal's copyright policy should be directed to the Editorial Board.

DISCLAIMER

The opinions and ideas expressed in the CICE are solely those held by the authors and are not necessarily shared by the editors of the Journal. Teachers College, Columbia University (CU) as a publisher makes no warranty of any kind, either expressed or implied, for information on its CICE Web site or in any issue of CICE, which are provided on an "as is" basis. Teachers College, CU does not assume and hereby disclaim any liability to any party for any loss or damage resulting from the use of information on its CICE Web site or in any issue of CICE.

Cosmopolitanism, Education and Comparative Education

Andria Wisler

Georgetown University

When plans began for this issue of *CICE*, we acknowledged cosmopolitanism's historic recognition of abstract questions of responsibility as well as the practical, lived conflicts that supersede sovereign boundaries, including climate change and war. Recent events, such as the international response to the national catastrophe in Haiti, or the global reaction to the President's Barack Obama's election, depict the dominant worldview of individual nation states composing the international system as well as the permeable nature of crisis and celebration across borders. The editors were also impressed with the potential attributed to cosmopolitanism to offer a novel, though ancient, lens through which to view and contemplate educational challenges shared across contours of national domain and 'other' identity constructs, including the protection of human rights and promotion of school access. Yet, despite the generally accepted eclipse of the global and local, questions linger on the differences between cosmopolitanism and globalization and how the former can either perpetuate already entrenched dichotomies of difference or embolden a genuine moral commitment to humanity.

Thus, the Call for Papers for this issue solicited submissions that focused on the impacts of cosmopolitanism's growing popularity in comparative educational thought, discourse, and practice, and that critically examined the potential contributions and limitations of various forms and applications of cosmopolitanism in education. Papers were invited to analyze such diverse topics as: cosmopolitanism's relationship with theories of multiculturalism and world culture, and research in cross-national borrowing and lending of educational policies; the ethical and practical implications of cosmopolitanism across myriad cultural contexts, from classrooms to governing bodies of schooling; cosmopolitanism as a method of inquiry or methodological blueprint; and the roles of cosmopolitanism in research on timely, heated subjects in comparative education, such as development aid administered by supra-national organizations.

The resulting collection of papers in this issue of *CICE* begins to recognize and understand cosmopolitanism beyond its all too familiar, preconceived definition stemming from classical Western thought, in order to offer, analyze, and critically explore its dissenting, non-Western, and potentially transformative possibilities. The papers make a contribution towards this objective by asking necessary questions on cosmopolitanism and education, including: what does it mean to teach about cosmopolitanism, as well in advancement of cosmopolitanism? How does internal self-transformation lead to the development of capacities that respond to the value and dignity of all human beings? What is the role of knowledge in this inter-connected world for creating a more just and democratic world-system? How do teachers contend with the tensions of living out their daily identities, at the intersection of the local and global? How can cosmopolitanism inform study abroad programming and textbook development? Can cosmopolitanism act as an existential "mirror" and offer a re-reading of socialism and Cold War realities?

This collection of papers engages a range of issues from a variety of geopolitical contexts and epistemological standpoints and, in concert, encourages a reassessment of the assumptions that command the current discourse on cosmopolitanism. The papers attend to moral, economic,

global, national, and thick versions and visions of cosmopolitanism; in sum effect, this issue authenticates the presence and practice of a multiplicity of cosmopolitanisms, a starting point from which educationalists, philosophers of education, and practitioners can dialogue on their implications for comparative and international education.

The editors are thankful to **Dale Snauwaert** and **Noah Sobe**, both scholars with significant contributions to the dialogue on education and cosmopolitanism, for accepting invitations to submit articles for this issue. In **The Ethics and Ontology of Cosmopolitanism: Education for a Shared Humanity**, **Snauwaert** offers a thoughtful philosophical landscape for the entirety of the issue and explicates the differences between Realism and Cosmopolitanism, noting the latter's requirement for moral agents to engage in processes of self-transformation that can then define the core of a cosmopolitan education. **Sobe**, in his article **Rethinking 'Cosmopolitanism' as an Analytic for the Comparative Study of Globalization and Education**, offers a compelling argument for study of the dangers and promises of "cosmopolitanisms" by comparative education researchers, specifically in the re-imagining of their methodological and conceptual tools. We encourage our readers to revisit the CICE website in coming weeks as noted philosopher of education, David Hansen of Teachers College, Columbia University, offers a response to Snauwaert and I comment on Sobe's article.

Through her article **Cosmopolitanism in Civic Education: Exploring Cross-National Trends, 1970-2008**, **Patricia Bromley** presents sound research grounded in longitudinal, cross-national data that illustrates an expansion in cosmopolitan themes in civic education textbooks worldwide, but in turn reveals the accompanying spectrum of disparate views regarding what a more universal, diverse notion of citizenship implies for global relations. Following, **Anatoli Rapoport** narrows our purview to the United States. In his article, **Lonely Business or Mutual Concern: The Role of Comparative Education in the Cosmopolitan Citizenship Debates**, Rapoport acutely examines three major challenges to global citizenship education in the U.S. and situates the role of comparative and international education research, which he defines as "intrinsically cosmopolitan," in the advancement of a global discourse in national citizenship education.

Next, **Karen Hedershot** and **Jill Sperandio**, in their article, **Study Abroad and Development of Global Citizen Identity and Cosmopolitan Ideals in Undergraduates**, highlight a growing trend in higher education towards specialized global citizenship programs grounded in study abroad components that purport transformative outcomes for their participants. The credible findings from their study offer consideration for the development of initiatives that nurture cosmopolitan sensibilities in college students. The article, **Educating the World: Teachers and their Work as Defined by the United Nations Educational, Scientific, and Cultural Organization (UNESCO)** by **Helen Harper** and **Judith Dunkerly**, turns our attention to teachers. It presents an engaging analysis of UNESCO's key policy documents that illustrates a noteworthy shift in the identity of the 21st teacher, from a strictly national to a global educational contributor. The authors observe that the participation of the "cosmopolitan teacher" has implications for a myriad of international concerns within UNESCO's jurisdiction, such as human rights and sustainable development.

Robert J. Imre and **Zsuzsa Millei** provide persuasive insight into the particular cosmopolitanism that existed in post-World War II socialist Hungary until the end of the Cold War in their article **Smashing Cosmopolitanism: The Neo-liberal Destruction of Cosmopolitan Education in East-Central Europe**. Although they note its limitations in this specific historical political context, the authors expose how a prospering cosmopolitanism in Hungary (apparent, for example, in its education system) was defenseless to western economic and political forces, which in turn

has led to a misreading of Cold War history by comparative education theorists. From this case, we move to the spatial consideration of knowledge in the article **World-systems Analysis in Comparative Education: An Alternative to Cosmopolitanism**. Authors **Tom G. Griffiths** and **Lisa Knezevic** bring cosmopolitanism in dialogue with the work dedicated to a world culture of education and Immanuel Wallerstein's world-systems approach, in order to argue for the latter's necessary historical and political dimension that can recalibrate comparative education research to focus on the contributions of knowledge for a more just, democratic world-system.

And finally, in the essay **The Evolution of a Cosmopolitan Identity: Transforming Culture**, **Shannan Spisak** brings this issue of CICE to a close, as it began, with a sensitively written philosophical text. Spisak presents a compelling case for the natural fluidity of identity that can be transformed by cosmopolitanism, unveiling the collective agency of individuals to transform whole cultures and societies.