

College Course Curriculum and Global Citizenship

Stephen Reysen

Loretta W. Larey

Texas A&M University-Commerce

Iva Katzarska-Miller

Transylvania University (USA)

Abstract

This article examines the influence of participation in a college course infused with global citizen-related curriculum on antecedents, identification, and outcomes of global citizenship. Students completed measures regarding global citizenship at the beginning and end of a college semester. Global-infused curriculum was operationalised as the number of words related to global citizenship contained in course syllabi. While controlling for student ratings at the beginning of the semester and measurement error, global-infused curriculum predicted students' global awareness at the end of the semester. Global awareness predicted students' identification with global citizens, and global citizenship identification predicted endorsement of prosocial values. The results highlight the importance of global education to raise global awareness and engender students' global citizenship identification and related prosocial values.

Keywords: global citizenship, global education, global awareness, prosocial values, Linguistic Inquiry Word Count

The need for individuals to comprehend complex global trends and adapt to an increasing interconnectedness with people of diverse cultures has generated increasing demand for globalised education (Bourn, 2010; Sperandio, Grudzinski-Hall and Stewart-Gambino, 2010). Higher education, in particular, has been called upon to provide an international perspective (Fielden, 2006), an overarching global orientation that engenders the requisite skills, knowledge, and disposition for students to become aware of and engage in global issues (Hicks, 2003; Mannion, Biesta, Priestley, and Ross, 2011). Although the trend toward global education has only recently begun in the United States, nations such as the United Kingdom, Australia, and South Korea have incorporated global education in their school system for decades (for a review of global education in a variety of countries see Zhao, Lin, and Hoge, 2007). Universities have responded to the demand for globalised education by creating or expanding study abroad and cooperative degree programs, promot-

Stephen Reysen, Loretta W. Larey and Iva Katzarska-Miller

ing faculty collaboration, recruiting more international students, and incorporating global citizenship education (Fielden, 2006). However, global citizenship education introduces new challenges as instructors face the lack of operational definitions, complexity of the topic, and reservations about teaching global citizenship (Tillman, Gibson, Reysen, and Katzarska-Miller, 2011; Reimer and McLean, 2009).

The lack of consensus on definitions and concepts is often due to the myriad perspectives (e.g. educational, political, social, economic) from which individuals approach global education, and global citizenship more specifically (Reysen and Katzarska-Miller, 2012; Sperandio *et al*, 2010). For example, public servants may view global citizenship mainly as the responsibility to serve or help others; environmental scientists might define global citizenship as commitment to sustainability; and critics of the term 'global citizenship' itself, note the group's lack of legal recognition (for a review of such arguments see Dower, 2002). However, as noted by Golmohamad (2008), global citizenship can be viewed as a mindset or worldview that one takes. In other words, rather than conceptualising global citizens as a legally unrecognised group, global citizenship can be viewed as an abstract group that is psychological in nature. Following a social identity perspective (Tajfel and Turner, 1979; Turner, Hogg, Oakes, Reicher, and Wetherell, 1987), individuals often identify with groups and feel a psychological connection with others, even though they have never met the other members or belonged to an organised group (Reysen and Branscombe, 2010). According to a social identity perspective, groups contain interrelated values, norms, beliefs, and behaviors that represent each group's 'content' (Hogg and Smith, 2007; Reicher, Spears, and Haslam, 2010). When a particular group identity is salient, the degree of identification (felt psychological connection) with the group predicts greater adherence to the group content. Stated differently, when a specific group identity is salient, the greater identification or felt connection with the group leads to depersonalisation and adherence to values and behaviors that are prototypical of the content of the group (for a review of social identity perspective see Postmes and Branscombe, 2010). Thus, the more an individual identifies with global citizens the more likely that person is to endorse the values and enact the behaviors that reflect the content of the group when the global citizen identity is salient.

The current state of global citizenship literature is best characterised as complex and highly contextualised. As noted by Reysen and Katzarska-Miller (2012), the literature is filled with seemingly synonymous labels for a superordinate global identity (e.g. Haigh (2008) uses the term planetary citizen, Fox (2005) uses the term transnational citizen, Appiah (2006) uses the term cosmopolitan), and the various disciplines and perspectives lead theorists to focus on specific aspects of the concept (e.g. social justice) while ignoring others (e.g. environmental sustainability). For example, theorists in philosophy might emphasise morality and ethics (e.g. Appiah, 2006), education theorists may highlight global awareness (e.g. Hanvey,

1976), and social work theorists might emphasise social justice (e.g. Ife, 2001). In an effort to integrate the variety of concepts discussed across the numerous disciplines, Reysen, Pierce, Spencer, and Katzarska-Miller (2010) reviewed prior theorising in the literature and interviews with students and self-described global citizens. Despite the complex and fragmented state of global citizenship literature, the researchers identified consistent content themes of prosocial values and behaviors.

Following the logic of social identity perspective, Reysen and colleagues (2010) then examined whether one's degree of identification with the group global citizen predicts endorsement of the content themes most common in the literature. The results from a series of studies showed that the content of global citizenship encompasses prosocial values and behaviors related to intergroup empathy, valuing diversity, social justice, environmental sustainability, intergroup helping, and felt responsibility to act for the betterment of the world. Furthermore, greater identification with global citizens predicted endorsement of these prosocial values above and beyond identification with other superordinate (e.g. human, cosmopolitan) and subgroup (e.g. American, occupation) identities. In other words, the more individuals felt psychologically connected to global citizens, the more they endorsed the prosocial values consistent with prevailing content themes in the literature (i.e. the group content). Based on the literature's recurrent themes (Andrzejewski and Alessio, 1999; Davies, 2006; Dower, 2002; Hanvey, 1976; Oxfam, 1997; Pike, 2008; Schattle, 2008) and past research (Reysen *et al*, 2010), we define global citizenship as global awareness, caring, embracing cultural diversity, promoting social justice and sustainability, and a sense of responsibility to act. Thus, our definition of global citizenship integrates and reflects prior discussions of a superordinate or global perspective across a variety of disciplines and is consistent with the prior empirical research examining the concept.

In subsequent studies, Reysen and Katzarska-Miller (2012) tested a structural model of the antecedents and outcomes of identifying with global citizens. The results show that normative environment (i.e. friends and family prescribe being a global citizen) and global awareness (i.e. knowledge of and connection to the world) predict global citizenship identification, and global citizenship identification predicts endorsement of prosocial values (i.e. intergroup empathy, valuing diversity, social justice, environmental sustainability, intergroup helping, felt responsibility to act). Additionally, global citizenship identification mediates the relationship between antecedents and outcomes. Therefore, consistent with prior theorising (e.g. Hanvey, 1976; Schattle, 2008), raising students' global awareness is a reliable pathway for educators to engender global citizenship identification and increase endorsement of prosocial values and behaviors. However, no research has empirically examined the relationship between instructors' curriculum syllabi and students' global awareness, global citizenship identification, and prosocial values.

Stephen Reysen, Loretta W. Larey and Iva Katzarska-Miller

Current Study

The purpose of the present study is to examine the influence of participation in a college course infused with global citizen-related concepts on students' global citizenship antecedents, identification, and outcomes. Educators are highly influential in the development of students' values and view of the world (Merryfield, 2002). To the extent that instructors infuse their curriculum with discussions, activities, or material related to global citizenship, teachers may influence students' global awareness, degree of global citizenship identification, and prosocial values (Reysen and Katzarska-Miller, 2012). In the present study we operationalise global-infused curriculum as the quantity of words related to global citizenship in college course syllabi. Participants that were enrolled in 30 different college courses completed measures at the beginning and end of the semester regarding antecedents, identification, and outcomes of global citizenship. Participation in a college course with global-infused curriculum (indicated by number of global citizenship related words in the course syllabi) is hypothesised to predict students' level of global awareness, and subsequently predict global citizenship identification and related prosocial outcomes at the end of the college semester.

Method

Participants and Procedure

Participants ($N = 768$, 58.2% women; $M_{age} = 27.79$ years, $SD = 9.69$) received partial course credit or extra credit toward their college course at Texas A&M University-Commerce. Participants indicated their racial/ethnic category as European American (63.4%), African American (16.8%), Hispanic (10.4%), Asian/South Pacific Islander (4.6%), Multiracial (1.8%), Central Asian/Indian/Pakistani (0.8%), Indigenous Peoples (0.7%), Arab/Middle Eastern (0.5%), and other (1%). The majority of participants were seniors (40.2%), followed by juniors (28%), sophomores (14.6%), freshmen (9%), and graduate students (8.2%). A total of 30 classes were sampled to provide a wide range of academic domains (e.g. political science, philosophy, accounting, marketing, business, psychology, agriculture, English, Spanish, sociology, education, economics, anthropology, social work). None of the courses examined in this study had global citizenship as the primary subject. Participants completed measures regarding global citizenship antecedents, identification, and outcomes at the beginning and end of their college semester. Unless noted, all measures used a 7-point Likert-type response scale, from 1 = *strongly disagree* to 7 = *strongly agree*.

Measures

Syllabi global citizen word count. In a prior set of studies, Puryear, Pierce, Blake, Snider, and Reysen (2012) constructed a global citizen word list. In Study 1, the researchers examined the frequency of words found in 586 college students' definition of a global citizen. In Study 2, the most frequent words were then presented to

students in a reaction time categorisation task. The 25 words that students most quickly categorised as 'global citizen' (vs. 'other') encompassed the global citizen word list. In the present study, we adopted the global citizen word list (including, for example, culture, responsibility, international, globalisation, environment, justice, helping, rights, interconnected) and included synonyms of each word to construct a global citizen category for the Linguistic Inquiry and Word Count program (LIWC, Pennebaker, Chung, Ireland, Gonzales, and Booth, 2007). The LIWC counts the frequency of words and organises them into meaningful categories. The syllabi for the 30 classes included in the present study were then analysed to obtain a global citizen word count score that was then assigned to each student in the corresponding course.

Global citizenship. To assess the antecedents, identification, and outcomes of global citizenship, we adopted measures from Reysen and Katzarska-Miller (2012). Four items (e.g. 'My friends think that being a global citizen is desirable') assessed the perception that others in one's normative environment prescribe being a global citizen (pre- $\alpha = .91$, post- $\alpha = .94$). Four items (e.g. 'I understand how various cultures of this world interact socially') assessed global awareness (pre- $\alpha = .81$, post- $\alpha = .86$). Two items (e.g. 'I strongly identify with global citizens') assessed global citizenship identification pre- $\alpha = .93$, post- $\alpha = .93$). Two items (e.g. 'I am able to empathise with people from other countries') assessed intergroup empathy (pre- $\alpha = .77$, post- $\alpha = .81$). Two items (e.g. 'I am interested in learning about the many cultures that have existed in this world') assessed valuing diversity (pre- $\alpha = .82$, post- $\alpha = .86$). Two items (e.g. 'Those countries that are well off should help people in countries who are less fortunate') assessed social justice (pre- $\alpha = .70$, post- $\alpha = .75$). Two items (e.g. 'People have a responsibility to conserve natural resources to foster a sustainable environment') assessed environmental sustainability (pre- $\alpha = .78$, post- $\alpha = .87$). Two items (e.g. 'If I could, I would dedicate my life to helping others no matter what country they are from') assessed intergroup helping (pre- $\alpha = .79$, post- $\alpha = .81$). Lastly, two items (e.g. 'Being actively involved in global issues is my responsibility') assessed responsibility to act (pre- $\alpha = .80$, post- $\alpha = .87$).

Results

Preliminary Analyses

To examine the relationship between class syllabi global citizen word count and change in assessed measures, we constructed difference scores (post-test minus pre-test) and conducted zero-order correlations. As shown in Table 1, the class syllabi global citizen word count was positively significantly correlated with increased ratings of normative environment, global awareness, intergroup empathy and helping, and felt responsibility to act during the college semester. Increases in the antecedents, identification, and outcomes of global citizenship were significantly positively correlated with one another.

Stephen Reysen, Loretta W. Larey and Iva Katzarska-Miller

Table 1: Correlations between Syllabi Global Citizen Word Count and Antecedents, Identification, and Outcomes of Global Citizenship Change Over College Semester

Variable	1	2	3	4	5	6	7	8	9	10
1. Syllabi Global Word Count	1.0	--	--	--	--	--	--	--	--	--
2. Δ Normative Environment	.08*	1.0	--	--	--	--	--	--	--	--
3. Δ Global Awareness	.12**	.39**	1.0	--	--	--	--	--	--	--
4. Δ Global Citizenship	.07+	.67**	.40**	1.0	--	--	--	--	--	--
5. Δ Intergroup Empathy	.08*	.28**	.42**	.28**	1.0	--	--	--	--	--
6. Δ Valuing Diversity	.04	.36**	.52**	.32**	.32**	1.0	--	--	--	--
7. Δ Social Justice	.06	.32**	.34**	.23**	.30**	.29**	1.0	--	--	--
8. Δ Environmentalism	.04	.19**	.33**	.17**	.31**	.29**	.40**	1.0	--	--
9. Δ Intergroup Helping	.09*	.28**	.43**	.27**	.40**	.43**	.44**	.38**	1.0	--
10. Δ Responsibility to Act	.09*	.35**	.57**	.35**	.41**	.50**	.34**	.41**	.57**	1.0
Mean	2.84	0.23	0.24	0.32	0.12	0.11	-0.01	-0.02	-0.07	0.18
Standard Deviation	1.27	1.13	1.01	1.22	1.07	1.14	1.12	1.06	1.11	1.15

Note: + $p < .10$, * $p < .05$, ** $p < .01$. Positive difference scores represent increase in variable over college semester.

Structural Model

To test the influence of participation in a class with global-infused curriculum (i.e. higher global citizen word count in course syllabi) on antecedents, identification, and outcomes of global citizenship, we conducted a structural equation model using Amos 19 (bias-corrected bootstrapping, 5,000 iterations, 95% confidence intervals). Due to the related nature of the pro-social values to one another (and the antecedents to one another), we allowed the disturbance terms for these sets of variables to covary. The pre-test variable item error terms were allowed to covary with equivalent post-test item error terms (to control for measurement error). Lastly, pre-test latent variables and the observed global citizen word count were allowed to covary, and the pre-test latent variable covaried with the equivalent post-test latent variable (to control for students' ratings at the beginning of the semester). We evaluated model fit using the normed fit index (NFI) and the comparative fit index (CFI), for which values greater than .90 are acceptable (Hu and Bentler, 1995). Following Browne and Cudeck (1993), we set the root mean square error of approximation (RMSEA) value of .08 as an acceptable level.

Items loaded well on each of the factors, including normative environment (pre: .82 to .88; post: .87 to .92), global awareness (pre: .60 to .85; post: .67 to .88), global citizenship identification (pre: .93, .93; post: .91, .94), intergroup empathy (pre: .72, .89; post: .75, .89), valuing diversity (pre: .83, .84; post: .86, .88), social justice (pre: .67, .80; post: .73, .81), environmental sustainability (pre: .77, .83; post: .78, .86), intergroup helping (pre: .81, .82; post: .80, .86), and responsibility to act (pre: .81, .82; post: .87, .87). The predicted model adequately fit the data, $\chi^2(844) = 2853.02$, $p < .001$; RMSEA = .054, CI{.052; .056}, NFI = .901, CFI = .928.

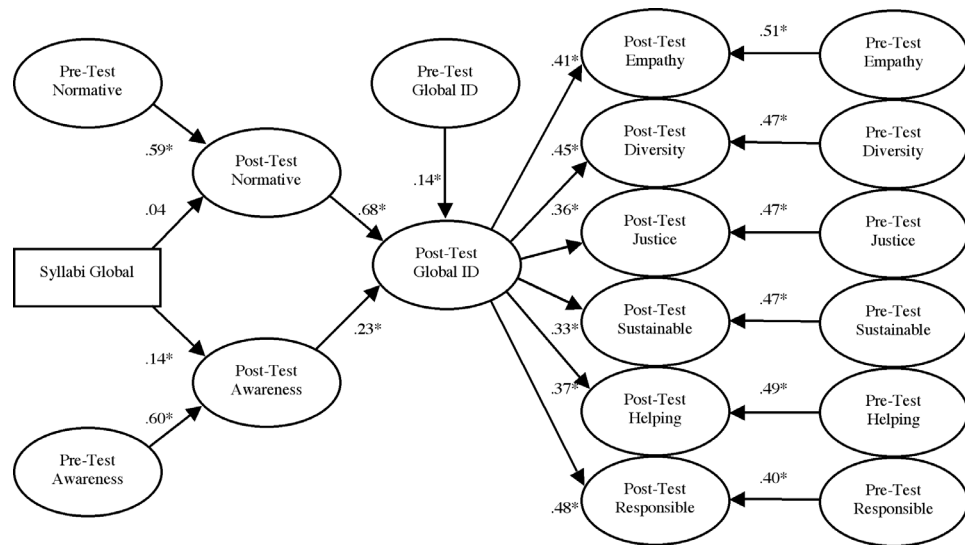
Table 2: Indirect Effects of Syllabi Global Citizen Word Count, Normative Environment, and Global Awareness

Variable	Syllabi Global Words			Normative Environment			Global Awareness		
	Indirect	CI _{Lower}	CI _{Upper}	Indirect	CI _{Lower}	CI _{Upper}	Indirect	CI _{Lower}	CI _{Upper}
Global Citizenship ID	.06	.007	.115	--	--	--	--	--	--
Intergroup Empathy	.03	.003	.051	.27	.205	.345	.09	.058	.143
Valuing Diversity	.03	.003	.056	.30	.237	.373	.10	.063	.157
Social Justice	.02	.003	.046	.24	.174	.314	.08	.049	.130
Environmentalism	.02	.003	.041	.22	.160	.290	.08	.044	.120
Intergroup Helping	.02	.003	.046	.25	.185	.313	.08	.052	.130
Responsibility to Act	.03	.003	.060	.33	.261	.391	.11	.071	.165

Note: Standardized betas and 95% confidence intervals, bias-corrected bootstrapping with 5,000 iterations, all indirect effects are significant at $p < .05$.

As shown in Figure 1, pre-test latent variables significantly predicted the equivalent post-test latent variables. While controlling for students' attitudes at the beginning of the semester, the global citizen word count predicted greater global awareness ($\beta = .14, p < .001, CI = .069$ to $.199$), but did not significantly predict students' normative environment at the end of the semester ($\beta = .04, p = .181, CI = -.019$ to $.106$). Post-test ratings of normative environment ($\beta = .68, p < .001, CI = .605$ to $.742$) and global

Figure 1. Influence of a college course with global-infused curriculum (i.e., higher number of global citizen-related words in class syllabi) on antecedents, identification, and outcomes of global citizenship at the end of the semester (controlling for students' attitudes at the beginning of the semester and measurement error). * $p < .001$.



Stephen Reysen, Loretta W. Larey and Iva Katzarska-Miller

awareness ($\beta = .23, p < .001, CI = .161 \text{ to } .305$) predicted global citizenship identification. Post-test ratings of global citizenship identification predicted intergroup empathy ($\beta = .41, p < .001, CI = .310 \text{ to } .500$), valuing diversity ($\beta = .45, p < .001, CI = .385 \text{ to } .543$), social justice ($\beta = .36, p < .001, CI = .265 \text{ to } .457$), environmental sustainability ($\beta = .33, p < .001, CI = .239 \text{ to } .424$), intergroup helping ($\beta = .37, p < .001, CI = .282 \text{ to } .457$), and felt responsibility to act ($\beta = .48, p < .001, CI = .398 \text{ to } .564$).

The indirect effect of syllabi global citizen word count was reliably carried by post-test ratings of normative environment and global awareness on students' identification with global citizens (see Table 2 for standardised betas of indirect effects and 95% bias-corrected confidence intervals; all indirect effects were significant at $p < .05$ two-tailed). The global citizen word count of the syllabi also significantly predicted greater prosocial values through post-test ratings of normative environment, global awareness, and global citizenship identification. The influence of post-test normative environment and global awareness on prosocial values (e.g. social justice) was reliably carried by global citizenship identification. In effect, participation in a class with a syllabus containing a greater number of global citizen related words predicts greater global awareness leading to greater identification with global citizens and subsequent increase in pro-social values (controlling for self-reported ratings at the beginning of the semester and measurement error).

Discussion

The purpose of the present study was to examine whether participation in a college course infused with global-citizen concepts influences students' global citizenship (antecedents, identification with global citizens, and prosocial outcomes). As hypothesised, participation in a college course with global-infused curriculum (as indicated by a greater number of global citizen related words in the class syllabi) predicted greater global awareness (antecedent), which subsequently predicted greater global citizenship identification and related prosocial outcomes. Importantly, the associations found at the end of the semester were significant after controlling for students' ratings at the beginning of the semester and measurement error.

Professors, whether they embrace global citizenship or not, are in a unique position to influence students' values at critical junctures in their lives (Merryfield, 2002). As social agents of influence, professors play a key role in the maturation of college students and can greatly affect their attitudes and values (Alwin, Cohen, and Newcomb, 1991; Dawson, Prewitt, and Dawson, 1977). Many professors have the opportunity to infuse their curriculum with a global perspective. As the majority of professors construct the syllabi for their courses, it is often possible to observe whether global citizen-related concepts will be presented in the course (Tausczik and Pennebaker, 2010). In the present study, professors' inclusion of concepts related to global citizenship in their classes (indicated by the number of global citizen related words in course syllabi) across a wide array of academic disciplines (i.e. 30 different classes

were sampled in the present study) predicted students' global awareness at the end of the semester. Supporting past research (Reysen and Katzarska-Miller, 2012), students' global awareness and perception of their normative environment (antecedents) predicted their identification with global citizens, and global citizenship identification predicted endorsement of intergroup empathy, valuing diversity, social justice, intergroup helping, and felt responsibility to act for the betterment of the world (outcomes). Therefore, supporting prior theorising (e.g. Hanvey, 1976; Schattle, 2008), raising students' global awareness is a reliable pathway for educators to engender global citizenship identification. The results are the first to empirically show the connection between global syllabi and antecedents, identification, and outcomes of global citizenship.

Although the growing trend to internationalise education and teach global citizenship (Fielden, 2006; Hicks, 2003; Mannion *et al*, 2011) has spawned reform and new educational programs, the variety of perspectives from which to approach the construct (Reimer and McLean, 2009; Tillman *et al*, 2011) and lack of empirical research (see Reysen *et al*, 2010) have resulted in ambiguous definitions and unclear means of measuring learning outcomes (Sperandio *et al*, 2010). Instead of eschewing global citizenship as untenable for a lack of legal recognition, we argue in favor of viewing the identity as a social category that is abstract and psychological in nature. A social identity perspective of global citizenship offers a well-established theoretical framework to empirically explore aspects of one's everyday environment that influence the antecedents and outcomes of viewing the self as a global citizen. Consistent with themes found in prior discussions of global citizenship (Andrzejewski and Alessio, 1999; Davies, 2006; Dower, 2002; Hanvey, 1976; Oxfam, 1997; Pike, 2008; Schattle, 2008), the more one feels psychologically connected to global citizens the greater his or her endorsement of the values (e.g. social justice) theorised to characterise the group (Reysen *et al*, 2010). Importantly, the structural model tested by Reysen and Katzarska-Miller (2012) and supported in the present study offers educators and administrators valid and reliable measurements of the antecedents and outcomes of identifying with global citizens. Furthermore, the outcomes specified in the model integrate the various prosocial values and behaviors of global citizenship, as theorised in prior literature, rather than focusing solely on one or two dimensions. Thus, the social identity perspective utilised in the present study affords us the opportunity to converge on antecedents and outcomes of global citizenship identification that are often discussed but rarely measured, and empirically show a connection between global-infused curriculum, global awareness, global citizenship identification, and endorsement of prosocial values.

In the present study we measured the number of words related to global citizenship in course syllabi, however we did not assess actual class content or how professors framed the content. Thus, we made two assumptions (1) the greater number of global citizen related words in syllabi is an indicator of the extent that professors dis-

Stephen Reysen, Loretta W. Larey and Iva Katzarska-Miller

cussed global citizenship issues in their classes, and (2) the manner in which professors discussed that content was framed positively. Other factors, such as interactions between instructors and students, or among students, and learning moments not described in the syllabi, may have occurred during the semester that influenced students' global awareness. Additionally, instructors and students may view global issues in ways that are not included in the syllabi. Language usage is consistently shown to reflect a variety of psychological processes (e.g. thinking styles) and real-world behaviors (Tausczik and Pennebaker, 2010). The results suggest that the use of global citizen related words in course syllabi reflect the content discussed in class, because the greater number of global words predicted greater global awareness expressed by students at the end of the semester (even after controlling for attitudes across all classes at the beginning of the semester and measurement error). Past research (Snider, Reysen, and Katzarska-Miller, in press) shows that the framing of messages regarding globalisation influences students' identification with global citizens. When messages about globalisation were framed negatively (increased job market competition) students identified less with global citizens and expressed lower academic motivation than when the message was framed positively (increased diversity in the job market). Given that the global citizen word count in syllabi predicted greater global awareness at the end of the semester, we argue that professors who included global citizen words in their syllabi discussed the content in a positive manner in the classroom.

The present study utilised a novel approach to show the influence of global-infused curriculum (i.e. global citizen word count) across a variety of academic domains on students' global citizenship identification and prosocial values. However, the present study was correlational and conducted at a single university. These limitations reduce the generalisability of the results to other grade levels, universities, and cultural settings. Although past research has shown that global citizenship identification is consistently positively associated with prosocial values in other cultural spaces (Katzarska-Miller, Reysen, Kamble, and Vithoji, in press), future research should examine the model of global citizenship at other universities and in other cultures. Additionally, random assignment of students to classes with similar content, yet infused with different levels of global citizen-related concepts or messages, will aid in showing the cause and effect relationship between global citizen education and greater global awareness, global citizenship identification, and prosocial outcomes. Furthermore, although we portray global citizenship as a construct that is quantifiable, we would like to note that we are measuring the degree of identification with the category and endorsement of values that appear in past discussions of the term. Global citizenship, as a broader concept, may include additional antecedents, values, and behaviors that were not assessed in the present study or may be immeasurable. Thus, caution is warranted in assuming that the model tested in

prior studies (Reysen and Katzarska-Miller, 2012) and replicated in the present study, includes every aspect of global citizenship or is a definitive model.

Global citizenship education, and global education more generally, attempts to broaden students' worldview and engender prosocial values. The burgeoning trend to internationalise education challenges both instructors and administrators to adapt to the increasing interconnectedness of the world and promote an open and inclusive environment for students. Recent research (Reysen *et al*, in press; Reysen *et al*, 2010; Reysen and Katzarska-Miller, 2012; Snider *et al*, in press) supports the notion that engendering global citizenship in students leads to greater endorsement of a variety of prosocial values (e.g. intergroup empathy). Following a well-established theoretical framework (i.e. social identity perspective), the present study shows that infusing college curriculum with concepts related to global citizenship leads to greater global awareness, global citizenship identification, and subsequent endorsement of prosocial values. In other words, global-infused curriculum does influence students' awareness of the world and their place in that world, and greater awareness leads to greater identification with global citizens and prosocial values. Given that instructors are often unprepared to revise their pedagogical approach or infuse their curriculum to teach global citizenship (Reimer and McLean, 2009; Tillman *et al*, 2011), a greater focus on professional development (Mannion *et al*, 2011) may be beneficial. Further research is needed to identify aspects of classroom instruction that enhance global awareness in students, however this study provides initial evidence of the benefit to students and the university when course syllabi is infused with concepts related to global citizenship.

Stephen Reysen is an Assistant Professor of Psychology at Texas A&M University-Commerce. He teaches classes related to social psychology, intergroup relations, and multicultural diversity. His research interests include topics related to personal (e.g. threats to interpersonal public identity) and social identity (e.g. global citizenship).

Loretta W. Larey is a graduate student in the applied cognition and neuroscience program at University of Texas at Dallas. Her research interests include health promotion and human trafficking.

Iva Katzarska-Miller is an Assistant Professor of Psychology at Transylvania University in Lexington, Kentucky. She teaches classes related to cultural psychology, social justice, and diversity. Her research interests focus on self-stereotyping, interpersonal relationships, and global citizenship.

Address correspondence to Stephen Reysen, Department of Psychology, Texas A&M University-Commerce, Commerce, TX, 75429. E-mail: Stephen.Reysen@tamuc.edu

References

- Alwin, D. F., Cohen, R. L., and Newcomb, T. M. (1991). *Political attitudes over the life span*. Madison, WI: University of Wisconsin Press.
- Andrzejewski, J., and Alessio, J. (1999). *Education for global citizenship and social responsibility*. (Monograph). Burlington, VT: John Dewey Project on Progressive Education.

Stephen Reysen, Loretta W. Larey and Iva Katzarska-Miller

- Appiah, K. A. (2006). *Cosmopolitanism: Ethics in a world of strangers*. New York: W. W. Norton.
- Bourn, D. (2010). Students as global citizens. In E. Jones (Ed.), *Internationalisation and the student voice: Higher education perspectives* (pp. 18-29). New York: Routledge.
- Browne, M. W., and Cudeck, R. (1993). Alternative ways of assessing model fit. In K. A. Bollen and J. S. Long (Eds.), *Testing structural equation models* (pp. 136-162). Newbury Park, CA: Sage.
- Davies, L. (2006). Global citizenship: abstraction or framework for action. *Educational Review*, 58, 5-25.
- Dawson, R., Prewitt, K., and Dawson, K. (1977). *Political socialization* (2nd ed). Boston, MA: Little.
- Fielden, J. (2006, January). Internationalization and leadership: What are the issues? Paper presented at the Leadership and Development Challenges of Globalisation and Internationalisation Summit, London, UK.
- Dower, N. (2002). Global citizenship: Yes or no?. In N. Dower and J. Williams (Eds.), *Global citizenship: A critical introduction* (pp. 30-40). New York: Routledge.
- Fox, J. (2005). Unpacking 'transnational citizenship.' *Annual Review of Political Science*, 8, 171-201.
- Golmohamad, M. (2008). Global citizenship: From theory to practice, unlocking hearts and minds. In M. A. Peters, H. Blee, and A. Britton (Eds.), *Global citizenship education: Philosophy, theory and pedagogy* (pp. 521-533). Rotterdam: Sense Publishers.
- Haigh, M. (2008). Internationalisation, planetary citizenship and higher education inc. *Compare*, 38, 427-440.
- Hanvey, R. G. (1976). *An attainable global perspective*. New York: Global Perspectives in Education.
- Hicks, D. (2003). Thirty years of global education: A reminder of key principles and precedents. *Educational Review*, 55, 265-275.
- Hogg, M. A., and Smith, J. R. (2007). Attitudes in social context: A social identity perspective. *European Review of Social Psychology*, 18, 89-131.
- Hu, L.-T., and Bentler, P.M. (1995). Writing about structural equation models. In R. H. Hoyle (Ed.), *Structural equation modeling: Concepts, issues and applications* (pp. 76-99). Thousand Oaks, CA: Sage.
- Ife, J. (2001). *Human rights and social work: Towards rights-based practice*. Cambridge, UK: Cambridge University Press.
- Katzarska-Miller, I., Reysen, S., Kamble, S. V., and Vithoji, N. (in press). Cross-national differences in global citizenship: Comparison of Bulgaria, India, and the United States. *Journal of Globalization Studies*.
- Mannion, G., Biesta, G., Priestley, M., and Ross, H. (2011). The global dimension in education and education for global citizenship: Genealogy and critique. *Globalisation, Societies and Education*, 9, 443-456.
- Merryfield, M. M. (2002). The difference a global educator can make. *Educational Leadership*, 60, 18-21.
- Oxfam (1997). *A curriculum for global citizenship*. Oxford: Oxfam.
- Pennebaker, J. W., Chung, C. K., Ireland, M., Gonzales, A., and Booth, R. J. (2007). *The development and psychometric properties of LIWC 2007*. Available from: <http://www.liwc.net>
- Pike, G. (2008). Reconstructing the legend: Educating for global citizenship. In A. A. Abdi and L. Shultz (2008). *Educating for human rights and global citizenship* (pp. 223-237). Albany, NY: State University of New York Press.
- Postmes, T., and Branscombe, N. R. (Eds.). (2010). *Rediscovering social identity*. New York: Psychology Press.
- Puryear, C., Pierce, L., Blake, M., Snider, J., and Reysen (2012, November). Construction of a global citizen related word list. Paper presented at the 10th annual Pathways Student Research Symposium, Galveston, TX.
- Reicher, S., Spears, R., and Haslam, S. A. (2010). The social identity approach in social psychology. In M. S. Wetherell and C. T. Mohanty (Eds.), *Sage identities handbook* (pp. 45-62). London: Sage.
- Reimer, K., and McLean, L. R. (2009). Conceptual clarity and connections: Global education and teacher candidates. *Canadian Journal of Education*, 32, 903-926.
- Reysen, S., and Branscombe, N. R. (2010). Fanship and fandom: Comparisons between sport fans and non-sport fans. *Journal of Sport Behavior*, 33, 176-193.
- Reysen, S., and Katzarska-Miller, I. (2012). A model of global citizenship: Antecedents and outcomes. *International Journal of Psychology*. Advance online publication.
- Reysen, S., Pierce, L., Spencer, C., and Katzarska-Miller, I. (2010). Exploring the content of global citizenship identity. Manuscript submitted for publication.
- Schattle, H. (2008). *The practices of global citizenship*. Lanham, MD: Rowman and Littlefield.
- Snider, J. S., Reysen, S., and Katzarska-Miller, I. (in press). How we frame the message of globalization matters. *Journal of Applied Social Psychology*.

College Course Curriculum and Global Citizenship

Sperandio, J., Grudzinski-Hall, M., and Stewart-Gambino, H. (2010). Developing an undergraduate global citizenship program: Challenges of definition and assessment. *International Journal of Teaching and Learning in Higher Education*, 22, 12-22.

Tajfel, H., and Turner, J. C. (1979). An integrative theory of intergroup conflict. In W. Austin and S. Worchel (Eds.), *The social psychology of intergroup relations* (pp. 33-47). Monterey, CA: Brooks/Cole.

Tausczik, Y. R., and Pennebaker, J. W. (2010). The psychological meaning of words: LIWC and computerized text analysis methods. *Journal of Language and Social Psychology*, 29, 24-54.

Tillman, A., Gibson, S., Reysen, S., and Katzarska-Miller, I. (2011, November). Faculty constructions. Paper presented at the 9th annual Pathways Student Research Symposium, College Station, TX.

Turner, J. C., Hogg, M. A., Oakes, P. J., Reicher, S. D., and Wetherell, M. (1987). *Rediscovering the social group: A self-categorization theory*. Oxford: Blackwell.

Zhao, Y., Lin, L., and Hoge, J. D. (2007). Establishing the need for cross-cultural and global issues research. *International Education Journal*, 8, 139-150.

NEW FROM TRENTHAM

ISLAM AND EDUCATION

– the manipulation and misrepresentation of a religion

Lynn Revell

June 2012

ISBN 978 1 85856 489 0

148 pages

234 x 156mm

£20.99

This book examines how policies designed to integrate Muslim communities, along with fears of extremism, are shaping the way schools and teachers approach the teaching of Islam. It shows how Islam is represented in text books and in relation to other religions and engages with complex themes that link the role of education to identity and values. The book challenges the way current approaches to Islam, including Prevent and the social cohesion agenda, locate Islam within education and offers a new perspective for teachers and schools who are committed to developing an open and critical environment for learning.

Islam and Education will be a provocative and challenging read for education professionals and those interested in the links between religion, education and social policy. For Religious Education teachers it is essential reading.

Dr Lynn Revell is a senior lecturer and course leader for the MA in Religion and Education and the Primary RE PGCE at Canterbury Christ Church University.

Chapters

Introduction

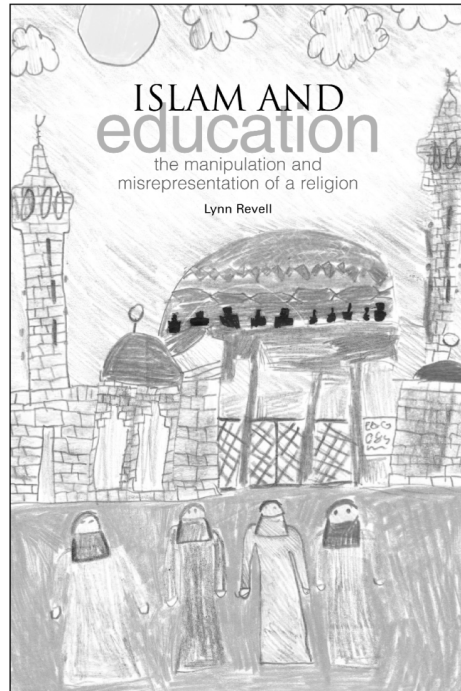
Chapter 1 Islam and World Religions

Chapter 2 The limits of multiculturalism

Chapter 3 Teaching and learning – the raw materials

Chapter 4 Islam, education and the Home Office

Chapter 5 Tolerance and Representation



www.trentham-books.co.uk