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KEY=AND - JACOBS HICKS

SOCIAL INSTITUTIONS AND THE POLITICS OF RECOGNITION

FROM THE ANCIENT GREEKS TO THE REFORMATION

Rowman & Littlefield Publishers This book compiles and considers the politics of social institutions, from the time of the ancient Greeks to the Reformation in the sixteenth century. The focus is on those civil society institutions which occupy the intermediate social space which exists between the family or household, on the one hand, and what Hegel refers to as 'the strictly political state,' on the other. The book relies upon a way of thinking about politics according to which the internal affairs of social institutions are a legitimate concern for students of politics. A central feature here is the notion of authority, together with that of my station and its duties. The book considers what the theorists selected have said about the relationship that exists between superiors in positions of authority and their subordinates within hierarchical social institutions. It is assumed throughout that claims to authority always involve issues of social identity and of recognition. Individual chapters are devoted to an exploration of these themes in the writings of the ancient Greeks; in the writings of the Roman Stoics and the Roman law of corporations; in medieval Christianity; in the corporation theory of the later medieval and early modern periods; and finally in the works of the

Protestant Reformers of the sixteenth century. The thinkers discussed include Plato, Aristotle, Cicero, Seneca, Epictetus, Marcus Aurelius, St. Paul, St. Augustine, St. Thomas Aquinas, Marsilius of Padua, Nicholas of Cusa, Jean Bodin, Charles Loyseau, John Calvin, Martin Luther and Gerrard Winstanley.

WORLD CITIZENSHIP

COSMOPOLITAN THINKING AND ITS OPPONENTS

Continuum Derek Heater offers a concise and accessible survey on the idea of world citizenship

IMPERFECT COSMOPOLIS

STUDIES IN THE HISTORY OF INTERNATIONAL LEGAL THEORY AND COSMOPOLITAN IDEAS

University of Wales Press In current debates, the term cosmopolitanismA” often remains quite vague and leads to sweeping generalizations. Unlike many recent publications, this book looks at the notion from a decidedly historical perspective, trying to give depth and texture to the concept.

THE SAGE HANDBOOK OF RESEARCH IN INTERNATIONAL EDUCATION

SAGE The landscape of international education has changed significantly in the last ten years and our understanding of concepts such as ‘international’, ‘global’ and ‘multicultural’ are being re-evaluated. Fully updated and revised, and now including new contributions from research in South East Asia, the Middle East, China, Japan, Australasia, and North America, the new edition of this handbook analyses the origins, interpretations and contributions of international education and explores key contemporary developments, including: internationalism in the context of teaching and learning leadership, standards and quality in institutions and systems of education the promotion of internationalism in national systems This important collection of research is an essential resource for anyone involved in the practice and academic study of international education, including researchers and teachers in universities, governmental and private curriculum development agencies, examination authorities, administrators and teachers in schools.

THE IDEA OF GLOBAL CIVIL SOCIETY

ETHICS AND POLITICS IN A GLOBALIZING ERA

Routledge This book evaluates the claim that in order to explore the changing social foundations of global power relations today, we need to include in our analysis an understanding of global civil society, particularly if we also wish to raise ethical questions about the changing political and institutional practices of transnational governance. Bridging the normative concerns of political theorists with the historical and institutional focus of scholars of international relations and international political economy, this book is of broad interest to students and researchers concerned with international relations, civil society, global governance and ethics.

THE PRACTICE OF GLOBAL CITIZENSHIP

Cambridge University Press In this novel account of global citizenship, Luis Cabrera argues that all individuals have a global duty to contribute directly to human rights protections and to promote rights-enhancing political integration between states. *The Practice of Global Citizenship* blends careful moral argument with compelling narratives from field research among unauthorized immigrants, activists seeking to protect their rights, and the 'Minuteman' activists striving to keep them out. Immigrant-rights activists, especially those conducting humanitarian patrols for border-crossers stranded in the brutal Arizona desert, are shown as embodying aspects of global citizenship. Unauthorized immigrants themselves are shown to be enacting a form of global 'civil' disobedience, claiming the economic rights central to the emerging global normative charter while challenging the restrictive membership regimes that are the norm in the current global system. Cabrera also examines the European Union, seeing it as a crucial laboratory for studying the challenges inherent in expanding citizen membership.

TEACHING ETHICS THROUGH LITERATURE

IGNITING THE GLOBAL IMAGINATION

Routledge *Teaching Ethics through Literature* provides in-depth understanding of a new and exciting shift in the fields of English education, Literature, Language Arts, and Literacy through exploring their connections with ethics. The book pioneers an approach to integrating ethics in the teaching of literature. This has become increasingly relevant and

necessary in our globally connected age. A key feature of the book is its integration of theory and practice. It begins with a historical survey of the emergence of the ethical turn in Literature education and grounds this on the ideas of influential Ethical Philosophers and Literature scholars. Most importantly, it provides insights into how teachers can engage students in ethical concerns and apply practices of Ethical Criticism using rich on-the-ground case studies of high school Literature teachers in Australia, Singapore and the United States.

GLOBALIZING CITIZENSHIP

UBC Press Since 9/11, national governments in the global North have struggled to govern populations and manage cross-border traffic without building new barriers to trade. What does citizenship mean in an era of heightened tension between global capitalism and the nation-state? Building on Foucault's concept of biopolitics and an examination of national border and detention policies, Rygiel argues that citizenship is becoming a globalizing regime to govern mobility. The new regime is deepening boundaries based on race, class, and gender, and causing Western nations to embrace a more technocratic, depoliticized understanding of citizenship.

AFRICAN PHILOSOPHY AND GLOBAL JUSTICE

CRITICAL ESSAYS

Routledge In contemporary political philosophy, the subject of global justice has received sustained interest. This is unsurprising, given the nexus between inequality and many of the pressing global problems today, such as immigration, global public health, poverty and violence. Theorists of global justice ask why inequality is morally wrong, what we owe to the global poor, what the implications of global inequality for people in affluent countries are, and the power of agencies or institutions necessary for the realization of a fairer world. Although political philosophers have offered different conceptions of these problems and narratives of the ideal of justice, a major shortcoming of the current discussion are the limits of the concepts and idioms employed. Assumptions are made about the experience of poverty, but little is done to understand the way people in underdeveloped countries experience and understand their predicament. This has resulted in the entrenchment of cognitive inequality in the global justice debate. This book attempts to correct the inaccuracies engendered by the one-sided theorising of global justice. By employing metaphors, concepts and philosophical ideas to reflect on global justice, the book provides an account of global justice that goes beyond current parochial perspective. This book was originally published as a Special Issue of Philosophical

Papers.

THE COSMOPOLITANISM READER

Polity In response to a renewed cosmopolitan enthusiasm, this volume brings together 25 essays in the development of cosmopolitan thought by distinguished cosmopolitan thinkers and critics. It looks at classical cosmopolitanism, global justice, culture and cosmopolitanism, political cosmopolitanism and cosmopolitan global governance.

EDUCATION AS HUMANISATION

DIALOGIC PEDAGOGY IN POST-CONFLICT PEACEBUILDING

Routledge 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*.

THE RESPONSIBILITY TO PROTECT AND A COSMOPOLITAN APPROACH TO HUMAN PROTECTION

Springer This book conceptualizes Responsibility to Protect doctrine (R2P) as part of a global cosmopolitan agenda,

drawing on the work of Jürgen Habermas, and argues that R2P is reflective of a shift towards a more cosmopolitan approach to human protection. The author also proposes a framework of analysis that includes a strong legal dimension in order to advance reforms to the international legal, political and military structures in order to better prevent humanitarian crises and protect civilians in times of conflict. The volume explores the cosmopolitan, moral and legal progress that has occurred—and could yet occur—under R2P as the approach to human protection transitions in the Post-Cold War era.

KANT'S EMBEDDED COSMOPOLITANISM

HISTORY, PHILOSOPHY AND EDUCATION FOR WORLD CITIZENS

Walter de Gruyter GmbH & Co KG Kant's omnipresence in contemporary cosmopolitan discourses contrasts with the fact that little is known about the historical origins and the systematic status of his cosmopolitan theory. This study argues that Kant's cosmopolitanism should be understood as embedded and dynamic. Inspired by Rousseau, Kant developed a form of cosmopolitanism rooted in a modified form of republican patriotism. In contrast to static forms of cosmopolitanism, Kant conceived the tensions between embedded, local attachments and cosmopolitan obligations in dynamic terms. He posited duties to develop a cosmopolitan disposition (*Gesinnung*), to establish common laws or cosmopolitan institutions, and to found and promote legal, moral, and religious communities which reform themselves in a way that they can pass the test of cosmopolitan universality. This is the cornerstone of Kant's cosmopolitanism, and the key concept is the vocation (*Bestimmung*) of the individual as well as of the human species. Since realizing or at least approaching this vocation is a long-term, arduous, and slow process, Kant turns to the pedagogical implications of this cosmopolitan project and spells them out in his later writings. This book uncovers Kant's hidden theory of cosmopolitan education within the framework of his overall practical philosophy.

COSMOPOLITANISM VERSUS NON-COSMOPOLITANISM

CRITIQUES, DEFENSES, RECONCEPTUALIZATIONS

OUP Oxford The debate between cosmopolitans and non-cosmopolitans flourishes. Contributors continue to disagree over at least fourteen core issues analyzed in this work, including these questions: What is distinctive about a cosmopolitan approach to matters of justice? What does the commitment to the ideal of moral equality entail for global

justice? Does membership in associations, especially national ones, matter to our duties to one another in the global context? Does the global economic order violate the rights of the poor or harm their interests in ways that require reform or redress? What is it to be a good "world citizen" and is this in conflict with local duties and being a good citizen of a state? To what extent are cosmopolitan and special duties reconcilable? Do cosmopolitan or non-cosmopolitan theories provide a better account of our obligations or a more useful framework for mediating the interests of compatriots and non-compatriots? This timely volume advances the discussion on many of the questions over which cosmopolitans and non-cosmopolitans continue to disagree. All the chapters explore new work and contribute to advancing the debate, and none has been published previously. Together, they demonstrate how nuanced and sophisticated some of the debate has become. The variety of topics that the debate encompasses suggests that mastering the issues is important to understanding much contemporary moral and political theorizing.

COSMOPOLITICS AND BIOPOLITICS. ETHICS AND AESTHETICS IN CONTEMPORARY ART

Edicions Universitat Barcelona *Cosmopolitics and Biopolitics* seeks to trace cosmopolitical aesthetics understood not only as the union of art, science, and the right to survive, but also as the prism through which artistic practices are developed around questions connected to transculturality, migration, nomadism, post-gender subjectivities, social and natural sustainability, and new digital technologies. This book's authors fashion a narrative that moves in the territory of "inbetweenness", between hospitality and hostility, between welcoming and conflict, between languages and intermediate languages, science, and survival in a world that is "common" more than global.

THE TEACHER AND THE WORLD

A STUDY OF COSMOPOLITANISM AS EDUCATION

Routledge Winner of the 2013 American Educational Studies Association's 2013 Critics Choice Award! Teachers the world over are seeking creative ways to respond to the problems and possibilities generated by globalization. Many of them work with children and youth from increasingly varied backgrounds, with diverse needs and capabilities. Others work with homogeneous populations and yet are aware that their students will encounter many cultural changes in their lifetimes. All struggle with the contemporary conditions of teaching: endless top-down measures to manipulate what they do, rapid economic turns and inequality in supportive resources that affect their lives and those of their students, a torrent of media stimuli that distract educational focus, and growth as well as shifts in population. In *The*

Teacher and the World, David T. Hansen provides teachers with a way to reconstruct their philosophies of education in light of these conditions. He describes an orientation toward education that can help them to address both the challenges and opportunities thrown their way by a globalized world. Hansen builds his approach around cosmopolitanism, an ancient idea with an ever-present and ever-beautiful meaning for educators. The idea pivots around educating for what the author calls reflective openness to new people and new ideas, and reflective loyalty toward local values, interests, and commitments. The book shows how this orientation applies to teachers at all levels of the system, from primary through university. Hansen deploys many examples to illustrate how its core value, a balance of reflective openness to the new and reflective loyalty to the known, can be cultivated while teaching different subjects in different kinds of settings. The author draws widely on the work of educators, scholars in the humanities and social sciences, novelists, artists, travellers and others from both the present and past, as well as from around the world. These diverse figures illuminate the promise in a cosmopolitan outlook on education in our time. In this pioneering book, Hansen has provided teachers, heads of school, teacher educators, researchers, and policy-makers a generative way to respond creatively to the pressure and the promise of a globalizing world.

COSMOPOLITANISM, RELIGION AND THE PUBLIC SPHERE

Routledge Although emerging scholarship in the social sciences suggests that religion can be a potential catalyst of cosmopolitanism and global citizenship, few attempts have been made to bring to the fore new theoretical positions and empirical analyses of how cosmopolitanism -- as a philosophical notion, a practice and identity outlook -- can also shape and inform concrete religious affiliations. Key questions concerning the significance of cosmopolitan ideas and practices - in relation to particular religious experiences and discourses -- remain to be explored, both theoretically and empirically. This book takes as its starting point the emergence of cosmopolitanism -- as a major interdisciplinary field -- as a springboard for generating a productive dialogue among scholars working within a variety of intellectual disciplines and methodological traditions. The chapter contributions offer a serious attempt to critically engage both the limitations and possibilities of cosmopolitanism as an analytical and critical tool to understand a changing religious landscape in a globalizing world, namely, the so-called 'new religious diversity', religious conflict, and issues of migration, multiculturalism and transnationalism vis-à-vis the public exercise of religion. The contributors' work is situated in a range of world sites in Africa, India, North America, Latin America, and Europe. This work will be of great interest to students and scholars of globalization, religion and politics, and the sociology of religion.

RADICAL COSMOPOLITICS

THE ETHICS AND POLITICS OF DEMOCRATIC UNIVERSALISM

Columbia University Press While supporting the cosmopolitan pursuit of a world that respects all rights and interests, James D. Ingram believes political theorists have, in their approach to this project, compromised its egalitarian and emancipatory principles. Focusing on recent debates without losing sight of cosmopolitanism's ancient and Enlightenment roots, Ingram confronts the philosophical difficulties of defending universal ideals and the implications for ethics and political theory. In morality as in politics, theorists have generally focused first on discovering universal values and second on their implementation. Ingram argues that only by prioritizing the development and articulation of universal values through political action in the fight for freedom and equality can theorists do justice to these efforts and cosmopolitanism's universal vocation. Only by proceeding from the local to the global, from the bottom up rather than from the top down, on the basis of political practice rather than moral ideals, can we salvage moral and political universalism. Ingram provides the clearest, most systematic account yet of this schematic reversal and its radical possibilities.

CITIZENSHIP EDUCATION AND GLOBAL MIGRATION

IMPLICATIONS FOR THEORY, RESEARCH, AND TEACHING

This groundbreaking book describes theory, research, and practice that can be used in civic education courses and programs to help students from marginalized and minoritized groups in nations around the world attain a sense of structural integration and political efficacy within their nation-states, develop civic participation skills, and reflective cultural, national, and global identities.

COSMODERNISM

AMERICAN NARRATIVE, LATE GLOBALIZATION, AND THE NEW CULTURAL IMAGINARY

University of Michigan Press "Christian Moraru is an especially dynamic and brilliant scholar who works at a high level of critical and theoretical sophistication. I've never seen anything quite so exhaustive, so magisterial. Readers of

Cosmodernism will think of the Keats line about an astronomer's exhilaration when a new planet swims into his ken." --
 -David Cowart, University of South Carolina "Cosmodernism has the potential to become foundational for the study of a whole period. Christian Moraru undertakes here to establish a new basis for thinking about the era of cultural history in which we have found ourselves, in the United States but also around the world, since the end of the Cold War. The strength of Moraru's work lies in its intellectual ambition and scope; its polymathic range and breadth of learning; its confident mastery of a variety of disciplinary discourses; its fresh and thoughtful selection of texts for discussion; the sharpness and insight of its textual analyses; and, animating everything, its fervent commitment to a new and better way of understanding our relationship to others and the world at large." ---Brian McHale, The Ohio State University A sweeping inquiry into post-Cold War American literature and theory, *Cosmodernism* argues, cautiously but persuasively, for the rise of a new cultural paradigm against the backdrop of accelerating globalization. Moraru calls this paradigm "cosmodern." He uses the term to account for what seems to be gradually challenging the postmodern over the last twenty-odd years. Not so much a well-structured movement yet, cosmodernism is chiefly a critical construct enabling Moraru to articulate representative literary-theoretical interventions of the past two decades into a reasonably coherent model. The coherence inheres, he shows, in a certain "relational" imaginary, which the critic canvasses by placing a wide range of authors and works in, across, and against the material-conceptual networks of globalization, cosmopolitanism, modernism, postmodernism, postcolonialism, multiculturalism, and other areas of contemporary U.S. intellectual history. Christian Moraru is Professor of English at the University of North Carolina, Greensboro. His latest books include *Rewriting: Postmodern Narrative and Cultural Critique in the Age of Cloning* (2001), *Memorious Discourse: Reprise and Representation in Postmodernism* (2005), and the edited collection *Postcommunism, Postmodernism, and the Global Imagination* (2009). Cover art: *Earth*, oil and acrylic on canvas, 48" x 36", 2008. Painting courtesy of Rebecca Darlington.

THE ASHGATE RESEARCH COMPANION TO ETHICS AND INTERNATIONAL RELATIONS

Ashgate Publishing, Ltd. This indispensable research companion widens the perspective of moral consideration in international relations from 'ethics and international relations' to 'ethics in international relations', redressing the (mis)perception that ethical concepts, principles, norms and rules are not in part constitutive of the international system and the agents acting within that system.

THE COMMON LAW AND ITS RIVALS

CHILDHOOD AND NATION

INTERDISCIPLINARY ENGAGEMENTS

Springer *Childhood and Nation* explores the historical and manifold current relations between nation and childhood. Millei and Imre bring together an international and interdisciplinary group of scholars to address many pressing questions of today. The analytical incisions created by nation and childhood bring answers to the following questions: How do national agendas related to economic, social and political problems exploit children and tighten their regulation? How do representations of nations take advantage of ideals of childhood? Why do nations look to children and search for those characteristics of childhood that help them solve environmental and humanitarian issues? The book offers a fresh look at the theme of nation and childhood by offering multiple methodologies from fields including education, policy studies, political science, sociology, anthropology, literature, and psychology.

CONTESTED CONCEPTS IN MIGRATION STUDIES

Routledge This volume demonstrates that migration- and diversity-related concepts are always contested, and provides a reflexive critical awareness and better comprehension of the complex questions driving migration studies. The main purpose of this volume is to enhance conceptual thinking on migration studies. Examining interaction between concepts in the public domain, the academic disciplines, and the policy field, this book helps to avoid simplification or even trivialization of complex issues. Recent political events question established ways of looking at issues of migration and diversity and require a clarification or reinvention of political concepts to match the changing world. Applying five basic dimensions, each expert chapter contribution reflects on the role concepts play and demonstrates that concepts are ideology dependent, policy/politics dependent, context dependent, discipline dependent, and language dependent, and are influenced by how research is done, how policies are formulated, and how political debates extend and distort them. This book will be essential reading for students, scholars, and practitioners in migration studies/politics, migrant integration, citizenship studies, racism studies, and more broadly of key interest to sociology, political science, and political theory.

EDUCATION AND MOBILITIES

IDEAS, PEOPLE AND TECHNOLOGIES. PROCEEDINGS OF THE 6TH BNU/UCL IOE INTERNATIONAL CONFERENCE IN EDUCATION

Springer Nature This book gathers selected original papers presented at the Sixth Beijing Normal University - University College London, Institute of Education International Conference in Education, a biennial event organised in partnership between these two universities. Readers will find a wealth of papers and reports on research involving schools and the initial and professional development of teachers, revealing links between research, policy and practice, while also analyzing key themes in education, including public goals and policies, pedagogy, curricula, organisation, resources and technologies, and institutional effectiveness. An essential guide for anyone who wishes to understand the main issues involved in mobilities of ideas, people and technology in the field of education, the book offers an extensive introduction, and can also be used as a resource for empirical and conceptual research into related issues.

ROUTLEDGE HANDBOOK OF COSMOPOLITANISM STUDIES

Routledge Over the past two decades there has been great interest in cosmopolitanism across the human and social sciences. Where, earlier, it had largely been a term associated with moral and political philosophy, cosmopolitanism has now become a widely-used term in the social sciences. It is now integral to much of cultural, political and social analysis. This is the first comprehensive survey in one volume of the interdisciplinary field of cosmopolitan studies. With over forty chapters written by leading scholars of cosmopolitanism, this book reflects the broad reception of cosmopolitan thought in a wide variety of disciplines and across international borders. Both comprehensive and innovative in the topics covered, the Handbook of Cosmopolitanism Studies is divided into four sections: major theoretical debates, where the emphasis is on recent developments cultural topics in the social sciences the politics of cosmopolitanism major world varieties of cosmopolitanism. The Handbook answers the need to take modern cosmopolitanism out of its exclusive western context and relate it to the historical experiences of other world cultures. This is a major work in defining the emerging field of cosmopolitanism studies. Throughout, there is a strong emphasis on interdisciplinarity, with essays covering philosophy, literary theory, history, international relations, anthropology, communications studies and sociology. The Handbook's clear and comprehensive style will appeal to a wide

undergraduate audience across the social sciences and humanities.

GLOBAL LEARNING AND SUSTAINABLE DEVELOPMENT

Taylor & Francis Global learning and sustainable development encompass some of the key ideas and challenges facing the world today: challenges such as climate change, globalization and interdependence. Schools increasingly recognize the role of education in addressing these issues with young people, but exploring global issues across the curriculum requires a considerable amount of time and planning across subjects. This book aims to reduce this workload by providing a clear overview of global learning, its development in policy and what this means for teachers in practice. It outlines the different ways in which global learning can be delivered as a cross-curricular theme, with examples of current activities and practice in schools. Features include: an examination of key influences and debates in this area guidance on how to plan, implement and evaluate change in the curriculum to incorporate global learning the role of Personal Learning and Thinking Skills as a way of exploring global learning and sustainable development ideas from the "global context" of practice in Europe and beyond activity ideas supported by case studies of innovative practice links to other educational agendas, relevant topics and resources. Providing clear guidance on the underpinning theory and policy and drawing upon current initiatives in schools, this book will be of interest to all trainee and practising secondary teachers wanting to help young people engage critically with global issues.

SOCIABILITY AND COSMOPOLITANISM

SOCIAL BONDS ON THE FRINGES OF THE ENLIGHTENMENT

Routledge This collection of essays expands the focus of Enlightenment studies to include countries outside the core nations of France, Germany and Britain. Notions of sociability and cosmopolitanism are explored as ways in which people sought to improve society.

CRITICAL APPROACHES TOWARD A COSMOPOLITAN EDUCATION

Routledge This book aims to reconceptualize teaching and learning in spaces with diverse populations of young people. Chapters focus on the schooling experiences and social and cultural adaptation issues of individuals who, through the meaning that they assign to their lived experiences, ascribe to multiple identity qualifiers. Contributors explore the

impact of this cosmopolitan awareness on students, educators, and educational institutions, presenting issues such as curricular concerns around civic engagement, individual subjectivity versus social identity, and the convergence of context-specific policy and teaching environments on global dynamics in education reform. An emphasis on this understanding promises to better equip educators and policy-makers to plan instructional approaches and devise pedagogic resources that serve the needs and career aspirations of an expanding cohort of multifaceted learners.

CIVILIZATION AND ITS ENEMIES

THE NEXT STAGE OF HISTORY

Simon and Schuster Forgetfulness occurs when those who have been long inured to civilized order can no longer remember a time in which they had to wonder whether their crops would grow to maturity without being stolen or their children sold into slavery by a victorious foe....They forget that in time of danger, in the face of the enemy, they must trust and confide in each other, or perish....They forget, in short, that there has ever been a category of human experience called the enemy. "That, before 9/11, was what had happened to us. The very concept of the enemy had been banished from our moral and political vocabulary. An enemy was just a friend we hadn't done enough for yet. Or perhaps there had been a misunderstanding, or an oversight on our part -- something that we could correct.... "Our first task is therefore to try to grasp what the concept of the enemy really means. The enemy is someone who is willing to die in order to kill you. And while it is true that the enemy always hates us for a reason, it is his reason, and not ours." So begins Civilization and Its Enemies, an extraordinary tour de force by America's "reigning philosopher of 9/11," Lee Harris. What Francis Fukuyama did for the end of the Cold War, Lee Harris has now done for the next great conflict: the war between the civilized world and the international terrorists who wish to destroy it. Each major turning point in our history has produced one great thinker who has been able to step back from petty disagreements and see the bigger picture -- and Lee Harris has emerged as that man for our time. He is the one who has helped make sense of the terrorists' fantasies and who forces us most strongly to confront the fact that our enemy -- for the first time in centuries -- refuses to play by any of our rules, or to think in any of our categories. We are all naturally reluctant to face a true enemy. Most of us cannot give up the myth that tolerance is the greatest of virtues and that we can somehow convert the enemy to our beliefs. Yet, as Harris's brilliant tour through the stages of civilization demonstrates, from Sparta to the French Revolution to the present, civilization depends upon brute force, properly wielded by a sovereign. Today, only America can play the role of sovereign on the world stage, by the use of force

when necessary. Lee Harris's articles have been hailed by thinkers from across the spectrum. His message is an enduring one that will change the way readers think -- about the war with Iraq, about terrorism, and about our future.

DIGITAL DEMOCRACY AND THE IMPACT OF TECHNOLOGY ON GOVERNANCE AND POLITICS: NEW GLOBALIZED PRACTICES

NEW GLOBALIZED PRACTICES

IGI Global The evolution of modern technology has allowed digital democracy and e-governance to transform traditional ideas on political dialogue and accountability. **Digital Democracy and the Impact of Technology on Governance and Politics: New Globalized Practices** brings together a detailed examination of the new ideas on electronic citizenship, electronic democracy, e-governance, and digital legitimacy. By combining theory with the study of law and of matters of public policy, this book is essential for both academic and legal scholars, researchers, and practitioners.

HUMAN RIGHTS AND ETHICS: CONCEPTS, METHODOLOGIES, TOOLS, AND APPLICATIONS

CONCEPTS, METHODOLOGIES, TOOLS, AND APPLICATIONS

IGI Global In today's increasingly interconnected and global society, the protection of basic liberties is an important consideration in public policy and international relations. Profitable social interactions can begin only when a foundation of trust has been laid between two parties. **Human Rights and Ethics: Concepts, Methodologies, Tools, and Applications** considers some of the most important issues in the ethics of human interaction, whether in business, politics, or science and technology. Covering issues such as cybercrime, bioethics, medical care, and corporate leadership, this four-volume reference work will serve as a crucial resource for leaders, innovators, educators, and other personnel living and working in the modern world.

YOUTH CITIZENSHIP AND THE POLITICS OF BELONGING

Routledge Around the world today, young people are being called upon to develop civic competence and carry the burden of forging a political future in the midst of impoverishment, exclusion and inequality. In societies that have experienced civil war, military occupation, mass immigration of displaced people or social conflict, the conditions

under which young people attempt to build their citizenship are not well understood. *Youth Citizenship and the Politics of Belonging* contributes to the field of youth citizenship studies by purposively exploring the experiences of young adults in the context of the formation of nationhood and global citizenship. It explores, from the perspective of various countries, the role of social context and schooling in creating young citizens. This collection offers a unique opportunity to hear the voices of young people themselves who, as 'learner citizens' within educational institutions, poor communities and refugee camps, amongst other settings, expose the tensions between social inclusion and marginalization. The book considers young people's contemporary social movements, their activism and their sense of belonging. It looks at understandings of national, political and religious identities, youth rights, and various forms of state, community and sexual violence as well as strategic coping strategies, their reinterpretations of civic messages, and the ways in which anger, resistance and disengagement put youth in a difficult position. This book was originally published as a special issue of *Comparative Education*.

COSMOPOLITANISM AND ITS DISCONTENTS

RETHINKING POLITICS IN THE AGE OF BREXIT AND TRUMP

This volume examines the cosmopolitanism ideal from ancient to contemporary times. It grapples with the question: Is there still relevance today for the idea of the "citizen of the world" that transcends national borders in the aftermath of the Brexit Referendum result and election of Donald Trump in 2016?

GERMAN COSMOPOLITAN SOCIAL THOUGHT AND THE IDEA OF THE WEST

VOICES FROM WEIMAR

Cambridge University Press There has been considerable interest in recent years in German social thinkers of the Weimar era. Generally, this has focused on reactionary and nationalist figures such as Schmitt and Heidegger. In this book, Austin Harrington offers a broader account of the German intellectual legacy of the period. He explores the ideas of a circle of left-liberal cosmopolitan thinkers (Troeltsch, Scheler, Tönnies, Max Weber, Alfred Weber, Mannheim, Jaspers, Curtius, and Simmel) who responded to Germany's crisis by rejecting the popular appeal of nationalism. Instead, they promoted pan-European reconciliation based on notions of a shared European heritage between East and West. Harrington examines their concepts of nationhood, religion, and 'civilization' in the context of their time and in

their bearing on subsequent debates about European identity and the place of the modern West in global social change. The result is a groundbreaking contribution to current questions in social, cultural and historical theory.

THE ASHGATE RESEARCH COMPANION TO COSMOPOLITANISM

Routledge The study of Cosmopolitanism has been transformed in the last 20 years and the subject itself has become highly discussed across the social sciences and the humanities. The Ashgate Research Companion to Cosmopolitanism pursues distinct theoretical orientations and empirical analyses, bringing together mainstream discussions with the newest thinking and developments on the main themes, debates and controversies surrounding the subject. The contributions are grouped into three parts, each reflecting a different analytical focus within a variety of intellectual disciplines and methodological approaches. Part I (Cultural Cosmopolitanism) is primarily concerned with the empirically-grounded aspects of cosmopolitanism which are apparent in mundane practices and lifestyle options on the micro-scale of daily interactions. It focuses on the outlooks and lived experience of ordinary individuals and groups in concrete situational contexts and social structures. Part II (Political Cosmopolitanism) sets out the main topics and issues dealt with by scholars writing within the tradition of political cosmopolitanism. Addressing timely issues such as human rights, global justice, and global democracy, it focuses on Cosmopolitanism as an ethico-political ideal and a political project to devise new forms of supranational and transnational governance. Part III (Debates) reflects the major debates and controversies on the subject and deliberately eschews any bland consensus to instead foreground the key arguments and lively intellectual discussions in play across disciplinary divisions. Featuring contributions from key thinkers in the field, including Ulrich Beck, David Held and Martha Nussbaum, this comprehensive volume will be a valuable resource for all academics and students working within this area of study.

COSMOPOLITANISM AND INTERNATIONAL RELATIONS THEORY

John Wiley & Sons Globalization has been contested in recent times. Among the critical perspectives is cosmopolitanism. Yet, with the exception of normative theory, international relations as a field has ignored cosmopolitan thinking. This book redresses this gap and develops a dialogue between cosmopolitanism and international relations. The dialogue is structured around three debates between non-universalist theories of international relations and contemporary cosmopolitan thought. The theories chosen are realism, (post-)Marxism and postmodernism. All three criticize liberalism in the international domain, and, therefore, cosmopolitanism as an

offshoot of liberalism. In the light of each school's respective critique of universalism, the book suggests both the importance and difficulty of the cosmopolitan perspective in the contemporary world. Beardsworth emphasizes the need for global leadership at nation-state level, re-embedding of the world economy, a cosmopolitan politics of the lesser violence, and cosmopolitan political judgement. He also suggests research agendas to situate further contemporary cosmopolitanism in international relations theory. This book will appeal to all students of political theory and international relations, especially those who are seeking more articulation of the main issues between cosmopolitanism and its critics in international relations.

THINKING DIFFERENTLY ABOUT COSMOPOLITANISM

THEORY, ECCENTRICITY, AND THE GLOBALIZED WORLD

Routledge Cosmopolitanism and relevant notions are widely discussed in philosophy of education and educational studies more generally. There is a vast literature on the topic that often invites conceptual discussion and requires some work in the direction of crucial clarifications. Thinking Differently About Cosmopolitanism argues that a new conception of cosmopolitanism is needed and addresses this need by formulating a conception of cosmopolitanism as an "eccentric" ethico-political ideal. Such cosmopolitanism is eccentric in the sense that it decenters the self, it cultivates centrifugal virtues, and it questions the concern for the globally enriched self. In this book, Papastephanou lays the foundation for a more refined conception of the topic, and provides a fruitful interdisciplinary discussion of its relation to globalization, Eurocentricism, developmentalism, and modernity.

GLOBAL DEMOCRACY: FOR AND AGAINST

ETHICAL THEORY, INSTITUTIONAL DESIGN AND SOCIAL STRUGGLES

Routledge This book defends the case for the expansion of the democratic model to the global political sphere. Concentrating on the democratic deficit of international affairs, it examines the nexus between the phenomenon of international exclusion and the political response of global democracy. This distinctive position is developed through a critical survey of the principal theories for and against global democracy. The main rival narratives (realism, nationalism, civilizationism, and liberal internationalism) are rebutted on grounds of failing democratic principles of inclusion. Based on a notion of interaction-dependent justice, these theories arguably provide a crucial ideological

support to the exclusionary attitude of the current international system. Going beyond these exclusionary paradigms, the book defends a model of cosmo-federalism that is all-inclusive, multilayered and rooted. The text adopts an interdisciplinary perspective that combines three areas of scholarship: international political theory, international relations and political sociology. Within them, a number of contemporary controversies are analyzed, including the ethical dispute on global justice, the institutional debate on supranationalism, and the political discussion on social emancipatory struggles. From such an interdisciplinary perspective derives an engaged text that will be of interest to students and researchers concerned with the key political aspects of the discussion on globalization and democratic global order.

COSMOPOLITAN VISION

John Wiley & Sons In this new book, Ulrich Beck develops his now widely used concepts of second modernity, risk society and reflexive sociology into a radical new sociological analysis of the cosmopolitan implications of globalization. Beck draws extensively on empirical and theoretical analyses of such phenomena as migration, war and terror, as well as a range of literary and historical works, to weave a rich discursive web in which analytical, critical and methodological themes intertwine effortlessly. Contrasting a 'cosmopolitan vision' or 'outlook' sharpened by awareness of the transformative and transgressive impacts of globalization with the 'national outlook' neurotically fixated on the familiar reference points of a world of nations-states-borders, sovereignty, exclusive identities-Beck shows how even opponents of globalization and cosmopolitanism are trapped by the logic of reflexive modernization into promoting the very processes they are opposing. A persistent theme running through the book is the attempt to recover an authentically European tradition of cosmopolitan openness to otherness and tolerance of difference. What Europe needs, Beck argues, is the courage to unite forms of life which have grown out of language, skin colour, nationality or religion with awareness that, in a radically insecure world, all are equal and everyone is different.