R.E.- P.L.A.C.E.
Global Citizenship

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Charity, Cameras, Action?

We would like all schools to be models of global citizenship, enriching their educational mission with activities that improve the lives of people living in other parts of the world …

… Schools, through their curriculum, campus and community, have an important role to play in helping pupils to make sense of the complexity of our world and their place in it (DCSF 2008, p.1)

http://www.volunteerics.org/gallery
Changing public imaginaries of poverty, development and action

“How we can possibly be giving £1bn a month, when we're in this sort of debt, to Bongo Bongo Land is completely beyond me … To buy Ray-Ban sunglasses, apartments in Paris, Ferraris and all the rest of it that goes with most of the foreign aid. F18s for Pakistan. We need a new squadron of F18s. Who's got the squadrons? Pakistan, where we send the money.” Godfrey Bloom, MEP, July 2013

“After years of headlines about Africa's poverty, its emerging middle class is now grabbing attention as a driver of growth and democracy and an expanding pool of consumers for market-hungry retailers.” Pascal Fletcher, Reuters, May 10th 2013

www.ukuncut.org.uk
Conceptualising global citizenship

- [a global citizen] is a member of the wider community of all humanity, the world or similar whole that is wider than that of that of a nation-state or other political community of which we are normally thought to be citizens. This membership is important in the sense that it involves (or would involve if people accept that they are global citizens) a significant identity, loyalty or commitment beyond the nation-state (Dower, 2002: 1)

- ‘citizenship is not the either/or proposition of liberal theory (either one is a citizen or not) but a process that evolves towards equality’ (Arneil, 2007: 314)

- “unsettled ambivalence and reflexivity” that is “perhaps the basis for a responsible attitude in a complex postcolonial world” (Noxolo, 2011, p. 227).
Revisiting solidarity?

- “Human fraternity” (Durkheim, 1964: 405 – 6)

- “A feeling of sympathy shared by subjects within and between groups, impelling supportive action and supporting social inclusion” (Wilde, 2013: 1).

- Solidarity requires both “a shared sense of values and relevant facts and dispositions to act in certain ways” as well as “social relationships across difference, the shared appreciation of material risks and benefits that are unevenly distributed and yet experienced as of common concern to the group” (Nash 2008, p.176).

- “Transformative political relations … worked through and constructed in and between different sites” (Featherstone, 2013; 31)
‘Fixing’ citizenship and solidarity

Should education and learning be about ‘unfixing’ dominant ideas of global citizenship?
You've got to stop talking about me as if you're not here!!
Relational — rather than a status
Evolving — rather than static
Processual — rather than end point
Local — rooted in particular places
Active — but not a predicted ‘action’
Co-produced — not top down
Everyday — rather than exotic
Conclusion: a new attention to place?

To R.E. - P.L.A.C.E. global citizenship means paying greater attention to the various inequalities, connections and relationships that shape the places in which schools and their communities are located.

http://www.nexus.org.uk/sites/default/files/Zone%20Map%20TVM%20Map_2.pdf
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References

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Additional readings