



Cosmopolitan Learning

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We know that people are now more globally mobile than ever before.

They move for a wide variety of reasons:

- Migration
- Employment
- Education
- Refugees
- Tourism
- Trade

...leading to demographic shifts, especially in cities (creating global cities) but also in regional towns



How the mobility of people is driven by global forces, connectivities and imagination.

How the mobility of people is linked to mobilities of:

money and capital
media and images
commodities and cultures
ideas and ideologies
hopes and desires



these mobilities profoundly affect each other, but in ways that are often disjunctural

mobilities have unpredictable and chaotic consequences

They produce outcomes that are both positive and negative

the ways in which they relate to each other often suggests a range of new global concerns

most of us are affected by these mobilities but in ways that are uneven

mobilities take place in spaces that embody various asymmetries of power



On the one hand, global mobilities have

Diversified out communities

Resulted in greater cultural exchange

Hybridized cultures and cultural practices

Created new patterns of global
interconnectivity

Shifted notions of citizenship and
belongingness

Made possible 'Place Polygamy' (U. Beck)

Led to cosmopolitan lifestyles



On the other hand, they have

created new pressures in global cities
dangers of homogenization of cultures
given rise to new consumerist desires
created cultural fears and reactions
resulted in new patterns of inequalities



Global mobilities have:

Pointed to the need to view cultural diversity as a norm rather than an exception

Increasingly 'transnationalized' the spaces in which we live and work.

Shown how the processes of transnationalization are always dynamic and emergent.



Transnationalism describes a condition in which

...despite great distances and notwithstanding the presence of borders (and all the laws, regulations and national narratives they represent), certain kind of relationships have been globally intensified and now take place paradoxically in a planet-spanning yet common – however virtual – arena of activity.

Vertovec

(2009)

An emergent transnationalism

...a condition in which, despite great distances and notwithstanding the presence of national borders, certain kinds of relationships have been globally intensified.

...something like a transnational public space has rendered any strictly bounded sense of community or locality obsolete.

...communities have become transnational, sustained by a range of modes of social organization, mobility and communication.

... the new transnational imaginary has de-centred attachments, of simultaneously -being 'home away from home', being here and there.

..this has led to greater fluidity of styles, social institutions and everyday practices.

...Re-constitution of localities



If this so then how does this pose new challenges for education.

How should we understand spaces that are dynamic and do not have any clear boundaries and where social relations potentially span vast distances?

How do we take into account the distribution and dynamics of power whose contours potentially involve the entire globe?

How do we provide accounts of social meaning when these are not linked to any specific community?

How do we take advantage of the cultural experiences that our students have of transnationality?

How do we study and address social inequalities when their causes do not necessarily reside within the community?

How do we think about conceptual difficulties that inevitably arise in understanding a social phenomenon, such as education, when the very construction 'the social' cannot be easily defined?