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Drawing on critical pedagogy, post-colonial analysis, hermeneutic interpretation, and reconceptualist curriculum frameworks, the twenty chapters in this edited collection address, from interrelated perspectives, a gap in the scholarly literature on the theory, practice, and policy of global citizenship and global citizenship education. The book provides readers with analyses and interpretations of the existing state of global citizenship education in post-secondary institutions, and stimulates discussion about the field at a time when there is an intense debate about the current drive to «internationalize» tertiary education and the role global citizenship education should play in that process. International and interdisciplinary in its examination of post-secondary global citizenship education, the book will be useful in courses that focus on policy formation, curriculum development and theorizing in the field.

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