

Cluster	Subject Title	Instructor	Credit	Semester
S-P	Individual Action in Global Social Change: Global Citizenship Awareness and Youth Solidarity	Dr. Chen-Wei Chang	2	Winter 2026
Subject Description				
This intensive course examines how individuals and youth can contribute to global social change. Through lectures, discussions, and collaborative projects, students will explore issues of inequality, intercultural understanding, and collective action. Each student will also learn to critically examine both their own society and the wider global context from a global citizenship perspective, identifying pressing issues of social transformation. The course emphasizes critical reflection, intercultural dialogue, and the design of practical initiatives that foster solidarity and envision inclusive futures.				
Objective				
By the end of this course, students will be able to: 1. Understand global social change: Identify major contemporary challenges such as inequality, migration, gender issues, and climate change, and analyze how they intersect at both local and global levels. 2. Apply global citizenship perspectives: Critically examine their own society and global society through the lens of global citizenship, recognizing interdependence, diversity, and shared responsibility. 3. Enhance intercultural competence: Develop the ability to engage in cross-cultural dialogue, comparing perspectives from different national and social contexts (China, Taiwan, Korea, Japan). 4. Link individual action to collective solidarity: Explore how personal engagement and youth-led initiatives can contribute to broader social change and foster cross-border solidarity. 5. Design practical initiatives for change: Collaboratively create action-oriented projects that connect theory with practice, proposing concrete strategies to promote inclusion, sustainability, and peace in a divided world.				
Learning Method				
The course integrates lectures, facilitated discussions, small-group and plenary dialogues, reflective journaling, and collaborative project presentations. Students will prepare a short group proposal for a youth solidarity action, presented on the final day.				
Content				

Day 1 – Understanding Global Social Change & Global Citizenship

- 9:30-10:30 Ice-breaking activities and formation of mixed-nationality groups to foster early cross-cultural collaboration.
- 10:40-12:10 Lectures introducing key theories of global social change and the core principles of Global Citizenship Education (GCE).
- 13:30-14:30 Group discussions and sharing of locally and globally observed social issues, linking personal experiences to broader societal transformations.
- 14:40-16:00 Group discussions and sharing of locally and globally observed social issues, linking personal experiences to broader societal transformations.
- 16:10-17:00 Reflective journal writing on the theme “*Am I a global citizen?*” to encourage critical self-awareness and connection to course concepts.

Day 2 – Individual Action & Youth Solidarity Across Societies

- 9:30-10:30 Lecture on youth solidarity and collective action, highlighting historical and contemporary examples.
- 10:40-12:10 Group analysis of youth-led initiatives in participants’ own societies (e.g., SDGs, climate justice, labor rights).
- 13:30-14:30 Interactive workshop: “*What kinds of youth action does my society need?*”
- 14:40-16:00 Group discussions exploring opportunities for solidarity across cultural and national contexts./ Planning session to draft youth solidarity action plans, identifying objectives, stakeholders, and key strategies.
- 16:10-17:00 Reflective journals focusing on youth agency at local and global levels.

Day 3 – Revising the Future Global Society

- 9:30-10:30 Lecture: *Imagining Just and Sustainable Global Societies—Critical Global Citizenship Perspectives.*
- 10:40-12:10 Group work to finalize youth solidarity action plans, integrating feedback and ensuring feasibility.
- 13:30-14:30 Group presentations of proposed actions aimed at revising and shaping a future global society.
- 14:40-16:00 Peer and instructor feedback to refine ideas and promote collaborative learning.
- 16:10-17:00 Synthesis and visioning session, culminating in a collective map of “Youth-Driven Global Social Change.”

Requirement	Students are expected to complete all assigned readings prior to class and to stay informed about current social events and significant issues at both local and global levels. This preparation will enable richer discussion and exchange with peers during the course and will serve as the foundation for individual reflective journals as well as for collaborative dialogues on feasible youth solidarity action plans.
Evaluation	Participation (30%) Daily Reflective Journals (30%) Group Action Plan and Presentation (40%)
Textbook and reference (please indicate which are to be provided by instructor and which students need to find by themselves)	1. Torres, C.A., & Bosio, E. (2025). Global citizenship education as a planetary ethics: embracing humans and non-humans in the pursuit of global solidarity. <i>Prospects</i>, 55, 31-49. https://link.springer.com/article/10.1007/s11125-025-09738-8 2. Agoi, R. (2025). The Continued Relevance of Global Citizenship Education: Addressing Global Challenges Through Learning. <i>Advances in Social Sciences Research Journal</i>, 12(03). 200-219. https://journals.scholarpublishing.org/index.php/ASSRJ/article/view/18524 3. Willige, A. & Markovitz, G. (2025). Why is the International Day of Peace particularly significant this year? Retrieved from https://www.weforum.org/stories/2025/09/united-nations-international-day-of-peace/ 4. Bourn, D. (2016). Global Citizenship and Youth Participation in Europe. Retrieved from website: https://oxfamilibrary.openrepository.com/bitstream/handle/10546/605919/rr-global-citizenship-youth-participation-europe-100116-en.pdf;jsessionid=FAB84B3BE7C0C154E515E723EA3A9CD5?sequence=1
Pre-course reading and preparation (if any)	

1. Tarozzi, M. (2023) 'Futures and hope of global citizenship education'. International Journal of Development Education and Global Learning, 15 (1), 44–55.
<https://files.eric.ed.gov/fulltext/EJ1381458.pdf>
2. United Nations Youth Office (2025). Youth 2030. Phase 2 (2025-2030).
<https://www.un.org/youthaffairs/sites/default/files/2025-05/Youth2030-Phase2-May%202025.pdf>
3. Sustainable Development Solutions Network - Youth (2017). *Youth Solutions Report - 1st edition*. New York: Sustainable Development Solutions Network - Youth.
<https://www.local2030.org/library/view/269>
Please focus on Chapter 3.1 (“Solutions”) and Chapter 3.2 (“Ideas”). Select several cases that interest you, read them carefully, and be prepared to discuss your observations with your classmates in class (you do not need to read the entire report).