INTE-GE2805 - GLOBALIZATION AND EDUCATION

Spring 2020
Mondays 6:45- 8:25
Bldg:19W4 Room:102 Loc: Washington Square

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Office hours: by appointment

Course Description

In *Globalization and Education,* students will be introduced to the key themes and theories that help frame our understanding of globalization and its impact on education around the world. Drawing on scholarship from the fields of comparative and international education, philosophy, political science, economics, sociology, and anthropology, the course will address key topics such as the emergence of global education policies, the role of transnational institutions in policy formation, the increasing connection between education and economic production and the transfer of business values to the educational arena, patterns of migration, language, and identity and their connection to education services, technology and education, the role of media in knowledge production, shifts in university identity and governance, and social movements in education. At the end of the semester, students will reflect on the various in-class discussions, lectures, exchanges with guest speakers, multimedia illustrations, readings, case studies, and assignments in order to situate themselves as international education practitioners-in-training. This is a topical course designed to expose students to a variety of debates and developments related to globalization and education; as such, breadth shall usually be prioritized at the expense of depth. At the same time, this course is designed to deepen students' interest in and understanding of these themes while encouraging continued study via subsequent coursework, individual research, and professional development.

Learning Objectives

Upon completion of this course, students will be able to:

- Be able to demonstrate basic knowledge of major issues or topics surrounding globalization and education

- Critically engage in debates on globalization, including the role played by the media and by multilateral agencies such as the World Bank, the United Nations, and global philanthropies.

- Understand how variables such as community, poverty, ethnicity, politics relate to phenomena in globalization and education.

- Scrutinize the extent to which state, local, and non-governmental actors are responding to globalization by implementing education reform,

- Identify the strengths and weaknesses of emerging educational strategies to combat inequality and other global challenges

The course will be run as a seminar and comprise lectures, group discussions, guest speakers, and independent student work. Brief lectures will introduce the core features of the topics for any given class. Group discussions will be led by students who will present assigned readings to the class. Group work will be encouraged via an

education project proposal developed in small groups throughout the semester and presented to the rest of the class at the end of the semester. Independent student work will take place through: (a) the production of five bi-weekly blog posts, and (b) the production of a report. The group projects and individual assignments are expected to allow individual interests to be pursued and practical experiences to be subjected to new analysis. The core themes of the course and the required readings are key elements to be considered in student coursework.

Assignments and Grading

Blog Posts (5 @ 5% each)
Throughout the course of the semester, you will write 5 blog posts that will help you actively engage with course readings by making connections, comparisons, and drawing out overarching themes within and between the different dimensions of global education. You can and should write about what strikes, resonates, and challenges you; what angers or upsets you; what excited or intrigues you. And most importantly, why. **DUE: Session 3, 5, 7, 9, 11. Post in NYUClasses "FORUMS" when complete.** (Please note that once you post others will be able to see your post and you will be able to see theirs – I encourage you to read others' posts).

Class Participation (20%)
Successful class participation means close reading, serious reflection, regular attendance, and willingness to question, share perspectives, and listen respectfully with your colleagues. Attendance is mandatory – in the event of emergency circumstances, please email the professor as soon as possible. The class participation grade also requires that you take the lead in the discussion of the weekly readings and introduce one of the readings every other week (we will organize a schedule so that everyone can present at least twice during the semester).

Group Project: Education Project Proposal + Presentation (20% + 10%)
Teams of 2-3 students will develop a project rationale and work plan (i.e., identify partners, funding sources, objectives, and available resources), abstract, and timeline for a new education initiative. The project rationale and work plan must be 10-12 pages in length (double-spaced, 12-point font, 1-inch margins); the abstract must be 250-300 words; and the timeline should fit on one page. Teams will present their proposal in class. **DUE: Post proposals before Session 12** on NYU Classes.

Final Assignment: (25%) **Due May 15**. Choose one:

Report I: Indicators of Globalization in Schooling. Imagine having a birds' eye view on the world – how, from that vantage, might the globalization of education be most tangibly measured? Students must choose an indicator of the globalization of formal schooling, gather research on its development/change over time, and then present this information in their report. In the discussion, students should discuss what kind of conclusions the data leads them to infer concerning the globalization of education on a world-wide scale. 8-10 pages in length (double-spaced, 12-point font, 1-inch margins);

Report II: Education about the Global World. Imagine being an alien anthropologist from the future, interested in understanding the world today. Zero in on a specific teaching method or artefact used in schools to teach children/youth/adolescents about the global world and make this the subject of the report. This could be, for example, a third-grade school unit on global languages, a short film about globalization, or a children's book about the Earth. There should be a single, concrete material upon which the report is based, though it need not be written in English, and there is considerable latitude for what can be selected. In the discussion, students should discuss what kinds of messages these materials give students about the world, and whether these messages are what their authors likely intended. 8-10 pages in length (double-spaced, 12-point font, 1-inch margins);

Report III: Education for Diverse Societies. Imagine starting a new global NGO focused on promoting education for harmonious, diverse societies, around the world. You are looking for examples of what such initiatives or government policies now in existence, and if they have been successful. Select one such program that attempts to promote harmony and diversity, and make it the focus of the report. You might choose, for example, a cultural exchange program between countries, a book that teaches about cultural difference, or, a program to help recent immigrants integrate or acclimatize in a new society. Ask what these programs and materials "do", comment on whether they have/have not been successful, and offer an opinion of why you believe this is the case. 8-10 pages in length (double-spaced, 12-point font, 1-inch margins);

Some guiding questions for blog posts:

Why Blog?
In a world of information overload and "always on" technology, ability to distil multiple sources of information and write a coherent, persuasive and well-informed argument is an important skill. The purpose of blog is to sharpen this skill by connecting course learnings with new media. This will also help in creating a portfolio of the course outcomes. Here is a related article: Konnikova, M. (2013, April 12). Why grad schools should require students to blog. *Scientificamerican.com*. Retrieved from http://bit.ly/1hrvtVZ

Expectations
1. Reflect on readings assigned and focus your blog entry on those reflections not a summary of the readings, but your thoughts and reactions. It may also help to keep in mind the following guiding questions, which will help organize your post:
• What is the role or conception of POWER, if any, in these reading selections?
• What is the relationship between power, culture, and knowledge, broadly speaking?
• What role does identity or subjectivity play in the account?
• What are the implications for education, if you can discern any?
2. Post blog entry by Wednesday, 7:00 pm
3. Read blog posts from rest of the class for discussion

Standards of quality:
1. A typical blog post will be between 400-600 words, excluding any quotes

2. A conversational tone of writing is acceptable; however, blog format is not an excuse for light content. It should be a well-researched post adhering to high standard of analysis and critical thinking.

3. You are expected to refer to scholarly sources which includes books, journals and reports. While it is acceptable to use magazines, newspapers, other online sources from popular media, you should critically assess their worth.

4. Your blog posts will be graded on three dimensions:
4.1. Content/Relevance-Aligns with the critical social theory framework and articulates a well-structured and supported argument. Shows an evidence of critical thinking (application, analysis, synthesis, and evaluation).

4.2. Presentation- Uses related data, charts and graphs that supports the blog post.

4.3. References and Connections: Uses references to journals, readings, or personal experience to support comments.

5. List of blogs on international education (it is optional to use open blogging accessible to the public).
http://oecdeducationtoday.blogspot.com/
http://www.insidehighered.com/blogs/world-view
http://blogs.worldbank.org/category/topics/education
http://hechingerreport.org/category/special_reports/lessonsfromabroad/
http://blogs.edweek.org/edweek/international_perspectives/

CLASS POLICIES

● Late assignments: Barring serious illness or family emergency (both require documentation), late papers will be reduced by 1/3 of a grade for each 24-hour period for which they are turned in after the deadline. For example, a paper turned in one day late with a grade of a B would mark down to a B-. This is a strict policy. Exceptions are granted only in exceptional circumstances (e.g., hospitalization) and require written documentation.

● Laptop/Screen policy: Please do not use phones in class. Laptops are accepted, however be aware that data shows students who use laptops in class learn less (read this article and find out why). It is very difficult not to do other things (e.g. check email or facebook), which can undermine your participation in the class as well as the participation of those sitting near you. If you need special accommodation (see below), please let me know.

● Special Accommodation: Any student attending NYU who needs an accommodation due to a chronic psychological, visual, mobility, and/or learning disability, or is Deaf or Hard of Hearing should register with the Moses Center for Students with Disabilities at (212) 998-4980, 240 Greene Street,

● FERPA: Please see the University's policies about FERPA (the U.S. Family Educational Rights and Privacy Act) and harassment at this website.

● A Note about the Syllabus: The syllabus and the course assignment documents contain detailed instructions. Please read them carefully and refer to them regularly! What you will get from the class depends significantly on your participation

Required Textbooks (free online access provided for these books; other texts and articles posted on NYU Classes)

Robert Arnove, Carlos Alberto Torres, and Stephen Franz (2013) Comparative Education: The Dialectic of the Global and the Local. Rowman & Littlefield. (via NYU Libraries)

David Baker (2014) The Schooled Society. The Educational Transformation of Global Culture. Stanford University Press. (via NYU Libraries)

David Mitch and Gabriele Cappelli (2019) Globalization and the Rise of Mass Education (via NYU Libraries)

Karen Mundy, Andy Green, Bob Lingard, and Antoni Verger (2016) Handbook of Global Education Policy. John Wiley & Sons, Incorporated (via NYU Libraries)

Neil Selwyn (2013). Education in a Digital World : Global Perspectives on Technology and Education (via NYU Libraries)

Joel Spring (2015) Globalization of Education. An Introduction (via NYU Classes)

Manfred Steger (2017) Globalization A Very Short Introduction. Oxford University Press (via NYU Classes)

Manfred Steger and Paul James (2019) Globalization Matters Engaging the Global in Unsettled Times. Cambridge University Press. (via NYU Libraries)

Antoni Verger, Christopher Lubienski, and Gita Steiner-Khamsi (2016) World Yearbook of Education 2016: The Global Education Industry. Routledge (via NYU Libraries)

Richard Vokes. (2018) Media and Development. Routledge. (via NYU Libraries)

Joseph Zajda (2018) Globalisation and Education Reforms: Paradigms and Ideologies, Springer (via NYU Libraries)

1) Jan 27. Intro- The Study of Education and Society in a Global World

- Introduction to the course: Understanding Globalization

- What are the economic, political, cultural, and environmental dimensions of globalization?

- How does globalization affect education?

Read: Steger - Globalization: A Very Short Introduction (Chapters 1, 3-5)

2) Feb 3. Theories of Globalization and Education

- What is world culture theory and how does it explain convergence in educational practices worldwide?

- To what extent are education systems becoming more alike due to globalization?

- Is there a theory of globalization and education?

Read the following chapters:

- Baker, *The Schooled Society* (Introduction & Ch. 1);
- Joel Spring (Chapter 1 and 8)
- Steger and James. Chapter 1-5
- Verger, Lubienski, and Steiner-Khamsi (2016) Ch 1

Form your team for group project; decide on topic

3) Feb 10. The Global Knowledge Economy

- What is the knowledge economy, and how are schools preparing students for the 21st century workforce?

- What role plays the dynamic interplay of global, national, and local forces as they shape the functions and outcomes of education systems.

Choose three of the following chapters from Arnove, Torres, and Franz; present one in class

- Keating et al, "The Political Economy of Educational Reform in Australia, England, and the United States."
- Arnove et al, "Education in Latin America: From Dependency to Neoliberalism to Alternative Paths to Development."
- Hawkins, "Education in the Asia-Pacific Region: Some Enduring Challenges."
- Silova and Eklof, "Education in Eastern and Central Europe: Re-Thinking Post- Socialism in the Context of Globalization."
- Samoff and Carrol, "Education for All in Africa: Not Catching Up, but Setting the Pace."
- Teodoro, "The Political Construction of European Education Space."

Blog Post 1 due

4) Feb 24. Globalization and the Rise of Mass Education

- How has the globalization of the world economy, brought about important changes that affected school policy in the last two centuries?

- How has religion and the spread of missions come to play a crucial role for the rise of schooling globally.

<u>Guest Speaker:</u> Jane Ross, author of Two Centuries of French Education in New York (Chapters will be uploaded on NYU Classes)

<u>Choose three of the following chapters from Mitch and Cappelli; present one in class</u>

- Felix Meier zu Selhausen   Missions, Education and Conversion in Colonial Africa
- Felipe Valencia Caicedo Missionaries in Latin America and Asia: A First Global Mass Education Wave
- Sun Go and Ki-Joo Park Universal Public Schooling in Colonial Korea and Taiwan
- Irina España-Eljaiek Development for the Center and Civilization for the Periphery: The First Globalization, Racial Exclusion and Regional School Development in Colombia
- Matteo Gomellini and Cormac Ó Gráda Brain Drain and Brain Gain in Italy and Ireland in the Age of Mass Migration
- Johannes Westberg The Production of Impoverished but Sophisticated Emigrants: Emigration, Human Capital, and Economic Growth in Sweden
- Bruno Gabriel Witzel de Souza Organizations Matter: German Schools and Educational Performance Amid Brazilian Coffee Plantations (1840–1940)
- Nancy Beadie Annexing the World: Education in the USA as Nationalist Policy in a Competitive Global Economy, 1877–1907
- Risen from the Chaos: The Emergence of Modern Education in China
- David Mitch Globalization and the Rise of Women's Literacy and Primary Education in Iran, from 1880 to the Present Day

Prepare Group Project summary

5) March 2. Educational Technology and Globalization

- How are 'global' trends in educational technology refracted through national policies and processes?

- How exactly are educational technologies linked to issues of global economics and the fortunes of national and international economies?

- To what extent are digital technologies implicated in the commercialisation, marketization and commodification of education?

<u>Read the following chapters from Neil Selwyn +two articles</u>

- Education and Technology – Developing a Global Perspective
- Making Sense of Education and Technology– Theoretical Approaches
- The Role of Educational Technology in International Development
- 'One Laptop per Child '– A Critical Analysis
- Education in a Digital World– So Where Now?
- Hirshman, "Technology: Reshaping Economy and Educational Goals"
- Shah, "A Blurry Vision"

- **Blog Post 2 due**

6) Mar 9. Global Actors and Governance

- What is the meaning of global governance in education?

- Who are the global actors and how do they play a role in the globalization of education?

> - Francine Menashy and Caroline Manion. The Historical Evolution and Current Challenges of the United Nations and Global Education Policy-Making (in Verger, Lubienski, and Steiner-Khamsi)

> - Karen Mundy and Antoni Verger. The World Bank and the Global Governance of Education in a Changing World Order (in Verger, Lubienski, and Steiner-Khamsi)

> - Bob Lingard and Sam Sellar. The Changing Organizational and Global Significance of the OECD's Education Work (in Verger, Lubienski, and Steiner-Khamsi)

> - Andreas Schleicher and Pablo Zoido. The Policies that Shaped PISA, and the Policies that PISA shaped. (in Verger, Lubienski, and Steiner-Khamsi)

-- SPRING BREAK –

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7) Mar 23. No face to face meeting

Group project: Submit project proposal summary on NYUClasses + comment and provide critical feedback to other proposal summaries posted this week on NYU Classes)

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Project Proposal Summary

Blog Post 3 due

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8) Mar 30. New Actors in the Globalization of Education

- Who are the new actors influencing education on a global scale?

> - Ian Macpherson. An Analysis of Power in Transnational Advocacy Networks in Education (in Verger, Lubienski, and Steiner-Khamsi) (in Verger, Lubienski, and Steiner-Khamsi)

> - Zahra Bhanji. The Business Case for Transnational Corporate Participation, Profits, and Politcy-Making in Education (in Verger, Lubienski, and Steiner-Khamsi)

> - Prachi Srivastava and Lianna Baur. New Global Philanthropy and Philanthropic Governance in Education in a Post-2015 World (in Verger, Lubienski, and Steiner-Khamsi)

> - Fabrice Jaumont, Unequal Partners: American Foundations and Higher Education Development in Africa (Palgrave-MacMillan)

9) Apr 6. Globalization and Education Reforms

- What is the interrelationship between ideology, the state, and education reforms, placing it in a global context?

- How do shifts in the relationship between the state and education policy affect current trends in education reforms and schooling globally

Choose three of the following chapters from: Zajda; present one in class

- Joseph Zajda Globalisation and Education Reforms: Paradigms and Ideologies
- Holger Daun. Globalisations, Meta-Ideological Hegemony and Paradigm Shifts in Education
- Yvonne Vissing and Quixada Moore-Vissing. Human Rights Global Education
- Diane Brook Napier. Vision for the New Global Teacher: Reflections from a Comparative Education Perspective
- Lyn Carter STEM Education As a GERM:Reviewing Australia ' s STEM Discourse
- Michael H. Lee and S. Gopinathan Fostering Economic Competitiveness, National Identity and Social Equity Through Education Reforms: The Cases of Singapore and Hong Kong
- Yin Cheong Cheng What Impact Systemic Education Reforms Have Made on Key Aspects of the Education Systems?
- Joseph Zajda Evaluating Globalisation and Education Reforms: Paradigms and Ideologies

Blog Post 4 due

10) Apr 13. Higher Education and Globalization (Part 1: The Global University)

- How is higher education "going global" and to what extent is this a new development?

- Are universities a driving force in global change, or are they simply reacting to it?

Guest speaker: Teboho Moja

- Gili Drori. Professional Consultancy and Global Higher Education: The Case of Branding of Academia (in Verger, Lubienski, and Steiner-Khamsi)
- Susan Robertson and Janja Komljenovic Unbundling the University and Making Higher Education Markets (in Verger, Lubienski, and Steiner-Khamsi
- Shabanah Mir. Higher Education in the Middle East. (in Arnove, Torres, and Franz)
- Daniel Schugurensky Higher Education in the Era of Globalization Towards a Hereronomous Model? (in Arnove, Torres, and Franz)
- Rui Yang and Jingyun Yao. Dragon and the Tiger Cubs: China-ASEAN Relations in Higher Education (in Verger, Lubienski, and Steiner-Khamsi)

11) Apr 20. Higher Education and Globalization (Part 2: Internationalization of Higher Education)

- Veronika Rozhenkova and Val D. Rust. Internationalization of Higher Education in Russia: Aiming for Global Recognition
- Edith Mukudi Omwami Devolution and Public University Infrastructure Development in Kenya: A Post-2000 Rights-Based Development Agenda
- Vince Wright Vygotsky and a Global Perspective on Scaffolding in Learning Mathematics
- Patrick Coggins The Internationalization of Higher Education in the West Indies
- Lemke-Westcott and Johnson, "When Culture and Learning Styles Matter: A Canadian University with Middle Eastern Students."

Blog Post 5 due

12) Apr 27. Education, Movements, and Social Change

- Is globalization a liberating force or does it perpetuate inequality?

- How are educators and schools around the globe responding to inequalities and other global challenges today?

- How can educational practitioners mediate the impact of globalization?

- How can academic freedom be protected given the dual pressures of global market forces and potential incompatibility with local norms?

> Cortina (2011), "Globalization, Social Movements, and Education."
>
> Della Porta et al (2006), Globalization from Below: Transnational Activists and Protest Networks.
>
> Hull et al (2009), "Youth, Risk, and Equity in a Global World."
>
> Morrow and Torres, "The State, Social Movements, and Educational Reform."
>
> Arnove, Torres, and Franz (2013): "Comparative Education: The Dialectics of Globalization and its Discontents."
>
> Parker and Camicia (2009), "Cognitive Praxis in Today's 'International Education' Movement: A Case Study of Intents and Affinities."
>
> Steger and James (2019) Making Sense of the Populist Challenge to Globalization

Group Project Finalization

13) May 4. Presentations

14) May 11. Presentations