

Loyola University Chicago
School of Education

ELPS 550
Seminar on Globalization and Education
Fall 2010

Noah W. Sobe
Assistant Professor
Lewis Towers, Suite 1107
Phone: (312) 915-6954
email: nsobe@luc.edu
Office Hours: Mondays 3:00 pm – 4:00 pm; additional times available by appointment.

Course Description

This course will examine globalization in relation to schooling and educational issues broadly considered. The primary purpose of this seminar is to explore ways that "globalization" has been problematized and researched in educational literature. Toward this end we will read recent social science scholarship and debates on how globalization might be productively theorized and studied. Considering the theoretical lenses, disciplinary paradigms and research strategies that are being used to study globalization is important to graduate students who are designing research projects that will touch on the issues we will be exploring. Close attention to how globalization is studied is warranted by the increasingly common claim that with globalization the embeddedness of social relations in various communities becomes profoundly destabilized. This claim presents some significant challenges to existing social science methods of inquiry and units of analysis. One key objective of the course is to provide a historical perspective on the schooling options and experiences of diverse groups of people. In keeping with the School of Education's conceptual framework of seeking to foster "professionalism in the service of social justice", this course will bring a global comparative perspective to the ways that race, ethnicity and socio-economic status interact with educational opportunity and achievement. The assignments in the course are designed to enhance students' critical, analytic writing skills and prepare students for undertaking original research projects in comparative and international education.

Reading List

The following books are available at the Loyola University Bookstore (Water Tower).

Kathryn Anderson-Levitt (Editor) *Local Meanings, Global Schooling: Anthropology and World Culture Theory* (New York, Palgrave, 2003) ISBN: 1403961638

Ino Rossi (Editor) *Frontiers of Globalization Research: Theoretical and Methodological Approaches* (Springer, 2008) ISBN: 0387335951

Felix Stadler, *Manuel Castells (Key Thinkers)* (Polity Press, 2006) ISBN: 0745632777

Frank Lechner and John Boli *World Culture: Origins and Consequences* (Blackwell, 2005) ISBN: 063122677X

Additional required readings will be posted on Blackboard as PDF files. There are also several readings available through the Loyola library website.

Course Requirements

Attendance is required; if you have to miss a class, you are required to write a reaction paper discussing one of the readings for that week – also please email me in advance, whenever possible, if you will be missing a class. The make-up assignment will afford you the chance to have some interaction with the professor regarding the topics and discussions covered in class. These 500-750 word papers should be submitted to the professor in person, as printed-out papers, within two weeks of the missed class. Please do NOT submit make-up papers via email or through Blackboard's Digital Dropbox. Failure to write make-up reaction papers for any class absences will result in your grade being lowered one letter grade. Missing three (3) or more classes over the course of the semester will significantly hinder your learning and – unless arrangements are made with the professor – will result in your grade being lowered.

You must have working access to your Loyola email account in order to use Blackboard (<http://blackboard.luc.edu>) and access the library remotely (<http://libraries.luc.edu>). Either use your luc.edu address or set it to forward to another email account that you check regularly since the luc.edu email is the one I will use to communicate with you. This course also requires use of the LUC libraries' on-line resources as part of integrating technology into teaching and learning.

This course is a graduate seminar and as such students are expected to come to class having carefully read the required readings, prepared to discuss them. Some form of notetaking as you read is recommended so that you can easily raise questions about the text, objections and the like during our class discussions. You should read intelligently and critically: hold authors to the claims that they make about what they intend to accomplish; hold them accountable for faulty logic and unexamined assumptions; consider alternate explanations and views to the ones presented. Since class discussions will frequently refer to the text of these books and articles, you are required to bring copies of the readings to class. You will be graded on your participation in class discussions.

You are required to write three (3) reaction papers over the course of the semester. These are to be 2-3 page (500-750 word) papers emailed to me by midnight prior to the day they are due – write in advance of three of the following five classes: Sept 20, Sept 27, Oct 4, Oct 25, Nov 1. These should not be summaries of the readings; rather, you should pick two or three themes from the readings and "respond" or "react" to them in some detail. [Questions you may want to think about: Was the author convincing? If not, why not? Were you struck by the way he/she formulated an argument? Were the arguments original? Surprising? Based on evidence? What kinds of questions are left unanswered?] This assignment is designed to strengthen your analytic writing abilities and facilitate our discussions.

This course also has an ethnographies of globalization assignment that will require you to work with 4-5 fellow classmates. Your group will be assigned to read and then lead a class session on one of the ethnographies listed below. On the first day of class I will ask you to rank your interest in each of the following books and I will then form appropriate groups. You are required to purchase this book – each is easily available on amazon.com, orderable at the Borders on Michigan Avenue, and/or procurable at bookfinder.com. Your group should plan to meet outside of class time several times over the course of the semester and you should plan to have completed reading the book by mid-/late-October. By October 25th your group is to have collectively decided upon a 20-30 page excerpt that the instructor will take charge of scanning and posting on Blackboard. This need not necessarily be the first or last chapter, though it could be. Ideally it is a segment of the ethnography that demonstrates the 'meat' of the anthropologist's analysis and approach to including globalization issues within his/her analysis. By November 1st your group should email me a 1-2 page advance handout for others to read in conjunction with the 20-30 page assigned text. Your group is additionally charged with leading a 45 minute long class session (November 8th), in which you include some presentation or information on the piece as a whole and also generate a productive, whole-group discussion.

Powerpoint is not an encouraged technology, though you should feel free to prepare an additional handout or an overhead transparency or two if you feel it necessary. How the class session is organized is entirely up to you and your group. Subsequent to the class I will be asking each group member to email me answers to a set of questions about how you felt the session went and what you felt your best individual contributions were to the entire group project. Half of the grade for this assignment will be a team grade, the same for all members; the other half will be specific to the individual, according to your role in setting up & running the class session and your reflections on the project. The ethnographies we will be discussing as part of this activity include:

María Elena García *Making Indigenous Citizens: Identity, Development, and Multicultural Activism in Peru* (Palo Alto, CA: Stanford University Press, 2005)

Anna Tsing *Friction: An Ethnography of Global Connection* (Princeton Univ Press, 2004)

Amy Stambach *Faith in Schools: Religion, Education, and American Evangelicals in East Africa* (Stanford Univ. Press, 2009)

The final assignment for the course is a 15 page research synthesis paper that examines the extant scholarly literature on a global educational issue as seen in one (or several) specific settings/sites. Additional information about this assignment will be distributed the first day of class.

Evaluation and Grading

A grade for class participation will make up 25% of your final course grade. This grade will be reflective of your engagement in class discussions and the insights and questions on assigned readings that you contribute towards your own and the entire class' enlightenment. Please note that coming to class with questions about texts (questions about the arguments presented or questions and ideas about the implications they have for studying globalization and education) can be a very productive form of participation. A rubric that will be used to assess participation is posted on Blackboard. The three assigned reaction papers will collectively compose 15% of your grade. They will be graded on an A, A/B, B etc. basis where an A will be given to papers that are (a) clearly written and well-organized, and (b) evidence careful reading of the texts and careful, critical analysis. Since these papers are partly designed to help you prepare for class discussions, they must be completed when due and cannot be handed in late or made up. The ethnographies of globalization assignment will compose 20% of your course grade. Grading procedures for the assignment are specified above. Your research synthesis paper will compose the remaining 40% of your course grade.

Accessibility

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. More information is available at: <http://www.luc.edu/sswd/register.shtml>

Harassment (Bias Reporting)

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies

these incidents as incidents of bias. In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: <http://webapps.luc.edu/biasreporting/>

Academic Honesty

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. A student's failure to practice academic honesty, depending upon the seriousness of the misconduct, will result in a sanction ranging from the grade of F for the assignment to expulsion from the university. For specific policies and procedures see: http://www.luc.edu/education/academics_policies_integrity.shtml (M.Ed and Ed.D students) or http://www.luc.edu/gradschool/academics_policies.shtml (M.A. and PhD. students). To plagiarize is to present someone else's writing or ideas as your own and will not be tolerated. There are several good "How not to plagiarize" guides available on the web, such as <http://www.utoronto.ca/writing/plagsep.html>. In class we will discuss how to cite and include the work of others in your own writing. Please also note that submitting the same paper or pieces of the same papers to meet the course requirements for two or more LUC courses is also academic dishonesty and will not be tolerated.

Course Schedule and Readings

- | | |
|----------------------------|--|
| Monday, August 30 | <p><u>Introduction –Approaches to "Globalization"</u>
 <ul style="list-style-type: none"> • http://www.youtube.com/watch?v=NEfPxbWr8U </p> |
| <i>Monday, September 6</i> | <i>Labor Day – No Class</i> |
| Monday, September 13 | <p><u>Theorizing the Global / World Level</u>
 <ul style="list-style-type: none"> • Lechner & Boli, <i>World Culture: Origins and Consequences</i> entire book • http://www.sociology.emory.edu/globalization/theories.html • Meyer, Boli, Thomas & Ramirez (1997) "World Society and the Nation State" <u>The American Journal of Sociology</u>, Vol. 103, No. 1., p 144-181. </p> |
| Monday, September 20 | <p><u>Globalization and Social Science</u>
 <i>Reaction Paper Optional Day</i>
 Required Reading
 <ul style="list-style-type: none"> • Arjun Appadurai "Disjuncture and Difference in the Global Cultural Economy." <i>Public Culture</i> 2.2 (1990). 1-24. • Anna Tsing (2000) "The Global Situation" <i>Cultural Anthropology</i> 15(3), . 327-360. • Göran Therborn (2000) "Introduction: From the Universal to the Global" and " Globalizations. Dimensions, Historical Waves, Regional Effects, Normative Governance" <i>International Sociology</i> 15 (2), 149-179. [Available through LUC libraries Electronic Journals] Recommended Reading :
 <ul style="list-style-type: none"> • Arjun Appadurai "Grassroots Globalization and the Research Imagination." <i>Public Culture</i> 12.1 (Winter 2000): 1-19. [Available through LUC libraries Electronic Journals] </p> |

- Monday, September 27 Networks and Globalization
Reaction Paper Optional Day
 • Felix Stadler *Manuel Castells (Key Thinkers)* entire book
- Monday, October 4 "Systems" and "Worlds"?
Reaction Paper Optional Day
 Required Reading
 • Marcelo Caruso, (2008) "World system, world society, world polity: theoretical insights for a global history of education" *History of Education* 37(6), p. 825-840.
 • Jürgen Schriewer (2000) "World System and Interrelationship Networks: The Internationalization of Education and the Role of Comparative Inquiry." In T. S. Popkewitz, ed., *Educational Knowledge* (Albany NY: SUNY Press) p. 305 - 343.
 • Niklas Luhmann (1997) *Globalization or World Society: How to conceive Modern Society?* *International Review of Sociology* 7 (1), 67-79.
 Recommended Reading:
 • Jürgen Schriewer & Carlos Martinez (2004) "Constructions of Internationality in Education" in Steiner-Khamsi (Ed.) *Global Politics of Educational Borrowing & Lending* (TC, 2004), p.29-53.
- Monday, October 11 *No Class – LUC Fall Break*
- Monday, October 18 Anthropology and World Culture Theory
 Required Reading:
 • Jonathan Friedman, "Global Systems, Globalization, and Anthropological Theory" in *Frontiers of Globalization Research*, p. 109-132.
 • Kathryn Anderson-Levitt, (Ed.) *Local Meanings, Global Schooling: Anthropology and World Culture Theory*, entire book
- Friday, October 22 *Prospectus and List of Sources for Research Synthesis Paper to be submitted via Blackboard*
- Monday, October 25 The (Im)possibility and Consequences of World Systems
Reaction Paper Optional Day
 Required Reading
 • Rudolf Stichweh, "The Eigenstructures of World Society and the Regional Cultures of the World" in *Frontiers of Globalization Research*, p. 133-150.
 • Urs Stäheli (2003). *The Outside of the Global. New Centennial Review* 3 (2), 1-22.
 • S. Karin Amos, Edwin Keiner, Matthias Proske & Frank-Olaf Radtke "Globalisation: autonomy of education under siege? Shifting Boundaries between Politics, Economy and Education" in *European Educational Research Journal* (1)2, p. 193-213
- Monday, November 1 Pushing the Frontiers of Globalization Research
Reaction Paper Optional Day
 • Rossi (Ed) *Frontiers of Globalization Research*, selections TBD

- Monday, November 8 Ethnographies of Globalization
 Required Reading:
 • Excerpt from María Elena García (2005) *Making Indigenous Citizens: Identity, Development, and Multicultural Activism in Peru*
 • Excerpt from Amy Stambach (2009) *Faith in Schools: Religion, Education, and American Evangelicals in East Africa*
 • Excerpt from Anna Tsing (2004) *Friction: An Ethnography of Global Connections*
 Recommended Reading:
 • Aihwa Ong and Stephen J. Collier *Global Assemblages: Technology, Politics and Ethics As Anthropological Problems* selection
 • Brian Lapegna (2009) "Ethnographers of the world...united? Current debates on the ethnographic study of "globalization" *Journal of World-Systems Research* (XV) 1, p. 3-24
- Monday, November 15 Scaling the Global and the Local
Online unit in lieu of class meeting
 • Sallie Marston, Keith Woodward & John Paul Jones (2007) "Flattening Ontologies of Globalization: The Nollywood Case" *Globalizations* 4(1), p. 45-63
 • Additional reading, TBD
- Monday, November 22 Rethinking Networks and the Forms of "Global Coordination"
 Required Reading:
 • Gavin Kendall "Global networks, international networks, actor networks" in Larner & Walters (Eds.) *Global governmentality: governing international spaces* (Routledge, 2004), p. 59-75
 • Karin Knorr Cetina, "Microglobalization" in *Frontiers of Globalization Research*, p. 65-92.
 • Additional reading, TBD
- Monday, November 29 Education, Neoliberalism and "Global Governmentality"
 • Barry Hindess "Liberalism -- what's in a name?" in Larner & Walters (Eds.) *Global governmentality: governing international spaces* (Routledge, 2004), p. 23-39.
 • Wendy Larner & Richard Le Heron "Global Benchmarking: Participating 'at a distance' in the globalizing economy" in Larner & Walters (Eds.) *Global governmentality: governing international spaces* (Routledge, 2004), p. 212-228.
 • Sverker Lindblad and Rita Foss Lindblad "Transnational Governance of Higher Education: On Globalization and International University Ranking Lists" in Popkewitz & Rizvi (Eds.) *Globalization and the Study of Education* (NSSE, 2010), p. 180-202
- Monday, December 6 Beyond the Frontiers of Globalization and Education
Research Synthesis presentations in-class
 • Reading TBD
- Monday, December 13 *Final Paper to be submitted via Blackboard by midnight*