Course Description

This course will examine globalization in relation to schooling and educational issues broadly considered. We will examine globalization both as something that has a profound impact on schooling and as something that education produces. In one part the seminar will 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 all who work in, research in, and craft policy for educational institutions. A second dimension of the course will be a focus on the concept of “global citizenship” and “global citizenship education” with the goal of figuring out how we can make sense of the complex and varied aspects that they take globally, as well as how to best design / re-design curricula, pedagogies and educational institutions.

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 – and certainly to educational institutions and educational practices as well.

Engagement with diversity is a central aspect of this course and we will bring a global comparative perspective to the ways that race, ethnicity and socio-economic status interact with educational opportunity and achievement.

Learning Outcomes

Students in the course will understand and be able to critically evaluate the diverse range of approaches used by comparative and international education scholars to study education and globalization. Toward this end this course will foremost emphasize (1) your gaining a basic understanding of the subject; (2) your learning to analyze and critically evaluate ideas, arguments, and points of view; and (3) your developing knowledge and understanding of diverse perspectives, global awareness, or other cultures.

This course also aims to advance the mission of the Cultural and Educational Policy Studies (CEPS) program at Loyola University Chicago which seeks to provide a multi-disciplinary examination of education policy and practice with an overarching emphasis on social justice. Toward this end, this course advances the preparation of our students to meet the following program outcomes:

- CEPS graduates critically assess the methodological, epistemological and ethical foundations of research.
- CEPS graduates possess an independent and specific area of expertise.
- CEPS graduates recognize education’s cultural dimensions and leverage cultural analyses in their work to improve educational experiences and institutions.
These outcomes and objectives are infused across this course with the intent of enacting and advancing the vision that The School of Education of Loyola University Chicago is a community that transforms its members to impact urban and global communities through the principles of social justice. This is also encapsulated in the SOE Conceptual Framework “Our mission is social justice, but our responsibility is social action through education,” which is similarly an orienting perspective in the design of this course. Each course in Loyola’s SOE focuses on one or more professional dispositions. In this course students are offered opportunities to receive feedback on their dispositional growth in the area of professionalism. The specific descriptions for expected behavior in this area can be found on the rubric posted in LiveText for this course. Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

All students, except those who are non-degree, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here.

At the end of the semester you will receive a request to evaluate the professor’s teaching using the online IDEA Campus Labs system. Please promptly respond to any emails you receive indicating that the evaluation is available. To learn more about IDEA or to access the website directly to complete your course evaluation go to: http://luc.edu/idea/ and click on STUDENT IDEA LOGIN on the left hand side

**Reading List**

The following books is available for order from the Loyola University Bookstore.


Additional required readings will be posted on Sakai under Resources --> Course Readings as PDF files. There are also a number of journal articles that are 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 3-5 page (750-1250 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 Sakai. Failure to write make-up reaction papers for any class absences will result in your grade being lowered one letter grade. Missing two (2) 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.

Electronic devices such as laptops and iPads may only be used in class if they do not disrupt the learning environment and only if you are using it for taking notes, referencing course materials, searching online for material related to course discussions, or, to a limited extent, browsing online to follow a train of thought stimulated by course material or discussion. Using electronic resources to engage in activities
such as texting, emailing, using internet sites like Facebook or Twitter, playing games, or browsing the web for content not related to the course is not permitted and will result in your being barred from using your device in class in the future. Generally speaking I prefer that cellphones remain off during class, however if you have a family or professional situation that necessitates your being reachable please let me know at the start of class.

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 bring assigned readings to class the day that we are discussing them. When assigned texts / readings are available electronically I recommend that you bring a printed-out paper copy for ease of reference. However, if you prefer to use the electronic version please make sure to have it loaded to your device (laptop, iPad or similar) at the start of class. I do not permit students to access course readings via smartphone.

Course Assignments
You are required to write five (5) reaction papers over the course of the semester. These are to be 2-3 page (500-750 word) papers emailed to me (as Word documents) by midnight prior to the day they are due. Two of these papers are to be done in the first part of the course (between Sept 17th and Oct 15th). And then three of these papers are to be done in the second part of the course (between Oct 22nd and Dec 3rd). 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. Please provide page numbers in parentheses for any material that you quote, however neither an in-text citation format, nor a reference list is required.

The final assignment for the course is a 20-25 page (5000-6000 word) seminar paper that examines some aspect related to global citizenship education. There are many kinds of projects that could fall within these general parameters – ranging from more historical, archival types of papers, to more philosophical or theoretical papers, to papers that examine curricular or policy documents, to papers that analyze student work and perhaps even use interviews as data with which to answer questions. Additional information about this assignment will be distributed in class and students will be required to schedule individual meetings with the professor during the last week of October / first week of November to discuss their papers. Your papers will be due at 11:59pm on Monday December 9th and all students are also invited to participate in the mini conference that we will be holding on “Globalization, Citizenship and Education” that we will be holding one evening that week – additional information to be distributed.

Evaluation & Grading
A grade for class participation will make up 35% 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 Sakai. The five reaction papers will collectively compose 25% 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. Your final research paper will compose 40% of your course grade.

Additional Policies
Additional information on the School of Education’s and University’s policies with regard to accessibility, conceptual framework, ethicsline reporting, and electronic communication policies and guidelines can be found here: http://luc.edu/education/syllabus-addendum/

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. The School of Education’s Policy on Academic Integrity can be found at: http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic policies and procedures refer to: http://www.luc.edu/education/academics_policies_main.shtml. 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.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize. 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 27th – Course Introduction
   No Class Meeting (ISCHE Conference in Berlin, Germany)
   Please see Sakai for Panopto recording and activities

Monday September 3rd
   No Class Meeting (Labor Day)

Monday September 10th – Global Friction
     https://ebookcentral.proquest.com/lib/luc/detail.action?docID=815525#

Monday September 17th – Connections and Mobility
   • Thomas Eriksen, Globalization, Introduction, Ch 4 “Connections” and Ch 5 “Mobility”

Monday September 24th – Time and Space Reconfigured
   • Thomas Eriksen, Globalization, Introduction, Ch 1 “Disembedding” and Ch 2 “Speed”
Monday October 1st – Explaining Global Forms (World Culture)
• Thomas Eriksen, *Globalization*, Ch 3 “Standardization”
  http://www.sociology.emory.edu/globalization/theories.html

Monday October 8th
No Class Meeting (LUC Fall Break)

Monday October 15th – Explaining Global Forms (Local Angles)
• Kathryn Anderson-Levitt “Introduction: A World Culture of Schooling” in Anderson-Levitt (Ed.) *Local Meanings, Global Schooling : Anthropology and World Culture Theory* (Palgrave, 2003), available via Loyola EBL.
• additional chapter from *Local Meanings, Global Schooling* – sign up in class.

Monday October 22nd – Globalization, Identity and Cosmopolitanism
• K. Anthony Appiah *Cosmopolitanism* [video] https://youtu.be/opXIIYRnuOA
• Thomas Eriksen, *Globalization*, Ch 6 “Mixing” and Ch 8 “Identity Politics”

Monday October 29th – Defining Global Citizenship
• Abdi, A. A. (2015). Decolonizing Global Citizenship Education. In *Decolonizing Global Citizenship Education* (pp. 11-26). SensePublishers

Monday November 5th – The Global Institution of Globalmindedness

Monday November 12nd – Global Citizenship and Governmentality

Monday November 19th – Global Education Policy & Institutions

Monday November 26th – Global Actors, Networks and Policies

Monday December 3 – The Global and Complexity Theory
IDEA Course Evaluation Link for Students
Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: http://luc.edu/idea/ and click on STUDENT IDEA LOGIN on the left hand side of the page.

Dispositions
All students are assessed on one or more dispositional areas of growth across our programs: Professionalism, Inquiry, and Social Justice. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform. Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

LiveText
All students, except those who are non-degree, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: LiveText.

Syllabus Addendum Link

- www.luc.edu/education/syllabus-addendum/

This link directs students to statements on essential policies regarding academic honesty, accessibility, ethics line reporting and electronic communication policies and guidelines. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – Social Action through Education.