ELPS 230: GLOBALIZATION, EDUCATION AND CHILDHOOD

Department of Cultural & Educational Policy Studies (CEPS)
School of Education
Loyola University Chicago

Mondays & Wednesdays, 11:30am-12:45pm
Cuneo Hall, room 302
Spring 2019

Professor: Max Crumley-Effinger
Email: mcrumleyeffinger@luc.edu

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Course Description
This course examines contemporary global shifts and transformations in how schools and other educational settings are set up and operate. In tandem with this the course examines the experience of childhood and notions of what it means to be a child both in terms of how this varies culturally, socioeconomically, and regionally, as well as how these experiences and conceptualizations are presently being transformed. Students will be able to demonstrate an understanding of how global and local issues are interwoven with regard to education. Students will be able to articulate a nuanced understanding (as regards schooling and education) of the ways that social justice concerns are being both advanced and hindered in our contemporary globalized world.

Course Objectives
In keeping with the School of Education’s conceptual framework of advancing “Social Action through Education,” this class aims at:

● This course aims at helping students comprehend the impact of globalization on national educational systems.

● In line with the Loyola School of Education Conceptual Framework Standards (CFS), which reflects our commitment to promote transformational learning within each student across all programs, this course assesses students on CFS2: “Candidates apply culturally responsive practices that engage diverse communities.”

● This course challenges students to grasp the changing nature of childhood within and across countries, along with an understanding of the current issues surrounding social justice and inequity within the context of education.

● Students should be able to demonstrate an understanding of the present body of literature and will be able to evaluate practices and research in the field critically.

● Development of the student’s ability to analyze new concepts, measured through the crafting of a clear, logical, and concise mid-term examination and research paper.

● This course equips students with the necessary critical skills needed to undertake and conceptualize research projects.

● This course is committed to creating a multicultural classroom environment that respects all students for their differences and similarities including, but not limited to, disability, race, gender, sexual orientation, social class, and ethnicity. Students and the instructor are expected to show care and respect for all others within the class. If you are experiencing challenges or difficulties with respect to any of this, please ask for assistance.

Course Books
The following five books are required for the course. In addition to these books, we will be reading articles and chapters that will be accessible through the course’s Sakai page as PDF documents. Students are expected to have access to all of the day’s readings for each class.


Attendance & Participation

1. Attendance: Students are expected to attend all classes. Naturally it may be necessary to miss some classes due to illness and other situations; if you will miss class due to an unexpected or planned conflict, you are expected to send me an email no less than one hour before class, but the earlier the better. More than two unexcused absences from class will automatically result in a full letter grade reduction.

2. In-Class Participation: Active weekly participation of all students is a core requirement of this course. Your participation grade will be based on coming to all class sessions, completing the readings before class, and being ready to discuss all of the assigned readings. Moreover, class participation entails speaking in an informed manner about the texts based on your analysis of them. It is the quality of your comments, informed by the readings, and not the amount that you speak, that is most important. It is also important to balance your contribution to class discussion with the contributions of your classmates; that is, please be aware of, and responsive to, how much you are speaking.

Course Assignments Summary

Meetings
- Each student is expected to meet with me a minimum of two times.
- The first meeting should happen within the first four weeks of the semester. The second meeting should happen soon after Spring Break.

CA1: Attendance & Participation (13 points)
- See previous section for details.

CA2: Reading Summary & Notes (22 points)
- Due by 11:00am each day of class (submit in Sakai).
- This Word or PDF document should be no more than 1 page, single spaced.
- It is important to read carefully and to extract important information and insights as you read. As such, the Reading Summary & Notes document should contain the following:
  - A 1-2 sentence summary of each reading in your own words.
  - Connections you can make between the readings and your future work or specific area(s) of interest.
  - 2-3 questions or specific points from each reading that you would like to discuss in class.
  - Anything else you would like (e.g., quotes that stood out to you, a video or comic it reminds you of, etc.)

CA3: Class Discussion (5 points)
- Discussion Due Date: TBD (based on sign-ups)
- Product Due Date: 9:00pm the night before the presentation
- In 3-person groups students will prepare a short (10 minutes) presentation to the class on the subjects from the readings for that class. Presenters must create a Product that they will use in the course of the presentation; this could be a handout, a Powerpoint, a graphic, et cetera.
- After presenting on the topics, you will be in charge of leading classroom conversation for the day. Included in your presentation should be a synthesis of the themes and topics discussed in the readings, questions for your classmates, connections to other literature (if applicable), and notes on why these topics are (or are not) important for us to consider.

CA4: Midterm Exam (15 points)
- Due on Monday, February 25 at 11:00pm (submit in Sakai)
- The Midterm Exam will be distributed on Wednesday, February 20
All written assignments should use 1-inch margins, double-spaced, Times New Roman, font size 12, and page numbers in the top right corner (unless otherwise noted). In-text citations and references should be in the APA style. Your reference page should include all literature that you have referenced.

CA5: Research Paper Outline (5 points)
- Due Monday, March 18 at 11:00pm (submit in Sakai)
- One page, single-spaced.
- This Outline should include: (a) a succinct summary of your topic; (b) an basic outline of the paper’s various components; and (c) a preliminary list of references that you will use in the paper.
- All written assignments should use 1-inch margins, double-spaced, Times New Roman, font size 12, and page numbers in the top right corner (unless otherwise noted). In-text citations and references should be in the APA style. Your reference page should include all literature that you have referenced.

CA6: Country Case Study Presentation (10 points)
- Presentation Due Date: TBD (based on sign-ups)
- Students will make a short, non-Powerpoint presentation to the class about their final Research Paper. Students should be prepared to ask and answer questions on their respective topics. Additional information will be provided in class.

CA7: Research Paper (30 points)
- Due Wednesday, May 1 at 11:00pm (submit in Sakai)
- 8-12 pages double-spaced; please note that CA5: Research Paper Outline is due on Monday, March 18 (see above).
- The research projects will be in-depth studies conveying how globalization has affected education or childhood in your case country. Students should select a topic and discuss with the instructor. More details will be provided in class.
- All written assignments should use 1-inch margins, double-spaced, Times New Roman, font size 12, and page numbers in the top right corner (unless otherwise noted). In-text citations and references should be in the APA style. Your reference page should include all literature that you have referenced.

Class Sessions & Homework

<table>
<thead>
<tr>
<th>Week 1a: Monday, January 14</th>
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<td>(first day of class)</td>
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<tr>
<th>Week 1b: Wednesday, January 16</th>
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<tbody>
<tr>
<td><strong>Readings</strong></td>
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<tr>
<td>Steger (2013). Chapters 1 and 2</td>
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<tr>
<td>Brock &amp; Alexiadou (2013). Chapters 1 and 2</td>
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<tr>
<td>Coleman &amp; Sajed (2013). Four theorists (beginning in alphabet order)</td>
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| **Assignments**               |
| CA2: Reading Summary & Notes due at 11:00am in Sakai |

Week 2a: Monday, January 21
(no class for MLK Day)

Week 2b: Wednesday, January 23
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<th>Week 3a: Monday, January 28</th>
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<tr>
<td><strong>Readings</strong></td>
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<tr>
<td>● Berglund (2011), PDF available in Sakai</td>
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<td>● Coleman &amp; Sajed (2013). Four theorists (beginning in alphabet order)</td>
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<tr>
<td><strong>Assignments</strong></td>
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<tr>
<td>● CA2: Reading Summary &amp; Notes due at 11:00am in Sakai</td>
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<th>Week 3b: Wednesday, January 30</th>
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<tr>
<td><strong>Readings</strong></td>
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<tr>
<td>● Lechner &amp; Boli (2015) – (All of Part 2)</td>
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<td><strong>Assignments</strong></td>
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<tr>
<td>● CA2: Reading Summary &amp; Notes due at 11:00am in Sakai</td>
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<td>● CA3: Class Discussion #2</td>
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<th>Week 4a: Monday, February 4</th>
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<td><strong>Readings</strong></td>
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<tr>
<td>● Silova &amp; Brehm (2010), PDF available in Sakai</td>
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<td>● Rambla (2013), PDF available in Sakai</td>
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<tr>
<td>● Coleman &amp; Sajed (2013). Four theorists (in alphabet order)</td>
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<tr>
<td><strong>Assignments</strong></td>
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<tr>
<td>● CA2: Reading Summary &amp; Notes due at 11:00am in Sakai</td>
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<th>Week 4b: Wednesday, February 6</th>
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<tr>
<td><strong>Readings</strong></td>
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<tr>
<td>● Lechner &amp; Boli (2015) – (All of Part V)</td>
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<td><strong>Assignments</strong></td>
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<tr>
<td>● CA2: Reading Summary &amp; Notes due at 11:00am in Sakai</td>
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<tr>
<td>● CA3: Class Discussion #3</td>
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Week 5a: Monday, February 11
Readings
- Brock & Alexiadou (2013). Chapter 5
- Coleman & Sajed (2013). Four theorists (in alphabet order)

Assignments
- CA2: Reading Summary & Notes due at 11:00am in Sakai

Week 5b: Wednesday, February 13
Readings
- Lechner & Boli (2015) – (All of Part IV)

Assignments
- CA2: Reading Summary & Notes due at 11:00am in Sakai
- CA3: Class Discussion #4

Week 6a: Monday, February 18
Readings
- Handelman (2017). Chapters 1 and 9
- Brock & Alexiadou (2013). Chapter 3
- Coleman & Sajed (2013). Four theorists (in alphabet order)

Assignments
- CA2: Reading Summary & Notes due at 11:00am in Sakai

Week 6b: Wednesday, February 20
Readings
- Lechner & Boli (2015) – (All of Part VII)

Assignments
- CA2: Reading Summary & Notes due at 11:00am in Sakai
- CA3: Class Discussion #5
- (CA4: Midterm Exam is distributed)

Week 7a: Monday, February 25
Readings
- Handelman (2017). Chapters 2, 7 and 8
- Brock & Alexiadou (2013). Chapter 8
- Coleman & Sajed (2013). Four theorists (in alphabet order)

Assignments
- CA2: Reading Summary & Notes due at 11:00am in Sakai
- CA4: Midterm Exam is due at 11:00pm

Week 7b: Wednesday, February 27
Readings
- Lechner & Boli (2015) – (All of Part VI)

Assignments
- CA2: Reading Summary & Notes due at 11:00am in Sakai
- CA3: Class Discussion #6

Week 8a: Monday, March 4
(no class for Spring Break)

Week 8b: Wednesday, March 6
(no class for Spring Break)

Week 9a: Monday, March 11
Readings
- Brock & Alexiadou (2013). Chapter 6
- Coleman & Sajed (2013). Four theorists (in alphabet order)

Assignments
- CA2: Reading Summary & Notes due at 11:00am in Sakai

Week 9b: Wednesday, March 13
Readings
- Lechner & Boli (2015) – (All of Part X)

Assignments
- CA2: Reading Summary & Notes due at 11:00am in Sakai
- CA3: Class Discussion #7

Week 10a: Monday, March 18
Readings
- Coleman & Sajed (2013). Four theorists (in alphabet order)

Assignments
- CA2: Reading Summary & Notes due at 11:00am in Sakai

Week 10b: Wednesday, March 20
Readings
- Lechner & Boli (2015) – (All of Part IX)

Assignments
- CA2: Reading Summary & Notes due at 11:00am in Sakai

Week 11a: Monday, March 25
Readings
- Handelman (2017). Chapters 3 and 5
- Brock & Alexiadou (2013). Chapter 3
- Coleman & Sajed (2013). Four theorists (beginning in alphabet order)

**Assignments**
- CA2: Reading Summary & Notes due at 11:00am in Sakai

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**Week 11b: Wednesday, March 27**

**Readings**
- Lechner & Boli (2015) – (All of Part XI)

**Assignments**
- CA2: Reading Summary & Notes due at 11:00am in Sakai

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**Week 12a: Monday, April 1**

**Readings**
- Lechner & Boli (2015) – (All of Part XII)

**Assignments**
- CA2: Reading Summary & Notes due at 11:00am in Sakai

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**Week 12b: Wednesday, April 3**

**Readings**
- Handelman (2017). Chapters 4 and 6
- Brock & Alexiadou (2013). Chapters 7
- Coleman & Sajed (2013). Four theorists (beginning in alphabet order)

**Assignments**
- CA2: Reading Summary & Notes due at 11:00am in Sakai

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**Week 13a: Monday, April 8**

**Readings**
- Lechner & Boli (2015) – (All of Part VIII)

**Assignments**
- CA2: Reading Summary & Notes due at 11:00am in Sakai

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**Week 13b: Wednesday, April 10**

**Readings**
- Brock & Alexiadou (2013). Chapter 4
- Coleman & Sajed (2013). Four theorists (beginning in alphabet order)

**Assignments**
- CA2: Reading Summary & Notes due at 11:00am in Sakai

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**Week 14a: Monday, April 15**
Readings
● Lechner & Boli (2015) – (All of Part VII)
● Coleman & Sajed (2013). Finish Book

Assignments
● CA2: Reading Summary & Notes due at 11:00am in Sakai

Week 14b: Wednesday, April 17
● CA6 Presentations

Week 15a: Monday, April 22
(no class for Easter Holiday)

Week 15b: Wednesday, April 24
(last day of class)
● CA6 Presentations

Week 16: Wednesday, May 1
(no class for Finals Week)

Assignments
● CA7: Research Paper due

Important Additional Information

Assignment Assessment
● All assignments will be graded for: (i) purpose, development, and content; (ii) organization; (iii) writing mechanics and conventions; (iv) overall product.
● All assignments are due on the dates and at the times listed in the syllabus, unless noted otherwise. Late assignments will not be accepted unless you have received an extension from me before the date the assignment is due. Late assignments due to medical or family emergencies will be exempted from penalties on a case-by-case basis. Please speak to me if you have a question or are encountering issues.
● If you are encountering issues when working on an assignment or if need assistance, you are expected to ask for help. I am available to assist, as is Tracy Ruppman (truppman@luc.edu), who is the assigned librarian for this course. Do not wait until the last minute to request assistance.

Writing Expectations
This course uses the American Psychological Association (APA) style citation. All written assignments should use 1-inch margins, double-spaced, Times New Roman, font size 12, and page numbers in the top right corner (unless otherwise noted). In-text citations and references should be in the APA style. Your reference page should include all literature that you have referenced. For more information on APA style, see: http://owl.english.purdue.edu/owl/resource/560/01/.

Technology in the Classroom
Computers and tablets are welcome in the classroom, especially for those who wish to save paper by not printing out PDF readings or for those who have chosen to use digital books. When using technology in class, students should ensure that they are fully present in the classroom. This means abstaining from doing other
things in class that are not related to our coursework such as email, social media, chatting, doing other
homework, etc. If issues arise they will be handled on a case-by-case basis between the instructor and the
student.

**IDEA Course Evaluations**

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. This course is
designed to provide students with opportunities for:

- Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles,
generalizations, theories).
- Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures.
- Learning to analyze and critically evaluate ideas, arguments, and points of view.

**SOE 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/](http://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.

**Course Reading**

In an effort to reduce paper waste, please consider accessing PDF readings on a laptop or tablet, both while
reading for homework and in class. Students are expected to have access to all of the day’s readings for each
class.

Students will be assigned varying amounts of required readings (articles or chapters) for each class session.

- Please pace your reading and do not read all of the readings the night before, this is not an effective way
to approach reading.
- Before you begin to read for the week, skim all the readings (read the abstracts), then give them numbers
with “1” being the most important in your mind. Subsequently, read from number 1 onwards.
- Take notes of what you are readings as it will help you to link concepts and arguments together.
- Figure out what time, position, and place works best for you to read and always read there.
• Like everything else, academic reading is a skill that you must train yourself to be confident and comfortable doing.
• Try to relate the readings to current events/education issues. This helps you to understand the readings and makes the readings more practical.

Reading Tips

1. Know your purpose: Though you may read instructions word-by-word, you really should not read a complex journal article one word at a time. Understanding the purpose of your reading is critical to the development of effective reading strategies.
2. Develop sound note-taking skills: Taking notes as you read a text improves your understanding of the material. Keep the purpose of the reading in mind and use a note-taking style that works for you.
3. Concentrate on what’s being done, and not only on what’s being said: Pay attention to both the author’s purpose for writing (which is often different than your purpose for reading) and the organizational structure of the writing. For example, is the author making an argument or comparing two things? If arguing, what are the sub-arguments and supporting points?
4. Get to know the genre: Understanding the type of text you’re reading gives you a better idea of where the key information is located, which will save you time by speeding up the reading process.
5. Read actively: Engage with the text by asking yourself questions as you read and by trying to figure out what’s coming up next. Is information missing or are your questions unanswered? Do you understand the key points? Do you feel the author’s ideas are clear and well supported?
6. Keep a dictionary on hand: Avoid simply guessing at a word’s meaning if you’ve never come across it before or are unsure of its meaning in a new context. Look it up in a dictionary!
7. Set aside blocks of reading time: It takes a considerable amount of time to read an academic text. Give yourself enough time to complete your weekly readings and be realistic about how long it usually takes.
8. Read material before class, not after: Reading assigned articles or chapters before class puts you ahead of the game.
9. Summarize your readings: Many textbooks have chapter summaries and most journal articles have abstracts that detail their contents. Look for a synopsis in your reading and review it closely to make sure that you’ve understood the central points. Jotting down a summary of your own will improve your chances of remembering key ideas.
10. Use the academic support available to you: Effective reading strategies for university-level texts aren’t always self-evident. Drop by Learning Support Services for more information on reading techniques that can save you time and help you retain content. Loyola’s writing center information can be found at:

http://www.luc.edu/writing/home/

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