Loyola University Chicago
School of Education

ELPS 550
Seminar on Globalization and Education
Six Week Summer A (May 21, 2018-June 29, 2018)

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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 all who work in, research in, and craft policy for 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.

This Summer 2018 section of this course will be taught online for students enrolled in the School of Education’s International Higher Education MEd program (www.luc.edu/ihe) and will be an intensive 6-week course. All online instruction will take place asynchronously and given the IHE cohort focus, the ways that globalization processes and phenomena affect and interact with tertiary education will receive special emphasis (though we will not only exclusively read about higher education). In terms of the IHE sequence, this course can be considered a sequel to the ELPS 448 International Higher Education course. Students will be exploring many of the same issues, however from an entirely different angle. Whereas that course produced an international picture by examining what is occurring in individual countries and in particular regions, the present ELPS 550 course proceeds quite differently. The focus here is instead on grappling with global processes/phenomena/entities/actors/discourses. We will examine what “globalization” is in the first place and will explore the following types of questions: How do certain policies, practices and expectations take on the aura of being “global”? How does power work at a worldwide, global level? What do global processes and phenomena make possible and make impossible? What is cosmopolitanism? Should we accept the “internationalization = what we do to ourselves / globalization = what others do to us” formula that has almost become sacred scripture in the field of higher education?

Learning Outcomes
This course advances the following highlighted areas of the International Higher Education Master’s program’s overall objectives:

Graduates of the program will be reflective leaders able to work in diverse cultural contexts to better understand, analyze, evaluate and advance the missions and programs of higher education institutions.
around the globe. Graduates of the program will be skilled policy analysts able to use advanced statistical analysis for data-driven decision making. Graduates of the program will be able to develop and undertake effective, high quality assessments and program evaluations. Graduates will demonstrate an understanding of social justice and the application of social justice concerns in the domain of higher education, particularly in regard to student development, the advancement of intercultural understanding and (relatedly) with respect to Education abroad programs.

The specific learning objectives for this course and respective competencies are as follows:

**Commitment to Social Justice.** Students will demonstrate the following competencies related to social justice and service:
- An understanding of the ethical dimensions of higher education’s role in fostering social justice across the world;
- An understanding of, and ability to reflect critically on, historical and contemporary issues within higher education and to reflect on how colleges and universities can address these issues in a just society;
- A personal and professional commitment to social justice;
- An appreciation of and respect for diverse perspectives, cultures, lifestyles, ways of knowing, etc., and
- A commitment to serving others.

**Analytical Inquiry.** Students will demonstrate the following competencies related to analytical inquiry:
- The ability to develop and support reasonable and logically sound interpretations;
- The ability to analyze various organizational, curricular, fiscal, legal, cultural, and historical structures, models, policies, and professional practices from multiple points of view and theoretical perspectives;
- The ability to use theoretical and empirical research to address and solve administrative and instructional problems in colleges and universities; and
- The ability to continually assess and improve one’s own analytical abilities.

**Research and Assessment Competence.** Graduates will demonstrate the following outcomes related to research and assessment competence:
- A thorough understanding of different paradigmatic assumptions and how they influence the research process; and,
- The ability to read and critically review various types of research studies.

**Communication Skills.** Students will demonstrate the following communication competencies:
- Effective written communication skills that demonstrate high levels of clarity, comprehension, synthesis and critical thinking and analysis.

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.

**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**

Participation in all the online course assignments is required to successfully complete this course. All online activities must be completed by the deadlines noted — work cannot be made up after the fact. Please refer to the course’s Sakai site for a definitive listing of required course activities. Any changes to deadlines and assignments that are instituted by the instructor after the class has commenced will be noted on Sakai in red text and will be emailed out & posted as “Announcements” on the Sakai course site.

This course is an advanced graduate seminar and as such students are expected to invest a significant amount of time engaging with the required readings. Some form of notetaking as you read is recommended so that you can easily raise questions about the text, objections and the like when you participate in online discussions and/or blog and write about the texts and ideas raised. 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.

This course requires regular participation in Discussion Board conversations (using Voice Thread) as well as three guided Blog Posts and three Papers. Please note that in this course I am making a significant distinction between a Discussion Board post and a Blog Post. Here we will consider a *Blog Post* to be a polished piece of writing in the 500-1000 word range that has something resembling an introduction and a conclusion. A *Blog Post* will use APA citation format for any sources you wish to discuss and it will include a reference list at the end. In contrast, we will consider a *Voice Thread Post* to be a shorter and much more informal piece. While in written posts I do expect you to use something that resembles grammatical, standard English (!), please do not treat these posts as entries that need extensive revision or wordsmith editing. A considerably more informal tone is acceptable and if you make reference to any texts, simply include a page number for any quoted material and skip the APA formalities as all of us will know what you are referring to. This same informal style is also what I am expecting for comments on your classmates’ blog and KraftKorner posts. Note that for both Voice Thread and Blog Post assignments I will be providing specific prompts each week.

Paper 1 (due 11:59pm CDT Sunday June 3) and Paper 2 (due 11:59pm CDT Sunday June 17) will each be 6-8 page (1500-2000 word) papers. Paper 3 (due 11:59pm CDT Friday June 29) will be an 8-10 page paper (2000-2500 words). You are requested to use APA style for citations and references in these papers, though it is not important to me whether you follow all the APA formatting guidelines with respect to running headers and so forth. Specific prompts for each paper will be provided. None of these papers will require additional research on your part; they should mostly be executable based off the reading required in this course (at times potentially also drawing on the reading you have done in other Loyola courses if relevant).

Your course participation grade will be reflective of your participation in the course’s online discussion boards (inclusive of your posts as well as your comments on others’ posts) and also your commenting on your classmate’s blog posts, and our Kraft Korner and it will compose 30% of your grade in this course. Each of the three blog posts will compose 10% of your grade in the course. Papers 1 & 2 will compose 12.5% of your grade and Paper 3 will compose the remaining 15% of your grade.
Please also note that the professor will post additional narrated powerpoints / commentary – sometimes at the conclusion of a week and sometimes at the outset. Your careful viewing of and reflection on these recordings is an additional course requirement.

**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/](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](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](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](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**

**WEEK 1 (May 21-27) Introduction –Approaching "Globalization"**

**Required Readings:**
- Thomas Eriksen, *Globalization*, Introduction, Ch 4 “Connections” and Ch 5 “Mobility”

**Assignments:**
- Kraft Korner Activity #1 (due 11:59pm Weds May 23) & Comment (due Sun May 27)
- Voice Thread Posts & Comments (see Sakai prompt for deadlines)
- Blog Post #1 (due 11:59pm CDT Fri May 25) & Comment (due Sun May 27)

**WEEK 2 (May 28-June 3) Time and Space Reconfigured**

**Required Readings:**
- Thomas Eriksen, *Globalization*, Introduction, Ch 1 “Disembedding” and Ch 2 “Speed”

**Assignments:**
- Voice Thread Posts & Comments (see Sakai prompt for deadlines)
- Paper #1 Assignment (due 11:59pm CDT Sun June 3)

**WEEK 3 (June 4-June 10) Explaining Global Forms (World Culture & Local Angles)**

**Required Readings:**
- Thomas Eriksen, *Globalization*, Ch 3 “Standardization”
http://www.sociology.emory.edu/globalization/theories.html

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.

Recommended Readings:

- Huhua Ouyang “Resistance to the Communicative Method of Language Instruction within a Progressive Chinese University”, Ch 5 in Anderson-Levitt (Ed.) Local Meanings, Global Schooling, available via Loyola EBL.

Assignments:

- Voice Thread Posts & Comments (see Sakai prompt for deadlines) & Blog Post #2 (due 11:59pm CDT Friday June 8) & Blog Comments (Sunday June 10)

WEEK 4 (June 11-June 17) The Global and Complexity Theory

Required Readings:


Assignments:

- Kraft Korner Activity #2 (due 11:59pm CDT Wed June 13) & Comments (Sunday June 17)
- Voice Thread Posts & Comments (see Sakai prompt for deadlines)
- Paper #2 Assignment (due 11:59pm CDT Sunday June 17)

WEEK 5 (June 18-June 24) Globalization, Identity and Cosmopolitanism

Required Readings:

- K. Anthony Appiah Cosmopolitanism [video] https://youtu.be/opXliYRnu0A
- Thomas Eriksen, Globalization, Ch 6 “Mixing” and Ch 8 “Identity Politics”

Plus one of the following 5 articles as assigned by instructor:


Recommended Reading:


Assignments:

- Blog Post #3 (due 11:59pm CDT Thursday June 21) & Blog Comments (Sunday June 24)

WEEK 6 (June 25-June 29*) Global Actors, Networks and Policies

Required Readings:


**Assignments:**
Voice Thread Posts & Comments (see Sakai prompt for deadlines)
Paper #3 Assignment (due 11:59pm CDT Friday June 29* [officially last class day] *)
Loyola University Chicago  
School of Education  
Syllabus Addendum

**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/](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](http://luc.edu/idea/).

**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*. 