

Loyola University Chicago
School of Education

ELPS 555
Comparative Education Seminar:
Globalization and Education
Fall 2005

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Office Hours: Tuesdays 5:00–6:30 and Wednesdays 5:00–6:30;
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. Considering the theoretical lenses, disciplinary paradigms and research strategies that have been / are being / used to study globalization is important to education 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.

In the first six weeks of the course we will read a range of articles and book chapters that discuss globalization and present a variety of ways that it can be productively studied and analyzed. We will then spend four weeks looking at two recent books that come specifically out of scholarship and ongoing conversations within the field of Comparative Education. This will be followed by a unit in which students, working in groups of 3-4, read one contemporary, book-length ethnographic study that explores some aspect(s) of globalization. Each group will select 20-30 pages of its assigned ethnography for the remainder of the students to read prior to class; that group will then lead the class on the assigned day. This assignment/activity will require additional meeting time with fellow students outside of the allotted class time. Finally, to conclude the course we will study two possible alternate avenues for theorizing and researching issues that are sometimes gathered under the globalization umbrella. We will look at Michael Hardt and Antonio Negri's work with the concept of "Empire" – something that has been proposed as the most accurate descriptor of present circumstances. Additionally, we will also look at the concept of "Cosmopolitanism", another concept that has generated academic attention of late as having both scholarly and political potential.

Reading List

The following required books are available at the Loyola University Bookstore:

Nicholas Burbules and Carlos Torres, Eds. (2000) Globalization and Education: Critical Perspectives (Routledge, New York)

Gita Steiner-Khamsi, Ed. (2004) The Global Politics of Educational Borrowing and Lending (New York: Teachers College Press)

David Baker and Gerald LeTendre (2005) National Differences and Global Similarities: World Culture and the Future of Schooling (Stanford: Stanford University Press)

Copies of these books have been placed on two hour reserve in Lewis Libraries. Students will also be required to purchase one additional book in connection with the ethnographies of globalization assignment described below. Several additional required readings are available on paper reserves at Lewis Library, and there are, as well, several readings available through JSTOR and other journal subscriptions on 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 by email within two weeks of the missed class. Failure to write make-up reaction papers for any class absences will result in your grade being lowered one letter grade.

This course is a graduate seminar and as such, students are expected to come to class having very carefully read the required readings and fully prepared to discuss them. Some form of notetaking as you read is recommended in order 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.

Evaluation & Grading

Your class participation grade 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. Halfway through the semester the instructor will email you some feedback and a mid-point assignment of a tentative grade for the class participation portion of your final course grade. (The part you play in leading class in connection with the ethnographies of globalization assignment will be marked separately from your general participation.)

There will be two written assignments required for this course, each to compose 25% of your final grade. Both papers should be between 1500 and 2000 words (6-8 pages). The first of these is due at the beginning of class on Wednesday, October 19th (paper copy to be handed-in) and will involve you reacting to some portion of the Baker and LeTendre study and its use of the TIMSS dataset. The second paper will be due five days after the final class (to be emailed to professor as a Word document by 7pm on Monday, December 12th) and will involve you reacting to either "Empire" or "Cosmopolitanism" as approaches for tackling globalization-related questions. Additional information about each of these writing assignments will be distributed in class several weeks before these papers are due.

The final 25% of your grade will be determined in connection with an ethnographies of globalization assignment that will require you to work with 2-3 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-October. By October 26th your group is to have collectively decided upon a 20-30 page excerpt that the instructor will take charge of distributing to other students in the class. 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. Please also provide a 1-2 page advance handout for others to read in conjunction with the 20-30 page assigned text (to be emailed to the professor by the beginning of class on November 2nd). Your group is additionally charged with leading an hour-long class session (November 9th or November 16th), 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:

Amy Stambach Lessons from Mount Kilimanjaro: Schooling, Community and Gender in East Africa (Routledge, 2000)

Kathleen D. Hall Lives in Translation: Sikh Youth as British Citizens (University of Pennsylvania Press, 2002)

Annelise Riles The Network Inside Out (Michigan University Press, 2000)

Andrea Louie *Chineseness Across Borders : Renegotiating Chinese Identities in China and the United States* (Duke University Press, 2004)

Please note that except in very unusual circumstances, relating to family problems, health problems and the like, grades of "Incomplete" will not be given in this course.

Accessibility

I would like to ensure that students with disabilities are fully included in this course. If there are any special accommodations that you require, as provided for under the Americans with Disabilities Act (ADA), please let me know as soon as possible to enable your full participation. Any information shared with me will be held in strict confidentiality to the greatest degree possible.

Academic Honesty

To plagiarize is to present someone else's writing or ideas as your own and will not be tolerated. As per LUC policy, plagiarism on a course assignment will result minimally in the instructor assigning the grade of "F" for that assignment. There are several good "How not to plagiarize" guides available on the web, such as <http://www.utoronto.ca/writing/pdf/plagsep.pdf>.

Course Schedule and Readings

Wednesday, August 31 Introduction – Globalization as an Historical Question

Globalization as a Problem of Educational Research
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| Wednesday, September 7 | <p><u>Globalization Typologies & Cartographies</u>
 Required Reading:</p> <ul style="list-style-type: none"> – Arjun Appadurai, "Grassroots Globalization" <i>Public Culture</i> 12(1): 1–19 (Available electronically through the LUC libraries) – <u>Globalization and Education</u>, Ch. 1 (Burbules & Torres) |
| Wednesday, September 14 | <p><u>The State, Neoliberalism and Policy</u>
 Required Reading:</p> <ul style="list-style-type: none"> – <u>Globalization and Education</u>, Chapters 2-4 (Morrow & Torres; Apple; Lingard) |
| Wednesday, September 21 | <p><u>Foucault and Feminism on the State and Knowledge</u>
 Required Reading:</p> <ul style="list-style-type: none"> – <u>Globalization and Education</u>, Chapters 5-7 (Peters, Marshall & Fitzsimons; Blackmore; Popkewitz) |
| Wednesday, September 28 | <p><u>Global Pedagogy, Imagination and Social Movements</u>
 Required Reading:</p> <ul style="list-style-type: none"> – <u>Globalization and Education</u>, Chapters 8, 9 & 13 (McCarthy & Dimitriades; Rizvi & Kellner) |

Wednesday, October 5

Problematics of Diffusion

Required Reading:

- Erwin H. Epstein "Education as a Fault Line in Assessing Democratisation: Ignoring the Globalising Influence of Schools" (reserve reading)
- Jürgen Schriewer and Carlos Martinez "Constructions of Internationality in Education" in The Global Politics of Educational Borrowing and Lending, p. 29-53
- Francisco Ramirez and John Meyer "World Models and National Historical Legacies" in Internationalisation: Comparing Educational Systems and Semantics, p. 91-108 (reserve reading)

Recent Comparative Education Studies

Wednesday, October 12

Researching the TIMSS Data set

Session on TIMSS Data

- Baker & LeTendre National Difference and Global Similarities, p. 1-85.

Wednesday, October 19

Researching the TIMSS Data set

Paper due at beginning of class

Required Reading:

- Baker & LeTendre National Difference and Global Similarities, p. 86-178.

Recommended Reading:

- Givvin et al. "Are There National Patterns of Teaching? Evidence from the TIMSS 1999 Video Study" Comparative Education Review (49) 3, August 2005.
<http://www.journals.uchicago.edu/cgi-bin/resolve?CER490301>

Wednesday, October 26

Researching Educational Borrowing

Ethnography Groups to select excerpt for other students

- Steiner-Khamsi (Ed.) Global Politics of Educational Borrowing and Lending, p. vii-6, 54-128 (Foreward, Introduction and Chapters 3-7)

Wednesday, November 2

Researching Educational Borrowing

Ethnography Groups to email advance handout to professor

- Steiner-Khamsi (Ed.) Global Politics of Educational Borrowing and Lending, p. 129-220 (Chapters 8-12 and Conclusion)

Globalization and Ethnographic Studies
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- Wednesday, November 9 Ethnographies of Globalization
 Required Reading:
- Student-selected excerpt from Amy Stambach Lessons from Mount Kilimanjaro: Schooling, Community and Gender in East Africa (To be emailed to students 11/3)
 - Student-selected excerpt from Kathleen D. Hall Lives in Translation: Sikh Youth as British Citizens (To be emailed to students 11/3)

- Wednesday, November 16 Ethnographies of Globalization
 Required Reading:
- Student-selected excerpt from Annelise Riles The Network Inside Out (To be emailed to students 11/3)
 - Student-selected excerpt from Andrea Louie Chineseness Across Borders : Renegotiating Chinese Identities in China and the United States (To be emailed to students 11/3)

Wednesday, November 23 (No Class – Thanksgiving Holiday)

Rethorizing Globalization

- Wednesday, November 30 Empire
 Required Reading:
- Michael Hardt and Antonio Negri Empire, p. xi-63 (reserve reading)
 - Michael Hardt and Antonio Negri "Globalization and Democracy" from Implicating Empire: Globalization and Resistance in the 21st Century World Order, p. 109-122 (reserve reading)

- Wednesday, December 7 Cosmopolitanisms
 Required Reading:
- Sheldon Pollock, Homi Bhabha, Carol Breckenridge and Dipesh Chakrabarty, "Cosmopolitanisms - Introduction" *Public Culture* 12(3): 577–589 (Available electronically through the LUC Libraries)
 - Benedict Anderson, "Nationalism, Identity, and the World-in-Motion: On the Logics of Seriality" from Cosmopolitics, p. 117-133 (reserve reading)
 - Pheng Cheah, "Introduction Part II: The Cosmopolitical Today" from Cosmopolitics, p. 20-41 (reserve reading)

Final paper to be emailed to professor by 7pm on Monday, December 12th