Loyola University Chicago
School of Education

ELPS 550
Seminar on Globalization and Education
Spring 2009

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 (Ed.) Local Meanings, Global Schooling: Anthropology and World Culture Theory (New York, Palgrave, 2003)

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


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 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 four classes: February 9, February 16, February 23, March 9. They 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 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-/late-February. Two classes prior to the day you will lead class 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. One class prior to the day you will lead class 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 50-60 minute long class session
(March 16th or March 30th), 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:


Cati Coe Dilemmas of Culture in African Schools: Youth, Nationalism, and the Transformation of Knowledge (Chicago: University of Chicago, 2005) [March 30th]


The final assignment for the course is a 15 page research synthesis paper that examines the extant scholarly literature on specific educational policies or practices 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
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. For specific definitions of discrimination, abuse, and harassment refer p. 25-26 in the Loyola University Chicago Student Handbook, located at: http://www.luc.edu/student-affairs/pdfs/LoyolaStudentHandbook2006.pdf If you believe you are subject to such harassment, you should notify your instructor. If you believe you are subject to harassment by your instructor, contact the SOE Associate Dean of Academic Affairs at 312-915-6464.

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.shtml#honesty (M.Ed and Ed.D students) or http://www.luc.edu/gradschool/academics_policies.shtml#academic_integrity (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, January 12
Introduction – Approaches to "Globalization"
• http://www.youtube.com/watch?v=NEfPxnWr8U

Monday, January 19
Martin Luther King Day – No Class

Monday, January 26
Identity, Information and Network Society – Castells
• Manuel Castells The Power of Identity entire book
• Raymond Morrow and Carlos Torres "The State, Globalization, and Educational Policy" from Globalization and Education: Critical Perspectives (Routledge, 2000), p. 27-58
• "Information" and "Network" sections in Theory, Culture & Society: Problematizing Global Knowledge 23(2-3).

Monday, February 2
Globalization and Social Science
Reaction Paper Optional Day
Required Reading
[continued next page]
• Ino Rossi, "Globalization as an Historical and a Dialectical Process" in *Frontiers of Globalization Research*, p 27-60.
• "Genealogies of the Global" section in *Theory, Culture & Society: Problematizing Global Knowledge* 23(2-3).

Monday, February 9  
**Locating the Global, the National, and the Local**  
*Reaction Paper Optional Day*  
**Required Reading**  

Monday, February 16  
**World-System, World Polity, World Culture?**  
*Reaction Paper Optional Day*  
**Required Reading**  
• http://www.sociology.emory.edu/globalization/theories.html  

Monday, February 23  
**"Systems" and "Worlds"?**  
*Reaction Paper Optional Day*  
**Required Reading**  
**Recommended Reading**  

Monday, March 2  
**No Class – LUC Spring Break**
Monday, March 9  
**Anthropology and the Study of Schooling around the Globe**  

*Reaction Paper Due*

**Required Reading:**
- "Culture" sections in *Theory, Culture & Society: Problematizing Global Knowledge* 23(2-3).

Monday, March 16  
**Ethnographies of Globalization I**  

**Required Reading:**
- Aihwa Ong and Stephen J. Collier *Global Assemblages: Technology, Politics and Ethics As Anthropological Problems* selection
- Excerpt from Veronique Benei (2008) *Schooling Passions: Nation, History, and Language in Contemporary Western India*

Monday, March 23  
**CIES Conference – No Class**

Friday, March 27  
**Paper Topic and List of Sources to be submitted via Blackboard by midnight**

Monday, March 30  
**Ethnographies of Globalization II**  

**Required Reading:**
- Excerpt from Cati Coe (2005) *Dilemmas of Culture in African Schools: Youth, Nationalism, and the Transformation of Knowledge*

Monday, April 6  
**Transcultural "Flows"**  

**Required Reading:**
- "Language" and "Translation" sections in *Theory, Culture & Society: Problematizing Global Knowledge* 23(2-3).

Monday, April 13  
**Globalization and Pedagogy**

- "Space" section in *Theory, Culture & Society: Problematizing Global Knowledge* 23(2-3).

Monday, April 20  
**Cosmopolitanism and Globalization**  

**Research Synthesis presentations in-class**

- Frontiers of Globalization, p. 353-436
- "Globalizations", "Cosmopolitanism" and "Global Sovereignty" sections in *Theory, Culture & Society: Problematizing Global Knowledge* 23(2-3).

Monday, April 27  
**Final Paper to be submitted via Blackboard by midnight**