

ELPS 540
Globalization, Knowledge and Education
Fall 2015

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Course Description

The statement “Knowledge is no longer an immobile solid, it has been liquefied. It is actively moving in all the currents of society itself” seems very much of our moment, however it was actually penned by the American pragmatist philosopher and educator John Dewey in 1899. In this course we will examine “knowledge” in relation to globalization. We will take a historical approach to studying the movements of knowledge, focusing specifically on what this has meant for school curricula. Topics to be covered include international curriculum history, colonialism and education, indigenous knowledge and contemporary discussions about the “knowledge economy”. What does it mean for knowledge to flow and to become globalized? How, in fact, should we think about “globalization” and what “the global” itself refers to? And what implications does this have for the future directions of schooling around the globe? How should we think about hegemony, counter-hegemony, and the flow of power/knowledge within and across what sometimes gets labeled the “global north” and the “global south”. In this advanced seminar students will develop robust answers to these questions using sophisticated theoretical analysis and the methodological tools of historical inquiry. 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. The assignments in the course are designed to enhance students' critical, analytic writing skills and prepare students for undertaking original research projects in education foundations and policy studies.

Course Objectives

Students in the course will understand and be able to critically evaluate the diverse range of approaches used to study globalization and knowledge in relation to education. Toward this end this course will emphasize your learning to analyze and critically evaluate ideas, arguments and points of view; as well as your learning fundamental principles, generalizations, and theories.

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.

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.

Reading List

The following six books are required texts in the course:

Lyotard, J. F. (1984). *The postmodern condition: A report on knowledge*. U of Minnesota Press. ISBN 978-0816611737

Benavot, A. & C. Braslavsky (Eds.) (2007). *School knowledge in comparative and historical perspective: Changing curricula in primary and secondary education*. Springer / CERC. ISBN 978-9628093526

Mignolo, W. (2012). *Local Histories/Global Designs: Coloniality, Subaltern Knowledges, and Border Thinking*. Princeton Univ Press. ISBN 978-0691156095
<http://luc.ebib.com/patron/FullRecord.aspx?p=816128>

de Sousa Santos, B. (2014). *Epistemologies of the South: justice against epistemicide*. Paradigm Publishers. ISBN 978-1612055459

Halpern, O. (2015). *Beautiful data: A history of vision and reason since 1945*. Duke University Press. ISBN 978-0822357445

Resnik, J. (Ed.) (2008). *The Production of Educational Knowledge in the Global Era*. Sense Publishers, ISBN 978-9087905590

Additional required readings will be posted as PDFs on Sakai or are available online or as electronic resources through the Loyola libraries.

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.

You are required to write *five (5) short papers* over the course of the semester that I am describing as *discussion board assignments* since you will be submitting them via Sakai two days in advance of a class meeting – and you are also to read your classmates' posts. These are to 500-750 word papers (2-3 pages) and will be due by 11:59pm Chicago time the following days September 12, September 19, October 10, October 24, November 14 (i.e. at 11:59pm Saturday evening prior to our Monday class sessions. Very specific assignments will be posted on Sakai for each of these required discussion board postings. None of these short papers are research papers in the strict sense however many of them will require some additional work/readings outside the assigned reading for the week (e.g. locating a book review of a book under discussion and analyzing it). These discussion board posts should use APA-style in-text parenthetical citations for any material you quote and a short reference list at the end.

The final assignment for the course is a 20-25 page (5000-6000 word) *research paper* that examines some aspect of an issue related to globalization, knowledge and education. There are many kinds of projects that could fall within these general parameters – ranging from more historical, archival types of papers, to papers that examine the circulations and constructions of knowledge in particular spaces and/or in particular aspects of school practice (e.g. pedagogy, curricular subjects, or administrative practices). Additional information about this assignment will be distributed in class and students will be required to schedule individual meetings with the professor during office hours to discuss

Evaluation & Grading

A grade for class participation will make up 30% 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 assigned reaction papers will collectively compose 30% 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 the remaining 40% of your course grade.

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_integrity.shtml. For additional academic policies and procedures refer to: <http://www.luc.edu/education/resources/academic-policies/>. Plagiarism – presenting someone else's writing or ideas as your own – is one form of academic dishonesty 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 others' work in your own writing as well as the citation / reference formats that I will be asking you to use.

Additional Statements

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/>

Course Schedule and Readings

- Monday August 24 Course Introduction
Required Reading:
• Ozga, Seddon and Popkewitz (2006) "Education Research and Policy: Steering the Knowledge-based Economy", p4-7.
• EU Commission. (2000). Memorandum on lifelong learning. *Bruxelles: EU*. [PDF posted on Sakai]
- Monday August 31 Enlightenment, Modernity and the Archaeology of Knowledge
Required Reading:
• Selected webresources on Marx, ideology and knowledge
• Sarah Mills "Power/Knowledge" from *Michel Foucault* (Routledge 2003), p67-79.
• Michel Foucault " Truth and Juridical Forms" from *Power (The Essential Works of Foucault, 1954-1984, Vol. 3* (The New Press, 2001)
Recommended Reading:
• Jacques Maquet (1973) "Mannheim's Sociology of Knowledge" in *The Sociology of Knowledge, its structure and relationship to the philosophy of knowledge*, p19-36
• Lynn Fendler (2010) "Definitions of Key Concepts" *Michel Foucault*, Chapter 2, especially p43-45 & 53.
- Monday September 7 *No Class – Labor Day*
- Monday September 14 The Archaeology of Knowledge After Modernity
Discussion Board Assignment Due (Lyotard Book Review Analysis)
Required Reading
• Lyotard (1984) *The postmodern condition: A report on knowledge*
- Monday September 21 Theorizing School Knowledge and Globalization
Discussion Board Assignment Due (Apple / Popkewitz Comparison)
Required Reading:
• Herbert Spencer (1860) "What Knowledge is of Most Worth?" p. 121-159.
• Michael Apple (1979/2004) "Curricular History and Social Control" in *Ideology and Curriculum* (3rd ed.), p. 59-76.
• Thomas Popkewitz (1997) "The production of reason and power: curriculum history and intellectual traditions" *Journal of Curriculum Studies* , 29(2), p. 131-164
• Marcelo Caruso, (2008) "World system, world society, world polity: theoretical insights for a global history of education" *History of Education* 37(6), p825-840.
Recommended Reading:
• Urs Stäheli (2003). "The Outside of the Global". *New Centennial Review* 3

(2), 1-22.

- Saskia Sassen, “Theoretical and Empirical Elements in the Study of Globalization” in *Frontiers of Globalization Research*, p. 287-306
- Jean-Sébastien Guy (2009) “What is Global and What is Local? A Theoretical Discussion Around Globalization” *PJIM* 1(2), p. 1-16.

Monday September 28

Global and Comparative Perspectives on School Knowledge

Required Reading:

- Benavot, A., Cha, Y. K., Kamens, D., Meyer, J. W., & Wong, S. Y. (1991). Knowledge for the masses: World models and national curricula, 1920-1986. *American sociological review*, 85-100.
- Benavot & Braslavsky (2006) *School Knowledge in Comparative and Historical Perspective*, Intro, Ch1-5, 8, plus in-class sign up

Recommended Reading:

- Fiala, R. and A. G. Lanford (1987). Educational ideology and the world educational revolution, 1950-1970. *Comparative Education Review* 31: 315-332.

Monday, October 5

No Class Meeting – Loyola Fall Break

Monday, October 12

Questioning the Locations and Borders of Knowledge

Discussion Board Assignment Due (Colonialism and Education)

Required Reading:

- Mignolo *Local Histories/Global Designs: Coloniality, Subaltern Knowledges, and Border Thinking*.

Monday, October 19

Southern Epistemologies – Countering Hegemony

Required Reading:

- Boaventura de Sousa Santos, (2014). *Epistemologies of the South: justice against epistemicide*.pviiii-115

Monday, October 26

Southern Epistemologies – Interculturalism and Ecologies of Knowledges

Discussion Board Assignment Due (Indigenous Knowledge Scholarship Analysis)

- Boaventura de Sousa Santos, (2014). *Epistemologies of the South: justice against epistemicide*.p118-240.

Monday, November 2

Design, Communication and Knowledge since WWII

- Orit Halpern, (2015). *Beautiful data: A history of vision and reason since 1945*, p1-143.

Monday, November 9

Data, Knowledge and Markets in Contemporary Educational Governance

Guest Presentation on Education Markets and The World Bank

- Jenny Ozga (2009). Governing education through data in England: from regulation to self-evaluation. *Journal of Education Policy* 24(2), p. 149-162.
- Sotiria Grek (2009). Governing by numbers: the PISA ‘effect’ in Europe. *Journal of Education Policy*, 24:23-37.
- Additional Reading TBD

- Monday, November 16 Rationality, Subjectivity and the Digital Moment
Discussion Board Assignment Due (Cybernetics and Educational Data)
• Orit Halpern, (2015). *Beautiful data: A history of vision and reason since 1945*, p144-269
- Monday, November 23 Producing Educational Knowledge at a Global Moment
• Resnik, J. (Ed.) (2008). *The Production of Educational Knowledge in the Global Era*, p1-144.
- Monday, November 23 Struggles, Limits and Futures of Globalization, Knowledge and Education
• Resnik, J. (Ed.) (2008). *The Production of Educational Knowledge in the Global Era*, p145-269.
- Thursday, December 10 *Final Paper Due*