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).


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 printed out and handed in on the days they are due – write on three of the following five days: September 17, September 21, October 1, October 15 and October 22. 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-October. By October 29th 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 5th). Your group is additionally charged with leading 50-60 minute long class session (November 12th or November 19th), 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) [Nov 12th]


The final assignment for the course is a seminar paper that in 15-25 pages (4000-6500 words) addresses a research question that falls under the broad topic of globalization and education. Additional information about this assignment will be distributed in class. However, as you initially begin to think about a topic for this paper it may be worth your while to peruse recent scholarship appearing in journals such as Compare, Comparative Education, Comparative Education Review, Current Issues in Comparative Education (CICE), Discourse: Studies in the Cultural Politics of Education, Globalisation, Societies and Education, and Pedagogy, Culture and Society. You will be required to make a 10-15 minute presentation of your paper (with a 1 page handout for your classmates) on either November 26th and December 3rd. The final paper is to be submitted via Digital Dropbox by midnight on Saturday, December 8th.

**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.

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. Do not submit via email or via Blackboard's digital dropbox, instead please bring a stapled, printed-out copy to class. 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 seminar paper will compose the remaining 40% of your course grade. Additional information about this assignment and the evaluation criteria will be distributed in class.

**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.
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

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<tr>
<th>Monday, August 27</th>
<th>Introduction – Approaches to &quot;Globalization&quot;</th>
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<tr>
<td>Monday, September 3</td>
<td>Labor Day – No Class</td>
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<td>Monday, September 10</td>
<td>Economic Globalization and Education</td>
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<td>• G. John Ikenberry &quot;Globalization as American Hegemony&quot; Ch 2 in Held &amp; McGrew, Globalization Theory p. 41-61</td>
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<td>• Alex Callinicos &quot;Globalization, Imperialism and the Capitalist World System&quot; Ch 3 in. in Held &amp; McGrew, Globalization Theory p. 62-78</td>
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<td>• Raymond Morrow and Carlos Torres &quot;The State, Globalization, and Educational Policy&quot; from Globalization and Education: Critical Perspectives (Routledge, 2000), p. 27-58</td>
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Monday, September 17  
Globalization and Social Science  
Reaction Paper Due  
Required Reading  

Monday, September 24  
Locating the Global, the National, and the Local  
Reaction Paper Due  
Required Reading  

Monday, October 1  
Globalization and Neoliberalism  
Reaction Paper Due  
Required Reading  
• Layna Mosley "The Political Economy of Globalization" Ch 5 in Held & McGrew GT, p. 106-125  
• Bob Lingard "It Is and It Isn't: Vernacular Globalization, Educational Policy, and Restructuring" from Globalization and Education: Critical Perspectives (Routledge, 2000), p. 79-108.

Monday, October 8  
No Class – LUC Fall Break  

Monday, October 15  
The Network Society  
Reaction Paper Due  
Required Reading:  
• Manuel Castells, Network Society (complete book)

Monday, October 22  
Social and Cultural Globalization  
Reaction Paper Due  
Required Reading:  
• Thomas Risse "Social Constructivism Meets Globalization" Ch 6 in Held & McGrew GT p. 126-147  
Recommended Reading:

Monday, October 29  Globalized Educational Patterns
Required Reading:

Monday, November 5  Globalized, Regional and Local Educational Patterns
Required Reading:
• Baker & Letendre National Difference and Global Similarities, choose one additional chapter (6-10) and Ch. 11.

Monday, November 12  Ethnographies of Globalization I
Required Reading:
• Aihwa Ong and Stephen J. Collier Global Assemblages: Technology, Politics and Ethics As Anthropological Problems selection
• Student selected excerpt from Amy Stambach (2000) Lessons from Mount Kilimanjaro: Schooling, Community and Gender in East Africa

Monday, November 19  Ethnographies of Globalization II
Required Reading:
• Student selected excerpt from María García (2005) Making Indigenous Citizens: Identity, Development, and Multicultural Activism in Peru
• Student selected excerpt from Andrea Louie (2004) Chineseness Across Borders : Renegotiating Chinese Identities in China and the United States

Monday, November 26  Theorizing Empire
Seminar Paper Presentations
Required Reading:
• Michael Hardt and Antonio Negri (2001) Empire, p. xi-63

Monday, December 3  Globalization, Ethics and Cosmopolitanism(s)
Seminar Paper Presentations
Required Reading: