



LUNDS
UNIVERSITET

Sociologiska institutionen
Avdelningen för pedagogik

A. Syllabus for Faculty Ph.D. Course in Globalization and Education, 7.5 higher education credits

Level: Ph.D. (third cycle)

B. Course Details

This course is offered by Kerstin Hesselgren visiting professor Nelly P. Stromquist as an interdisciplinary single-subject course. It examines the impact of globalization on education policies and practices throughout the world; it covers primary, secondary, and postsecondary education. The language of instruction is in English.

C. Learning Outcomes

By the end of the course, students will:

- 1) Have knowledge of the essential theoretical assumptions underlying globalization's conceptual frameworks and research and their relationships to policy interventions affecting education.
- 2) Be able to demonstrate basic knowledge of major issues or topics surrounding globalization and education, including those that need further research and theory development.
- 3) Understand how variables such as community, poverty, ethnicity, gender, race, and politics relate to phenomena in globalization and education.

D. Course Content

The course will cover developments reflecting influences and ideas shaping particular manifestations of globalization and their influence on education in both industrialized and developing countries. The nature of the state—both its autonomy and its responsibilities for ensuring that education remains a common good—will be examined through a combination of evidentiary sources: the dominant forms of discourse, educational policies being implemented, demographic and educational statistics, and qualitative accounts of changes at the school and school district levels.

The course will address eight key topics: the emergence of global education policies, the role of transnational institutions in policy formation, the increasing connection between education and economic production and the transfer of business values to the educational arena, patterns of migration and their connection to education services, gender under globalization, the role of media in knowledge production, shifts in university identity and governance, and social movements in education.

In addition, the course will incorporate the following crosscutting issues: multiculturalism and diversity; social justice; theory and research methods; and ethical considerations.

E. Teaching and Assessment

The course will be run as a seminar and comprise lectures, group discussions, and independent student work. Brief lectures will introduce the core features of the topics for any given class. Group discussions will be introduced by students assigned to lead particular class readings. Independent student work will take place through: (a) the production of reflection essays throughout the course, and (b) the production of a course research paper developed in close consultation with the instructor.

Both the reflection essays and the course research paper are expected to allow individual interests to be pursued and practical experiences to be subjected to new analysis. The core themes of the course and the required readings are key elements to be considered in student coursework.

Course Content

Session 1. Introduction to course. Interdisciplinary approaches. Conceptual issues pertaining to globalization: convergence and divergence in definitions. Differences between globalization, internationalization, and internationalism.

Readings:

Castles, Stephen. Migration and Community Formation under Conditions of Globalization. In Peter Kevisto (ed.), *Incorporating Diversity*. Boulder: Paradigm Press, 2005.

Gutek, Gerald. Globalization and Education. In *American Education in a Global Society. International and Comparative Perspectives*. Long Grove, IL: Waveland Press, 2006, pp. 99-115.

Text: Held et al. Introduction and Chapter 1.

Text: Stromquist and Monkman. Chapters 1 and 2.

Session 2. Paradoxes of globalization: (1) Increased international trade, opportunities for personal mobility, and speed in telecommunications vs. (2) destruction of the environment, decline in the quality of life for many, and widening of the gap between rich and poor.

Readings:

Text: Held et al. Chapters 2 to 4.

Text: Castells. Chapter 3.

Hallak, Jacques. Globalization and its Impact on Education. In Teame Mebrahtu, Michael Crossley, and David Johnson (eds.), *Globalization, Educational Transformation and Societies in Transition*. Oxford: Symposium Books, 2000.

Text: Stromquist, Chapter 1.

Text: Stromquist and Monkman. Chapters 3 and 4.

Session 3. Global Policies. EFA, MDGs. The Role of the World Bank. Promises and Realities Thus Far.

Readings:

EFA and MDG objectives.

Human Development Network. World Bank strategy in the education sector: process, product, and progress. *International Journal of Educational Development*, 2002, no. 2, pp. 429-437.

Soudien, Crain. Education in the network age: globalization, development, and the World Bank. *International Journal of Educational Development*, 2002, no. 2, pp. 439-450.

Carney, Stephen. Negotiating Policy in an Age of Globalization. *Comparative Education Review*, 2009, vol. 53, no. 1.

Text: Stromquist and Monkman. Chapter 14.

Session 4. The increasing connection between knowledge and economics. The influence of business norms in educational organizations. The rise of managerial values. Globalization and forms of parental choice in education. The expansion of charter schools and voucher programs. Significance and implications for diversity.

Readings:

Text: Held et al. Chapter 5.

Text: Stromquist. Chapters 2 and 3.

Text: Stromquist and Monkman. Chapter 6.

Arrighi, Giovanni, Beverly Silver and Benjamin Brewer. Industrial Convergence, Globalization and the Persistence of the North-South Divide. In Robert, J. and Hite A. (eds). *The Globalization and Development Reader*. Malden, MA: Blackwell, 2006, pp. 320-334.

Benveniste, Luis. The Political Structuration of Assessment: Negotiating State Power and Legitimacy. *Comparative Education Review*, 2002, 46(1): 89-118.

Norberg, Johan. In Defense of Global Capitalism. In Robert, J. and Hite A. (eds). *The Globalization and Development Reader*. Malden, MA: Blackwell, 2006, pp. 263-276.

Session 5. Globalization and educational reform. Impacts on decentralization and accountability. Lessons from global cities.

Readings:

Text: Stromquist. Chapter 5.

Marshall, Harriet and Madeleine Arnot. Globalising the school curriculum. Gender, EFA and global citizenship education. In Shailaja Fennell and Madeleine Arnot (eds.), *Gender Education and Equality in a Global Context*. London: Routledge, 2008, pp. 165-180.

Rose, Pauline. Privatization and decentralization of schooling in Malawi: default or design? *Compare*, 2005, 35(2): 153-165.

Lipman, Pauline. Making the Global City; Making Inequality: The Political Economy and Cultural Politics of Chicago School Policy. *American Educational Research Journal*, 2002, 39(2): 379-419.

Sayed, Yusuf and Crain Soudien. Decentralization and the construction of inclusion Education Policy in South Africa. *Compare*, 2005, 35(2): 15-125.

Session 6. The consequences of communication technologies on culture and education. Increased migration. The media as the cultural foundation for globalization.

Readings:

Text: Castells. Chapter 1 and 6.

Text: Held et al. Chapters 6 and 7.

Text: Stromquist, Chapter 4.

Harrison, Abigail, Nonhlanhla Xaba, and Pinky Kunene. Understanding safe sex: gender narratives of HIV and pregnancy prevention by rural South African school-going youth. *Reproductive Health Matters*, 2001, 9(17): 63-71.

Gutok, Gerald. Nationalism, American Exceptionalism, and Ethnonationalism. In *American Education in a Global Society. International and Comparative Perspectives*. Long Grove, IL: Waveland Press, 2006, pp.116-134.

Session 7. New and traditional forms of gendered relations under globalization. Gains and losses for women in the globalizing world.

Readings:

Burstyn, Joan. "Who Benefits and Who Suffers": Gender and Education at the Dawn of the Age of Information Technology. In Sari Biklen and Diane Pollard (eds.). *Gender and Education. Ninety-second Yearbook of the National Society for the Study of Education*, Part I. Chicago: University of Chicago Press, 1993, pp. 107-125.

Fenwick, Tara. What happens to the girls? Gender, work, and learning in Canada's "new economy." *Gender and Education*, 2004, 16(2): 169-185.

Text: Stromquist. Chapter 7.

Text: Stromquist and Monkman. Chapter 17.

Text: Castells, Chapter 4.

Session 8. The university as the spearhead of globalization. Promises and challenges to academic life as we know it.

Readings:

Text: Stromquist. Chapter 6.

Text: Stromquist and Monkman. Chapters 7, 11, and 15.

Fischman, Gustavo and Nelly P. Stromquist. Globalization Impacts on the Third World University. In John Stuart (ed.). *Higher Education. Handbook of Theory and Research*. New York: Agathon Press, 2000, pp. 501-520.

Gortnizka, Ase et al. Implementing the Triple Helix: The Academic Response to Changing University-Industry-Government Relations in Sweden. In Ase Gortnizka, Maurice Kogan, and Alberto Amaral (eds.). *Reform and Change in Higher Education*. Dordrecht, The Netherlands: Springer, 2005.

Session 9. New social movements. Their national and transnational nature. Their mobilization for education and social justice. Proactive action at micro-levels.

Readings:

Text: Castells. Chapters 2 and 5.

Text: Stromquist. Chapters 8 and 9.

Noguera, Pedro. The Racial Achievement Gap: How Can We Assure an Equity of Outcomes? In Laurie Johnson, Mary Finn, and Rebecca Lewis (eds.). *Urban Education with An Attitude*. Albany, NY: State University of New York Press, 2005, pp. 11-20.

Text: Held et al. Chapter 8 and Conclusions.

F. Grades

The grades for the course are awarded as Pass or Fail. To receive a Pass, the student must fulfill the learning outcomes specified for the course and demonstrate, both through oral presentation and through the written essay, an independent, reflective, well-informed and critical relationship to the issues presented in the course.

Papers will be graded on the following criteria

- explicit use of a conceptual/analytical framework,
- coherence of paper organization and development,
- depth of description and analysis,
- incorporation of coursework knowledge,
- use of pertinent bibliography (complete and up to date), and
- clarity and precision of writing.

Class Assignments: There will be two types of class assignments: First, a 2,000-word typed analysis of the readings is due at class time every three weeks. These reflection papers are meant to be short, the emphasis being on the quality of the student's ideas rather than the length of the entry. The goal is to reflect on the materials read and the discussions of the previous class sessions. Second, a student will take the lead in discussion and promote thoughtful exchanges in class based on the readings assigned for that class. This is an opportunity to take an active lead in an intellectual discussion at the graduate level. It is also an opportunity for students to infuse their own creativity and personality into the presentation or discussion of the materials. The reflection papers are to consider the crosscutting themes of the course as well as the positive and negative consequences of globalization upon education. Specific guidelines for the production of the reflective papers will be distributed in advance.

Course Research Paper: The student will pick a topic, research issue, or concept within the broader subject of globalization and education and develop an in-depth analysis of the topic. The paper should include relevant history, research, and conceptual analysis of the issue or problem. For some students this exercise will be closely linked with their research goals. For others, it will be a chance to explore new ideas that later inform their research. The expectation is that students will develop a capacity for deep synthetic integration and use resources from various disciplines and sources. A full literature search on a given topic is required. This course research paper is expected to draw from course materials, and should be about 25-30 pages, double-space, not including the bibliography. A preliminary outline should be presented for instructor feedback by XXX.

G. Admission Requirements

Applicants must be admitted to a Ph.D. program. Doctoral students from the Faculty of Social Sciences at Lund University will be prioritized if selection among applicants becomes necessary.

H. Course Literature

Required Textbooks. Four are required:

Held, David et al. *Global Transformations: Politics, Economics, and Culture*. Stanford: Stanford University Press, 1999.

Stromquist, Nelly and Karen Monkman (eds.). *Globalization and Culture: Integration and Contestation Across Countries*. Boulder: Rowman & Littlefield, 2000.

Castells, Manuel. *The Power of Identity*. 3rd edition. New York: Wiley, 2009.

Stromquist, Nelly P. *Education in a Globalized World. The Connectivity of Economic Power, Technology, and Knowledge*. Boulder: Rowman & Littlefield, 2002.

Additional reading materials for the course (i.e., articles and documents) will be available as Internet course attachments. Each student is expected to bring paper copies of the assigned readings for discussion in class.

Recommended Bibliography:

Robert, J. and Hite A. (eds). *The Globalization and Development Reader. Perspective on Development and Global Change*. Malden, MA: Blackwell, 2006.

Nye, J. and Donahue, J. (eds.). *Governance in a Globalizing World*. Washington: Brookings Institution Press, 2000.

Florini, A. (ed.). *The Third Force: The Rise of Transnational Civil Society*. Tokyo: Japan Center for International Exchange, 2000.

Keck, M. and Sikkink, K. *Activists Beyond Borders: Advocacy networks in International Politics*. Ithaca: Cornell University Press, 1998.

Commission on Global Governance. *Our Global Neighborhood*. Oxford: Oxford University Press, 1995.

Boli, J. and Thomas, G. (eds.). *Constructing World Culture: International Nongovernmental Organizations Since 1875*. Stanford: Stanford University Press, 1995.

Anheir, Helmut et al. (eds). *Global Civil Society*. Oxford: Oxford University Press, 2001.

Bhagwati, Jagdish. *In Defense of Globalization*. Oxford: Oxford University Press, 2004.

Schiller, D. *Digital Capitalism. Networking the Global Market System*. Cambridge: MIT Press, 1999.

Croteau, D. and Hoynes, W. *The Business of Media. Corporate Media and the Public Interest*. Thousand Oaks: Pine Forge Press, 2001.

Nye, Joseph. *The Paradox of American Power*. New York: Oxford University Press, 2002.

Stiglitz, Joseph. *Making Globalization Work*. New York: W.W. Norton, 2006.

Turiel, E. *The Culture of Morality: Social Development, Context, and Conflict*. Cambridge: Cambridge University Press, 1998.

Wilkinson, R. and Pickett, K. *The Spirit Level. Why Greater Equality Makes Societies Stronger*. New York: Bloomsbury Press, 2009.