Course Description

In this course, students will be introduced to the key themes and theories that help frame our understanding of globalization and its impact on education around the world. Drawing on scholarship from the fields of comparative and international education, philosophy, political science, economics, sociology, and anthropology, we will first trace the theoretical framework and definitions often used to make sense of the multi-faceted phenomenon that is globalization. We then begin an investigation into how education, broadly conceived, is affected by globalization by considering concepts such as global citizenship, world culture theory, and the knowledge economy. Next, we will look at how various actors – including policymakers, international institutions, and the media – are shaping education reform in the era of globalization. After exploring some of the major issues facing educators worldwide – chiefly, fears about the loss of local control and potential threats to traditional values, as well as the education of immigrant and migrant students – we will examine the extent to which transnational social movements are mobilizing to address these and other challenges. At the end of the semester, students will reflect on the various in-class discussions, lectures, exchanges with guest speakers, multimedia illustrations, readings, case studies, and assignments in order to situate themselves as international education practitioners-in-training.

This is a topical course designed to expose students to a variety of debates and developments related to globalization and education; as such, breadth shall usually be prioritized at the expense of depth. At the same time, this course is designed to deepen students’ interest in and understanding of these themes while encouraging continued study via subsequent coursework, individual research, and professional development.

Learning Objectives

Upon completion of this course, students will be able to:

- Understand and differentiate various dimensions of globalization and global citizenship
- Critically engage in debates on globalization, including the role played by the media and by multilateral agencies such as the World Bank and the United Nations
- Understand the impact of globalization on K-12 and post-secondary education in the U.S. and abroad
- Scrutinize the extent to which state, local, and non-governmental actors are responding to globalization by implementing education reform, particularly via the use of educational technology
- Identify the strengths and weaknesses of emerging educational strategies to combat inequality and other global challenges
Required Readings

For purchase at NYU Bookstore:


Available via NYU eLibrary:

- Selwyn (2013), *Education in a Digital World: Global Perspectives on Technology and Education*.

All additional required readings (❖) and most recommended readings are available via NYU Classes.

Assignments and Grading

**Response Papers** (3 @ 20% each)
Papers will be 10-12 pages in length (double-spaced, 12 point font, 1 inch margins) and will engage with the major issues / topics / theories introduced during the first three units of this course: *Theoretical Frameworks, Actors and Stakeholders*, and *Challenges Ahead*. Each paper must be submitted at the beginning of class on the date specified in the syllabus.

**Education Project Proposal** (20%)
Develop a project rationale and work plan (i.e., identify partners, funding sources, objectives, and available resources), abstract, and timeline for a new education initiative. The project rationale and work plan must be 10-12 pages in length (double-spaced, 12 point font, 1 inch margins); the abstract must be 250-300 words; and the timeline should fit on one page. After presenting your abstract in the last class on December 11, you will be expected to incorporate any feedback that you receive into your final proposal, which will be due on December 16 via NYU Classes.

**Class Participation** (20%)  
Successful class participation means close reading, serious reflection, regular attendance, and willingness to question, share perspectives, and listen respectfully with your colleagues. Attendance is mandatory – in the event of emergency circumstances, please email the professor as soon as possible. The class participation grade also requires that you attend office hours (or meet at another mutually convenient time) at least twice during the semester to discuss your progress in the course and on the education project proposal.

Please be aware that:

- A half letter grade will be deducted per day for any assignment handed in after the deadline.
- Plagiarism of any kind is simply unacceptable, and students are expected to adhere to the NYU Steinhardt Statement on Academic Integrity. Any instance of plagiarism – large or small – will result in a failing grade for the course. When in doubt, cite and cite properly using the APA, MLA, or Chicago Style reference system.
I. Theoretical Frameworks

9/4 Understanding Globalization
- Introduction to the course
- What are the economic, political, cultural, and environmental dimensions of globalization?
- How does globalization affect education?

Required - READ BEFORE COMING TO CLASS:

Recommended:
• Tomlinson (1999), *Globalization and Culture*.

9/11 Cosmopolitanism and Global Citizenship
- Cosmopolitanism: possible or pipe dream?
- Who is a “global citizen?”

Required:
- Appiah (2006), *Cosmopolitanism: Ethics in a World of Strangers*. [to be uploaded to NYU Classes shortly]

Recommended:
• Boulding (1988), *Building a Global Civic Culture: Education for an Interdependent World*.

9/18 Education Systems and World Culture
- What is world culture theory and how does it explain convergence in educational practices worldwide?
- To what extent are education systems becoming more alike due to globalization?

Required:
- Baker and LeTendre (2005), pages 1-70.
- Steiner-Khamsi (2004), “Globalization in Education: Real or Imagined?” [to be uploaded to NYU Classes shortly]

Recommended:
9/25 The Global Knowledge Economy
- What is the knowledge economy, and how are schools preparing students for the 21st century workforce?
- What are the potential consequences of technology in schools?

Required:
❖ Selwyn (2013), pages 1-41.
❖ Choose three of the following chapters from Arno, Torres, and Franz (2013):
   ❖ Arno et al, “Education in Latin America: From Dependency to Neoliberalism to Alternative Paths to Development.”
   ❖ Hawkins, “Education in the Asia-Pacific Region: Some Enduring Challenges.”
   ❖ Mir, “Higher Education in the Middle East.”
   ❖ Silova and Eklof, “Education in Eastern and Central Europe: Re-Thinking Post-Socialism in the Context of Globalization.”
   ❖ Samoff and Carrol, “Education for All in Africa: Not Catching Up, but Setting the Pace.”
   ❖ Teodoro, “The Political Construction of European Education Space.”
II. Actors and Stakeholders

10/2 International Institutions and NGOs
- How do global institutions like the World Bank or the IMF affect local educational practices around the global?
- How are grassroots educational organizations responding to globalization?

Required:
❖ Selwyn (2013), pages 43-61.
❖ Robertson (2005), “Re-Imagining and Rescripting the Future of Education: Global Knowledge Economy Discourses and the Challenge to Education Systems.”

Recommended:

➢ Response Paper 1 due

10/9 The Global University
- How is higher education “going global” and to what extent is this a new development?
- Are universities a driving force in global change, or are they simply reacting to it?
- Invited guest speaker: Jon Friedman

Required:
❖ Altbach (2004), “Globalisation and the University: Myths and Realities in an Unequal World.”

Recommended:
10/16  **Global Curriculum in K-12 Schools**
- How is globalization shaping content and practices in K-12 schools?
- Who are the proponents of global curricula and what do they propose?

Required:
- Selwyn (2013), pages 63-83.

Recommended:

10/23  **Media and Education**
- How does the increasingly global reach of the media influence schools or educational approaches in different countries?
- Invited guest speaker: Naomi Moland

Required:
III. Challenges Ahead

10/30 Local Control in a Globalizing World
- How are policymakers responding to globalization at the local level?
- To what extent are local educational practices being “erased” or displaced by globalization?

Required:
- Baker and LeTendre (2005), pages 104-133.
- Selwyn (2013), pages 85-103.
- Zembylas (2002), “The Global, the Local and Science Curriculum: A Struggle for Balance in Cyprus.”

Response Paper 2 Due

11/6 Cultural Clashes
- How are educational institutions responding to global trends that may be perceived as a threat to traditional values?

Required:
- Stromquist (2002), pages 133-156.
- Daun and Walford, eds. (2004), Educational Strategies Among Muslims in the Context of Globalization, chapters 1, 2, 5, 6, 8, and 11.

Recommended:

11/13 Immigration, Migration, and Student Learning
- How are global immigration and migration patterns impacting education?
- What is the “politics of recognition” and what will changes in demographics mean for schools worldwide?

Required:
- Biao and Shen (2009), “International Student Migration and Social Stratification in China.”

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Recommended:

11/20 Social Movements and Educational Interventions
- Is globalization a liberating force or does it perpetuate inequality?
- How are educators and schools around the globe responding to inequalities and other global challenges today?
- Invited guest speaker via Skype: Christian Bracho

Required:
- Baker and LeTendre (2005), pages 71-103.
- Stromquist (2002), pages 157-188.

Recommended:

11/27 No Class - Thanksgiving Break
IV. Application

12/4 The Role of International / Global / Comparative Education Professionals
- How can educational practitioners mediate the impact of globalization?
- How can academic freedom be protected given the dual pressures of global market forces and potential incompatibility with local norms?

Required:
- Selwyn (2013), pages 105-164.

Recommended:
- Warschauer and Ames (2010), “Can One Laptop Per Child Save the World’s Poor?”

➢ Response Paper 3 Due

12/11 Education Project Proposals
- Students will present an abstract (300 words) about their proposals and lead a group discussion. Feedback from this session should be incorporated into your final project.

➢ Projects due via NYU Classes on 12/16.