Course Overview

This course examines unfolding developments in the areas of technology, information, and communications, and their influence on national and transnational politics. In particular, the course explores the impact of globalization on educational public policies and practices.

Globalization is a multidimensional phenomenon with economic, technological, political, and cultural dimensions. The compression of time and space has brought images, messages, beliefs, and ideologies into closer contact with one another, giving rise to various identities—some global, some local, and many increasingly hybrid. Educational systems are far from impervious to these trends. The “knowledge society” of the 21st century will require people with advanced technical skills and competitive attitudes. Norms of accountability and parental choice are emerging in schools. At higher education levels, reconfigurations of fields of study and academic governance are now common phenomena. Migration—fostered by the increasing imbalance between economic situations in poor and industrialized and oil-rich countries—is bringing new student populations and making challenging demands on schools. The impact of globalization on education is characterized by innovation, from the increased use of testing to the proliferation of advanced distance-education degrees. In these dynamic times, paradoxically, attention to cultural diversity, gender equity, and social justice is difficult to sustain.

The course will cover developments reflecting influences and ideas shaping particular manifestations of globalization and their impacts 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. Case studies based on events and policies in the United States will be compared with those from other regions of the world.
Countries across the globe have been highly influenced by the policies initiated in the U.S. and have responded either by adopting or—less frequently—by creating culture-specific interventions. Some of these interventions include the use of complex technological innovations but many other interventions carry a wide array of political/cultural assumptions that conflict with values or norms of countries that commonly adopt these interventions. Similarly, educational systems of some countries have declared aspirations of democracy, civic involvement, diversity, and tolerance through the educational system. These are sometimes seen as long-term investments toward inter-group conflict reduction in their respective societies. Other countries have adopted more consumer- and science-oriented curricular goals with the hope of improving their nations’ economic stance in the global community. In fact, many countries routinely compare and judge themselves along the latter criteria (e.g., TIMSS surveys).

Finally, the comparative examination of globalization in many countries requires a conceptual framework through which we can understand the meaning of emerging and unequal trends among countries. It is vital to have an understanding of the role of economic conditions, historical trajectories, and hierarchical power relationships between groups. This course can help exemplify the links between political structures and schools as they relate to social issues such as decentralization, literacy, and civic involvement through education. Ideology, political structures, religion and trends in economic development have influences on education—and, conversely, education can have reciprocal influences on those macro social variables. How we understand concepts such as “development” juxtaposed to concepts of “globalization” ultimately leads to epistemological and methodological discussions of how various educational systems and trends in different cultures are understood by scholars and researchers.

Course Objectives

By the end of the course, students will be able to:

1) Understand basic theoretical assumptions underlying globalization conceptual frameworks and research and their relationships to policy interventions affecting education.

2) Demonstrate basic knowledge of major issues or topics surrounding globalization and education that need further research and theory development.

3) Understand how variables such as community, poverty, ethnicity, gender, race, and politics relate to phenomena reflecting globalization and education.

Course Design

The course will integrate the cross-cutting themes of:
Multiculturalism and Diversity Issues. Theories, interventions, and empirical data will be presented in a cultural and international context. Many educators and researchers are emphasizing the central role of culture and its intersection with schools as a critical variable in understanding the impact of globalization on education.

Social Justice and Social Change Issues. We will explore historical trends related to globalization. In particular, we will examine the role of gender, age, religion, and race as they intersect with globalization. More recently, educational agenda have been redefined as social change/justice issues connected with economic and political development (such as the education of girls and low-income populations).

Theory, Research Methods, and Data. The most influential and empirically supported theories will be applied when examining the topic of globalization and education. These include, but are not limited to, large-scale survey data, qualitative case studies, and postmodern and historical analyses.

Ethical Issues

The study of globalization presents a host of moral, ethical and legal issues that will be explored in this course. The course will include the conceptualization, research methods, and interventions that raise ethical concerns. These become more pronounced around cross-cultural issues of gender, race, religion, and age.

Grading Criteria and Course Tasks

Grading

Grades will be calculated as follows:

- Class Participation: 15%
- Bi-weekly class assignments: 30%
- Major paper: 45%
- Class presentation based on research paper: 10%

Class attendance and participation is required. A primary goal of this course is to foster discussion and interaction for students training in education and other programs. Consequently, class attendance, discussion, and critical analysis in public arenas are key elements if the course is to succeed. Please inform the instructor (through e-mail or phone message) if you will miss a class. Be prepared for group discussions based on the readings or lectures. Mastery of the readings is essential before every class.

Class Assignments: There will be two types of class assignments: First, a 500-word typed analysis of the readings is due at class time every other week. These bi-weekly assignments are meant to be short, the emphasis being on the quality of your ideas rather than the length of the entry. The goal is to reflect on the materials read and the discussions the two previous class sessions. Second, every week, along with the
instructor, a student will take the lead in discussion and promote thoughtful exchanges in class for at least an hour of class time, 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.

Course Research Paper and Presentation based on the 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.

The final presentations given in class will be based on the research done for the paper. These presentations should be crafted to mirror scholarly presentations at conferences such as the American Educational Research Association. Therefore, they should be tightly crafted and condensed to no longer than 15 minutes. The goal of this assignment is to help students prepare for dissemination of their results and provide constructive feedback in a safe environment. It is my hope that this will help students succeed in international or national presentations.

Due Date: The specific times at which papers are due are noted below. Student presentations will take place during the last week of the course.

Length of Assignment: The course research paper should be about 25-30 pages. A preliminary outline should be presented for instructor feedback by February 23.

Required Textbooks. Four are required:


Additional reading materials for the course are available through Blackboard. Readings located in the textbooks are identified as “Text” below. Please note that each student is expected to bring paper copies of the assigned readings for discussion in class.
Recommended Books:


Class Participation

Students are expected to participate fully in class discussions. Students are also encouraged to ask questions and actively participate in both planned and impromptu class discussions as long as the discussion forwards the purpose of the class. Effort invested during class time will reduce the effort necessary outside class.

Honor Code

All students are expected to abide by the code of academic integrity throughout this course. *This is especially important among graduate students.* Academic dishonesty, including cheating, fabrication, and plagiarism will not be tolerated and will be reported to the Student Honor Council. The full text of the code is available on the web at: [http://www.inform.umd.edu/CampusInfo/Departments/JPO/code_acinteg.html](http://www.inform.umd.edu/CampusInfo/Departments/JPO/code_acinteg.html).
**Students with Disabilities**

A student with a documented disability or any other special needs who wishes to discuss academic accommodations should contact the instructor as soon as possible.

**Religious Observances**

Students will not be penalized because of observances of their religious beliefs. Whenever possible, students will be given reasonable time to make up any academic assignment that is missed due to participation in a religious observance. It is the student’s responsibility to inform the instructor of any intended absences for religious observances in advance. Notice should be provided as soon as possible, but no later than the end of the schedule adjustment period.

**Class Evaluation**

Your participation in the evaluation of courses through CourseEvalUM is a responsibility you hold as a student member of our academic community. Your feedback is confidential and important to the improvement of teaching and learning at the University as well as to the tenure and promotion process. CourseEvalUM will be open for you to complete your evaluations for spring semester courses between Tuesday, April 27th and Wednesday, May 12th. You can go directly to the website (www.courseevalum.umd.edu) to complete your evaluations starting April 27th. By completing all of your evaluations each semester, you will have the privilege of accessing the summary reports for thousands of courses online at Testudo.

**Class Schedule**

**January 25.** Introduction to course. Interdisciplinary approaches. Conceptual issues pertaining to globalization: convergence and divergence in definitions. Differences between globalization, internationalization, and internationalism.

Readings:

- Text: Stromquist and Monkman. Chapters 1 and 2.

**February 1.** Paradoxes of globalization: Increased international trade, opportunities for personal mobility, speed in telecommunications vs. 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.

Readings:
- EFA and MDG objectives.

Bi-weekly reading assignment due.


Readings:
- Text: Stromquist. Chapters 2 and 3.
**February 22.** Globalization and educational reform. Impacts on decentralization and accountability. Lessons from global cities.

Readings:


Bi-weekly reading assignment due.

**Due:** Submission of proposed research paper outline.

**March 1.** No classes.

Faculty and students attending annual national CIES conference, Chicago.

**March 8.** The consequence 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: Stromquist, Chapter 4.


Bi-weekly reading assignment due.

**March 15.** No classes.

Spring break.

**March 23.** Changes in educational environments.
Readings:


March 29. New and traditional forms of gendered relations under globalization. Gains and losses for women in the globalizing world.

Readings:


Text: Stromquist and Monkman. Chapter 17.

Text: Castells, Chapter 4.

Bi-weekly reading assignment due.

April 5. Non-formal and informal education. Their role in organization and mobilization of marginalized groups.

Readings:

CONFINTEA VI. Various documents on the Internet.


April 12. Case studies of education and globalization at the national level. Evidence from Malaysia, Japan, Jamaica, and other countries in Europe and the Middle East.

Readings:
Bi-weekly reading assignment due.

**April 19.** The university as the spearhead of globalization. Promises and challenges to academic life as we know it.

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

**April 26.** Local partnerships and regional networks. The relationship between education and work.

Readings:

Bi-weekly reading assignment due.

**May 3.** New social movements. Their national and transnational nature. Their mobilization for education and social justice. Proactive actions at micro-levels.

Readings:
- Text: Castells. Chapters 2 and 5.

Text: Held et al. Chapter 8 and Conclusions.

**May 10.** Student presentations.
Course research paper due. No exceptions, please.