EDHI 710—GLOBALIZATION AND EDUCATION

College of Education
University of Maryland

Prof. Nelly P. Stromquist  Spring Semester 2013
Office: Benjamin Bldg. 2211  Class Time: Mon., 7-9:45 p.m.
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Course Overview

This course examines unfolding developments in the areas of economic trade, 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 provide the most desirable jobs to 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 in economic situations between 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-orientated 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 international criteria (e.g.,
TIMSS and PISA assessments).

Finally, the comparative examination of globalization 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 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 practitioners.

Course Outcomes

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. These issues become more pronounced around cross-cultural issues of gender, race/ethnicity, and social class.

**Grading Criteria and Course Tasks**
Grades will be calculated as follows:

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<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Class Participation</td>
<td>10%</td>
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<tr>
<td>Reflection papers (four)</td>
<td>36%</td>
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<tr>
<td>Major paper</td>
<td>45%</td>
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<tr>
<td>Class presentation based on research paper</td>
<td>9%</td>
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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 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) 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 three weeks. These reflection papers 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, on several occasions, 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. The reflection papers are to consider the cross-cutting 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 can be found under course documents in Elms.

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 also 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 or the Comparative Education Society. 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 practice will help students succeed in international or national presentations.

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

Length of Assignment: The course research paper should be about 25-30 pages, double-space, not including the bibliography. A preliminary outline should be presented for instructor feedback by February 18th.

All assignments are to be sent by e-mail.

Required Textbooks. Four are required:

Additional reading materials for the course are available through Elms. 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 Bibliography:


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.

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 Schedule


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

February 4. 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.
Text: Castells. Chapter 3.
Text: Stromquist, Chapter 1.

**February 11.** Global Policies. EFA, MDGs. The Role of the World Bank. Promises and Realities Thus Far.

Readings:
EFA and MDG objectives.

Reflection paper No. 1 due.

**February 18.** 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: Stromquist. Chapters 2 and 3.
Course research paper outline due.

**February 25.** Globalization and educational reform. Impacts on decentralization and accountability. Lessons from global cities.

Readings:

**March 4.** 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: Stromquist, Chapter 4.

Reflection paper No. 2 due.

**March 11.** No classes. IEP professors and students attending the CIES annual conference in New Orleans.

**March 18.** No classes. Spring Break.
March 25. Changes in educational environments.

Readings:

April 1. New and traditional forms of gendered relations under globalization. Gains and losses for women in the globalizing world.

Readings:
- Text: Castells, Chapter 4.

Reflection paper No. 3 due.

April 8. No classes. Professor delivering keynote speech at conference at Michigan State University

April 15. Non-formal and informal education. Their role in organization and mobilization of marginalized groups.

Readings:


**April 22.** 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:

- Text: Stromquist and Monkman. 12, 13, and 16.

**April 29.** 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.

Reflection paper No. 4 due.

**May 6.** Local partnerships and regional networks. The relationship between education and work.
Readings:


First round of student presentations.

**May 13.** 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.

Second round of student presentations.

Course evaluation.

Course research paper due. No exceptions, please.