Course Description
This course will examine globalization in relation to schooling and educational issues broadly considered. We will examine globalization both as something that has a profound impact on schooling and as something that education produces. The course will focus on ways that "globalization" has been problematized and researched by social scientists, particularly 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. Engagement with diversity is a central aspect of this course and we 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.

Course Objectives
Students in the course will understand and be able to critically evaluate the diverse range of approaches used by comparative and international education scholars to study education and globalization. Toward this end this course will emphasize your learning to analyze and critically evaluate ideas, arguments and points of view; as well as your learning fundamental principles, generalizations, and theories.

This course also aims to advance the mission of the Cultural and Educational Policy Studies (CEPS) program at Loyola University Chicago which seeks to provide a multi-disciplinary examination of education policy and practice with an overarching emphasis on social justice. Toward this end, this course advances the preparation of our students to meet the following program outcomes:

- CEPS graduates critically assess the methodological, epistemological and ethical foundations of research.
- CEPS graduates possess an independent and specific area of expertise.
- CEPS graduates recognize education’s cultural dimensions and leverage cultural analyses in their work to improve educational experiences and institutions.

These outcomes and objectives are infused across this course with the intent of enacting and advancing the SOE High Concept which is a vision that “The School of Education of Loyola University Chicago is a community that transforms its members to impact urban and global communities through the principles of social justice.”

Each course in Loyola’s SOE focuses on one or more professional dispositions. In this course students are offered opportunities to receive feedback on their dispositional growth in the area of professionalism.
specific descriptions for expected behavior in this area can be found on the rubric posted in LiveText for this course.

Reading List
The following five books are required texts in the course:

  http://www.luc.eblib.com/EBLWeb/patron/?target=patron&extendedid=P_307951_0


  http://www.luc.eblib.com/EBLWeb/patron/?target=patron&extendedid=P_815525_0

  http://www.luc.eblib.com/EBLWeb/patron/?target=patron&extendedid=P_979024_0


Additional required readings will be posted as PDFs on Sakai or are available online or as electronic resources through the Loyola libraries.

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 3-5 page (750-1250 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 Sakai. Failure to write make-up reaction papers for any class absences will result in your grade being lowered one letter grade. Missing two (2) 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.

This course will use Sakai as the course management platform (http://sakai.luc.edu) and you must have working access to your Loyola email account in order to use Sakai and to access Loyola library resources (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 and a variety of online tools available through Sakai as part of integrating technology into teaching and learning.

Electronic devices such as laptops and iPads may only be used in class if they do not disrupt the learning environment and only if you are using it for taking notes, referencing course materials, searching online for material related to course discussions, or, to a limited extent, browsing online to follow a train of thought stimulated by course material or discussion. Using electronic resources to engage in activities such as texting, emailing, using internet sites like Facebook or Twitter, playing games, or browsing the web for content not related to the course is not permitted and will result in your being barred from using your device in class in the future. Generally speaking I prefer that cellphones remain off during class,
However if you have a family or professional situation that necessitates your being reachable please let me know at the start of class.

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 bring assigned readings to class the day that we are discussing them. When assigned texts/readings are available electronically I recommend that you bring a printed-out paper copy for ease of reference. However, if you prefer to use the electronic version please make sure to have it loaded to your device (laptop, iPad or similar) at the start of class. I do not permit students to access course readings via smartphone.

You are required to write six (6) reaction papers over the course of the semester. These are to be 2-3 page (500-750 word) papers emailed to me (as Word documents) by midnight prior to the day they are due. Three of these papers are to be done in “Part I” of the course (Sept 8-Oct 20). And then three of these papers are to be done in “Part II” of the course (Oct 27-Dec 1). These 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. Please provide page numbers in parentheses for any material that you quote, however neither an in-text citation format, nor a reference list is required.

The final assignment for the course is a 20-25 page (5000-6000 word) research synthesis paper that examines the extant scholarly literature on a global educational issue. Additional information about this assignment will be distributed the first day of class.

Evaluation & Grading
A grade for class participation will make up 30% 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. A rubric that will be used to assess participation is posted on Sakai. The six assigned reaction papers will collectively compose 30% 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. 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. Your research synthesis paper will compose the remaining 40% of your course grade.

Electronic Communication Policies and Guidelines
The School of Education faculty, students and staff respect each other’s rights, privacy and access to electronic resources, services, and communications while in the pursuit of academic and professional growth, networking and research. All members of the university community are expected to demonstrate the highest standards of integrity, communication, and responsibility while accessing and utilizing technology, information resources, and computing facilities. A link to the Loyola University Chicago and
School of Education official policies and guidelines can be found at: http://www.luc.edu/media/lucedu/education/pdfs/ SOE_Cyberbullying_Policy.pdf

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. Students 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/

Harassment (Bias Reporting)
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. The university qualifies these incidents as incidents of bias. In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: http://webapps.luc.edu/biasreporting/

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_integrity.shtml. For additional academic policies and procedures refer to: http://www.luc.edu/education/academics_policies_main.shtml. Plagiarism – presenting someone else's writing or ideas as your own – is one form of academic dishonesty and will not be tolerated. There are several good "How not to plagiarize" guides available on the web, such as http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize In class we will discuss how to cite and include others' work in your own writing as well as the citation / reference formats that I will be asking you to use.

Course Schedule and Readings

<table>
<thead>
<tr>
<th>Date of Class</th>
<th>Title of Lecture</th>
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<tbody>
<tr>
<td>Monday August 25</td>
<td>Introduction – Approaches to “Globalization”</td>
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<tr>
<td></td>
<td>• <a href="http://www.youtube.com/watch?v=K2pVetMYNho">http://www.youtube.com/watch?v=K2pVetMYNho</a></td>
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<tr>
<td>Monday September 1</td>
<td>No Class – Labor Day</td>
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<tr>
<td>Monday September 8</td>
<td>Theorizing a World Culture / a World Polity</td>
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<tr>
<td></td>
<td>• Lechner &amp; Boli, <em>World Culture: Origins and Consequences</em>, entire book</td>
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<tr>
<td></td>
<td>• <a href="http://www.sociology.emory.edu/globalization/theories.html">http://www.sociology.emory.edu/globalization/theories.html</a></td>
</tr>
<tr>
<td></td>
<td>• Meyer, Boli, Thomas &amp; Ramirez (1997) &quot;World Society and the Nation</td>
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Monday September 15  
**Globalization and the Challenge to Social Science**  

Monday September 22  
**Globalization, and Complexity**  
- John Urry, *Global Complexity* entire book  

Monday September 29  
**Global System(s) and World(s)**  

Monday October 6  
**No Class (LUC Fall Break)**

Monday October 13  
**Anthropology and World Culture Theory**  
*No in-class meeting; Online activity October 8th-15th*  
- Kathryn Anderson-Levitt, (Ed.) *Local Meanings, Global Schooling: Anthropology and World Culture Theory*, entire book

Monday October 20  
**Theorizing Connection**  
- Anna Tsing, *Friction: An Ethnography of Global Connection*, entire book

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**REMAPPING THE FIELD**

Monday October 27  
**Globals and Locals – On Knowing the Difference**  
Recommended reading:
Monday November 3  
**Global(ized) Power in Networks, Assemblages and Governance**
- Pablo Lapegna (2009) "Ethnographers of the world…united? Current debates on the ethnographic study of “globalization” *Journal of World-Systems Research* (XV) 1, p. 3-24

Monday November 10  
**Spatiality, Global Techniques and Technologies**

**DIS/ASSEMBLING “GLOBAL EDUCATION POLICY”**

Monday November 17  
**Global Education Policy and Neoliberal Networks**

Monday November 24  
**Global Education Policy and International Development**

Monday December 1  
**Global Education Policy and International Testing**
- Selections from Meyer and Benavot *PISA, Power, and Policy the emergence of global educational governance* (Symposium, 2013) [http://www.symposium-books.co.uk/books/bookdetails.asp?bid=85](http://www.symposium-books.co.uk/books/bookdetails.asp?bid=85)

Monday, December 15  
**Final Paper Due**