Course Description
This course will examine globalization in relation to schooling and educational issues broadly considered. The primary purpose of this seminar is to explore ways that "globalization" has been problematized and researched 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 all who work in, research in, and craft policy for educational institutions.

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. One key objective of the course is to provide a historical and contemporary perspective on the schooling options and experiences of diverse groups of people. In keeping with the School of Education's conceptual framework of seeking to foster "professionalism in the service of social justice", this course will bring a global comparative perspective to the ways that race, ethnicity and socio-economic status interact with educational opportunity and achievement. Particular emphasis is placed on students learning fundamental principles, generalizations, or theories; learning to apply course material (to improve thinking, problem solving, and decisions); and, learning to analyze and critically evaluate ideas, arguments, and points of view.

This Summer 2015 section of this course will be taught online for students enrolled in the School of Education’s International Higher Education MEd program (www.luc.edu/ihe) and will be an intensive 6-week course. All online instruction will take place asynchronously and given the IHE cohort focus, the ways that globalization processes and phenomena affect and interact with tertiary education will receive special emphasis. In terms of the IHE sequence, this course can be considered a sequel to the ELPS 448 International Higher Education course. Students will be exploring many of the same issues, however from an entirely different angle. Where the ELPS 448 course – and Altbach, Reisberg & Rumbley’s 2010 Trends in Global Higher Education: Tracking an Academic Revolution that was the primary text for that course – largely proceeded by examining the ways that a global picture emerges when one carefully and comparatively examines what is occurring in different countries and world regions, the present ELPS 550 course proceeds quite differently. The focus here is instead on grappling with what “globalization” is in the first place. Students will grapple with the various ways that we can seek to understand the following types of questions: How do certain policies, practices and expectations take on the aura of being “global”? How does power work at a world-wide, global level? What do global processes and phenomena make possible and make impossible? How is globalization challenged, transformed and implemented? In what ways do educational institutions operate in spaces that are and/or aren’t global? Should we accept the “internationalization = what we do to ourselves / globalization = what others do to us’ formula that has almost become sacred scripture in the field of higher education?
Learning Outcomes
This course advances the following highlighted areas of the International Higher Education Master’s program’s overall objectives:

Graduates of the program will be reflective leaders able to work in diverse cultural contexts to better understand, analyze, evaluate and advance the missions and programs of higher education institutions around the globe. Graduates of the program will be skilled policy analysts able to use advanced statistical analysis for data-driven decision making. Graduates of the program will be able to develop and undertake effective, high quality assessments and program evaluations. Graduates will demonstrate an understanding of social justice and the application of social justice concerns in the domain of higher education, particularly in regard to student development, the advancement of intercultural understanding and (relatedly) with respect to Education abroad programs.

The specific learning objectives for this course and respective competencies are as follows:

Commitment to Social Justice. Students will demonstrate the following competencies related to social justice and service:

- An understanding of the ethical dimensions of higher education’s role in fostering social justice across the world;
- An understanding of, and ability to reflect critically on, historical and contemporary issues within higher education and to reflect on how colleges and universities can address these issues in a just society;
- A personal and professional commitment to social justice;
- An appreciation of and respect for diverse perspectives, cultures, lifestyles, ways of knowing, etc., and
- A commitment to serving others.

Analytical Inquiry. Students will demonstrate the following competencies related to analytical inquiry:

- The ability to develop and support reasonable and logically sound interpretations;
- The ability to analyze various organizational, curricular, fiscal, legal, cultural, and historical structures, models, policies, and professional practices from multiple points of view and theoretical perspectives;
- The ability to use theoretical and empirical research to address and solve administrative and instructional problems in colleges and universities; and
- The ability to continually assess and improve one’s own analytical abilities.

Research and Assessment Competence. Graduates will demonstrate the following outcomes related to research and assessment competence:

- A thorough understanding of different paradigmatic assumptions and how they influence the research process; and,
- The ability to read and critically review various types of research studies.

Communication Skills. Students will demonstrate the following communication competencies:

- Effective written communication skills that demonstrate high levels of clarity, comprehension, synthesis and critical thinking and analysis.

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”. The specific descriptions for expected behavior in these areas can be found on the rubric posted in LiveText for this course.
**Reading List**
The following two books are available for order from the Loyola University Bookstore.


Additional required readings will be posted on Sakai as PDF files. There are also a number of journal articles that are available through the Loyola library website.

**Course Requirements**
Participation in all the online course assignments is required to successfully complete this course. All online activities must be completed by the deadlines noted – work cannot be made up after the fact. Please refer to the course’s Sakai site for a definitive listing of required course activities. Any changes to deadlines and assignments that are instituted by the instructor after the class has commenced will be noted on Sakai in red text and will be emailed out & posted as “Announcements” on the Sakai course site.

This course is an advanced graduate seminar and as such students are expected to invest a significant amount of time engaging with the required readings. Some form of notetaking as you read is recommended so that you can easily raise questions about the text, objections and the like when you participate in online discussions and/or blog and write about the texts and ideas raised. 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.

Use of online instructional technology is an essential part of this course, however beyond this there are no specific technological learning objectives attached to this course. This course requires regular participation in Discussion Board conversations as well as three guided Blog Posts and three Papers. Please note that in this course I am making a significant distinction between a Discussion Board post and a Blog Post. Here we will consider a Blog Post to be a polished piece of writing in the 500-1000 word range that has something resembling an introduction and a conclusion. A Blog Post will use APA citation format for any sources you wish to discuss and it will include a reference list at the end. In contrast, we will consider a Discussion Board Post to be a shorter and much more informal piece of writing. Typically you will keep your discussion board posts to one idea per post and while I do expect you to use something that resembles grammatical, standard English (!), please do not treat your Discussion Board posts as entries that need extensive revision or wordsmith editing. A considerably more informal tone is acceptable and if you make reference to any texts, simply include a page number for any quoted material and skip the APA formalities as all of us will know what you are referring to. For both Discussion Board and Blog Post assignments I will be providing specific prompts each week.

Paper 1 (due 11:59pm CDT Sunday May 31) and Paper 2 (due 11:59pm CDT Sunday June 14) will each be 6-8 page (1500-2000 word) papers. Paper 3 (due 11:59pm CDT Friday June 26) will be an 8-10 page paper (2000-2500 words). You are requested to use APA style for citations and references in these papers, though it is not important to me whether you follow all the APA formatting guidelines with respect to running headers and so forth. Specific prompts for each paper will be provided and, while Paper 3 in particular may require some additional reading on your part, none of these papers are papers that I would classify as “research papers” per se. They should mostly be executable based off the reading required in this course (complemented with the reading you have done in your other courses at Loyola up to this point).
Your course participation grade will be reflective of your participation in the course’s online discussion boards (inclusive of your posts as well as your comments on others’ posts) and also your commenting on your classmate’s blog posts, and our Kraft Korner 😊 – and it will compose 30% of your grade in this course. Each of the three blog posts will compose 10% of your grade in the course. Papers 1 & 2 will compose 12.5% of your grade and Paper 3 will compose the remaining 15% of your grade.

Please also note that the professor will post additional narrated powerpoints / commentary – sometimes at the conclusion of a week and sometimes at the outset. Your careful viewing of and reflection on these recordings is an additional course requirement.

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/register.shtml

Ethics Reporting Hotline
Loyola University Chicago is committed to the highest ethical and professional standards of conduct as an integral part of its mission of expanding knowledge in the service of humanity through learning, justice and faith. To achieve this goal, the university relies on each community member's ethical behavior, honesty, integrity and good judgment. Each community member should demonstrate respect for the rights of others. The university has implemented EthicsLine Reporting Hotline, through a third party internet & telephone hotline provider, to provide you with an automated and anonymous way to report activities that may involve misconduct or violations of Loyola University policy. You may file an anonymous report on-line at www.luc.edu/ethicsline or by dialing 855-603-6988 (within the United States, Guam, and Puerto Rico).

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

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. The School of Education’s Policy on Academic Integrity can be found at: 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 To plagiarize is to present someone else's writing or ideas as your own 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 the work of others in your own writing. Please also note that submitting the same paper or pieces of the same papers to meet the course requirements for two or more LUC courses is also academic dishonesty and will not be tolerated.
Course Schedule and Readings

WEEK 1 (May 18-24) Introduction – Approaching "Globalization"
Readings:
Assignments:
Kraft Korner Activity #1
Discussion Board Posts & Comments
Blog Post #1 (due 11:59pm CDT Thursday May 21) & Blog Comments

WEEK 2 (May 25-May 31) Explaining Global Forms (World Culture, Policy and Systems Explanations)
Readings:
• Lechner & Boli, World Culture: Origins and Consequences, entire book
• http://www.sociology.emory.edu/globalization/theories.html
Assignments:
Discussion Board Posts & Comments
Paper #1 Assignment (due 11:59pm CDT Sunday May 31)

WEEK 3 (June 1-June 7) Explaining Global Forms (Local Angles, Anthropological Perspectives)
Readings:
• Kathryn Anderson-Levitt “Introduction: A World Culture of Schooling” in Anderson-Levitt (Ed.) Local Meanings, Global Schooling : Anthropology and World Culture Theory (Palgrave, 2003), available via Loyola EBL.
• Huhua Ouyang “Resistance to the Communicative Method of Language Instruction within a Progressive Chinese University”, Ch 5 in Anderson-Levitt (Ed.) Local Meanings, Global Schooling, available via Loyola EBL
Assignments:
Discussion Board Posts & Comments
Blog Post #2 (due 11:59pm CDT Thursday June 4) & Blog Comments

WEEK 4 (June 8-June 14) “Global Complexity” and Advancing the Frontiers of Globalization Analysis
Readings:
• John Urry, Global Complexity, entire book
Assignments:
Kraft Korner Activity #2
Discussion Board Posts & Comments
Paper #2 Assignment (due 11:59pm CDT Sunday June 14)

WEEK 5 (June 15-June 21) Global(ized) Power in Networks, Assemblages and Governance

Readings:
• Aihwa Ong and Stephen J. Collier Global Assemblages: Technology, Politics and Ethics As Anthropological Problems, selection.

Assignments:
Discussion Board Posts & Comments
Blog Post #3 (due 11:59pm CDT Thursday June 18) & Blog Comments

WEEK 6 (June 22-June 26*) Global Techniques and Technologies

Readings:

Assignments:
Discussion Board Posts & Comments
Paper #3 Assignment (due 11:59pm CDT Friday June 26* [officially the final day of the course]