A. Syllabus for Faculty Ph.D. Course in Globalization and Education, 7.5 higher education credits

Level: Ph.D. (third cycle)

B. Course Details

This course is offered by Kerstin Hesselgren visiting professor Nelly P. Stromquist as an interdisciplinary single-subject course. It examines the impact of globalization on education policies and practices throughout the world; it covers primary, secondary, and postsecondary education. The language of instruction is in English.

C. Learning Outcomes

By the end of the course, students will:

1) Have knowledge of the essential theoretical assumptions underlying globalization’s conceptual frameworks and research and their relationships to policy interventions affecting education.
2) Be able to demonstrate basic knowledge of major issues or topics surrounding globalization and education, including those that need further research and theory development.
3) Understand how variables such as community, poverty, ethnicity, gender, race, and politics relate to phenomena in globalization and education.

D. Course Content

The course will cover developments reflecting influences and ideas shaping particular manifestations of globalization and their influence 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.
The course will address eight key topics: the emergence of global education policies, the role of transnational institutions in policy formation, the increasing connection between education and economic production and the transfer of business values to the educational arena, patterns of migration and their connection to education services, gender under globalization, the role of media in knowledge production, shifts in university identity and governance, and social movements in education.

In addition, the course will incorporate the following crosscutting issues: multiculturalism and diversity; social justice; theory and research methods; and ethical considerations.

E. Teaching and Assessment

The course will be run as a seminar and comprise lectures, group discussions, and independent student work. Brief lectures will introduce the core features of the topics for any given class. Group discussions will be introduced by students assigned to lead particular class readings. Independent student work will take place through: (a) the production of reflection essays throughout the course, and (b) the production of a course research paper developed in close consultation with the instructor.

Both the reflection essays and the course research paper are expected to allow individual interests to be pursued and practical experiences to be subjected to new analysis. The core themes of the course and the required readings are key elements to be considered in student coursework.

Course Content

Session 1. 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.

Session 2. Paradoxes of globalization: (1) Increased international trade, opportunities for personal mobility, and speed in telecommunications vs. (2) 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.


Readings:
EFA and MDG objectives.


Readings:
Text: Stromquist. Chapters 2 and 3.


Readings:


**Session 6.** 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.


**Session 7.** New and traditional forms of gendered relations under globalization. Gains and losses for women in the globalizing world.

Readings:


- Text: Castells, Chapter 4.

**Session 8.** 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.


**Session 9.** New social movements. Their national and transnational nature. Their mobilization for education and social justice. Proactive action at micro-levels.
Readings:

Text: Castells. Chapters 2 and 5.


Text: Held et al. Chapter 8 and Conclusions.

F. Grades

The grades for the course are awarded as Pass or Fail. To receive a Pass, the student must fulfill the learning outcomes specified for the course and demonstrate, both through oral presentation and through the written essay, an independent, reflective, well-informed and critical relationship to the issues presented in the course.

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 Assignments: There will be two types of class assignments: First, a 2,000-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 the student’s ideas rather than the length of the entry. The goal is to reflect on the materials read and the discussions of the previous class sessions. Second, a student will take the lead in discussion and promote thoughtful exchanges in class 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 crosscutting 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 will be distributed in advance.

Course Research 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, and should be about 25-30 pages, double-space, not including the bibliography. A preliminary outline should be presented for instructor feedback by XXX.

G. Admission Requirements
Applicants must be admitted to a Ph.D. program. Doctoral students from the Faculty of Social Sciences at Lund University will be prioritized if selection among applicants becomes necessary.

H. Course Literature

Required Textooks. Four are required:


Additional reading materials for the course (i.e., articles and documents) will be available as Internet course attachments. Each student is expected to bring paper copies of the assigned readings for discussion in class.

Recommended Bibliography: