

Education and the Challenge of Globalization

Educational Studies/Environmental Studies 370

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“Education policy must be contextualized both nationally and globally as a transformative discourse that can have real social effects in response to contemporary crises of survival and sustainability.”

Mark Olssen, John Codd, Anne-Marie O’Neill

Course Description

The complex phenomenon of globalization affects the quality of learning and life worldwide. In the United States and abroad; across dimensions of philosophy, policy, and practice; educators, government officials, policy makers, public intellectuals, and citizens struggle with the implications of globalization for public education and civic life. The purpose of this course is to join in that struggle. We will explore interdisciplinary scholarship and policy design that integrates civic, environmental, moral, and multicultural education for the purpose of countering the negative consequences of cultural and economic globalization.

Course Components

Social Inquiry

Conversational Reading - Required texts include: *The Flat World and Education: How America’s Commitment to Equity will Determine our Future*, Linda Darling-Hammond; *Teaching the Global Dimension*, David Hicks & Cathie Holden; and *The Wisdom of Sustainability*, Sulak Sivaraska. Required texts will be supplemented by relevant print, on-line, and other media resources. Each student will also complete a series of readings relevant to the topic of their term project.

Throughout the course we will adopt a *social* and *exploratory* approach to reading—a *conversational* approach that entails reading in a manner that is *resonant*, *recursive*, and *responsible*.

To read *resonantly* involves attending to aspects of your personal knowledge, values, feelings, and experiences affected by the texts. Through *on-line (Course Forum)* and *student led (Peer Teaching)* class conversations, you will also have opportunities to acknowledge and constructively respond to issues that resonate most strongly.

To read *recursively* entails reconsidering the same piece of writing at different stages of inquiry and deliberation, and conversing with others in ways that do not foreclose revisiting assumptions as contexts change.

To read *responsibly* assumes that reading for one’s self—to advance personal skills and understandings, or to support one’s initial position—is not sufficient. To read responsibly means to be ever mindful of the question: *“What does the author say that is not only meaningful to me, but also important to share with others and relevant to broader civic aspirations?”*

Two attributes of social inquiry are important to note here. First, because effective learning requires active participation and cooperative exchange, *regular attendance is essential and therefore required* (80% for successful course completion). Second, because deep learning is both radically social and highly personal, *self- and social reflection* and *self- and peer evaluation* play fundamental roles in this teaching/learning process.

Reflective Exams – Drawing from the conversational reading activities engaged in relation to the primary course texts, we will challenge and support each other in responding to two essay exams synthesizing personal reflections on theory, policy and priorities relevant to the future of public education and civil society within the challenging context of globalization.

Design Project - Working in small groups, we will draw from varied philosophic, ethical, and pragmatic perspectives to develop curricular initiatives aimed at addressing specific challenges of globalization through public education.

“Knowledge emerges only through invention, and re-invention, through the restless, impatient, continuing, hopeful inquiry human beings pursue in the world, with the world, and with each other.”

Paulo Freire

Public Scholarship

Teaching the Global Dimension: Curricular Unit - Throughout the semester we will work to challenge and support each other’s efforts to develop a significant piece of *public scholarship*, in this case a *curricular unit* aimed at teaching a socially significant and challenging theme to a strategically selected audience. Your unit will begin with a timely, informative, accessible and compelling summary of background knowledge necessary for effective teaching of your selected theme. You will then develop a formal unit plan devoting careful attention to:

- Statement of Purpose: Teaching Goals/Learner Outcomes
- Statement of Purpose: Content Objectives (focal concepts/themes/questions)
- Description of Target Audience and Learning Context
- Primary Resources and Materials
- Instructional Methods (presentation/processing/assessment)
- Annotated Bibliography

Each unit should be formatted in a manner appropriate for *Internet posting*, and incorporate several *alternative modes of representation* (visual aides, poetry, music, information sheets, tutorial, PowerPoint, etc.) to reinforce thoughts communicated through the traditional verbal/linguistic formats.

Evaluation

This course is structured to encourage all students to demonstrate a high quality of performance. Self, peer, and faculty evaluation are incorporated. Late assignments will not be evaluated unless arrangements are made with the instructor or peer reviewers in advance. Final grades are assigned upon completion of *all course components* and based upon the following guidelines:

Social Inquiry	70%
Course Forum	20%
Reflective Exams	30%
Peer Teaching	10%
Design Project	10%

Curricular Unit **30%**

Course Overview

Globalization, Neo-liberalism & Public Education

Week 1 (1/23-30)*

Reflections on Globalization

“Theorizing Globalization”

“Globalizing Education: Perspectives from Above and Below”

Introductions

Course Forum/Peer Teaching

Week 2 (2/2-6)

Reflections on Neo-liberalism

“The Neo-liberal State”

“The Ascendancy of Neo-liberalism”

“Neo-liberalism, Ideology and Education”

Week 3 (2/9-13)

Reflections on Public Education Philosophy & Pedagogy

Teaching the Global Dimension (Chapters 1 & 2)

“Globalization and Education”

Week 4 (2/16-20)

Reflections on the Neo-liberalization of Public Education Policy

“Back to School”

“Race to the Top”

“Blueprint for Reform”

Week 5 (2/23-27)

Reflections on Marketization

“Educational Impacts of Economic Globalization”

“Are Markets Democratic?”

Teaching the Global Dimension (Chapters 5 & 6)

Reflective Exam (2/27)

Week 6 (3/2-6)

Reflections on Alternative Pathways Toward Reform

The Flat World and Education (Chapters 1-4, 9)

Week 7 (3/9-13)

Reflections on Environmental Sustainability

“Educating for a Global Environmental Ethic”

“From Epistemology to Eco-politics”

Teaching the Global Dimension (Chapters 9 & 10)

Curricular Units Workshop I - Abstracts Due (3/11)

Forum Posting Weeks 1-7 Due 3/13)

Spring Break (3/14-22)

Week 8 (3/23-27)

Reflections on Unity & Diversity

“Globalizing Morality: Human Rights Education”

“Ways of Knowing and a Global Core Curriculum”

Teaching the Global Dimension (Chapters 7 & 11)

Week 9 (3/30-4/3)

Reflections on International Education Reform

McKenzie Report

The Wisdom of Sustainability

Public Education for the Public Good

Week 10 (4/6-10)

Reflections on New Directions for Public Education

The Flat World and Education (Chapters 6-8)

“The Politics of Hope in Dangerous Times”

“Why We Still Need Public Schools”

Curricular Units Workshop II (4/10)

Week 11 (4/13-17)

Reflections on Public Scholarship

Introduction to Design Projects

Reflective Exam (4/13)

Curricular Units Drafts Due (4/17)

Curricular Units Conferences (4/20-21)

Week 12 (4/20-24)

Reflections on Civic Education

Teaching the Global Dimension (Chapters 3, 12 & 13)

Design Project Preparation

Forum Postings Weeks 8-12 (4/24)

Week 13 (4/27-5/1)

Design Project Presentations/Revisions

Week 14 (5/4)

Class Closure

Curricular Units Due (5/4)

*If we are ever to move from our in-egalitarian order
to a diverse, egalitarian and democratic one,
we must speak and listen in a way that sustains and extends the possibility
of actively making sense together.*

Susan Bickford