

INTE-UE 10-001/002
Introduction to Global Education

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GENERAL INFORMATION

Course Time: Tuesdays and Thursdays, 9:30-10:45

Location: BOBS LL138 (Section 001) & 7E12 LL33 (Section 002)

COURSE DESCRIPTION

This survey course offers an introduction to the field of global education. Education in the 21st century is undoubtedly a central area for international collaboration as well as contestation. In this survey course, we will examine key debates about the role of education in national & international society, examining the multiple stake holders that work to improve education globally, & their diverse interpretations of that mandate. The course will introduce students to the history of mass education as a global phenomenon, & the comparative ways in which it is now studied. Students will examine both K-12 & higher education. Liberal Arts Core/CORE Equivalent - satisfies the requirement for Society & Social Sciences. Throughout this course, we will understand and define *global education in theory and practice*. While most commonly associated with international and comparative education and/or study abroad, global education has meant a range of things. Global citizenship education, international schools, multicultural education, colonial education, human rights education, education in emergencies, refugee education, are all under the umbrella of global education. So, what does global education mean in today's increasingly complex and diverse world? What drives education to be "global" rather than national or even local? How are global issues and agendas part of local education planning? Who is global education for? Why/do we need it?

By the end of this course, students will be able to:

- understand the origins and development of global education (beginning with comparative and international education up through global citizenship education);
- identify and describe trends, shifts, changes, and continuities in international and global education;
- be able to read, interpret, and critique academic journal articles;
- summarize and debate key issues surrounding global education, including, but not limited to: conflict and refugee education; immigration and education; race, culture inequality and power in education; gender and sexuality in education;
- analyze the role of global and international education actors in international education development for local contexts.

Required readings: All assigned readings will be posted on NYU Classes.

GRADING

Your grade will be based on the following:

1. *Reflective Journals (30%)*
2. *Classroom Attendance and Discussion (10%)*
 *this is essential and ACTIVE participation in class is required.
3. *Critical Reading Essays (45% - 3x15%)*
4. *Final Poster Presentation (15%)*

Weekly Reflective—30%: Weekly reflective journals constitute a significant portion of the participation grade, but attendance and engagement are also essential.

Throughout the course of the semester, you will maintain a reflective journal that will help you actively engage with course readings by making connections, comparisons, and drawing out overarching themes within and between the different dimensions of global education.

Your journal entries should include the following:

- 1) Main argument;
- 2) Supporting evidence for argument;
- 3) Links across the readings;
- 4) Your reactions and responses to the article; and
- 5) Any question(s) that arise for you.

You can and should write about what strikes, resonates, and challenges you; what angers or upsets you; what excited or intrigues you. And most importantly, why. Additional guidelines will be provided in the assignment folder.

You must complete 1 reflective journal entry every two weeks (*6 throughout the semester – dates for the last submission of each are on NYU Classes*)

BI-WEEKLY REFLECTIVE JOURNALS SHOULD BE 2 pages single space (total for all articles each week) and POSTED IN NYUCLASSES “FORUM” FOLDER ON TUESDAYS BEFORE CLASS.

Classroom Attendance and Discussion (10%):

Class meetings are seminar-style and discussion-based. Successful participation requires active engagement with assigned readings as well as regular attendance and a willingness to question, share perspectives, and actively listen to classmates. **Regular attendance** and **meaningful participation** are expected and will be recorded. In the event of emergency or illness, please email your course instructor **before class** and let them know you will be unable to attend class. Participation also requires that you attend office hours (or meet at another mutually convenient time) at least once during the semester.

Class participation is not just about communicating your ideas. You are required to come prepared to class, having read all required readings and being prepared to discuss, critically, those readings. There are many components to active participation, including:

Your class participation will be based on the following criteria:

- **Strong Contributor:** Your contributions in class reflect thorough preparation. Ideas offered are substantive, present compelling evidence from the readings, provide good insights that build on ideas presented by classmates, and offer direction for the discussion. Challenges are well substantiated and are persuasively presented in a respectful manner. You listen attentively to voices of others and offers constructive comments that seeks solutions. You build a cohesive argument that cuts across readings.
- **Adequate Contributor:** Your contributions in class reflect satisfactory preparation. Ideas offered are sometimes substantive, provide generally useful insights but seldom build on others' comments and questions. You sometimes build clear and persuasive connections across readings or to one's own experiences.
- **Non-Participant:** The non-participant says little or nothing in class. Listens attentively but rarely engages in contributing to the collective process of building knowledge. Hence, there is not an adequate basis for evaluation.
- **Unsatisfactory Contributor:** Contributions in class reflect inadequate preparation. Ideas offered are seldom substantive, heavily personal and devoid of relevant connections to readings, provide few if any insights and are often tangential and off track.

Critical Reading Essays (45% - 3x15%)

In your critical reading essays, you will explore a thematic topic or issue related to the unit based upon course readings. The reflective journal is intended to help prepare you to synthesize your thoughts into a formal exposition on a question of your design.

Essays are due: Thursday, October 10; Tuesday, November 5; and Thursday, December 5 by 9:30am before class (post on NYUClasses in the assignment folder and bring a hardcopy to class).

Final Poster Presentation 15%

In small groups, students will present a final poster that focuses on addressing a question relating to one of our specific topics (for example: how do undocumented immigrant families in the US navigate the education system? How is refugee education addressed in X country? What are the effects of globalization on local educational dynamics in X country?) The goal of this assignment is to learn how to **apply** what we have learned in class to a final product: 1) to raise a question 2) to use resources from our class and outside of the class to answer the question 3) to summarize your findings and the implications of your findings

Your poster can either be educational in nature or address an educational issue. You should have at least 5 citations of scholarly work, but feel free to include citations from non-scholarly sources and work we have read in class.

Due by Tuesday, December 10 at 9:30 am (upload a PDF of the poster to the ‘Final Presentations’ folder in the ‘Assignments’ section on NYU Classes). Poster presentations will be held Tuesday, December 11 and Thursday December 13. Further details of the assignment will be distributed and discussed in class.

ADDITIONAL INFORMATION

- More than two unexcused absences (not previously discussed with your course instructor and with an alternative assignment agreed upon and submitted) will result in a deduction of a half-later grade. Additional quarter-letter grades will be deducted per absence.
- All assignments must adhere to standards of academic ethics. Your work must reflect your own writing and ideas. According to the Steinhardt School of Education Statement on Academic Integrity, you violate the principle of academic integrity by turning in work that does not reflect your own ideas or includes text that is not your own; when you submit the same work for two different courses without prior permission from the instructor; when you receive help on a take-home examination when you are expected to work independently; when you cheat on exams, and when you plagiarize material.
- Any student who submits work that constitutes plagiarism will be subject to disciplinary sanctions, which range from failure of the course to dismissal from the school.
- When in doubt, cite and cite properly using the APA, MLA, or Chicago Style reference system. **For assistance with papers or writing please utilize the services of the Writing Center: writingcenter@nyu.edu**

SPECIAL ACCOMODATIONS

- Any student attending NYU who needs an accommodation due to a chronic, psychological, visual, mobility and/or learning disability, or is Deaf or Hard of Hearing should register with the Moses Center for Students with Disabilities at 212 998-4980, 240 Greene Street, www.nyu.edu/csd.

TUESDAY	THURSDAY
September 3, 2019	September 5, 2019
<p>Introduction – What is Global Education?</p> <ul style="list-style-type: none"> Review of syllabus, course expectations and assignments. <i>Shifts in Purpose and Role of Education over time</i> In class film and discussion: Sir Ken Robinson, Changing Paradigms Ted Talk: https://www.ted.com/talks/ken_robinson_changing_education_paradigms/discussion 	<p><u>UNIT 1: GLOBALIZATION AND EDUCATION</u></p> <p>Topic: International Comparative Education: Making Comparisons</p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> Arnové R. (2003) <i>Comparative Education: The Dialectic of the Global and Local</i>. Introduction: Reframing Comparative Education: The Dialectic of the Global and the Local (pp. 1-25) Tobin, J (2009) Method and Meaning in Comparative Ethnography. In R. Alexander, P. Broadfoot & D. Phillips (Eds.). <i>Comparing Classrooms and Schools: New Directions in Comparative Education Research</i>. Oxford, UK: Symposium Books (pp. 113-134)
September 10, 2019	September 12, 2019
<p>Topic: Whose Knowledge? Development for What?</p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> Stromquist, N. P. & K. Monkman (2015) Chapter One - Defining globalization and Assessing its implications for knowledge and education. In N. P. Stromquist & K. Monkman (Eds.) <i>Globalization and Education: Integration and Contestation across Cultures</i>. New York, NY: Rowman Littlefield. (pp. 1-19) Harber, C. (2014) <i>Education and International Development: theory, practice, issues</i>. Oxford, UK: Symposium Books. Read Chapter 1 “Education and Development: Introductory Ideas” (pp. 11-25) & Optional: Chapter 2 “The Nature of Formal Education in Developing Countries: access, quality, outcomes and inequality” (pp. 27-51) 	<p>Topic: International Education: Approaches, Actors and Organizations</p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> Bray, M. (2014) Actors and Purposes in Comparative Education. In M. Bray, B. Adamson and M. Mason (Eds) <i>Comparative Education Research: Approaches and Methods</i>. CERC University of Hong Kong: Springer. (pp. 19-46). DOI 10.1007/978-3-319-05594-7_1 Dolby, N. & A. Rahman. (2008). Research in International Education. <i>Review of Educational Research</i>, 78(3), 676–726. DOI: DOI: 10.3102/0034654308320291

TUESDAY	THURSDAY
September 17, 2019	September 19, 2019
<p>Topic: Global Education Policy</p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> • Verger, A., Novelli, M., & Altinyelken, H. K. (2012). Global education policy and international development: an introductory framework. <i>Global Education Policy and International Development: new agendas, issues and policies</i>. Huntington: Bloomsbury, 3-31. 	<p>Topic: Measuring Learning and Making Comparisons</p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> • Sahlberg, P. (2015). The Fourth Way of Finland. <i>Journal of Educational Chang</i>, 12: 173-185. DOI: 10.1007/s10833-011-9157-y • Guardian US Teacher Takeover https://www.theguardian.com/us-news/2018/sep/07/us-education-spending-finland-south-korea • Skim: UNESCO Measuring Equity Handbook http://uis.unesco.org/en/news/new-report-how-measure-equity-education
September 24, 2019	September 26, 2019
<p>Topic: Global Education Reform</p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> • Read and look through EI website: https://www.ei-ie.org/en/detail_page/4654/privatisation • www.unite4education.org • Adamson, F. & B. Astrand. (2015). Privatization or Public Investment? A Global Question. In F. Adamson, B. Astrand & L. Darling-Hammond (Eds) <i>Global Education Reform: How Privatization and Public Investment Influence Education Outcomes</i>. New York, NY: Routledge. (pp. 1-15) 	<p>UN Visit</p>

TUESDAY	THURSDAY
October 1, 2019	October 3, 2019
<p>Unit Review</p> <p>Critical Reading Essay Workshop #1 – Bring a draft of your paper to workshop</p>	<p><u>UNIT 2: SPECIAL TOPICS IN INTERNATIONAL EDUCATION</u></p> <p>Topic: Early Childhood Education</p> <p>Guest speaker: TBD</p> <p>Readings:</p> <ul style="list-style-type: none"> • Bouchame, Yoshikawa, et als (2017) Early Childhood Development and Early Learning for Children in Crisis and Conflict. Background Paper Commissioned for 2019 Global Education Monitoring Report • Look through Global Ties website: https://steinhardt.nyu.edu/global-ties/
October 8, 2019	October 10, 2019
<p>Topic: Race and Education</p> <p>Readings:</p> <ul style="list-style-type: none"> • Cherng, H.Y.S, & Halpin, P. (2016). Study Finds all Students of All Races Prefer Teachers of Color https://www.npr.org/sections/ed/2016/10/07/496717541/study-finds-students-of-all-races-prefer-teachers-of-color • Noguera, P. A. (2003). The Trouble with Black Boys: The Role and Influence of Environmental and Cultural Factors on the Academic Performance of African American Males. <i>Urban Education</i>, 38(4), 431–459. <p style="text-align: center;">DUE: Critical Reading Essay #1</p>	<p>Topic: Immigration and Education Meet together – Location TBD</p> <p>Speaker: Jia-Lin Liu, PhD Candidate and Adjunct Instructor, NYU</p> <p>Readings:</p> <ul style="list-style-type: none"> • Gonzales, R.G. (2011). Learning to be Illegal Undocumented Youth and Shifting Legal Contexts in the Transition to Adulthood. <i>American Sociological Review</i>, 76(4), 602-619. • Louie, V. (2006). Growing Up Ethnic in Transnational Worlds: Identities among second-generation Chinese and Dominicans. <i>Identities: Global Studies in Culture and Power</i>, 13(3), 363-394.

TUESDAY	THURSDAY
October 15, 2019	October 17, 2019
<p style="text-align: center;">Legislative Day GO TO YOUR MONDAY CLASSES! DO NOT COME TO THIS ONE!</p>	<p>Topic: Culture and Education</p> <p>TED Talk: Chimamanda Adichie, “The Danger of the Single Story”</p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> • Nieto, S. (2004) Language, Literacy and Culture: Aha! Moments in Personal and Sociopolitical Understanding. <i>Journal of Language and Literacy Education</i>, 9(1), 8-20. • Moland, N. A. (2014) Can Multiculturalism Be Exported? Dilemmas of Diversity on Nigeria’s Sesame Square. <i>Comparative Education Review</i>, 59(1), 1-23.
October 22, 2019	October 24, 2019
<p>Topic: Refugees and Rights in Education</p> <p>Guest Speaker: Jo Kelcey, PhD Candidate, International Education, NYU</p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> • Dryden-Peterson, S. (2015) Refugee education in countries of first asylum: Breaking open the black box of pre-resettlement experiences. <i>Theory and Research in Education</i>, 14(2): 131-148. DOI: 0.1177/1477878515622703 	<p>Topic: Human Rights Education</p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> • Bajaj, M, (2015) The Productive Plasticity of Rights: Globalization, Education and Human Rights in Stromquist and Monkman, Globalization and Education. <i>Human Rights Quarterly</i>, 33(2011): 481-508. • Monaghan, C. & C. A. Spreen, (2016) From Human Rights to Global Citizenship Education: Peace, Conflict and the Post-Cold War Era. <i>International Journal of Education Sciences</i>, 13(1): 44-57.

TUESDAY	THURSDAY
October 29, 2019	October 31, 2019
<p>Topic: Conflict and Education Meet Together – Location TBD</p> <p>Speaker: Emily Dunlop, PhD Candidate and Adjunct Instructor, NYU</p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> King, E. (2015). <i>From Classrooms to Conflict in Rwanda</i>. Cambridge University Press: New York. Chapter 1: Moving Education from the Margins to the Mainstream: Explaining Intergroup Conflict in Rwanda (pp. 16-36). 	<p>Unit Review</p> <p>Critical Reading Essay Workshop #2</p>
November 5, 2019	November 7, 2019
<p><u>UNIT 3: EDUCATION FOR SOCIAL TRANSFORMATION</u></p> <p>Topic: Advocating for Educational Justice</p> <p>In class film and discussion: <i>Walking in their Shoes</i></p> <p>DUE: Critical Reading Essay #2</p>	<p>Topic: Critical Pedagogy and Social Justice</p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> Darder, A. (2018). Chapter 3: In dialogue with the text. <i>The Student Guide to Freire's' pedagogy of the Oppressed</i>. Bloomsbury Publishing. de Melo Neto, J. F., & Pereira da Costa, F. X. (2015). Popular education in solidarity economy. <i>International Journal of Lifelong Education</i>, 34(1), 47-58. Freire, P (1976) <i>Pedagogy of the Oppressed</i>, Ch 2 (or optional whole book is in folder).

TUESDAY	THURSDAY
November 12, 2019	November 14, 2019
<p>Topic: Knowledge and Power (indigenous and local context vs. power)</p> <p>In class film and discussion: <i>Precious Knowledge</i></p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> Bodkin-Andrews, G. & Carlson B. (2016) The legacy of racism and Indigenous Australian identity within education. <i>Race Ethnicity and Education</i>, 19(4), 784-807. https://www.huffpost.com/entry/its-columbus-daytime-to-b_b_1936940 https://www.theatlantic.com/education/archive/2016/03/the-ongoing-battle-over-ethnic-studies/472422/ 	<p>Topic: Gender, Sexuality and Schooling</p> <p>Guest Speaker: Jamie Remmers, Assistant Director at the Center for Student Life, NYU</p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> Fine, M & McClelland, S (2006) Sexuality, Education and Desire: Still Missing after All These Years. <i>Harvard Educational Review</i>, 76(3), 297-338. Page, M. L. (2017) LGBTQ Inclusion as an Outcome of Critical Pedagogy. <i>The International Journal of Critical Pedagogy</i>, 7(1)
November 19, 2019	November 21, 2019
<p>Topic: Education for Sustainable Development</p> <p>Visit to a Local NGO doing this stuff. Discuss afterwards.</p> <p><i>Readings</i></p> <ul style="list-style-type: none"> McGrath, S., & Powell, L. (2016). Skills for sustainable development: Transforming vocational education and training beyond 2015. <i>International Journal of Educational Development</i>, 5012-19. DOI: 10.1016/j.ijedudev.2016.05.006 Yoko, M. (2016). Educating for Transforming Our World: Revisiting International Debates Surrounding Education for Sustainable Development. <i>Current Issues in Comparative Education</i>, 19(1), 109-125. 	<p>Topic: Study Abroad and Cultural Exchange Programs</p> <p>Guest Speaker: Alejandro Marti, PhD Student, International Education; Assistant Director of Global Programs, NYU</p> <p><i>Readings</i></p> <ul style="list-style-type: none"> Miller, H. K. (2016). Undergraduates in a Sustainability Semester: Models of Social Change for Sustainability. <i>Journal of Environmental Education</i>, 47(1), 52-67. Dolby, N. (2004). Encountering an American Self: Study Abroad and National Identity. <i>Comparative Education Review</i>, 48(2), 150-173. Illich, I. (1968) "To Hell with Good Intentions" [optional] Lutterman-Aguilar, A. & O. Gingerich (2002). Experiential Pedagogy for Study Abroad: Educating for Global Citizenship. [optional]
November 26, 2019	November 28, 2019
Reading/Catch-Up Day	NO CLASS! HAPPY THANKSGIVING!

TUESDAY	THURSDAY
December 3, 2019	December 5, 2019
Unit Review Critical Reading Essay Workshop #3	Topic: New Directions in Global Education <i>Readings:</i> <ul style="list-style-type: none"> • TBD DUE: Critical Reading Essay #3
December 10, 2019	December 12, 2019
Panel Presentations – Part 1 Meeting Location TBD	Panel Presentations – Part 2 Meeting Location TBD <p style="text-align: center;"><i>LAST CLASS!</i></p>
December 17, 2019	December 19, 2019
<i>No Class</i>	<i>No Class</i>