In previous epochs, organized education was related to social change primarily through processes of subject-making (citizenship), colonialism, state formation, modernization, and development. This graduate seminar will explore three of the most momentous intertwined social change processes that arguably have shaped education in more recent decades: globalization, democratization, and immigration. In our discussions, we will ask the following questions, and pose new ones:

- What defines globalization as an economic and cultural process, and how has it changed priorities and purposes in education? What are the benefits and drawbacks of globalization as it affects education?
- What are the different meanings of democracy, and what are some movements for (re)democratization in the world today? How has education been used to form democratic citizens?
- How has transnational migration affected the lives of people over the last century? What are the unique challenges of educating immigrants/transnational migrants, and how have recent globalization processes affected this endeavor?

The first half of the course, up till the Spring Break, will be devoted to discussion of globalization and education, especially as it relates to democratization and immigration. The second half of the course will be devoted to student research projects. Each student will, individually or in a team, complete an in-depth inquiry into one of the key course themes. This is a great opportunity to conduct a critical literature review or engage in original empirical research.
Books and Readings

I have ordered these books through the IU Bookstore and TIS Bookstore. Many of them have been placed on reserve as well. I will be assigning a good deal of reading over the first part of the course, but you may decide to skim certain chapters of the required reading.


For March 9, you will choose a book to read that represents a case study of a particular group’s response to immigration. I’ve ordered a couple of choices, but there are others:
- Or Levinson, B. 2001. *We are All Equal: Student Culture and Identity at a Mexican Secondary School*.

In addition to these books, chapters and articles will be made available on electronic reserve.

Assignments and Assessment

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<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tr>
<td>Class attendance and participation</td>
<td>10%</td>
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<tr>
<td>Discussion leadership</td>
<td>20%</td>
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<tr>
<td>Position paper</td>
<td>10%</td>
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<tr>
<td>Final project proposal</td>
<td>10%</td>
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<tr>
<td>Final project/paper</td>
<td>50%</td>
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Class participation and attendance. This advanced seminar format will emphasize collegiality, mutual respect, collaborative inquiry, and student-centered discussion. The instructor will provide a conceptual framework and a set of readings as a basis for further discussion. Students must therefore attend class regularly and take an active role in raising questions for discussion and examination. Please let me know, preferably ahead of time, if you must miss a seminar meeting. At the end of the semester, actual class attendance, along with the quality of contributions to discussion, will be globally assessed and given a score out of 100 points.

Discussion leadership. Each student will sign up to lead discussion for 2 separate articles or chapters from the assigned reading. This discussant role will consist of two main tasks: 1. Provide for each seminar participant a set of summary notes and questions for discussion, and try to post the notes to Oncourse the night before the seminar. 2. Launch discussion of the piece in 3-5 minutes by highlighting key points and posing a question or two.

There is no single recommended format for discussants’ notes, but they should have the following qualities: 1. Be no more than 2 single-spaced pages; 2. Provide key terms and concepts in outline form; 3. Capture and reproduce key, “emblematic” quotes; 4. Provide a small set of questions or ruminations for discussion. The discussant is also encouraged to make brief
reference to other readings assigned in the course (by way of contrast or comparison), as well as to make mention of other authors and readings.

**Position paper.** By March 3, each student will have submitted a 3-4 page statement about globalization in relation to education, following the questions in the syllabus.

**Final project proposal.** By March 3, each student will have submitted a project proposal that consists of a set of guiding questions, and the methods/bibliographic sources that will be used to answer those questions.

**Final project/paper.** Students are expected to develop a final seminar paper of some 20-25 double-spaced pages anchored in a significant body of empirical and/or secondary research. Such research can be based on literature reviews or fieldwork opportunities in Indiana schools and communities. The paper should consist of a critical review of a substantial literature (10-20 books and/or articles), or the comparable equivalent of field research. The project can be done individually or in small teams. It may be primarily historical, policy-analytic, theoretical, or ethnographic. Students will work with the instructor to craft a set of guiding questions for the project, and to establish the parameters of acceptable work. Each student will have approximately 20 minutes for a final seminar presentation during the last week(s) of the course.

The final paper is due by Friday, April 28th. It is worth a full 500 points, or half the grade for the course.
Tentative Course Schedule

January 12  Introduction

January 19  The Nature of Globalization as a Historical Phenomenon
**Read:**
Burbules and Torres, Chaps. 1-2
Suarez-Orozco and Qin-Hilliard, Chaps. 1-2
Arnove, “World-Systems Analysis” (Reserve)
Hannerz, “The Local and the Global” (Reserve)

January 26  Economy, Technology, and Policy in the Globalization-Education Relation
**Read:** The 2 required chapters from each book, at least one of the other recommended chapters
Suarez-Orozco and Qin-Hilliard: Required, Chap. 3 (Bloom) and Chap. 5 (Turkle); Rec: Chap. 4 (Battro) or Chap. 10 (Gardner)
Burbules and Torres: Required, Chap. 3 (Apple) and Chap. 4 (Lingard); Rec: Chaps. 5-7, 14

February 2  Culture and Identity in the Globalization-Education Relation
**Read:** The 2 required chapters from each book, at least one of the other recommended chapters
Suarez-Orozco and Qin-Hilliard: Required, Chap. 6 (Jenkins) and Chap. 8 (Suarez-Orozco); Rec.: Chap. 7 (Watson) or Chap. 9 (Maira).
Burbules and Torres: Required, Chap. 9 (Rizvi) and Chap. 12 (Luke and Luke); Rec.: Chap. 8 (McCarthy and Dimitriades), Chap. 11 (Stoer and Cortesao), or Chap. 13 (Kellner)
Anderson-Levitt, “A World Culture of Schooling?” (Reserve)

February 9  Democratization in Education: Post-Authoritarian Transitions
**Read:** (all on reserve)
Levinson
Al Sayed
Gaylord
**Recommended:**
Huff (El Salvador)
Skuskauskaite (Lithuania)
Stevick (Estonia)
Landis (Kazakhstan)
Foley (South Africa)
February 16  Democratization in Education: Citizenship and the Politics of Difference
Read: (all on reserve, except Capella)
Parker, “Diversity, Globalization, and Democratic Education” (Reserve)
Capella (Chap. 10 in Burbules and Torres book)
R. Whitman
D. Reed-Danahay
Recommended:
Motani (Japan)
DeJaeghere (Australia)
Phillipou (Greek Cyprus)
Souto-Manning (Brazil)
Staudt (higher ed. in the U.S.)
Buck (Somali women in the U.S.)

February 23  The Big Picture: Ways of Understanding Migration and Diaspora in World History
Read: Castles and Miller, The Age of Migration (selected chapters)

March 2  Immigration, Identity, and Education in the U.S.
Read: Suarez-Orozco, The Children of Immigration

March 9  Case Studies of Immigration, Citizenship, Learning
Read:
Hall, Lives in Translation or
Levinson, We Are All Equal (selected chapters) or
Smith-Hefner, Khmer-American or
Tsuda, Strangers in the Ethnic Homeland

March 29-31
Individual meetings with instructor/ Progress reports

April 20  Project presentations

April 27  Project presentations