**Faculty of Education**
**The University of Western Ontario**
**Graduate Course Outline**

*Globalization and Educational Restructuring: The Dialectic of Global and Local, 9617*
*Day (Tuesdays & Thursdays), Time(6-9), Room 2013*

**Instructor Name:** Dr. Goli Rezai-Rashti  
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**Calendar Description:**

In the last two decades, educational systems in many Western industrial societies have gone through substantive transformation. According to some scholars (Burbules & Torres, 2000), these changes represent a re-articulation of the education system to an economic order that is no longer organized largely locally but globally. The globalization of the economy has, to some extent, reduced the capacity of individual nations to consider their own distinctive policy options.

This course examines the meaning of globalization and educational restructuring by focusing on the changes in the education system of several Western nations. There has been a deep dispute surrounding the historical and cultural origins of globalization. Little consensus exists with respect to the definition of globalization and its implications for educational policy changes. The course will engage students to a more complex understanding of globalization as has been advanced by Ball (1998) and Rizvi (2004). As Rizvi (2005:1) argues:

> The term ‘globalization’ does appear to be quite useful in capturing some of the changes that have transformed the world over the past three decades; yet such is the all encompassing nature of its use that its explanatory power has become increasingly questionable….. Much of the recent theorization of globalization assumes it to be objective self-evident entity, and does not attend sufficiently to the task of historicizing it, pointing to the hegemonic role it plays in organizing a particular way of interpreting the world. Globalization is often reified, ascribed a range of universal characteristics.

**Aims, Goals, Objectives, Outcomes:**

The course will address some of the theoretical issues that have been raised by both the supporters of globalization which associate it with progress, prosperity and peace and those who
oppose it on the basis of increased deprivation, disaster and doom. By focusing on some of the policy changes at the global scale, the course will examine some aspects of these changes, including testing and standardization of the curriculum and assessment procedures, increasing control over teachers’ work and the changes in the managerial/administrative structures.

Course Texts/Materials:

Textbooks:
Required:
Recommended:
Stromquist, N. 2002. Education in a globalized world. This book will be on reserve in the education library.
A selection of other articles and book chapters will be posted online and participants will be able to access it.

Assignments and Other Course Requirements (including assignment guidelines):

Course Requirements and Evaluation

1. Weekly Response, 30% of the final mark, to be submitted every week.

2. Participation to on-line discussion, 10% of the final mark.

3. In–class Presentation, 20% of the final mark. To be scheduled during the first session.


1. Weekly Response: (Off site responses only- six responses) (30%)

Participants will complete a two-page response paper. The response paper will consist of an initial response to the reading. You will post your response and other students will be able to read and write further comments in response to your reflections if they so wish.

Note: For on-site sessions no written response will be required, but participants will be expected to have read the required readings.

Questions to guide your weekly responses:

1. Thesis: Summarize the author’s thesis. What is the author’s main argument or point?
2. Assumptions: What is the author’s main set of assumptions about what counts as ‘Globalization’ or ‘Neoliberalism’ operating implicitly or explicitly in the text?
3. Ideological Perspective: Often the author’s ideological perspective can be gleaned from his/her assumptions in light of the evidence and methods. What is the author’s ideological perspective (conservative, liberal, radical or a mix)?

4. Evidence/Methods: What type(s) of evidence does the author present? Does the evidence support the author’s conclusions? What methods do they use to support their arguments?

5. Implications and conclusions: Summarize the author’s conclusions and the significance of the work. What significance does the reading have for understanding globalization?

6. Comment/Reaction: What was your reaction to the reading? Were there themes with which you agreed or disagreed? Were there points or concepts you did not understand?

2. Contributions to on-going on-line discussions (10%)

Students are expected to periodically respond to the responses of their peers and instructors. This grade will reflect the thoughtfulness and relevance of students’ contributions to the course.

3. In-class Presentation (20%)

Each student will be required to facilitate a class discussion for one of the on-site sessions (two students per session). This may involve designing an activity for assisting the group to engage with the issues or questions in response to the readings for that week. The aim is to facilitate engagement with the readings. A one page outline or plan for this session must be submitted to the course instructor one week in advance.

Criteria

- Outlines aims/objectives/purpose
- Uses an activity or resource to stimulate engagement with the readings and to pose critical questions for the class
- Facilitates discussion of key themes, ideas, questions raised by the set readings.

4. Research Paper (40%)

The research paper should explore an area of concern or interest related to issues of globalization and educational restructuring. This paper should aim to be 10-15 pages, typed and appropriately referenced. Students should discuss their topics with the professor, and, no later than the third week of classes, give the instructor a brief, not more than 1 page outline of their paper proposal.

Evaluation criteria:

1. Easy to read (well organized, concise, proofread for grammar, spelling, punctuation errors);
2. Demonstrate an understanding of the relevant literature (must include readings from the course);
3. Discusses aspects of the social contexts related to globalization and educational restructuring;
4. Uses concepts, arguments, and examples learned in class discussion, readings, etc.
5. Includes your insights and conclusions.

**Web CT login instructions and technical support information:**
To access Web CT, go to [http://webct.uwo.ca](http://webct.uwo.ca). Students may use Internet Explorer to access Web CT; however, Firefox is the preferred browser for using the Wiki in Web CT.

To log into Web CT, students use their Western account credentials. The login is what precedes the “@uwo.ca” portion of students’ UWO email addresses.

- If you do not know your Western account, please contact edu.tech.support@uwo.ca for instructions.
- If you know your Western account, but you do not remember your password, please contact the ITS Helpdesk at 519 661-3800 (or x83800). You will need to provide your Western username, your 9 digit Student Number and they may ask for other identifiers such as birth date.
- If you require technical assistance in Web CT, information addressing common problems is available on the Web CT home page. Students can also contact the ITS Helpdesk at 519-661-3800.

**Policy Statements:**

Please see the “Policies” page of the Graduate Programs & Research web site for further details on course and program policies: [http://www.edu.uwo.ca/graduate/policies.html](http://www.edu.uwo.ca/graduate/policies.html)

**Attendance:** Students are expected to attend all classes. In the case of absence, instructors may assign additional course work. Normally, students who are absent from one-quarter or more of their classes will be assigned a grade of "F" (Fail), (Graduate Studies Subcommittee - December 3, 1999). As an example, most onsite half courses (with the exception of some Counselling Psychology classes) meet 12 times during a term, so students in these courses cannot miss more than two classes.

For on-line courses, participation will be determined by the instructor/professor in the course outline and will reflect the same principles as attendance policy for on-site courses.

**Suggested Wording for Instructors:**

*For online courses organized on a week-by-week basis, participation in each week’s discussion will be considered the equivalent of one onsite class.*
For online courses which are not organized on a week-by-week basis, contributing to the discussion of each unit of work (e.g., module) will be considered the equivalent of attending and participating in, the classroom discussion of a face-to-face class.

Language Proficiency: "Each student granted admission to Western must be proficient in spoken and written English. Students must demonstrate the ability to write clearly and correctly. Work presented in English in any subject at any level, which shows a lack of proficiency in English and is, therefore, unacceptable for academic credit, will either be failed or, at the discretion of the instructor, returned to the student for revision to a literate level. To foster competence in the use of the English language within their own discipline, all instructors will take proficiency in English into account in the assignment of grades.” A student who, after admission, shows an inadequate command of spoken or written English must improve his or her proficiency to the satisfaction of the graduate program or department. (http://www.uwo.ca/univsec/handbook/exam/english.pdf)

Evaluation: Graduate students must maintain at least a "B" average in their program. Although only numeric grades are assigned by instructors in the Faculty of Education, the following alpha grade ranges are provided for your information.

A = 80% and above
B = 70% - 79%
C = 60% - 69%
F = Fail - less than 60%

The following guidelines for assigning grades are in effect at the Faculty of Education.

A: Reserved for those students whose work is excellent. Their work will contain an element of originality, creativity, or thoroughness. It will be well organized and expressed, and will reflect a particularly clear command of techniques and principles, incisive judgements, sound critical evaluations, and so on.

B: Assigned for proof of good competent work. A "B" grade indicates that a student has mastered the course material and can manipulate it, can write clear prose, can demonstrate an ability to critically evaluate and synthesize material, and can apply the course material to relevant situations or problems.

C: Assigned because a student does not meet one or more of the above criteria. Even though the student may be conscientious, he or she has not demonstrated a mastery of the graduate work in the course. A lack of mastery may include any number of characteristics such as an inability to write clearly, to research a topic adequately, to synthesize material, or to make basic judgements about relevance, and so on.

F: Glaring inaccuracy and confusion, little or no grasp of techniques and principles, trivial and irrelevant treatment of topics. In general, a failure to demonstrate the minimal knowledge and skills for effective work in the discipline.

INC: (Incomplete) An INC may be granted for a course where the student has not been able to complete the assigned work in the normal timeline due to exceptional circumstances. Permission to carry an INC must be sought from the Chair, Graduate Education before the end of the term. The INC must be completed by the end of the following term or a grade of F (FAIL) will be assigned. According to SGPS policy, NO exceptions will be granted to this rule.
A numerical grade submitted for an INC grade, or an F grade resulting for an INC, is final. The School of Graduate and Postdoctoral Studies will not consider a subsequent revision of either such grade except on documented medical or compassionate grounds.

Instructors shall inform students, both in class and in the course outline, as to any policies and/or penalties concerning late submission of assignments.

**IPR:** (In Progress) assigned during preparation for Thesis or Directed Research Project or a half or full course which extends over two or more terms.

**Statement on Academic Offences:** Scholastic offences are taken seriously; a student guilty of a scholastic offence may be subject to the imposition of one or more penalties, ranging from reprimand to expulsion from the university, as well as criminal proceedings where appropriate. Students are strongly encouraged to review the appropriate policy document, and specifically, the definition of what constitutes a Scholastic Offence: [Scholastic Discipline for Graduate Students](http://www.turnitin.com).

**Plagiarism:** Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage of text from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar [reproduced below]).

**Plagiarism Checking:** All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (http://www.turnitin.com).

The Academic Calendar states:

Scholastic Offences include, but are not limited to, the following:

1. Plagiarism which may be defined as: 'The act of appropriating the literary composition of another, or parts or passages of his writings, or the ideas or language of the same, and passing them off as the product of one's own mind.' Excerpted from H. C. Black, Black's Law Dictionary, West Publishing Co., 1979, 5th Ed., p. 1035. This concept applies with equal force to all assignments including laboratory reports, diagrams, and computer projects.

8. Submitting for credit in any course or program of study, without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course or program of study in the University or elsewhere.
Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: [http://www.uwo.ca/univsec/handbook/appeals/scholoff.pdf](http://www.uwo.ca/univsec/handbook/appeals/scholoff.pdf)

A student guilty of a scholastic offence may be subject to the imposition of one or more penalties, ranging from reprimand to expulsion from the university.

**Accessibility:** The University of Western Ontario is committed to recognizing the dignity and independence of all students and seeks to ensure that persons with disabilities have genuine, open and unhindered access to academic services. Please contact me if you require course materials in an alternative format or if any other arrangements can make this course more accessible to you. You may also wish to contact the Faculty of Education Graduate Programs & Research Office at (519) 661-2099 and/or Services for Students with Disabilities (SSD) at (519) 661-2111 X 82147 for information about requesting academic accommodation, or go to the following website: [http://www.uwo.ca/univsec/handbook/appeals/accommodation_disabilities_handbook.pdf](http://www.uwo.ca/univsec/handbook/appeals/accommodation_disabilities_handbook.pdf)