Globalization and Education 9203
Wednesdays, 6:30 -9:30 p.m., Room 2011
Program: CPELS (Critical Policy, Equity and Leadership Studies)
Program Type: Research Intensive

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Office 1024; Office hours: By appointment

Contact Policy
Please email me through OWL if you would like to make an appointment to see me. Alternatively, you can use my UWO email address, but I prefer that you use OWL for all communication with me. Normally, you can expect a response within 2 days.

Calendar Description
This course examines the economic, political and socio-cultural dimensions of globalization and their inter-relations with education. Students will be introduced to several perspectives for the study of globalization in comparative and international contexts. Students will develop a critical awareness of the implications of globalization for their own research, as well as different approaches for conducting research in and across international educational contexts.

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

| 1. Depth & Breadth of Knowledge | • Develop a breadth of knowledge about the foundational knowledge, theoretical and methodological approaches, multiple perspectives, key issues and current debates about globalization and education. |
| 2. Research & Scholarship | • Understand the intersections between the different specialization areas, as well as the interconnections between local, national and global contexts in researching educational policies, practices and processes. |
| 3. Application of Knowledge | • Understands a range of diverse approaches with a view to developing and applying their own approaches in designing and carrying out research about their specialization area. |
| 3. Application of Knowledge | • Demonstrates competence in the research process by applying existing bodies of knowledge, including knowledge about the research process and knowledge dissemination, in the critical analysis of their chosen research problem. |
4. **Communication Skills**
- Demonstrates ability to communicate knowledge and understanding (e.g. ideas, concepts, issues) of their specialization area using the most appropriate genres for different audiences.
- Develops a range of oral and written skills to convey understanding of different educational issues, topics, etc.

5. **Awareness of the Limitations of Knowledge**
- Awareness of taken-for-granted assumptions associated with the research process as a political and ethical activity with the aim to understand one’s own positionality and its effects in relation to one’s research.
- Critically understands the values and assumptions underlying the politics of knowledge production, including how frames, filters, biases and larger social and political contexts shape the production and legitimation of knowledge.
- Critically understand the ethical implications of educational research in general and of their own choices in designing and carrying out research in their specialization area, with particular attention paid to ethical approaches associated with researching vulnerable groups such as indigenous communities.

6. **Autonomy & Professional Capacity**
- Understands and articulates the values that guide one’s research, as well as personal practice, as an educational researcher.
- Demonstrates curiosity, intellectual independence and passion for one’s area of research.
- Demonstrates the ability to work both independently and collaboratively with others, as well as develop attitudes of openness and respect for others.

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**Mode of Course Delivery** - This is an on-site course, but we will make use of OWL throughout the course as a learning tool.

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

To log into OWL, 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 OWL**, information addressing common problems is available on the OWL home page. Students can also contact the ITS Helpdesk at 519-661-3800.
Course Texts / Materials
The required text for this course is Spring, J. (2015). *Globalization of Education: An Introduction*. New York: Routledge. It will be available through UWO bookstores in paperback form and a copy will be on short-term reserve at the library. Course readings are required. Most readings are available online through UWO libraries using online journal databases such as Proquest Education. Those that are not will be provided online through OWL.

Assignments & Course Requirements (guidelines, etc)

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Type</th>
<th>Due Date(s)</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance &amp; Participation</td>
<td>Ongoing</td>
<td></td>
<td>10%</td>
</tr>
<tr>
<td>Critical Reflections</td>
<td>Varied</td>
<td>Weeks 2-8</td>
<td>20% (5% each)</td>
</tr>
<tr>
<td>Major Research Paper + Presentation</td>
<td>Topic Choice + ½ page rationale</td>
<td>Week 5</td>
<td>Formative Feedback</td>
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<tr>
<td>Annotated Bibliography</td>
<td>Week 6</td>
<td></td>
<td>5%</td>
</tr>
<tr>
<td>Paper Outline</td>
<td>Week 7</td>
<td></td>
<td>Formative Feedback</td>
</tr>
<tr>
<td>Presentation</td>
<td>Weeks 9,11,12</td>
<td></td>
<td>25%</td>
</tr>
<tr>
<td>Paper Draft</td>
<td>1 week after your presentation</td>
<td></td>
<td>5%</td>
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<tr>
<td>Final Paper</td>
<td>Week 12 or later if you do your presentation in Week 12.</td>
<td></td>
<td>35%</td>
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All assignments due BEFORE class the week they are due unless you negotiate an extension with the instructor.

Assignment Details

Attendance and Participation 10%
Students are expected to participate respectfully and thoughtfully during class. Participation grades will be calculated based on a number of factors. Students are expected to attend every class, come to class prepared and on time. Being prepared for class entails completing all required readings before class so that you can participate in a meaningful way in class discussions. Students are also expected participate in whole class and small group discussions and activities in class, and support each other’s learning by, for example, providing others in the class with constructive feedback about their presentations.

Reading Reflections 20% (4 @ 5% each)
You will be expected to complete four reading reflections on any of the course readings between weeks 2-8. You cannot complete more than 1 reading from the same week. Each reflection is to be between 400-500 words or 1 single-spaced page in length. Upload all reading reflections to OWL (under the assignments link) BEFORE the class they are assigned for. You will not be able to submit a reflection AFTER the class. Here are questions to consider when you write your reading reflections:

1) What is the main argument(s) the author(s) is making about the topic/issue?
2) What are the key points of the reading? (bullet points are fine)
3) How does this reading contribute to our understanding of globalization and education?
4) What is the position of the author? What assumptions are they making about globalization? Can you detect any biases? If so, what are they?
5) What claims is the author making? Are these substantiated? How? What kind of evidence does the author use? What evidence is missing? Does the evidence support the author’s conclusions?
6) What are the weaknesses of this reading? Were there points or concepts you did not understand? How could it be improved?
7) Summarize the author’s conclusions and the significance of the work. What significance does the reading have for understanding globalization?

**Major Research Paper and Presentation**

Total = 70%

For your presentation and major research paper, you will choose any topic related to globalization and education that you wish to explore in depth. Here is how this assignment is broken down:

- Topic Choice + ½ page rationale – due Week 5 for formative feedback from instructor
- Annotated Bibliography of 10 contemporary and scholarly sources related to your topic
- Paper Outline – 1 page including thesis statement/argument + main points
- Presentation –20 minutes + 5 minutes for questions
- Final paper – Due Week 12 (or Week 13 if you present during Week 12)

Your final research paper should demonstrate breadth of knowledge about your chosen educational topic and how it relates to globalization processes. Length: 9-10 single spaced pages with standard margins. No cover page. Use a standard 12-point font. Consult the APA Publications Manual for information on reference and bibliographic citations. You may use in-text citations, endnotes or footnotes, as long as you are consistent. An assessment rubric will be handed out in class.

**Topic Outline:**

Week 1 – What is Globalization? (January 6th)
Readings:

Week 2 – Globalization and Education: World Culture Approach (January 13th)
Readings:
- 1 other assigned chapter from National Differences, Global Similarities: World Culture and the Future of Schooling.
Week 3 – Globalization and Education: Culturalist Approach/Policy Transfer (January 20th)
Readings:
- One other reading from list of articles on educational policy borrowing/transfer.

Week 4 - World Bank and Education (January 27th)
Readings:

Week 5 – Global Accountabilities: OECD and PISA (February 3rd)
Readings:

Week 6 – Corporatization of Education/Edu-Business (Feb. 10th)

Week 7 - Higher Education: Globalization and Internationalization (February 17th)
Readings:

Week 8 – Global Migration and Education (Feb. 24th)
Readings:
Week 9 – Student Presentations – (March 2nd)

Week 10 – Globalization and Space: New Spatial Theorizing (March 9th)
Readings:
  OR
- One other reading from list of articles about space, place, and education.

Week 11 – Student Presentations (March 23rd)

Week 12 – Student Presentations (March 30th)

**Policy Statements:**
Please see the “Policies” page of the Graduate Programs & Research website 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 meet 12 times during a term, so students in these courses cannot miss more than two classes. Students are encouraged to contact their instructor in advance of cases in which they will be unable to attend class on a regular basis.

**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](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.**
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.

2. 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

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