

EDUC 142 EDUCATION IN A GLOBAL WORLD

Spring 2021

Education is the most powerful weapon with which you can change the world.

–Nelson Mandela

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GSIs:

Office hours: See course website

COURSE OVERVIEW

Phrases such as “the world is growing smaller,” “think globally, act locally,” and “our increasingly globalized world” dominate contemporary discourse. This course attempts to unpack these phrases and explore the questions: What is globalization? What are the implications of living in a “global world” for education? How can education be used as a tool to promote global social justice and prosperity? In *Education in a Global World* we will address these (and other related questions) through collective reading assignments, class discussions, and online collaborations on our learning platform (BCourses) This semester, we also examine how COVID-19 has impacted education systems globally and the possibilities and constraints of online learning across the lifespan.

The course draws from perspectives in the fields of comparative and international education, political science, economics, sociology, and anthropology to analyze globalization and the role of education in the 21st Century. This seminar is open to undergraduate students of all majors. There are no prerequisites. It is appropriate for individuals who plan to or are currently working in K-12 schools as well as in other settings (non-profit organizations, international development organizations, educational exchanges, etc.).

The course will be taught through online lectures and media, readings, virtual group discussions/projects, and engagement and media production within an online learning platform. *Education in a Global World* is a survey course, designed to expose students to a variety of key themes in the study of globalization and education. The course should deepen your interest in and understanding of these topics and encourage you to continue to study these themes in your individual work, activism, research and/or future coursework.

This course is offered as an online course. However, we will have weekly virtual discussion sections at fixed times (8am or 8pm Thursdays) via video conferencing after you have completed a series of activities and viewed online lectures and media. Weekly attendance to online discussions is mandatory. Online media content and lectures will be available on the BCourses course page (*please use the following link to login: <https://bcourses.berkeley.edu/courses/1492755>*). You must be registered for the course to see the course site.

COURSE STRUCTURE

This course is broken down into two major units. The first half of the course focuses on understanding key theories in the field of globalization and education and the second half of the course allows you to think about practical implications of the theoretical framework you will develop in the first unit.

Unit 1: Key theories and understandings in Globalization and education

We first examine various theoretical perspectives on globalization and education, including two key theories that inform the conceptual framework of this course that we will return to throughout the semester. This unit is broken into the following themes/topics:

Globalization and education

We consider what it means to live in a global world and begin to conceptualize globalization and its implications from multiple perspectives. Drawing on key readings, you will have the opportunity to analyze how different scholars theorize globalization and begin to form your own theoretical framework of what globalization means and how it might affect your practice.

Globalization, education, and cultivating worldviews

We continue our explorations of the different perspectives of globalization and begin to think about implications for education. We consider cosmopolitanism, the notion that all individuals are citizens of the world and that we have an ethical responsibility to promote human welfare..

Capabilities, culture, and justice globalism

We will learn about the capabilities approach, which provides a basis for a theory of justice and quality of life assessment. We will use this framework as well as other key theoretical perspectives to think about culture from a more expansive view and consider the field of multicultural education. We will also think about how reductive understandings of the notion of culture could be problematic and attempt to broaden our understanding of the meaning of cultural practices. Again, you will have the opportunity to think about how these ideas connect to education practices and what implications they have in terms of equity and social justice.

Unit 2: Implications for Policy and Practice

In the second half of the course, we begin to hone in on the practical implications of globalization. We turn to examine the present world situation with regards to education, first examining global educational statistics and global development reports (consistent with your data analysis assignment). We will then analyze the education system of Finland, considered by some the “best” in the world, in order to understand what factors make their system effective and how (and if) we might gain insights from the Finnish system to improve education elsewhere.

You will also have the option to choose one of two “tracks” based on your interests and career goals.

Track A: Teaching & learning in a global world

In this track, we explore what it means to teach and learn in a global world. We will explore various teaching practices and discuss implications for a global education through the analysis of different types of schools and

systems. We will also look at an example of a globalizing course/curriculum “called the “world course”. A major area of focus for this track is language and multilingualism, as well as the global spread of English. This track is appropriate for those who wish to work in K-12 school settings or those generally interested in how to “globalize” education

OR

Track B: Promoting gender equality & education

In this track, you will have the opportunity to propose an innovative intervention to address barriers to girls’ education across the globe. For this initiative, you will extend the work for your data analysis assignment in choosing a country of region of interest to you. Based on your data analysis findings/recommendations, you will design an innovative solution aimed at tackling this important issue. This track is appropriate for those who are interested in working in international settings and/or with organizations working towards promoting gender equality.

COURSE OBJECTIVES

Through the in-depth examination of educational projects to promote human capabilities and cosmopolitan worldviews, the course will practically prepare students to engage in future work in the field of global education and more generally as responsible global citizens.

This course will help students:

- Develop a theoretical framework of globalization and become familiar with theories of cosmopolitanism and the capabilities approach
- Identify the implications of globalization for education at the local, national, and international levels
- Identify the strengths and weaknesses of select strategies to combat educational inequality and improve access and quality
- Conceptualize the potential role of technology in improving access to and transforming educational experiences for students around the globe
- Gain a deeper understanding of the concept of culture, and critical approaches to multicultural education in a global world
- Become familiar with Jupyter notebooks and use data from a global database to generate descriptive statistics to conduct a gender analysis.
- Develop a deeper understanding of how education can be used as a tool to promote global social justice and prosperity

Depending on the track students choose, students will:

- TRACK A:
 - Work towards conceptualizing how one might teach lessons that are consistent with ideas of global education through the development of a curriculum;
 - Critically examine the notion of English as a “global language” for instruction and develop a curriculum to teach English to a specific audience.
- TRACK B:
 - Gain a deeper understanding of the global Sustainable Development Goals and the priorities of ending gender discrimination and promoting quality education for all through the second decade of life;
 - Develop an understanding of frameworks for empowering education for girls;

- Practice creating an innovative solution to address educational marginalization in a country of their choice.

A NOTE ON TECHNOLOGY

Even before the global pandemic forced our hands, this course espoused the philosophy that there is *no better place* to study education in a global world than online. When you go online, you go global! After all, it is online that we are virtually connected with our friends, our family, and even with strangers around the world. And it is through the power of technology and the web that our interconnectedness is tangible, that we can feel close to someone even when they are far away. If “education is the most powerful weapon with which you can change the world” (Nelson Mandela), imagine what we can accomplish by also tapping into the power of our digital tools and virtual connections!

In the course, we will frequently use “Suite-C” tools via the Canvas platform to collaborate and learn from each other. All assignments will be turned in through the Canvas platform and you will receive feedback electronically as well. Likewise, we will engage in a number of online learning activities through the course this semester. **You will need good Wi-Fi for the course features to work well. Working from a coffee shop or other public place may not allow you to participate fully in our online activities due to slow connectivity.**

We kindly and adamantly ask that you use your computers responsibly during our online discussion sections. Please respect your peers and your instructors during synchronous sections by refraining from “off-task” internet browsing, Facebook activities, emailing, etc.

ACCOMMODATIONS

If you need accommodations, please let us know ASAP. We will try and be as flexible as possible but we highly recommend you stick to the course schedule if at all possible. If you have a disability that requires accommodation, please let us know by the prior to the start of class (note that we do not have any exams in this class). Please provide documentation from the DSP office or equivalent documentation at your home institution.

BASIC NEEDS

Any student who faces challenges securing their food or housing is urged to contact the Dean of your college for support or the relevant Basic Needs website (ex., <http://www.basicneeds.berkeley.edu> or <http://basicneeds.ucsd.edu/> or <http://www.basicneeds.uci.edu/>)

CITING SOURCES AND PLAGARISM

All written assignments must follow a standard citation format (APA, MLA, or Chicago), and points will be deducted if a standard citation format is not evident. In your works cited, please use a footnote on the first or last page indicating which citation style you have followed. Citing sources properly is an essential component of academic integrity. Plagiarism of any kind will not be tolerated, and will be referred to the Office of Student Conduct. We enable “turnitin” on Canvas to detect plagiarism. For more information about writing with sources and writing with Internet sources, see the following helpful website from the Cal Library: <http://www.lib.berkeley.edu/instruct/guides/citations.html>.

COURSE REQUIREMENTS AND TIME COMMITMENT

Just like face-to-face undergraduate courses, this course requires substantial time commitment. In total, given that this is a 4-unit course, ***you should plan to spend approximately 12 hours per week on the readings,***

online activities, attendance/participation in discussions, and writing assignments. Your work in the course will be assessed using the following criteria:

1) **Online activities and participation (30%):** Participation and active engagement in the course is required for your learning and overall experience with the class. You will receive a score based on your work each week moving through the online activities and participation and attendance in discussion sections. [Each week you can earn up to five points, and attendance at discussion section is worth 3 points]. You will complete a set of weekly online activities (using digital Suite-C tools on the course website) based on instructions in the weekly course pages. You will also occasionally post in discussion threads. Your participation will be tracked by an “Engagement Index”. We will not use the “Engagement Index” directly for grading, but this tool will be consulted for rapid feedback about your progress throughout the course. We will take into consideration the quality of the artifacts you post, your comments, and other informal writing for the course, as well as other impacts you have on the learning community we co-create in the course. More information on these activities is available on the course site. Attendance at your virtual discussion section each week is mandatory, and you *must* attend the time slot you sign up for. Attendance and participation in the synchronous part of the course (the discussion section is 18% of your online activities and participation grade, and the asynchronous portion is 12%).

2) **Formal writing assignments (70%):** The course has the following formal writing assignments:

Synthesize short writing assignments (20%): Over the course of the semester, we will have four short writing assignments to help deepen your understanding of and reflect on key course concepts. Each of these is worth 5% of your total grade. More information about each of these is in the “synthesize” pages of the modules.

Data analysis/Jupyter notebook assignment (30%): You (alone or with a partner) will prepare a 7-10 page (double spaced) paper (5-7 pages if working alone) that includes data visualizations and analysis conducted using Jupyter Notebooks. You will identify a country of your choice and examine indicators of educational inequality. More details about this assignment are in the “Assignments” tab.

Final Project (20%): During the final weeks of the course, depending on the track you select, you will either: design a lesson plan (and if you are able to we urge you to implement this lesson and reflect on your experience) OR design an intervention aimed at promoting gender equality in education in the country you analyzed for your data analysis assignment. Again, more details on this assignment are provided under the “Assignments” tab, as well as in the weekly modules.

LATE POLICY AND ATTENDANCE

Again, while we want to be flexible and understand these are unprecedented times, we would like all assignments to be turned in by the indicated due dates; formal assignments (synthesize papers, data analysis and final project) will not be penalized within 3 days of the due date (late assignments after this will be penalized by 3 points or one third of a letter grade per day). If you need extra time for an assignment due to illness or other emergency, please be sure to email your GSI to make prior arrangements.

Weekly online activities (Inspire posts to asset library, discussion threads, etc.) will be given a 24 hour grade period, beyond this they will not be counted beyond the due date indicated (for the purposes of your own learning we still suggest you do them, and they will still be accounted for in the “engagement index”). In order to stay on track and meaningfully participate in the online discussion, these have to be done on time.

We appreciate your understanding of these policies.

Additionally, attendance to and active participation to your weekly discussion group is mandatory. Missing a discussion group will result in a deduction from your “online activities and participation” score.

Summary of requirements and due dates*

Assignment	Due Date	% of grade
Online activities and class participation	on-going; <ul style="list-style-type: none"> • Weekly “inspire” (posts to asset library) and “research and explore” (readings, video lectures) activities are to be completed on Wednesdays by 11:59pm. • Attend online discussion (Collaborate and Play) - group activities must be completed within one hour of your section. • Discussion thread posts and comments by due date indicated; • Engagement Index scores (not directly used but glanced at by Instructors to get a “quick snapshot” of your course participation 	30
Synthesize short papers (4 in total)	2/7, 2/14, 3/7, 5/9	30
Data analysis project	March 21 and April 4 th by 11:59 pm; April	20
Final track project	May 11th by 11:59pm	20

* PLEASE BE SURE TO CONSULT THE WEEKLY COURSE PAGE FOR ANY CHANGES TO DUE DATES

COURSE READINGS

The following **required** books are required (and can be purchased at a local bookstore or online):

1. Steger, M. (2017). *Globalization: A very short introduction*. Oxford, UK: Oxford University Press.
NOTE: You may purchase this book [online](#); the e-version may be used on a web browser if you do not have a kindle or tablet.
2. (for TRACK A only): Reimers, F.M., Chopra, V., Chung, C.K., Higdon, J., & O’Donnell, E.B. (2016). *Empowering global citizens: A world course*.
NOTE: You may purchase this book [online](#); the book is available for free if you have a Kindle Unlimited account.

Additional required course readings are posted as files and hyperlinks in the course website. We encourage you to print a hard copy of the readings so that you can keep everything organized, highlighted, underlined, etc. as you prepare for your weekly discussion sections. We also suggest you consider using a document management system such as [Mendeley](#) or [Evernote](#).

READING SCHEDULE

Note: Readings are listed by week and are subject to change. Please use the Bcourses modules as the most recent and up-to-date reading list. In addition to these readings we will examine newspaper articles, online articles, and a number of course videos and podcasts.

UNIT 1: Globalization and Education

Week 1: Course overview and navigation

Steger, M. (2013). *Globalization: A very short introduction*. Oxford, UK: Oxford University Press. Chapters 1-2.

Week 2: Introduction to Globalization

Christopherson, S., Garretson, H., & Martin, R. (2008). The World is Not Flat; Putting Globalization in its Place. *Cambridge Journals of Regions, Economy and Society* 1 (3), pp. 343-349.

Council of Europe (no date). What is Global Education?

Steger, M. (2013). *Globalization: A very short introduction*. Oxford, UK: Oxford University Press. Chapters 3-8.

Rodrik, D. (2016, September 17). Put globalization to work for democracies. *The New York Times*. Retrieved from <http://www.nytimes.com/2016/09/18/opinion/sunday/put-globalization-to-work-for-democracies.html?smprod=nytcore-ipad&smid=nytcore-ipad-share&r=1>.

Week 3: Globalization and Education

Apple, M.W. Between neoliberalism and neoconservatism: Education and conservatism in a global context. In Burbules, N. & C. A. Torres (eds.), *Globalization and Education: Critical Perspectives* (pp. 57-78.). New York: Routledge.

Burbules, N. & C. A. Torres (2000). Globalization and Education: An Introduction. In Burbules, N. & C. A. Torres (eds.), *Globalization and Education: Critical Perspectives* (pp. 1-26). New York: Routledge.

Stromquist, N. (2002). *Education in a Globalized World: The Connectivity of Economic Power, Technology, and Knowledge*. (p. xii-36).

Synthesize short writing assignment due this week (Sunday night, 11:59pm).

UNIT 2: Education and justice globalism: key theoretical perspectives and critical opportunities

Week 4: Education and cultivating worldviews

Appiah, K. (2008). Education for global citizenship. *Yearbook of the National Society for the Study of Education*, 107(1), 83-99.

Brookes, J. (2006, February 23). Cosmopolitanism: How to be a citizen of the world. *Mother Jones*. <http://www.motherjones.com/politics/2006/02/cosmopolitanism-how-be-citizen-world>.

Camhi, L. (2013, July 19). I jumped in to save the child but who would rescue me? *The New York Times*. <http://www.nytimes.com/2013/07/21/magazine/i-jumped-in-to-save-the-child-but-who-would-rescue-me.html>.

Hansen, D. (2010). Cosmopolitanism and education: A view from the ground. *Teachers College Record*, 112(1), 1-30.

Kantor, J. & Einhorn, C. (2016). Refugees Encounter a Foreign Word: Welcome. *New York Times Magazine*. Retrieved from <http://www.nytimes.com/2016/07/01/world/americas/canada-syrian->

[refugees.html?smprod=nytcore-iphone&smid=nytcore-iphone-share](https://www.nytimes.com/refugees.html?smprod=nytcore-iphone&smid=nytcore-iphone-share)

Synthesize short writing assignment due this week (Sunday night, 11:59pm).

Week 5: Capabilities Approach

Nussbaum, M. (2011). *Creating capabilities: The Human Development Approach*. Cambridge, MA: Harvard University Press. Chapters 1-3, then p. 152-157 & 185- 189.

Walker, M. (2012). A capital or capabilities education narrative in a world of staggering inequalities? *International Journal of Educational Development* 32(3), 384- 393.

Week 6: Social justice and cultural diversity: considerations for education

Fabre, C. and D. Miller (2003). Justice and culture: Rawls, Sen, Nussbaum and O'Neill. *Political Studies Review* 1, 4-17.

(Revisit) Nussbaum, M. (2011). *Creating capabilities: The Human Development Approach*. Cambridge, MA: Harvard University Press. Chapters 1-3, then p. 152-157 & 185- 189.

(Revisit) Steger, M. (2013). *Globalization: A very short introduction*. Oxford, UK: Oxford University Press. Chapter 7.

Week 7: Multicultural education and justice globalism

Banks, J. and McGee Banks, C. (2010). *Multicultural Education: Issues and Perspectives* (5th ed.). (pp. 1-44). New York, NY: Wiley Publishing.

Gutiérrez, K. (2006) *Culture Matters: Rethinking Educational Equity*. New York: Carnegie Foundation.

(Revisit) Steger, M. (2013). *Globalization: A very short introduction*. Oxford, UK: Oxford University Press. Chapter 5.

Synthesize short writing assignment due this week (Sunday night, 11:59pm).

UNIT 3: Global opportunities and challenges for education

Week 8: Global education data and educational marginalization

UNESCO (2016). *Education for People and Planet: Global Education Monitoring Report. Skim sections of interest, read chapters 1 and 8.* <https://unesdoc.unesco.org/ark:/48223/pf0000245752>

Watkins, K. (2010). *Reaching the marginalized: The key to Education for All*. Retrieved from: <https://pdfs.semanticscholar.org/01bc/400c071cd5a210eab0416564c9f17299fa77.pdf>

Roser, M. and Ortiz-Espinoza. *Educational Mobility and Inequality: Our world in data.* <https://ourworldindata.org/educational-mobility-inequality>

Week 9: Global education data and educational marginalization cont.

World Bank (2018). *Learning to realize education's promise. Overview.*

<https://openknowledge.worldbank.org/bitstream/handle/10986/28340/211096ov.pdf>

Week 10: Finnish lessons: Examining the "best" education in the world

Bernstein, K. (2011). *Review of Finnish Lessons. Daily Kos.* Retrieved from

<https://www.dailykos.com/stories/2011/12/29/1049391/-Finnish-Lessons#>

Partanen, A. (2011). *What Americans Keep Ignoring about Finland's Schools Success. Atlantic Monthly.* Dec 29, 2011. Retrieved from <http://www.theatlantic.com/national/archive/2011/12/what-americans-keep->

[ignoring-about-finlands-school-success/250564/](https://www.ignoring-about-finlands-school-success/250564/)

Sahlberg, P. (2011). *Finnish Lessons: What can the world learn from educational change in Finland?* (2nd edition). New York: Teacher's College Press. (Introduction and chapters 1, 2, and 4).

DATA ANALYSIS ASSIGNMENT DUE

UNIT 4: FOR WEEKS 11-14, PLEASE FOLLOW THE READINGS FROM THE ONE TRACK THAT YOU SELECTED

Track A: Teaching & Learning in a Global World

Week 11: K-12 Education in a Global World

Hull, G.A., & Hellmich, E. (in press). Locating the global. *Teachers College Record*

Reimers, F.M., Chopra, V., Chung, C.K., Higdon, J., & O'Donnell, E.B. (2016). *Empowering global citizens: A World Course*. (Introduction, grades K-5, pp.1-180).

Week 12: Implementing a Global Course

Hull, G., Stornaiuolo, A., & Sahni, U. (2011). Cultural citizenship and cosmopolitan practice: Global youth communicate online. *English Education*, 42(4), 331-367.

Reimers, F.M., Chopra, V., Chung, C.K., Higdon, J., & O'Donnell, E.B. (2016). *Empowering global citizens: A World Course*. (grades 6-book conclusion, pp.180-422)

Week 13: Teaching and Learning in a Global World

Steger, M. (2013). *Globalization: A very short introduction*. Oxford, UK: Oxford University Press. (Re-read) pages 83-86.

Blommaert, J. (2010). A messy new marketplace. In *The Sociolinguistics of Globalization* (pp. 28-top of 30). Cambridge, UK: Cambridge University Press.

McKay, S.L. (2012). Principles of teaching English as an international language. In L. Alsagoff, S.L. McKay, G. Hu, & W.A. Renandya (Eds.), *Principles and Practices for Teaching English as an International Language*. New York, NY: Routledge.

Final project due May 11, by 11:59 pm

Track B: Promoting Gender Equality & Education

Week 11: Sustainable Development Goals (SDGs)

Marcus, R. and E. Page (2016). Girls' Learning and Empowerment – the Role of School Environments.

UNGEI Policy Brief. Retrieved from http://www.ungei.org/Policy_Brief_-_School_Environments-v2.pdf.

Sperling, G., et. al. (2016). What Works in Girls' Education: Evidence for the World's Best Investment. Washington, D.C.:

Brookings Institution. Retrieved from <https://www.brookings.edu/wp-content/uploads/2016/07/whatworksingirlseducation1.pdf>.

United Nations Sustainable Development Knowledge Platform. Focus on Goal 4 (Quality Education) and Goal 5 (Gender Equality) (skim others). Retrieved from <https://sustainabledevelopment.un.org/?menu=1300>.

Week 12: Gender, Education, and Global Social Justice

King, E., & Winthrop, R. (2015). Today's Challenges for Girls' Education. <https://www.brookings.edu/wp-content/uploads/2016/07/Todays-Challenges-Girls-Educationv6.pdf>.

[Murphy-Graham, E. & Lloyd, C. \(2016\). Empowering adolescent girls' in developing countries: The potential role of education. Policy Futures in Education 14\(5\)556-577.](#)

Sahni, U. (2017). Reaching for the sky: Empowering girls through education. Washington DC: Brookings Institution. (select chapters)

Unterhalter, E. (2007). Gender, schooling and global social justice. London: Routledge. (chapters 1, 2, 3)

Week 13: Implementing Innovative Solutions for Girls' Education

[Unterhalter, E. et. al. \(2014\). Interventions to enhance girls' education and gender equality. Education rigorous literature review, DFID. Read Introduction and Chapters 4 and 5.](#)

Group final project due May 11th, 11:59 pm

Course Wrap up and conclusion

Week 14: Imagining the future

Revisit Chapter 8, Steger.

Other readings TBD.