Bruce Chatwin, widely published travel writer, has said that “travel doesn’t merely broaden the mind; it makes the mind.” This course, designed to expand your perspectives through “visits” to other places, takes the form of armchair travel rather than actual travel as you view educational developments on a global scale. The emphasis is on localizing and well as globalizing patterns, since both together comprise what has been called the global-local dialectic or, more simply, glocalization. After taking this course, you should have a deeper awareness of educational issues, not only elsewhere but also within this country.

Among the places “visited” will be Afghanistan, Cameroon, China, Cuba, Finland, Great Britain and Scotland, India, Mexico, New Zealand, Nigeria, Peru, Saudi Arabia, Senegal, and Spain. We’ll consider such developments as the French-English bilingual model in Cameroon (where there are 200+ indigenous languages plus camfranglais), the Freirean and Cuban models of literacy campaigns in Latin America, the Finnish approach to education (which is counter to much that is going on elsewhere), the policy of devolution and the Gaelic revival in Scotland, and the notion of “border literacy” and its application to our state and to our neighbor to the south.

As a class we’ll (1) read some publications debating the global and local issues relevant to education and literacy, (2) use the internet to investigate educational patterns on an international scale as well as in particular countries or regions, and (3) view films and interviews. For a group project you’ll read and discuss a novel that portrays cultural and educational issues within a particular part of the world and, in most instances, is written by an author who has experienced those issues personally. Finally, on an individual basis, you’ll explore a global/local matter that interests you, write a paper on the topic, and share what you learn with the class.

**Course Description**

This course focuses on international and transnational developments in education and, in doing so, addresses localizing as well as globalizing patterns. This dual focus on the local as well as the global is taken because of their interrelation in what has been called the global-local dialectic or, more simply, glocalization. Attention goes to (1) international and transnational curriculum patterns, (2) issues of language policy and the concept of global English, (3) localizing developments by and for indigenous groups, (4) cultural and linguistic change, and (5) language, education, and lives at and across borders.

**Rationale**

With its international emphasis, this seminar complements and supplements other graduate courses that attend mainly to issues, concerns, and practices in the United States. By taking this course, which addresses global, international, and transnational matters, you should acquire a broader perspective on educational issues and see how developments in the United States relate to what is happening elsewhere.
Course Objectives

For you to
1. compare and contrast recent developments in education across continents, countries, and cultures;
2. assess the impact of globalization, including “global English,” on education;
3. note the influence of neoliberalism across the world;
4. consider the legacy of colonialism on education;
5. relate concepts from globalization theory and postcolonial theory (e.g., hybridity, cosmopolitanism, diaspora) to education;
6. analyze the various meanings attached to the term mestizaje, particularly as the concept relates to border culture;
7. pursue individual interests focused on the practices and policies in particular countries or regions; and
8. synthesize learning from the course to develop arguments regarding global issues and local responses.

Course Topics

globalization; Westernization; colonialism, postcolonialism, and neocolonialism; diaspora; global English and English fragmentation; endangered languages and language revitalization; national literacy campaigns; educational borrowing; indigenous foreigners; national curriculum movement; neoliberalism; accountability; borders and border-crossing; hybridity; mestizaje; etc.

Assignments

Participation in Class Activities: You’ll be expected to do all assigned readings for a particular date before coming to class and to be prepared to discuss what you have read. It is important to note the authors’ major points and their means of supporting them and also to make connections across readings and across authors. In our class discussions, you should make contributions based on the knowledge that you are building not only from lectures and from the required readings but also from supplementary reading as well as your own experience.

Critical Responses: During the course, you’ll write three critical responses to the readings. Response topics include the following: (1) “Globalization as Manifested in Everyday Life” (a response to the issues raised by the readings on globalization that incorporates examples from your own experience), (2) “Insights into Another’s Place in a Changing World” (a critical analysis of the novel you read for the group project), and (3) “Indigenous Identity and Education: Considering the Issues” (a response to required and additional readings). Each response should be at least three typed pages but no more than four (double-spaced) with a reference page.

Group Project: For this assignment you’ll work with another person to apply insights from readings regarding globalization and westernization to your shared understanding of one of the novels included as readings for the course. These stories I’ve selected are contextualized in the culture and education of China, Mexico, India, and Senegal, but we’ll probably need to choose three of the four. During class you’ll meet with the other person who has read the same book and has written a critical response on it, as described above. The two of you will meet to discuss the
issues that are brought to life; and then in a subsequent class meeting you’ll share your insights with others in the class through a 30-minute presentation followed by a brief discussion.

**Written and Oral Report on Issues of Education in a Chosen Country or Region:** For this assignment, you’ll choose a country or a region, conduct research (through published pieces and Internet) on aspects of curriculum there, make a 20-minute oral presentation, and submit a report that is at least ten pages in length (plus a reference page). The oral reports will be made throughout the course, and the papers will be due March 21 for all. In these reports, you should incorporate concepts from the course regarding globalizing and localizing patterns.

**Final Paper: Issue Brief:** For concluding the course, you’ll present an issue-oriented brief that relates to a topic raised in this course. There won’t be time for you to prepare a full manuscript for submission to a scholarly journal, but there will be time for you to get started on a paper that can be developed further. You’ll be expected to have your issue and some references identified by March 27. For the final assignment for this course, you must submit a fully-formed essay of ten pages (plus reference page) that might be suitable for a conference paper.

**Point values**
- 15 points - Attendance and Participation in Class Activities
- 15 points - Group Presentation
- 25 points – Critical Responses
- 25 points – Report on Educational Issues in Another Country or Region
- 20 points - Final Issue Brief

**Grading Scale**

A 90 - 100 points  
B 80 - 89 points  
C 70 - 79 points  
D 60 - 69 points  
F below 60 points

**Required Books**


Additional Required Book: Novel (Choose at Least One)


Optional Books


Required Articles, Chapters, and Reports (available in Course Content Collection in Blackboard LEARN)


**Web Sites**


Edward Said on Orientalism. [http://www.youtube.com/watch?v=xwCOSkXR_Cw](http://www.youtube.com/watch?v=xwCOSkXR_Cw)

Endangered Languages Project. [http://www.endangeredlanguages.com](http://www.endangeredlanguages.com)


Kilani, B. M. A. What Finland is trying to tell the world by reforming to phenomenon-based learning. [https://elearningtec.wordpress.com/2015/05/25/what-finland-is-trying-to-tell-the-world-by-reforming-to-phenomenon-based-learning/](https://elearningtec.wordpress.com/2015/05/25/what-finland-is-trying-to-tell-the-world-by-reforming-to-phenomenon-based-learning/)


**Films**

*View from a Grain of Sand; Malala (to take home individually); Sango Malo; Whale Rider; Sinav (perhaps)*
Course Schedule

Introductions
In-class Readings: Friedman (2000), Robertson (1994)

Jan. 24: Education in Global Perspective
Reading: Cowen (2004), Chs. 1-3
In-class: Film View from a Grain of Sand

Jan. 31: Education in Global Perspective
Reading: Cowen (2004), Chs. 4-6
Written Response to Readings: “Globalization as Manifested in Everyday Life”
Report ________________

Feb. 7: Global Superstructure of Education
Readings: Apple (2000); Popkewitz (2000); Spring (2008), Chs. 1-4
Report ________________

Feb. 14: Global Superstructure of Education; Connections across Research
Reading: Spring (2008 ), Chs.4-8; Tierney & Kan (2016)
Report ________________

Feb. 21: Colonialism, Postcolonialism, and Issues of Culture and Language
Reading: Achebe (1996)
Report ________________
Feb. 28: Colonialism, Postcolonialism, and Issues of Culture and Language
Reading: Ashcroft et al. (2000), selected terms
Film: *Sango Malo*

March 7: Colonialism, Postcolonialism, and Issues of Culture and Language
Paired Discussions of Novels
Written Response to Reading: “Insights into Another’s Place in a Changing World”
Report

March 14: No Class: Spring Break

March 21: Global English and Translingualism
Reading: Canagarajah (2013), Chs. 1-6
Oral Presentations: Sijie’s *Balzac and the Little Chinese Seamstress* and Lahiri’s *The Namesake*
Everyone’s Written Report on Country or Region

March 27: Global English and Translingualism (cont.)
Reading: Canagarajah (2013, Chs. 7-10
Guest speakers: Dung Nguyen, Lois Knezek
Identification of Issue for Your Issue Brief and List of Several References

April 4: Local/Indigenous Educational, Linguistic, and Cultural Revitalization Movements
Reading: Kanu (2006), McCarty et al (2005), Oise (2005), UN Declaration on Rights of Indigenous People
Written Response to Readings: “Indigenous Education: Considering the Issues”
Film: *Whale Rider*

April 11: Hybridity
Reading: Bhabha (2004) excerpt
Film: *Sinav* (perhaps)
Oral Presentation: Ba’s *So Long a Letter*

April 17: Border Literacy and *Mestizaje*
Readings: Anzaldúa (1999); Nelson, Barrera, Skinner, & Fuentes (2016); Allatson (2007) optional
Oral Presentation: Esquivel’s *Malinche*

April 24: No Class

May 2: Cosmopolitanism

May 9: Summary and Conclusions
Issue Briefs: Written Paper and Oral Presentation
Class Policies

1. **Assignments**: All papers must be typed, grammar-checked, and spell-checked. Cite references where appropriate, and follow APA (6th ed.) guidelines in doing so. Papers and other assignments should be submitted or presented on the date that they are due. Late assignments will have points subtracted, and, if they are more than a week late, they may not be accepted.

2. **Academic integrity**: Academic integrity is essential to this course, as in other work that you do in your doctoral program. In Policy 18.1.16, UNT has described academic integrity as follows:

   Academic integrity emanates from a culture that embraces the core values of trust and honesty necessary for full learning to occur. As a student-centered public research university, the University of North Texas promotes the integrity of the learning process by establishing and enforcing academic standards. Academic dishonesty breaches the mutual trust necessary in an academic environment and undermines all scholarship.

   You must be sure to avoid plagiarism, which is defined in the following way in that policy:

   Use of another’s thoughts or words without proper attribution in any academic exercise, regardless of the student’s intent, including but not limited to:

   1. the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgement or citation.
   2. the knowing or negligent unacknowledged use of materials prepared by another person or by an agency engaged in selling term papers or other academic materials.

   [http://vpaa.unt.edu/academic-integrity.htm](http://vpaa.unt.edu/academic-integrity.htm)

3. **Students’ disabilities**: UNT complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. If you need disability accommodations in this class, please see me as soon as possible and bring your verification form from the Office of Disability Accommodations. If you suspect that you may have a disability (e.g., physical impairment, learning disability, psychiatric disability), please contact the ODA.

4. **Civility**: UNT is committed to equity and diversity and to a student-centered environment that is conducive to learning. Students and faculty are expected to behave in a manner that is respectful and courteous to all people regardless of their ethnic/racial origin, their sexual orientation, their religious background, or disability. Actions or words that infringe on the rights of another individual will not be tolerated. In accordance with this emphasis on respectful attention to others, you are expected to turn off your cell phone and not to take messages or text during class.

5. **Student Evaluation of Teaching Effectiveness**: The SPOT is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SPOT to be an important part of your participation in this class.

**Note**: This syllabus is a plan for the course and, as such, is subject to modification as the course progresses.