Course Title

SOCIOPY OF EDUCATION
GLOBAL EDUCATION IN THE 21st CENTURY
A Joint Course of NYU and HU Students

Course Number
SOC-UA.9415001

SAMPLE SYLLABUS

Instructor Contact Information
PD Dr. phil. habil. Reinhard Isensee
Humboldt-Universität zu Berlin, Institute of English and American Studies,
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Course Details

Spring Semester 2017
Wednesday: February 1 - April 12: 5pm - 7pm
April 19 - May 17: 5pm - 8pm (HU students join the course)

Wednesday, May 17: Colloquium 5pm - 8pm (Final Group Project Presentation)

Location: Humboldt-Universität zu Berlin/NYU Berlin Academic Center, Room “Treptow” (tbc)

Prerequisites
n/a

Units earned
4 Credits

Course Description

This course is designed as a collaborative project between NYU Berlin and Humboldt-Universität zu Berlin offering students a unique opportunity for academic and cultural exchange in a classroom that serves as a test lab for global education. The course will focus on the current realities and future possibilities of global higher education against the backdrop of its historical and conceptual coordinates. A glance at the contemporary higher education landscape reveals ambivalent trends and directions: Excellence and internationalization protrude as paradigms that drive universities to secure their stakes in the global higher education market. National politics of education further enhance this competition among institutional front-runners by launching excellence initiatives or entering into supranational Bologna-type arrangements to facilitate cross-border academic exchange and knowledge production. Hence, a range of distinct regional approaches to global education have emerged from national models and practices of education. This course will serve as a site of academic dialog between NYU and HU students in one classroom by pursuing the following three steps. First, it seeks to familiarize its participants with
the visions and promises of global education while also paying attention to potential perils involved in globalization national models of education. Among others, we will address questions such as: How are modes of producing and disseminating knowledge affected when education crosses borders? What does global education demand from student learners and how are globally educated citizens envisioned? How can experiences of knowledge production and education specific to one context be made operable in another? In a second step, the course introduces and compares regional approaches to global education. Different national histories of higher education yield different answers to the questions formulated in the first step. Yet debates center around (one) global education, not educations. This tension requires scrutiny and, in a third step, it will ask students to develop an informed and critical position on the stakes of global education.

In order to make use of the unique classroom setting, the course will employ independent (out-of-class) and in-class, individual and collective, analytical and interpretive formats. Students will be particularly encouraged to fully embrace the learning impulses resulting from the intercultural encounter between NYU Berlin and Humboldt students. The language we are going to acquire in this course builds upon current global education debates. By starting to learn its rules and formulas, students are likely to see possible future trajectories of educational development and might even envision their future role in it. The class work will culminate in a colloquium at which NYU and HU students will jointly present their final group projects.

**Course Objective**

- To understand and critically reflect on the promises and challenges of global education.
- To understand the historical, political and social configurations of the emergence of global education.
- To explain the differences between national, international and global models of education and the specific contexts that they are grounded in.
- To discuss major similarities and dissimilarities of regional models of global education.
- To become versed in the central concepts and disciplinary tools of the debates pertaining to global education.
- To learn how to practice new formats of academic inquiry both on an individual and collective level as well as inside and outside of the classroom.

**Assessment Components**

Final grades will be based on a midterm (90 minutes; 20%), one presentation (15 minutes) and one response presentation (5 minutes) in class (20%), one final project (40%) presented at a colloquium, and active participation in the class discussion (20%). Regular class attendance is required. Failure to submit or fulfill any required component may result in failure of the class, regardless of grades achieved in other assignments.

**Assessment Expectations**

**Grade A:** The student makes excellent use of empirical and theoretical material and offers well-structured arguments in their work. The student writes comprehensive essays / exam questions and their work shows strong evidence of critical thought and extensive reading.

**Grade B:** The candidate shows a good understanding of the problem and has demonstrated the ability to formulate and execute a coherent research strategy.

**Grade C:** The work is acceptable and shows a basic grasp of the research problem. However, the work fails to organize findings coherently and is in need of improvement.

**Grade D:** The work passes because some relevant points are made. However, there may be a problem of poor definition, lack of critical awareness, poor research.
Grade F: The work shows that the research problem is not understood; there is little or no critical awareness and the research is clearly negligible

Grade Conversion
NYU Berlin uses the following scale of numerical equivalents to letter grades:

\[
\begin{align*}
B+ &= 87-89 \\
C+ &= 77-79 \\
D+ &= 67-69 \\
F &= \text{below 65} \\
A &= 94-100 \\
B &= 84-86 \\
C &= 74-76 \\
D &= 65-66 \\
A- &= 90-93 \\
B- &= 80-83 \\
C- &= 70-73
\end{align*}
\]

Alternatively, your professor may give your grades in the scale of 0 to 4:

\[
\begin{align*}
A &= 4.0 \\
A- &= 3.7 \\
B+ &= 3.3 \\
B &= 3.0 \\
B- &= 2.7 \\
C+ &= 2.3 \\
C &= 2.0 \\
C- &= 1.7 \\
D+ &= 1.3 \\
D &= 1.0 \\
F &= 0.0
\end{align*}
\]

Attendance Policy
Participation in all classes is essential for your academic success, especially in courses that meet only once per week. Your attendance in both content and language courses is required and will be checked at each class meeting. As soon as it becomes clear that you cannot attend a class, you must inform your professor by e-mail immediately (i.e. before the start of your class). Absences are only excused if they are due to illness, religious observance or emergencies. Your professor or NYU Berlin's administration may ask you to present a doctor's note or an exceptional permission from NYU Berlin's Director or Wellness Counselor as proof. Emergencies or other exceptional circumstances must be presented to the Director. Doctor's notes need to be submitted to the Academics Office, who will inform your professors. Doctor's notes need to be from a local doctor and carry a signature and a stamp. If you want the reasons for your absence to be treated confidentially, please approach NYU Berlin's Director or Wellness Counselor.

Unexcused absences affect students' grades: In content courses each unexcused absence (equaling one week's worth of classes) leads to a deduction of 2% of the overall grade and may negatively affect your class participation grade. In German Language classes two or three (consecutive or non-consecutive) unexcused absences (equaling one week's worth of classes) lead to a 2% deduction of the overall grade. Three unexcused absences in one content course and five unexcused absences in your German language course may lead to a Fail in that course. Furthermore, your professor is entitled to deduct points for frequent late arrival or late arrival back from in-class breaks. Being more than 15 minutes late counts as an unexcused absence. Please note that for classes involving a field trip, transportation difficulties are never grounds for an excused absence. It is the student's responsibility to arrive in time at the announced meeting point.

Exams, tests and quizzes, deadlines, and oral presentations that are missed due to illness always require a doctor's note as documentation. It is the student's responsibility to produce this doctor's note and submit it to the Academics Office; until this doctor's note is produced the missed assessment is graded with an F and no make-up assessment is scheduled. In content classes, an F in one assignment may lead to failure of the entire class.

Attendance Rules on Religious Holidays
Members of any religious group may, without penalty, excuse themselves from classes when required in compliance with their religious obligations. Students who anticipate being absent due to religious observance should notify their lecturer AND NYU Berlin's Academics Office in writing via e-mail one week in advance. If examinations or assignment deadlines are scheduled on the day the student will be absent, the Academics Office will schedule a make-up examination or extend the deadline for assignments. Please note that an absence is only excused for the holiday but not for any days of travel that may come before and/or after the holiday. See also http://www.nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/university-calendar-policy-on-religious-holidays.html

Late Submission of Work
(1) Written work due in class must be submitted during the class time to the professor.

(2) Late work should be submitted in person to the lecturer or to the Academics Office, who will write on the essay or other work the date and time of submission, in the presence of the student. Another member of the administrative staff may also personally accept the work, and will write the date and time of submission on the work, as above.

(3) Work submitted late receives a penalty of 2 points on the 100 point scale for each day it is late (excluding weekends and public or religious holidays), unless an extension has been approved (with a doctor's note or by approval of NYU Berlin's administration), in which case the 2 points per day deductions start counting from the day the extended deadline has passed.

(4) Without an approved extension, written work submitted more than 5 days (excluding weekends and public or religious holidays) following the submission date receives an F.

(5) End of semester essays must be submitted on time.

(6) Students who are late for a written exam have no automatic right to take extra time or to write the exam on another day.

(7) Please remember that university computers do not keep your essays - you must save them elsewhere. Having lost parts of your essay on the university computer is no excuse for a late submission.

Provisions for Students with Disabilities
Academic accommodations are available for students with documented disabilities. Please contact the Moses Center for Students with Disabilities at 212-998-4980 or see their website (http://www.nyu.edu/life/safety-health-andwellness/students-with-disabilities.html) for further information.

Plagiarism Policy
The presentation of another person’s words, ideas, judgment, images or data as though they were your own, whether intentionally or unintentionally, constitutes an act of plagiarism. Proper referencing of your sources avoids plagiarism (see as one possible help the NYU library guide to referencing styles: http://nyu.libguides.com/citations).

NYU Berlin takes plagiarism very seriously; penalties follow and may exceed those set out by your home school. Your lecturer may ask you to sign a declaration of authorship form.
It is also an offense to submit work for assignments from two different courses that is substantially the same (be it oral presentations or written work). If there is an overlap of the subject of your assignment with one that you produced for another course (either in the current or any previous semester), you MUST inform your professor.

For a summary of NYU Global's academic policies please see: www.nyu.edu/global/academic-policies

Required Text(s)

**NYU Berlin Library Catalogue:** All resources, that are available in the Reading Room of the Academic Center or St. Agnes, can be found using this link: http://guides.nyu.edu/global/berlin or by following the link on NYU Berlin's website (Academics/Facilities & Services).

**Required Reading: (available in NYUB library):**


**Additional Texts: (provided in the course reader)**

The course reader can be picked up at the copy store “SprintOut” located at Georgenstraße 190 (at the corner of Universitätsstraße), 10117 Berlin-Mitte, Monday through Friday from 9am to 9pm and Saturday from 10am to 4pm.


Higher Education and the Middle East: Serving the Knowledge-based Economy. The Middle East Institute Washington, DC, July 2010.


Supplemental Text(s) (not required to purchase):


Friedman, Thomas L. and Michael Mandelbaum. That Used To Be US. How America fell behind in the World it invented and how we can come back. New York: Farrar, Straus and Giroux, 2011.


Lee, Wing On and Sai Wing Leung, University of Sydney and Hong Kong Polytechnic University. http://www.citized.info/pdf/ejournal/Vol%202%20Number%202/024.pdf

O’Hagan, Chris. “Global Universities: Sowing the Seeds of the Future, or Hanging On
To The Past?" Technology Source, May/June 2002.

**Internet Research Guidelines**
To be discussed in class.

**Additional Required Equipment**
n/a

**Session 1 – 1 Feb 2017**
Introduction to the Course: Aims, Thematic Outline, and Requirements

**Session 2 – 8 Feb 2017**
I. APPROACHES TO GLOBAL EDUCATION: CONCEPTS, INSTITUTIONAL MODELS, AND NATIONAL Contexts

Critical Paradigms of Global Education


**Session 3 – 15 Feb 2017**
I. APPROACHES TO GLOBAL EDUCATION: CONCEPTS, INSTITUTIONAL MODELS, AND NATIONAL Contexts

Defining 21st Century Education and 21st Century Skills

READING: Lyotard: 3-23; Smith: 1-13; Green: 388-410 (not required/recommended)

**Session 4 – 22 Feb 2017**
I. APPROACHES TO GLOBAL EDUCATION: CONCEPTS, INSTITUTIONAL MODELS, AND NATIONAL Contexts

The Global University and the Global Learning Society

READING: Frank/Meyer: 287-311; Friedman/Mandelbaum: 53-98

**Session 5 – 1 March 2017**
I. APPROACHES TO GLOBAL EDUCATION: CONCEPTS, INSTITUTIONAL MODELS, AND NATIONAL Contexts

Transnational Education: Innovating the 21st Century University

READING: deWit: 141-151; Tapscott/Williams: 16-29; Friedman/Mandelbaum: 99-132 (not required/recommended)
Session 6 – 8 March 2017
MIDTERM EXAM

15 March 2017 – Spring Break – No Class

Session 7 – 22 March 2017
II. ASIA AND AFRICA: WESTERN EDUCATION AND THE NORTH-SOUTH AND WEST-EAST DIVIDE

University Mission and the Aims of 21st Century Education in Asia and Africa – A Comparative Analysis

READING: Africa-Europe HE Cooperation: 6-23
Meeting Regional and Global Challenges: 126-131 (not required/recommended)
Global Citizenship Education in Hong Kong and Shanghai: 4-58

Session 8 – 29 March 2017
Independent Group Study Project (IGSP):

II. ASIA AND AFRICA: WESTERN EDUCATION AND THE NORTH-SOUTH AND WEST-EAST DIVIDE

Hybridization of Educational Models in Asia and Africa

Challenges of Higher Education in Africa: 1-21
Higher Education in India: 1-28
King: 73-87 (not required/recommended)

Session 9 – 5 April 2017
Discussion of IGSP Findings

III. NORTH AMERICA AND EUROPE: TRANSATLANTIC VISIONS AND PRACTICES OF INTERNATIONAL AND GLOBAL EDUCATION

Conceptual Frameworks of Global Education and the 21st Century University

READING: Bourdieu: 56–68; Tzanakis: 76-90; Shiller: 53-79

Session 10 – 12 April 2017
III. NORTH AMERICA AND EUROPE: TRANSATLANTIC VISIONS AND PRACTICES OF INTERNATIONAL AND GLOBAL EDUCATION

Global Awareness and Education: America’s Test for the 21st Century - Competing Educational Philosophies and Academic Cultures

READING: de Wit: 19-40, 41-73; Apple: 1-10;
Session 11 – 19 April 2017  (Humboldt students join the course)

III. NORTH AMERICA AND EUROPE: TRANSATLANTIC VISIONS AND PRACTICES OF INTERNATIONAL AND GLOBAL EDUCATION

Global Education Practices in a Transatlantic Perspective (NYU - HU)

READING: Altbach: 37-68
   NYU/HU: Institutional Strategies of Globalization/Internationalization
   (Various Online-Materials; self-selected)

Session 12 – 26 April 2017

IV. MIDDLE EAST AND THE UNITED STATES: AMERICAN KNOWLEDGE TRAVELLING

Contextualizing U.S. Higher Education in the Middle East

READING: Ilias: 65-85; U.S. Education in the Middle East: 1-3
   Higher Education and the Middle East: 1-8; Wildavsky: 48-53

Session 13 – 3 May 2017

IV. MIDDLE EAST AND THE UNITED STATES: AMERICAN KNOWLEDGE TRAVELLING

Independent Group Study Project (IGSP):

NYU Goes Global: Institutional Goals, Educational Opportunities and Cultural Challenges
READING: Jabra/Myers: 1-8; Rupp: 1-21; Olcott: 1-6;

Session 14 – 10 May 2017

IV. MIDDLE EAST AND THE UNITED STATES: AMERICAN KNOWLEDGE TRAVELLING
   Discussion of IGSP Findings

National Repercussions of Global Education: Voices from the Middle East

COLLOQUIUM REHEARSAL: Discussion of Arguments and Formats of Final Presentations

Course Evaluation

Session 15 – 17 May 2017

COLLOQUIUM (5pm – 8pm): Presentation of Final Projects

Classroom Etiquette
The classroom atmosphere is designed to invite all students to actively participate in the academic conversation. Students are asked to foster this atmosphere by support-ing the
discussion through informed and thematically relevant contributions that endorse mutual respect for other views in a productive dialogue.

**Required Co-curricular Activities**

n/a

**Suggested Co-curricular Activities**

Participation in course related academic events at Humboldt-Universität zu Berlin; participation in selected classes of the American Studies Program at Humboldt-Universität zu Berlin offered by lecturer.

**Your Instructor**

Reinhard Isensee teaches in the American Studies Program at Humboldt-Universität zu Berlin. After completing his Ph.D. in 19th century American literature, he pursued a post-doctoral research project on 20th Century-American Adolescent Literature (Habilitation, 2002). With a particular interest in transatlantic and transnational topics, he has more recently focused in his research on (visual) media with a special emphasis on the cultural work of digital media. He has published extensively in the field of American literature on American naturalism and on 20th century young adult literature, as well as in cultural studies on multicultural education, cultural identity formation and digital media. His current research work encompasses the contemporary American adolescent novel, the cultural and social history and present models of transatlantic, transnational and global education as well as the impact of digital media on the production and distribution of knowledge in American culture. He has frequently held long-term as well as short-term guest professorships at universities and colleges in the United States and Europe.