Course Title

SOCIOLOGY 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
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American Studies Program
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Course Details

Fall Semester 2017
Wednesday: August 30 - October 11: 5pm - 7pm
October 25 - December 13: 5pm - 8pm (HU students students join the course)

Wednesday, December 13: Colloquium 5pm - 8pm Final Group Project Presentation

Location: Humboldt-Universität zu Berlin/NYU Berlin Academic Center, Room: tba

Prerequisites
n/a

Units earned
4 Credits

Course Description

This course is designed as a collaborative project between NYUB 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 at 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 global higher education market. National politics of education further enhance this competition among institutional front-runners by launching excellence initiatives or entering in 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 globalizing 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 and Humboldt students. The language we are going to acquire in this course is called global education. 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 (5 minutes) in class (20%), one final project (40%) presented at a colloquium, and active participation in the class discussion (20%).

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 / answers to 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

Your lecturer may use one of the following scales of numerical equivalents to letter grades:

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<th>Numerical Range</th>
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<tbody>
<tr>
<td>A</td>
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<td>A-</td>
<td>90-93</td>
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<tr>
<td>B</td>
<td>84-86</td>
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<td>B-</td>
<td>80-83</td>
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<td>C</td>
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<td>C-</td>
<td>70-73</td>
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<td>67-69</td>
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<td>F</td>
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Alternatively:

<table>
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<td>C</td>
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<td>D+</td>
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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](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

(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
(https://www.nyu.edu/students/communities-and-groups/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

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 Reading: (available in NYUB library):

Political, and Economic Challenges. Baltimore: Johns Hopkins University

de Wit, Hans. Internationalization of Higher Education in the United States of
America and Europe. A Historical, Comparative, and Conceptual Analysis. Westport,

Additional Texts: (provided in the course reader available at the copy store
SprintOut at Georgenstrasse 190, 10117 Berlin)

Africa-Europe Higher Education Cooperation for Development: Meeting
Regional and Global Challenges. White Paper. Outcomes and Recommendations of

http://www.vnseameo.org/downloads/MALAYSIA.pdf


http://www.international.ac.uk/resources/challegnes%20in%20africa.pdf


Higher Education and the Middle East: Serving the Knowledge-based Economy. The Middle East Institute Washington, DC, July 2010.
http://www.mei.edu/LinkClick.aspx?fileticket=WY56VtNvo%2BY%3D&tabid=541

http://www.ugc.ac.in/pub/heindia.pdf
http://www.carnegiecouncil.org/resources/transcripts/0382.html
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

NYU Berlin Library Catalogue: http://guides.nyu.edu/global/berlin or follow the link on NYU Berlin’s website (Academics/Facilities & Services).

Internet Research Guidelines
To be discussed in class.

Additional Required Equipment
n/a

Session 1 – 30 Aug 2017
Introduction to the Course: Aims, Thematic Outline, and Requirements
Session 2 – 6 Sep 2017
I. APPROACHES TO GLOBAL EDUCATION: CONCEPTS, INSTITUTIONAL MODELS, AND NATIONAL CONTEXTS

Critical Paradigms of Global Education

READING: Altbach: 15-36, 433-464; Nyambe/Shipena: 1-6

Session 3 – 13 Sep 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 – 20 Sep 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 – 27 Sep 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 – 4 Oct 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
Global Citizenship Education in Hong Kong and Shanghai: 4-58
Meeting Regional and Global Challenges: 126-131 (not required/recommended)

Session 7 – 11 Oct 2017
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 – 1 Nov 2017

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 – 8 Nov 2017

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

Independent Group Study Project (IGSP):

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 – 15 Nov 2017

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

Discussion of IGSP Findings

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 – 22 Nov 2017

IV. MIDDLE EAST AND THE UNITED STATES: AMERICAN KNOWLEDGE
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 – 29 Nov 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: Jabbra/Myers: 1-8; Rupp: 1-21; Olcott: 1-6;

Session 14 – 6 Dec 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 – 13 Dec 2017
COLLOQUIUM (5pm – 8pm): Presentation of Final Group 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 supporting 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 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.