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 – ACTUAL SYLLABUS MAY VARY

Instructor Contact Information
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Course Details
Fall Semester 2015
Wednesday: September 2 – October 14: 5:00pm to 7:00pm
October 28 – December 16: 5:00pm to 8:00pm (HU students join the course)

Wednesday, December 16: Colloquium 5:00pm – 8:00pm (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 NYU and Humboldt-Universität zu Berlin which offers 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. The national politics of education further enhance this competition among institutional frontrunners 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 has 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 the 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, the course will ask students to develop an informed and critical position on the stakes of global education.

In order to make use of its 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 debate surrounding 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 (20%) **(90 minutes)**, one presentation (15 minutes) and one response (5 minutes) in class (20%), one final project (40%) presented at the 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 his/her work. The student writes comprehensive essays / answers to exam questions and his/her 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 instructor may choose to use one of the following grading scales of numerical equivalents to letter grades:

- B+ = 87-89
- C+ = 77-79
- D+ = 67-69
- F = below 65
- A = 94-100
- B = 84-86
- C = 74-76
- D = 65-66
- A- = 90-93
- B- = 80-83
- C- = 70-73

Alternatively:

- 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.

**Attendance Policy**

Participation in all classes is essential for your academic success, especially in NYU Berlin’s content courses that, unlike most courses at NYU NY, meet only once per week in a double-session for three hours. 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. Absences are only excused if they are due to illness, religious observance or emergencies. If you want the reasons for your absence to be treated confidentially and not shared with your professor,
please approach NYUB's Director or Wellness Counselor. Your professor or NYUB's administration may ask you to present a doctor's note or an exceptional permission from the 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. Three unexcused absences in one course may lead to a Fail in that course. In German Language classes three (consecutive or non-consecutive) unexcused absences (equaling one week's worth of classes) lead to a 2% deduction of the overall grade. Five unexcused absences in your German language course may lead to a Fail in that course. Furthermore, faculty is also entitled to deduct points for frequent late arrival to class or late arrival back from in-class breaks. Being more than 15 minutes late for class counts as an unexcused absence. Please note that for classes involving a field trip or other external visit, transportation difficulties are never grounds for an excused absence. It is the student's responsibility to arrive at the announced meeting point in a punctual and timely fashion.

Exams, tests, deadlines, and oral presentations that are missed due to illness require a doctor's note as documentation. It is the student's responsibility to produce this doctor's note; until this doctor's note is produced the missed assessment is graded with an F. 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 because of any religious observance should notify the Director or Assistant Director for Academics in advance of the anticipated absence. If examinations or assignment deadlines are scheduled on the day the student will be absent, the Director or Assistant Director will reschedule a make-up examination or extend the deadline for assignments.

**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 instructor or to the Assistant Director for Academics, 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) Unless an extension has been approved, work submitted late receives a penalty of 2 points on the 100 point scale for each day it is late.

(4) Without an approved extension, written work submitted more than 5 weekdays following the session date fails and is given a zero.

(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.
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](http://nyu.libguides.com/citations)).

NYUB takes plagiarism very seriously; penalties follow and may exceed those set out by your home school. All your written work must be submitted as a hard copy AND in electronic form to the instructor. Your instructor 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](http://www.nyu.edu/global/academic-policies)

Required Text(s)

Required Reading (available in NYUB library):


Additional Texts (provided in the course reader):
Readers can be bought at SprintOut behind Humboldt University (Georgenstraße/ Universitätsstraße – S-Bahn-Bogen 190 – please allow five hours between booking and collecting readers.)


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


King, Kenneth. “China’s Cooperation with Africa, and Especially South Africa, in


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.


Internet Research Guidelines
To be discussed in class.

Additional Required Equipment
n/a

Session 1 – 2 Sep 2015
Introduction to the Course: Aims, Thematic Outline, and Requirements

Session 2 – 9 Sep 2015
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 – 16 Sep 2015  
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

Session 4 – 23 Sep 2015  
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 – 30 Sep 2015  
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

Session 6 – 7 Oct 2015  
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; Global Citizenship Education in Hong Kong and Shanghai: 4-58

Session 7 – 14 Oct 2015  
MIDTERM EXAM

21 Oct 2015 – Fall Break – No Class
Session 8 – 28 Oct 2015 (Humboldt students join the course)
II. ASIA AND AFRICA: WESTERN EDUCATION AND THE NORTH-SOUTH AND WEST-EAST DIVIDE

Hybridization of Educational Models in Asia and Africa


Session 9 – 4 Nov 2015
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 – 11 Nov 2015
III. NORTH AMERICA AND EUROPE: TRANSATLANTIC VISIONS AND PRACTICES OF INTERNATIONAL AND GLOBAL EDUCATION

Group Study Project (GSP):

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 – 18 Nov 2015
III. NORTH AMERICA AND EUROPE: TRANSATLANTIC VISIONS AND PRACTICES OF INTERNATIONAL AND GLOBAL EDUCATION

Discussion of GSP 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 – 25 Nov 2015
IV. MIDDLE EAST AND THE UNITED STATES: AMERICAN KNOWLEDGE TRAVELLING
Contextualizing U.S. Higher Education in the Middle East


Session 13 – 2 Dec 2015
IV. MIDDLE EAST AND THE UNITED STATES: AMERICAN KNOWLEDGE TRAVELLING

Group Study Project (GSP):
NYU Goes Global: Institutional Goals, Educational Opportunities and Cultural Challenges
READING: Jabbra/Myers: 1-8; Rupp: 1-21; Olcott: 1-6;

Session 14 – 9 Dec 2015
IV. MIDDLE EAST AND THE UNITED STATES: AMERICAN KNOWLEDGE TRAVELLING

Discussion of GSP Findings
National Repercussions of Global Education: Voices from the Middle East

PREPARATION FOR COLLOQUIUM: Discussion of Arguments and Formats of Final Presentations
Course Evaluation

Session 15 – 16 Dec 2015
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 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 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 in Europe.