

## STUDYPLAN

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<b>Programme:</b>	MA in Anthropology of Education and Globalisation
<b>Module:</b>	Contemporary Issues of Education and Globalisation
<b>ECTS:</b>	15
<b>Semester + year:</b>	Fall 2020
<b>Campus:</b>	Copenhagen

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*Coordinator and email address*

Cathrine Hasse: [caha@edu.au.dk](mailto:caha@edu.au.dk)

***Tutors:***

Cathrine Hasse, Hanne Kirstine Adriansen, Narges Ghandchi, Jamie Wallace and Todd Wallenius

*Time and date (cf. Course Catalogue)*

**Mondays, Wednesdays and Fridays:**

- study groups from 9.00-9.45
- lectures/class instruction from 9.45-12.00

*Room:*

See <https://autumnschedule.au.dk/dk/default.aspx> (NB the AEG programme is registered under 'pædagogisk antropologi og globalisering')

**NB on the day of the teaching, please also check the noticeboard by the entrances as rooms may be subject to change.**

*Content and aim (cf. the academic regulations)*

See:

<https://eddiprod.au.dk/EDDI/webservices/DokOrdningService.cfc?method=visGodkendtOrdning&dokOrdningId=15630&sprog=en>

### Course description

This module, *Contemporary Issues of Education and Globalisation*, brings the key educational concepts from module 1 'Educational anthropology: Core question and approaches' into the context of contemporary globalisation processes. It explores different anthropological approaches to globalisation and focuses on central contemporary topics and issues such as diversity and social categories related to educational and learning issues (e.g. class, inequality, gender). It looks at globalization and the navigation between languages tied to migration and education. It also dives into climate change, social distinction, symbolic capital and digital literacy as well as diversity in technological literacy and access to technology, and the international domination of Western education through MOOCs. Furthermore, the course focus on modernisation, mobility and (mass) education and mass-schooling (e.g. planned development, migration and integration), colonisation and inequality. Exploration of these contemporary issues provides students with a basis for defining their own area of interest to be pursued throughout subsequent semesters.

### Lecture plan

<b>Week</b>	<b>Theme</b>	<b>Teacher</b>
43 Wed 21 Oct Friday 23 Oct	1. Globalisation – anthropological approaches and questions 2. G/localisation and situated practices	Cathrine Hasse
44 Mon 26 Oct  Wed 28 Oct Friday 30 Oct	3. Mass-schooling, nation-building and the 'educated person'  4. Schooling, development and the post-colonial critique 5. Decolonising the curriculum	Hanne K. Adriansen
45 Mon 2 Nov + sem.møde Wed 4 Nov Fri 6 Nov	6. Education and Processes of Social Distinction + Semestermøde 12.15-13.00 7. 'International' Education as a Form of Symbolic Capital 8. Cosmopolitan Learning and Education as a Commodity	Todd Wallenius
46 Mon 9 Nov Wed 11 Nov Fri 13 Nov	9. Globalization and 'languages' on the move 10. Research education online 11. Digital literacy	Narges Ghandchi
47 Mon 16 Nov Wed 18 Nov Fri 20 Nov	12. Technologies of globalisation and mobilisation 13. Distance learning, flows and circulation	Jamie Wallace

	14. Technology, control and inequality	
48 Mon 25 Nov  Wed 27 Nov Fri 29 Nov	15. Internationalisation of education and global hierarchization 16. Gender, ethnicity and inequality  17. Mobility of knowledge and globalization of internationalization	Hanne K. Adriansen + Cathrine Hasse
49 Mon 30 Nov  Wednesday 2 Dec	18. Globalisation and methodology + <b>Essay writing v. Nana Clemensen (13.15-15.00)</b>  19. Recapitulation, evaluation of course, discussion of essay writing (9.15-12.00) + AU library course (13.00-14.30)	Cathrine Hasse og Nana Clemensen

### Examination

See

<https://eddiprod.au.dk/EDDI/webservices/DokOrdningService.cfc?method=visGodkendtOrdning&dokOrdningId=15630&sprog=en>

Submission deadline (written paper): 6<sup>th</sup> of January 2021

Oral examination: week 3 and/or 4.

### Teaching and learning approach:

A combination of lectures, classroom discussion, group work, student presentations. All texts will be uploaded to Blackboard a week before the course begin.

### Supervision and feedback

Students are offered collective supervision in relation to their essay writing. Feedback is provided after the oral examination.

### Course Evaluation

An electronic questionnaire will be sent to the student's AU email address. The students must answer the questionnaire individually during the second to last session, and the results of the questionnaire will be discussed during the last session.



## WEEK 1

### Session 1

**Title: Globalisation – as political and analytical concept**

**Tutor(s): Cathrine Hasse**

**Time: Wednesday 21 Oct., 9.45-12.00**

**Place: A104**

#### Themes/content:

Since the 1990s 'globalisation' has become a popular buzz-word among politicians and researchers alike. On the one hand, notions of globalization and a global competition on knowledge underpin a great deal of the initiative instigated in societies worldwide – not least within the digitalisation and organisation of education systems. On the other hand, researchers have used the notion of 'globalisation' as an analytical concept to understand and discuss issues of increased mobility of humans, commodities, ideas etc across national, cultural and linguistic borders parred with a homogenisation of the OERs (Open Educational Resources) offered. A key concern has been to explore if mobility and digitalisation lead to a certain kind of global cultural homogeneity. In this (and the next) session we focus on different and contrasting approaches to globalisation and relate this to issues like e.g. modernisation, center-periphery, global system theory, global-local, glocalisation etc. Furthermore, we explore how notions of globalisation are related to reconceptualizations of education.

#### Literature:

Anderson-Levitt, K. M. (2005). The schoolyard gate: Schooling and childhood in global perspective. *Journal of Social History*, 38(4), 987–1006.

Andersen, B. L., Na-songkhla, J., Hasse, C., Nordin, N., & Norman, H. (2018). Perceptions of authority in a massive open online course: An intercultural study. *International Review of Education*, 64(2), 221–239.

Collier, S. J. and A. Ong (2005) Global assemblages, anthropological problems. In A. Ong & S. J. Collier (Eds.) *Global Assemblages. Technology, Politics, and Ethics as Anthropological Problems* (pp. 3-21). Malden, Oxford and Carlton: Blackwell Publishing.

#### Supplementary literature

Stromquist, N. & K. Monkman (2014). Defining Globalization and Assessing its implications on Knowledge and Education. In Stromquist & Monkman (eds), *Globalization and Education: Integration and Contestation across Cultures*. Second edition. (pp. 1-19). Lanham, Boulder, New York, Toronto and Oxford: Rowman and Littlefield.

#### Preparation:

Before reading the texts, make a brainstorm of the word 'globalisation' (write it down): what does globalization connote and mean to you? How/where have you come across the concept?

How does the word translate to your native language? Is it used in a particular way in your home country? Bring the piece of paper to class.

Read the texts and prepare questions you would like to have discussed in class.

## **Session 2**

**Title: G/localisation and situated practices**

**Tutor(s): Cathrine Hasse**

**Time: Friday 23 Oct, 9.45-12.00**

**Place: A104**

### Themes/content:

In this session we continue the discussions from the previous session and explore different ways of approaching the core questions related to processes of globalization. In particular we focus on approaches to global (education) processes that emphasise the notions of 'glocalisation'/'localisation', the situatedness and the contingent, emergent aspects of global connection.

### Literature

Meyrowitz, J. (2005) 'The rise of glocality: New senses of place and identity in the global village', in K. Nyiri (ed.), *A Sense of Place: The Global and the Local in Mobile Communication*. Vienna: Passagen, pp. 21-30.

Tsing, A. (2000). The Global Situation. *Cultural Anthropology* 15(3), 327-360.

Lahsen, M. (2014) In Dove, M. R., & Dove, M. R. (Eds.). (2014). *The Anthropology of Climate Change : A Historical Reader*. Retrieved from <http://ebookcentral.proquest.com>  
Created from asb on 2020-06-01 09:27:20. Pp. 301-315 (14)

### Preparation

Read the texts. Focus on how they discuss and analyse a relation between something 'local' and something 'global' and which concepts they use to describe this relation.

## WEEK 2

### Session 3

**Title:** Mass-schooling, nation-building and the 'educated person'

**Tutor(s):** Hanne Kirstine Adriansen

**Time:** Monday 26 Oct, 9.45-12.00

**Place:** A104

#### Themes/content

This week begins with a historical view on schooling linking it to large societal changes such as wars and crisis. One strand in the field of educational anthropology explores the relationship between formal schooling, nation-building and locally constructed ideas of the 'educated person.' Taking its point of departure in Bradley Levinson and Dorothy Holland's notion of 'the educated person,' and through a cross-cultural perspective, this session will focus on the impact of the massive spread of formal schooling in the last century, on local institutional forms, ideas and practices of education. We discuss the historical links between the expansion of formal education and nation-building and question the taken-for-granted character of formal education as a universal model.

#### Literature

Ramirez, F. O., & Boli, J. (1987). The political construction of mass schooling: European origins and worldwide institutionalization. *Sociology of education*, 60(1), 2-17.

Anderson-Levitt, K.M. (2003). A World Culture of Schooling? In K.M. Anderson-Levitt (ed.), *Local Meanings, Global Schooling. Anthropology and World Culture Theory* (pp. 1-26). New York: Palgrave Macmillan.

#### Supplementary literature

Simandan, D. (2002). On what it takes to be a good geographer. *Area*, 34(3), 284-293.

#### Preparation

In addition to reading the literature mentioned above re-read Levinson and Holland's introduction to *The cultural production of the educated person: Critical ethnographies of schooling and local practice* from module 1.

One or two groups are asked to make a presentation based on Levinson and Holland's introduction to *The cultural production of the educated person* and the supplementary literature. Instructions will be provided on BB five days before the session.

## **Session 4**

**Title: Schooling, development and the post-colonial critique**

**Tutor(s): Hanne Kirstine Adriansen**

**Time: Wednesday 28 October, 9.45-12.00**

**Place: A104**

### *Themes/content*

This session focuses on societal changes the past 60 years, emphasising the end of colonialism. Processes of planned development in so-called developing countries tend to be dominated by technocratic, instrumental thinking that implicitly equates the notion of development with progress and modernization. Considered both a means to and an end of planned development, education is instrumental in such processes. Hence, promoted by foreign-funded development projects and a global rights-based discourse, schooling is given a high priority in national and international planning and has come to be seen as a universally inherent part of a modern childhood. Taking its point of departure in post-colonial critique, this session will discuss global relations of dominance and opposition, which inform contemporary ideas of education, pedagogies, and development.

### Literature

Gardner, K. and D. Lewis (1996) *Anthropology, development and the crisis of modernity*, Chapter 1, In K. Gardner and D. Lewis. *Anthropology, Development and the Post-modern Challenge*. (pp. 1-25) London: Pluto Press.

Breidlid, A. 2013. The hegemonic role of Western epistemology, chapter 2, In A. Breidlid, *Education, Indigenous Knowledges, and Development in the Global South: Contesting Knowledges for a Sustainable Future*. (pp. 6-29). New York: Routledge.

Freire, P. (2005). *Pedagogies of the oppressed*. Chapter 1 & chapter 2, (pp. 43-86), USA: Continuum.

### Preparation

Read the course literature in the order mentioned above.

Please look at BB five days week before the session for additional information about group work and presentations.



## **Session 5**

**Title: Decolonising the curriculum**

**Tutor(s): Hanne Kirstine Adriansen**

**Time: Friday 30 Oct, 9.45-12.00**

**Place: A104**

### Themes/content

In the past five to ten years, there has been increasing focus on how to 'decolonise' schooling and curriculum especially through student protests such as #RhodesMustFall. This session will bridge discussions from session 3 and 4 by emphasising the global power relations inherent in mass education. We will discuss notions of (academic) knowledge as universal or local/particular. We will critically examine the notion of decolonising the curriculum by looking at studies of indigenisation and transformation of curriculum and teaching. By mapping knowledge geographies, we will address curricular practices as embedded in global power relations.

### Literature

Dei, G.J.S. (2014). Indigenizing the school curriculum. In Emeagwali, G. and Dei, G.J.S. (eds.) *African Indigenous Knowledge and the Disciplines*, (pp. 165–180), Rotterdam: Sense Publishers.

Naidoo, R.; H.K. Adriansen and L.M. Madsen (2016): Creating an African university: Struggling for a transformational curriculum in apartheid South Africa. In: Adriansen, H.K.; L.M. Madsen and S. Jensen (eds.). *Higher education and capacity building in Africa: the geography and power of knowledge under changing conditions*, pp. 193-215. Routledge, Oxon.

Tange, Hanne and Sharon Millar (2016). Opening the mind? Geographies of knowledge and curricular practices. *Higher Education* 72, 573–587

### Supplementary reading

Emeagwali, Gloria and Edward Shizha (2016). Introduction & Interconnecting History, African Indigenous Knowledge Systems and Science. In Emeagwali, G., & Shizha, E. (eds.) *African Indigenous Knowledge and the Sciences*. (pp. ix-xi; pp. 3-11), Rotterdam: Sense Publishers.

### Preparation

Read the literature in the order mentioned above.

Monday before Friday's session, two groups will be instructed in an exercise in mapping the curriculum, which should be presented for the class.

## WEEK 3

### Session 6

**Title: Education and Processes of Social Distinction**

**Tutor(s): Todd Wallenius**

**Time: Monday 2 Nov, 9.45-12.00 + NB! Semester-møde 12.00-12.45**

**Place: A104**

The aim of this session is to give an overview of and insight into the field of education in regard to processes of social distinction and differentiation. The session will focus on defining and analyzing key concepts such as social-class, symbolic capital, and educational distinction as processes that are embedded and embodied by actors operating in educational spaces. Bourdieu's theory of symbolic capital and social class will be presented, and discussed in regard to educational and cultural processes, with the school as an important site for social class formation. The concepts of educational distinction and symbolic violence will also be discussed through particular cases studies of schooling in Turkey and Nepal.

#### Literature

Pierre Bourdieu, trans. Loïc Wacquant, (2013) Symbolic Capital and Social Classes. *Journal of Classical Sociology*, 13(2); 292-302.

Ergin, M., Rankin, B., Göksen, F., 2019, Education and Symbolic Violence in Contemporary Turkey, *British Journal of Sociology of Education*, 40(1); 128-142.

Snellinger A., 2016. Educational Distinction in Nepal's Postwar Transition. In: Harker C., Hörschelmann K., Skelton T. (eds) Conflict, Violence and Peace. Geographies of Children and Young People, vol 11; 1-18. Springer, Singapore.

#### Preparation:

Read the literature in the order mentioned above. Consider how Bourdieu's theories can shed light on the Corona crisis. Be prepared to discuss your ideas about how concepts of class, education, and privilege have operated during the crisis?

## **Session 7: 'International' Education as a Form of Symbolic Capital**

**Tutor(s): Todd Wallenius**

**Time: Wednesday 4 Nov, 9.45-12.00**

**Place: A104**

The aim of this session is to explore the concept of the 'international' in the context of a global education market. Building on the previous session, the main focus will be on the question of how the 'international' functions as a form of symbolic capital amongst international schools and students planning mobile futures. Relevant theoretical perspectives and concepts such as educational mobility, choice, and privilege from the field of sociology of education will be presented alongside empirical examples from Australia and France. The latter will serve as means to analyze how the 'international' is constructed in multiple ways transcending national, geographical and local boundaries.

### Literature

Tugba Basaran, Christian Olsson, 2018, Becoming International: On Symbolic Capital, Conversion and Privilege, *Millennium: Journal of International Studies*, 46:2, 96-118.

Catherine Doherty, 2009, "The appeal of the International Baccalaureate in Australia's educational market: a curriculum of choice for mobile futures," *Discourse: Studies in the Cultural Politics of Education*, 30(1); 73-89.

Valentin, Karen, 2012. The Role of Education in Mobile Livelihoods: Social and Geographical Routes of Young Nepalese Migrants in India. *Anthropology and Education Quarterly*, 43(4), 429-442.

### Preparation:

Read the literature in the order mentioned above. Be prepared to discuss the actual and potential impact of coronavirus crisis on the concept of the 'international' and processes of conversion of symbolic capital.

## **Session 8**

**Title: Cosmopolitan Learning and Education as a Commodity**

**Tutor(s): Todd Wallenius**

**Time: Friday 6 November, 9.45-12.00**

**Place: A104**

The aim of this last session is to expand on the presented theoretical perspectives by introducing the related concepts of cosmopolitan learning and education as a commodity. This session will focus on processes of commodification in the educational market places and cosmopolitan discourses in urban centres. Through the study of specific cases from India and Nepal, critical readings and analysis of empirical examples and questions will be undertaken through group activities and discussions. Processes of commodification and cosmopolitanism will be explored in relation to the construction of international markets, symbolic capital, and questions of the social distinction. These perspectives will aim to provide a nuanced view of educational mobility, merit, and the making of national and international elites.

### Literature

Heather Hindman, 2009. "Cosmopolitan Codifications: Elites, Expatriates, and Difference in Kathmandu, Nepal," *Identities* 16(3); 249-270.

Amanda Gilbertson, 2016. "Cosmopolitan Learning, Making Merit, and Reproducing Privilege in India Schools." *Anthropology & Education Quarterly*, Vol. 47 Issue 3, pp 297-313.

Ravinder Kaur, 2018. "World as Commodity: Or, How the "Third World" Became an "Emerging Market"," *Comparative Studies of South Asia, Africa and the Middle East* 38(2); 377-395.

### Preparation:

Read the literature in the order mentioned above. Consider the role that Denmark plays in the 'world-as-commodity.' How can we relate the case studies from Nepal and India to observations from Denmark?

## WEEK 4

### Session 9

**Title:** Globalization and 'languages' on the move

**Tutor(s):** Narges Ghandchi

**Time:** Monday 9 Nov, 9.45-12.00

**Place:** A104

#### Themes/content:

Due to migration over centuries, many languages have existed within and moved across various territories. But over the recent decades different national and socio-cultural forces have advanced their own agendas of monolingualism through minimizing the significance of multilingualism and multilingual social actors' potentials and profits. Such agendas recur or are promoted in the ambiguous hope of preserving the national integrity and social values and/or integrating migrants or minorities. Speakers of different languages adopt and adapt their language use according to socio-cultural environments in which they find themselves. Different modes of language practices in our everyday life, different accents, newborn and borrowed words and expressions, creative and playful use of language resources, all change ideals of the *language* we may recognize as Danish, English, Turkish, and the like. Mobility through physical spaces – like, due to migration of any reason across or within borders or mobility into new work places – and change of interactional modality – like, a shift from face-to-face to online interaction – leave us (language users) with different experiences of using language resources. In brief, physical, social, and linguistic mobilities bring about complexities in relation to known configurations of space, time, power dynamics, and conviviality.

#### Literature

Blommaert, J. (2010). *The Sociolinguistics of Globalization*. Chapter 2 (pp. 28–61). Cambridge: Cambridge University Press.

Messina Dahlberg, G., & Bagga-Gupta, S. (2014). Understanding glocal learning spaces. An empirical study of languaging and transmigrant positions in the virtual classroom. *Learning, Media and Technology: Media and Migration: Learning in a Globalized World*, 39(4), 468-487. doi:10.1080/17439884.2014.931868

Halkic, B., & Arnold, P. (2019). Refugees and online education: student perspectives on need and support in the context of (online) higher education. *Learning, Media and Technology: Global Technologies, Local Practices*, 44(3), 345-364. doi:10.1080/17439884.2019.1640739

#### Preparation:

Read Chapter 2 in Blommaert's book and think about examples from your own experiences of mobility. Have a look at "Social change and linguistic change: the language of Covid-19" on this page: <https://public.oed.com/blog/the-language-of-covid-19/#>  
Bring your similar examples of the languages you know to the course. More instruction on this group task will be provided later.

## **Session 10**

**Title:** Research education online

**Tutor(s):** Narges Ghandchi

**Time:** Wed 11 November, 9.45-12.00

**Place:** A104

### Themes/content:

Wide use of online platforms and modes of education has introduced new challenges that we were less knowledgeable about decades ago. We introduce a method of online research in this session that may help students with their future design of projects online across borders and social boundaries. Two examples will be provided with a focus on English language education transnationally.

### Literature

Kozinets, R. (2015). *Netnography: redefined*. 2<sup>nd</sup> Edition. Thousand Oaks: Sage Publications Ltd. (Chapters 1 & 5: pages 1-23 & 101-126)

Andersen, B.L., Na-songkhla, J., Hasse, C. *et al.* Perceptions of authority in a massive open online course: An intercultural study. *Int Rev Educ* **64**, 221–239 (2018).  
<https://doi.org/10.1007/s11159-018-9708-z>

### Preparation:

Read the two chapters on using the research method. Sketch an outline for a mini-research online in relation to mobility or migration, we will discuss them in groups. More information will come before the course week.

Examples from a recent online ethnography will be discussed in the course. More information on this will be provided in Blackboard.

## **Session 11**

**Title:** Digital literacy

**Tutor(s):** Narges Ghandchi

**Time:** Fri 13 November, 9.45-12.00

**Place:** A104

### Themes/content:

Our everyday life is highly affected with using technology. We develop knowledge about different devices, receive various forms of literacy in using new platforms and exchange reflections, worries and/or challenges with fellow users – like, family, friends, and colleagues. This session will be devoted to a discussion of those environments in which teaching and learning technology occur mostly among adult users due to migration and/or mobility. We learn about learning practices in newcomer families and communities. We also discuss extracts of data drawn from an ongoing research project based in Aarhus University. The focus will be on how literacy in using technologies, software, devices, and platforms occurs in the everyday life of migrant families.

### Literature

Peter, J., John, H., & Colin, G. (2003). *The Theory and Practice of Learning*: Taylor and Francis. (Chapter 1 & 2: pp., 1-23)

Vollmer, S. (2017). Exploring the digital literacy practices of Rojan, a newly arrived Syrian refugee. *Fokus* 68 (June), 14-18.

Traxler, J. (2018). Learning with mobiles: The Global South. *Research in Comparative and International Education*, 13(1), 152-175. doi:10.1177/1745499918761509

Traxler, J. (2018). Digital literacy: a Palestinian refugee perspective. *Research in Learning Technology*, 26(0). doi:10.25304/rlt.v26.pp 1-24

### Preparation:

Read the first two chapters on practice of learning. Reflect on situations of learning for a user with less literacy of using digital devices. Examples from media or your personal contacts are welcome. We will discuss them in groups.

Read the three short papers on digital literacy. More information on this will be provided in Blackboard.

## WEEK 5

### Session 12

**Title:** Technologies of globalisation and mobilisation

**Tutor(s):** Jamie Wallace

**Time:** Monday 16 Nov, 9.45-12.00

#### Themes/content:

Technology is a central aspect of the global world enabling social and cultural change through aspects such as communication, media, transport and education. This session considers the role of technology generally and specifically digital and communication technologies in the transformation of education and society and how this relates to mobility and globalisation. It focuses upon socio-technical systems and the domestication of technology to show how learning to adopt technology in a global world involves developing new skills and embodied and situated knowledge within heterogeneous social and cultural settings.

#### Literature

Selwyn, N. (2012). Education and Technology: Key Issues and Debates. Bloomsbury Publishing (Pp. 20-39).(19 Pages)

Bakardjieva, M. (2006). Domestication running wild. From the moral economy of the household to the mores of a culture. *Domestication of media and technology*, (Pp. 62-79). (17 Pages)

Flitsch, M. (2008). Knowledge, embodiment, skill and risk: anthropological perspectives on women's everyday technologies in rural northern China. *East Asian Science, Technology and Society: An International Journal*, 2(2), (Pp. 265-288).(23 pages)

#### Optional further reading

Dalakoglou, D. (2009). Building and ordering transnationalism: the 'Greek house' in Albania as a material process. *Anthropology and the Individual: A Material Culture Perspective*. Oxford: Berg, (Pp. 51-68).(17 Pages)

#### Preparation

Read the texts and reflect upon your everyday use of technology and how this influences you geographically and temporarily. Do these technologies support your education in any way? How is their influence apparent?



### **Session 13**

**Title:** Distance learning, flows and circulation

**Tutor(s):** Jamie Wallace

**Time:** Wednesday 18 Nov, 9.45-12.00

#### Themes/content:

This session develops the theme of educational technology by focusing upon how this relates to globalisation. It considers on the one hand how distance learning and global technologies are changing forms of education and how this can be understood from differing viewpoints. It goes on to consider globalisation discourse more generally by looking at forms of cultural change through ideas of flow and circulation and relations between local and global culture.

#### Literature

Traxler, J. (2018). Distance learning – Predictions and possibilities. *Education Sciences*, 8(1), 35. (13 Pages)

Gimlin, D. (2014). Exploring the glocal flow of beauty. In *European Glocalization in Global Context* Palgrave Macmillan, London. (Pp. 147-170). (23 pages)

Zajda, J. (2015). Globalisation and the politics of education reforms: History education. In *Nation-building and history education in a global culture* (pp. 1-14). Springer, Dordrecht. (14 pages)

#### Optional further reading

Scott, L., & Celia, L. (2007). *Global culture industry*. Cambridge: polity press. (14 pages)

Preparation: Read the texts and reflect upon your own understanding of education as being global; individually, as consumer and as member of a university. How does this relate to your position and movement within different cultural contexts?

## **Session 14**

**Title: Technology, control and inequality**

**Tutor(s): Jamie Wallace**

**Time: Friday 20 November, 9.45-12.00**

### Themes/content:

This session considers how technology influences politics, ethics and values and impacts notions such as power, control and inequality. It explores the disparity between the promises and consequences of technology upon people, and how this affects existing gaps in wealth. Taking an STS approach and understanding technologies as networks of control, issues such as the changing demands for worker skills are considered through aspects such as automation, robotics and what is known as the sharing or platform economy.

### Literature:

Jasanoff, S. (2016). *The ethics of invention: technology and the human future*. WW Norton & Company. (Pp 1-30) (30 pages).

Slee, T. (2017). *What's yours is mine: Against the sharing economy*. Or Books.(Pp. 75-106) (32 Pages)

Allen, J. P. (2017). *Technology and inequality: Concentrated wealth in a digital world*. Springer. (Pp. 1-40)(40 pages)

### Optional further reading

Keen, A. (2015). *The Internet is not the answer*. Open Road+ Grove/ Atlantic.

Susskind, J. (2018). *Future politics: Living together in a world transformed by tech*. Oxford University Press.

### Preparation:

Read the literature mentioned above. Further instructions will be provided before the session.

## WEEK 6

### Session 15

**Title: Internationalisation of education and global hierarchization**

**Tutor(s): Hanne K. Adriansen**

**Time: Monday 23 November, 9.45-12.00**

**Place: A104**

#### Themes/content

From an interdisciplinary approach, this session will focus on student migration, mobility, and internationalization of education. Debates about education-work transitions will be linked to broader discussion of globalization and to internationalization of education as a fundamentally differentiated and uneven process, which is inextricably linked to both immigration and labour policies. Analytically, the lecture will expand on ideas of imaginaries that are built into processes of mobility.

#### Literature

Brooks, Rachel and Johanna Waters (2011). Geographies of Student Mobility. In: *Student Mobilities, Migration and the Internationalization of Higher Education*. Chapter 6. (Pp. 114-135). Hampshire: Palgrave Macmillan.

Salazar, Noel B. (2011). The Power of Imagination in Transnational Mobilities. *Identities. Global Studies in Culture and Power*, 18(6), 576-598.

Kölbel, A. (2018). Imaginative geographies of international student mobility. *Social & Cultural Geography*, 1-19.

#### Supplementary reading

#### Preparation

Read the literature in the order mentioned above. You may want to begin by reading the supplementary text by H. Hotson, which is an easy read providing an historical analysis of Europe's universities in the context of Brexit, thus providing an historical view on internationalisation.

Five days before the session there will be instructions on BB for one or two groups, which are to present for the whole class.

## Session 16

**Title: Gender, ethnicity and inequality**

**Tutor(s): Cathrine Hasse**

**Time: Wednesday 25 November, 9.45-12.00**

**Place: A104**

### Themes/content

The aim of this session is to give an overview of and insight into the field of integration in regard to processes of gender, equality and education. The session will focus on defining and analyzing key concepts such as gender, equality and social mobility as processes that are historically embedded and embodied by subjects living in diverse societies. Gender and equality will be presented and problematised as concepts, and discussed in regard to the discursive figure of the taken-for-granted Other in educational settings such as the school. The concepts of parity, equity and equality will also be presented and debated in relation to MOOCs and visions of a globalised education.

### Literature

Hasse, C. (2020) Posthumanist Learning in Education. In Posthumanist Learning: What Robots and Cyborgs Teach us About Being Ultra-social Routledge: London pp.31-65

Supriya Baily & Halla B. Holmarsdottir (2015) The quality of equity? Reframing gender, development and education in the post-2020 landscape, *Gender and Education*, 27:7, 828-845, DOI: [10.1080/09540253.2015.1103842](https://doi.org/10.1080/09540253.2015.1103842)

Jones, G. M., Flamenbaum, R., Buyandelger, M., Downey, G., Starn, O., Laserna, C., ... Looser, T. (2014). Anthropology in and of MOOCs. *American Anthropologist*, 116(4), 829-838. <https://doi.org/10.1111/aman.12143>

### Supplementary literature

Yuan, L. & Powell, S. (2013). *MOOCs and Open Education: Implications for Higher Education* (White Paper). Bolton, England.

### Preparation

Read the course literature.

Please look at BB before the session for additional information about group work and presentations.

## Session 17

**Title: Mobility of knowledge and globalisation of internationalisation**

**Tutor(s): Hanne Kirstine Adriansen**

**Time: Friday 27 November, 9.45-12.00**

**Place: A104**

### Themes/content

With a point of departure in higher education, this session will bridge discussion from this week and the first weeks by addressing global hierarchies of knowledge and how these can be seen in curriculum. Notions of brain drain, brain gain, and brain circulations will be discussed in the context of knowledge mobility. We will compare and contrast internationalisation and globalisation as well as look at resistance and alternative approaches to developing curriculum.

### Literature

Egrom-polak, Eva and Francisco Marmolejo (2017). Higher education internationalization: adjusting to new landscapes. In de Wit, H., Gacel-Ávila, J., Jones, E., and Jooste, N. (Eds.). *The Globalization of Internationalization: Emerging Voices and Perspectives*, (pp. 7-17). Oxon: Routledge.

Fazal Rizvi (2005). Rethinking "Brain Drain" in the Era of Globalisation. *Asia Pacific Journal of Education*, 25(2), 175-192.

Leask, B. and Bridge, C. (2013). Comparing internationalisation of the curriculum across the disciplines: theoretical and practical perspectives. *Compare: a journal of comparative and international education*, 43(1), 79-101.

### Supplementary reading

Jöns, Heike (2009). 'Brain circulation' and transnational knowledge networks: studying long-term effects of academic mobility to Germany, 1954-2000. *Global networks*, 9(3), 315-338.

### Preparation

Read the course literature.

Monday before Friday's session, two groups will be assigned a task on how to supplement the curriculum and instructions will be uploaded to BB.

## WEEK 7

### Session 18

**Title: Globalisation and Methodology**

**+ Essay writing (13.15-15.00)**

**Tutor(s): Cathrine Hasse**

**Time : Monday 30 November, 9.45-12.00**

**+ session on essay writing from 13.00-14.15 (v. Nana Clemensen)**

**Place: A104**

#### Themes/content:

In this session, we explore how anthropological fieldwork and methodology have been related to issues of globalization. In groups, students will be engaged in presenting, discussing and opposing the arguments and fieldwork methodologies/methods in selected texts.

Furthermore we shall use some time on evaluation.

#### Literature

Marcus, G. (1986). Ethnography in/of the world system: the emergence of multi-sited ethnography. *Annual Review of Anthropology*, 24, 95-117.

Bartlett, L. and F. Vavrus (2014), Studying Globalization: The Vertical Case Study Approach. In: Stromquist & Monkman (eds), *Globalization and Education: Integration and Contestation across Cultures*. Second edition. (Pp. 119-131). Lanham, Boulder, New York, Toronto and Oxford: Rowman and Littlefield.

Candea, M. (2007). Arbitrary locations: in defence of the bounded field-site. *Journal of the Royal Anthropological Institute*, 1, 167-184.

+ 2 essay examples

#### Preparation

Read the literature with specific focus on the methodologies presented. Consider how the approaches described in the text are (or are not) useful for studies you might have in mind (e.g. if you have a preliminary idea for your field work - if you don't, then think of contemporary issues/problems in your home country or elsewhere that you find interesting and worth exploring further).

In the afternoon, linguistic anthropologist Nana Clemensen gives a workshop on essay writing with specific relevance to your upcoming exam paper. Small text extracts will be uploaded on blackboard prior to this session.

**Session 19**

**Title: Recapitulation of course, discussion of essay writing  
+ info from AU library, searching relevant literature etc.**

**Tutor(s): Cathrine Hasse**

**Time: Wednesday 2 Dec, from 9.15-12.00 (NBNB !!! we start at 9.15)**

**Place: A104**

We summarise the main discussions/concepts etc. from the course; we do an oral evaluation of the course; and we discuss the essay writing process.

**1-2PM:** AU library workshop, searching literature etc.

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