STUDYPLAN

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

Coordinator and email address
Cathrine Hasse: 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

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| 43   | 1. Globalisation – anthropological approaches and questions  
      2. G/localisation and situated practices | Cathrine Hasse |
      4. Schooling, development and the post-colonial critique  
      5. Decolonising the curriculum | Hanne K. Adriansen |
| 45   | 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   | 9. Globalization and ‘languages’ on the move  
      10. Research education online  
      11. Digital literacy | Narges Ghandchi |
| 47   | 12. Technologies of globalisation and mobilisation  
      13. Distance learning, flows and circulation | Jamie Wallace |
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<th>Week</th>
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<td>48</td>
<td>Mon 25 Nov</td>
<td>14. Technology, control and inequality</td>
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<td>Wed 27 Nov</td>
<td>15. Internationalisation of education and global hierarchization</td>
<td>Hanne K. Adriansen + Cathrine Hasse</td>
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<td>Fri 29 Nov</td>
<td>16. Gender, ethnicity and inequality</td>
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<td>17. Mobility of knowledge and globalization of internationalization</td>
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<td>Wednesday 2 Dec</td>
<td>19. Recapitulation, evaluation of course, discussion of essay writing (9.15-12.00) + AU library course (13.00-14.30)</td>
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**Examination**


Submission deadline (written paper): 6th 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:


Supplementary literature

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


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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.
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


Supplementary literature

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


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  


Supplementary reading  

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.
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*


*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?
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**


**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


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?
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 exiPlace 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


Preparation:
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


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  


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.
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


Optional further reading

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)


In Nation-building and history education in a global culture (pp. 1-14). Springer, Dordrecht.
(14 pages)

Optional further reading

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:  

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

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


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


Supplementary literature

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


Supplementary reading

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


+ 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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