

EDUC 316: Education & Social Change Across the Globe

Class Meeting Information

Section 01, Fall 2024

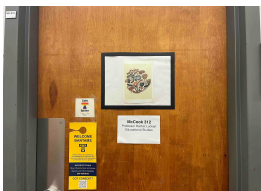
Course meeting times: Tuesdays & Thursdays, 2:55 – 4:10 pm (Eastern Standard Time)

Location: Life Sciences Center (LSC), Room 131

Instructor Information

Instructor: Dr. Rachel Lockart

Email: rachel.lockart@trincoll.edu

What are office hours?	
How do we schedule these?	<ul style="list-style-type: none">• Schedule a meeting on calendly (or email me with other suggested times)
What can we talk about?	<ul style="list-style-type: none">• Material that we're covering in class• School, life, future• Individual questions and concerns• Other things that are on your mind
Where can we do this?	<p>Rachel's office: McCook 312</p>  <p>Virtually: We can set up a Zoom meeting and meet virtually from wherever you are to chat.</p>

Layout of Syllabus

Welcome to EUDC 316! Thank you for choosing to join me and your classmates as we learn together. A syllabus can be long and dry to read, but it contains information that is key to your success in this class. This syllabus contains course and university policies, expectations, and information about our class meetings and assignments.

While these are the current policies, we have to leave room for flexibility as we all embark together on our learning journey this semester. When changes do occur, I promise to let you know as early as possible.

Here is the layout of the course's syllabus:

- [Course Overview](#)
- [Course Structure](#)
- [Course Policies](#)
- [Course Materials](#)
- [Course Evaluation](#)
- [Helpful Things to Know](#)
- [Land Acknowledgement](#)
- [Grading Policies](#)
- [Course Calendar](#)

Course Overview

This course examines the sociocultural, political and economic forces that shape education around the world.

Throughout the semester, we will explore a series of essential questions about the means and ends of education. We will think critically about how education policies, approaches, and curricula are made and flow and the assumptions

underlying ideas like quality education and global comparisons and rankings. Topics include: the role of schooling in producing inequality or supporting social change; global educational reform; global assessment regimes and policies; and curriculum and pedagogy. We will also learn about critical discourse analysis (CDA), which is a common methodological approach in educational research. We will practice using various CDA tools to analyze global education texts and visuals. This course is designed to deepen your interest in and understanding of these topics and encourage you to continue to study these themes through future careers, research, and/or coursework.

Key questions

1. How do we understand “global” and “international” as concepts in education?
2. How do global policy, curriculum, pedagogical idea(l)s travel/circulate and get taken up locally?
 - a. What are their histories?
 - b. How does this reflect/reinforce global relations of power?
 - c. What is the role of institutions/funders in this process?
3. How can we use tools from critical discourse analysis (CDA) to understand and analyze global education texts and images?
4. How do global processes shape education systems and teachers/students’ classroom experiences?
5. How do international development projects in education reflect particular (colonial, deficit) narratives about education/learning/knowledge production?

This course is committed to the [Guiding Principles of the Black Lives Matter Movement](#), the [Anti-Bias Framework of Teaching Tolerance](#), and the principles of the [Abolitionist Teaching Network](#). These principles will be both explicitly and implicitly part of our course together.

Course Materials

All course materials will be posted on the course Moodle site. Read/listen/watch and reflect on all the assigned materials before class on the date they are listed on the syllabus. Come to class prepared to discuss the materials. The length and difficulty of readings will vary throughout the semester. I encourage you to plan ahead and schedule your time accordingly.

While engaging with materials, you should analyze them in relation to your experiences, other material and earlier discussions from class, and other scholarly literature you have read. The syllabus may be subject to change.

Land Acknowledgment

We honor this place Suckiaug, Black Earth; where we now stand in the valley of Qwannituckwa and we give thanks to the people who have inhabited, paddled, planted and raised families in this space for over 10,000 years Pequonock, Wangunk, Podunk, Tunxis, Wappinger, Nehantic, Nipmuck, Maheekanew and all those derecognized by the occupiers, as well as our relatives the Pequots, Mohegans, Paugussett, Schaghticoke who signed treaties with them. Further we acknowledge the Narragansett, Wampanoag, Montauk, Shinnecock, Lenape our extended family whose territories are interconnected to us beyond the colonial boundaries by this great river Qwannitucka and the ancient currents of fresh and salt water that have forged an unbreakable bond of language, culture and blood that still connects us today. The land is still here, the waters are still here, the corn fields are still here and We are still here, NOW and Now is the time...to honor our relationship and responsibility to each other in a good way going forward.

This was written by Lee Mixashawn Rozie (Trinity '12), who is Maheekanew, Mohawk, and Cherokee. We will spend time in class thinking with this acknowledgment, discussing its current institutional status, and thinking about what accountability to Indigenous sovereignty means to/for us.

Course Structure

This course meets face to face. See the section on attendance and participation section below for more information.

Course Evaluation

While we will have readings, podcasts, and videos to engage with during each module, there are also a number of more formal assignments due throughout our time together. For each assignment, please see the appropriate explanation and rubric in Moodle for a breakdown of expectations.

Table 1. Assignment List

Assignment	Due Date	Points
Attendance & Participation	Evaluated twice: Mid-term (9) End of semester (9)	18
Introductory Survey	Tues., Sept. 10	2
Weekly Responses	Ongoing	30
Critical discourse analysis (CDA) Assignment	Completed during class on Thurs., Nov. 7	15
Policy/Practice Analysis (PPA) Paper	Topic + Summary: Thurs. Oct. 10 First draft: Thurs., Nov. 21 One-on-one meeting: Tues., Nov. 26 Revised paper: Thurs., Dec. 5	20
Synthesis Project	Thurs., Dec. 12	15

Attendance & Participation (18 points)

As a classroom community, our capacity to generate excitement is deeply affected by our interest in one another, in hearing one another's voices, in recognizing one another's presence.
– bell hooks, Teaching to Transgress (1994), p. 8.

You will self-evaluate your participation at mid-semester and at the end of the semester to reflect on your strengths and areas for growth. I will take your self-evaluations into account when determining your grade, and I will discuss with you individually if my assessment differs from your own.

Attendance

Your attendance is expected at all class sessions, as the success of this course depends on your presence and active participation. Missing class can affect depth of understanding and is frequently reflected in the quality of written analysis and in the overall learning experience. You are also expected to arrive on time and stay in-class until it is over. Coming to class late and/or leaving early causes interruptions in your learning *and* within our class community.

However, I know that life is unpredictable and that we are all balancing many things in our lives. So there is an inherent tension between the unpredictability of our lives and the importance of engagement in class meetings. To address this tension, I have built more flexibility than normal into our course attendance policy.

You are permitted **two** absences over the course of the semester, which will not negatively affect your grade. I ask that if you are going to miss class, please let me know so I can plan appropriately. You do not have to give a reason as to why you are missing, just let me know. Please realize, however, that contacting me does not mean your absence is excused; it will still count as one of your two allowed absences. The expectation is that if you do not attend class, you will still complete all required assignments within the required timeframe.

More than two absences will affect your grade, except in cases of illness, religious observances, or personal/family emergencies. My hope is that this will not be an issue and that we will all be able to attend each class session. I encourage you to reserve your two allowed absences for cases of illness.

Absences due to illness, religious observances, or personal/family emergencies may be made up through an alternative assignment to ensure your understanding of material covered during the missed class. Email me to receive permission to complete a makeup assignment. When absences are not due to an emergency, such as [religious observances](#), it is your responsibility to notify me at least two weeks before the missed class.

Participation

Your participation is key to both your learning *and* that of your classmates. In-class discussions and activities are foundational to the format of the course. I recognize that students have different communication styles and levels of comfort for sharing in class. You will have the opportunity to participate in both whole-group settings and small group discussions, through sharing thoughts that come to mind during class and responses to course material that you have prepared before class. I expect everyone will participate in class in some way, and your attendance and participation grade will be lowered if you do not do so regularly.

Effective participation means more than just being physically present. You are expected to be active readers and analysts, regular participants in the classroom, and good colleagues. Here are the participatory behaviors that are encouraged:

- Read/listen/watch and reflect on all materials before class, and complete any pre- or post-class activities.
- Bring what you need to learn and engage with you to class (e.g., your notes, laptop, etc.).
- Make thoughtful and analytic contributions in class(both orally and in writing). This includes sharing your own thoughts, posing relevant questions, listening and responding to others, and being an active participant in small group discussions.
- Make space for others to share their perspectives and opinions in discussions.
- Listen attentively and respectfully. If you disagree with something someone has said, do so graciously, respectfully, and with evidence to support your counterargument.

- Be open to learning from others' experiences, perspectives, and interpretations – particularly if these experiences are different from your own.

I discourage you from engaging in the following behaviors and doing so could negatively impact your grade:

- Not listening or pretending to be listening while distracted by your device(s)
- Speaking over others or not taking turns to listen and speak
- Making fun of or otherwise berating something said by another person

Finally, I ask that we all participate in class with a spirit of generosity. I invite you to assume the best from others in class when your opinions differ. Moments of resistance are often when we learn the most (about ourselves, others, and the course content).

Introductory Survey (2 points)

In the beginning of the semester, you will complete an online survey to (1) check how our first week went, (2) ask questions about the syllabus (3) reflect on your schooling experiences, and (4) share your goals, expectations, and needs for learning as a community in EDUC 316. Due on before class on Tues., Sept. 10.

Weekly Responses (30 points total: 10 reflections, 3 points each)

I ask you to complete a short reflection before class so that you are ready to engage in small and large group discussions about the week's topic. These are usually short extension activities and will be submitted on Moodle. My hope is that these are helpful to you as you organize your thoughts and that you can use these during our in-person meetings to help facilitate discussion. These are due before the start of class most Tuesdays.

Critical discourse analysis (CDA) Assignment (15 points)

This assignment will give you a chance to apply critical discourse analysis (CDA) to a particular topic. During class on Thurs., Nov. 7, I will give you a topic and ask you to analyze texts and visuals using some of the CDA tools we have learned about this semester.

Policy/Practice Analysis (PPA) Paper (20 points)

Being able to critically analyze global policies and practices in education is important for understanding the issues we will discuss in this course. In this assignment, you will use readings and ideas discussed in this class to engage in a critical policy/practice analysis. This assignment gives you a chance to make connections across materials we encounter during class. There are four parts of this assignment:

1. You will submit your chosen topic along with a half-page summary of the approach or policy initiative on Thurs., Oct. 10.
2. A complete first draft is due on Thurs., Nov. 21.
3. We will have a one-on-one meeting on Tues., Nov. 26 to discuss your paper and revisions.
4. Your final, revised paper is due on Thurs., Dec. 5.

More information will be provided in the coming weeks on Moodle and during class.

Synthesis Project (15 points)

At the end of the semester, you will create a project that synthesizes your learning in EDU C316. Building on your writing in weekly responses, your learning throughout the course from readings and discussions, and/or your policy/practice analysis paper, you will create a project that synthesizes your accomplishments, main take-aways from the course, and personal reflections. This can be accomplished in a wide variety of formats. Your final

Synthesis Project is due on Thurs., December 12 at 11:59pm. More information will be provided in the coming weeks on Moodle and during class.

Grading Policies

I find that grades often do more harm than good. Often the mere presence of grades in a class tends to move us away from learning towards this idea of “studenting,” meaning that students often just do what is required to get a certain grade and move on. All of us at the university level have been successful at this in some way, as we have all made it to this space. We know how to “do” school.

That being said, we need to have grades in this course, so I have come up with what I believe is a good balance between learning and “studenting.” For each assignment that you submit, I provide a list of expectations for the assignment, in the form of a rubric. My hope is that you can follow the rubric to get all the points possible. I will also give substantive written feedback, especially on longer written assignments. My hope is that this written feedback can push you to think about your ideas as you continue to move forward in this course and in your life.

If you are concerned about a grade on an assignment, schedule an appointment to talk with me. I am more than willing to discuss your work in an effort to improve future assignments. But unless I made an error, I do not change grades. If you believe I have made an error in grading an assignment, you can schedule a meeting with me and write up a statement about how I miscalculated and/or made a mistake when evaluating the assignment.

Submitting Assignments

Unless I tell you otherwise, all assignments should be submitted to Moodle. For assignments that require you to upload a document or other file, please save your work in a .docx format and use the following format for the file name: LastnameAssignment (e.g. LockartPPAFirstDraft.docx). Assignments submitted in an unreadable format (e.g. Pages) will not be graded and will receive a zero. Should you require assistance with Moodle, please contact [LITS](#) or notify me.

Late Assignments

Please make every effort to avoid submitting work late. However, if you do need to submit late work, **please it is your responsibility to speak with me ahead of time** and we will work together on a timeline that works for your particular circumstances. I want you to prioritize your health and wellbeing, both physically and emotionally.

Revise & Resubmit and Extra Credit

If I recommend that you revise and resubmit an assignment, you will meet me to self-assess errors and review grading comments. We will discuss and determine a resubmission deadline for up to 90% of the assignment point value.

I may offer extra credit assignments; examples might include attending a lecture or community event and writing a reflection that connects to course readings and themes. Please see me if you are interested in an extra credit assignment to receive approval.

Grading Scale

Refer to Moodle for assignment-specific grading information. Final course grades will be based on the following scores:

Table 2. Grading Scale

Letter Grade	Grade on 4.0 Scale	Total Points
A+	4.333	97-100
A	4.0	93-96
A-	3.667	90-92
B+	3.333	87-89
B	3.0	83-86
B-	2.667	80-82
C+	2.333	77-79
C	2.0	73-76
C-	1.667	70-72
D+	1.333	67-69
D	1.0	63-66
D-	0.667	60-62
F	0.0	59 or below

Course Policies

Accessibility

Trinity college is committed to creating an inclusive and accessible learning environment consistent with the Americans with Disabilities Act. Like many things, the need for disability accommodations and the process for arranging them may be altered by the COVID-19 changes we are experiencing and the safety protocols currently in place. Students with disabilities who may need some accommodation in order to fully participate in this class are urged to contact the Student Accessibility Resource Center, as soon as possible, to explore what arrangements need to be made to assure access.

If you have approval for academic accommodations, please notify me by the end of week two of classes. For those students with accommodations approved after the start of the semester, a minimum of 10 days notice is required. Please be sure to meet with me privately to discuss implementation. Student Accessibility Resources can be reached by emailing SARC@trincoll.edu.

Accommodations for Students in Isolation or Quarantine (subject to change)

If a significant percentage of the class (or I) must isolate or quarantine, I will distribute a Zoom meeting link and open the room associated with that link to hold class virtually. You must notify me via email as soon as possible (preferably 24 hours before class) if you have tested positive and need accommodations/alternatives.

Communication

All course-related email should be sent through official Trinity College email addresses. Please check your Trinity email daily throughout the course.

Our class email norms include:

- **If you email me**, I will respond within 48 hours (excluding weekends). Most of the time, I can respond sooner, but please do not expect an instant reply.
- **If you receive an individual email from me**, I ask that you please respond within 48 hours (excluding weekends) with your best and most thorough response. I often send individual emails to check in on students, ask for clarification, or send reminders about missing assignments. It is important you respond to these individual emails so that I can know you are okay and that you are staying on track in the class.
- **If you are having difficulty with the course**, please reach out to me right away! I do not see having difficulty with this class as meaning anything about how bad/good of a student you are. While I know it can be hard to ask for help, it is hard for me to know if you are stuck unless you tell me. I will work to support you, and develop a plan with you to help you complete requirements.

Face Mask Requirement

Masks are optional in our classroom. Trinity remains a mask-friendly campus, and the community will respect any person's decision to wear a mask. Given the ongoing nature of the pandemic the ask policy is subject to change given guidance from the college, CDC, WHO, and federal government.

Intellectual Honesty

According to Trinity College policy, “intellectual honesty assumes that students do their own work and that they credit properly those upon whose work and thought they draw” ([Trinity College Student Handbook](#), p. 13). While we often draw upon the work of others, it is essential that any work presented as your own is indeed your own, no matter how big or small the assignment. Ideas and/or words that are not yours should always be appropriately cited. Intellectual dishonesty and plagiarism in any form will not be tolerated in this class. Instances of academic dishonesty or plagiarism may result in assignment failure, course failure, referral to the Honor Council, and/or other consequences.

While most educational research publications use the APA citation style, you may use any citation style (e.g. APA, Chicago, MLA) you choose, as long as you do so consistently. Please refer to the [Purdue OWL website](#) for tips on how to avoid plagiarism and for information on how to cite others' work appropriately. If you still have questions, please reach out to me.

Unless explicitly stated in the assignment and/or we make arrangements together, you are expected to complete all course assignments. In other words, you are expected to develop original work for this course. *You may not submit course work you completed for another course to satisfy the requirements for this course.* Please contact me if you are unsure about the appropriateness of your coursework. If you are feeling overwhelmed by deadlines, please reach out to me as early as possible so we can figure out a solution.

Name and Gender Identity Policy

All people have the right to be addressed and referred to in accordance with their personal identity. Many people do not identify with the name on their birth certificate, school ID, or other forms of identification. In this class, I will include the opportunity for students to indicate the name and the pronouns they use. If you would like to know more about using a chosen name and/or adding your pronouns to your campus records, information is available through the [Queer Resource Center](#). Their [Frequently Asked Questions](#) document is particularly helpful. I will do my best to respect students by using the correct name and pronouns for them. Please advise me at any point if you need to update your name and/or pronouns in my records.

Use of Electronics

Please bring a laptop or similar to class only for the purposes of accessing electronic copies of course readings, taking notes, and participating in activities. Please refrain from using your laptop or phone for non-class-related purposes. Linked to participation points.

Hooray! You've read this far! If you see this, send me an email with a picture of a favorite place (it can be somewhere familiar, somewhere you have been, or somewhere you want to go) that I (Rachel) can show to my nibblings. You'll get an extra credit point, and they'll love it!

Use of Generative Artificial Intelligence (AI)

It is important we are mindful of when generative artificial intelligence (AI) tools (such as ChatGPT) support our learning and when they get in the way of it. Many of the assignments in this course ask you to (1) share your own analytic thinking, creative ideas, and perspectives; (2) apply concepts to specific contexts; and/or (3) generate insights based on your embodied experiences in schools and other educational spaces. While AI tools can be very helpful for some tasks, they are well known for generating ideas and texts that are decontextualized, inaccurate or completely made up, and/or shaped by harmful biases within their algorithms and data sources. AI tools also raise ethical questions about unpaid labor, energy usage, and safety for humanity.

Further, using AI tools will not replace your own learning. It is essential for you to learn to do the tasks that AI might do (e.g, summarizing the main arguments of readings, synthesizing ideas, and strengthening your writing). Learning these skills will make you a better reader, writer, thinker, and community member.

Given these limitations, your use of generative AI tools is restricted in this class. You are allowed to use generative AI tools to (1) check your grammar and spelling and (2) examine the ways in which these kinds of tools may inform our exploration of the topics of the class. However, any use of generative AI tools without citation or attributions constitutes plagiarism and will be treated as such. This means that submitting AI writing as your own writing in this course is not allowed. As explained in more detail above (see Intellectual Honesty section), doing so violates Trinity College's academic policies.

Use of Media Derived from the class

Given that our class is a learning community, it is important that we cultivate an “atmosphere of mutual trust and respect in which scholarly work and learning thrive” ([Student Integrity Contract](#)). In practice, this means:

- All course materials presented to students are copyrighted property.
- You are not permitted to record (audio or video) our class sessions without receiving written permission from the instructor.

- The only exception to this policy is when a student receives an ADA-approved accommodation from the Student Accessibility Resource Center (SARC) that includes permission to record class sessions. In these instances, students are expected to follow the processes and policies outlined on p. 23 of the [Trinity College Student Handbook](#).
- As your instructor, I will inform you if/when I make a recording during our class and will only do so in ways that are compliant with FERPA.
- You may not post any class recordings or other course materials online or distribute them to anyone not enrolled in the class without the advance written permission of the instructor, and (if applicable) any students whose voice or image is included in the recordings.
- Anyone violating the conditions described above may face disciplinary sanctions.

Helpful Things to Know

(Adapted from Dr. Britney Jones, with thanks to Dr. Eve Ewing)

Writing Center

We are all developing as writers and thinkers (myself included), and we all improve through receiving feedback. For assistance and feedback on your writing, at any stage, consider scheduling an appointment at (or walking into) the [Writing Center](#) located at 115 Vernon (the English Department Building) in Room 109.

Library & Information Technology Services

Library

Our librarians are amazing and eager to help you identify sources for research projects or other assignments. Visit their [Research Help](#) website for information on how to make an appointment with a librarian, get support from the Peer Research Center, access research guides, and more.

Student Technology Assistants

The [Student Technology Assistants \(STA\)](#) work to provide in-person and remote assistance with instructional technology tools and services, including Moodle, presentation tools, video/audio production, and more.

SensusAccess File Converter

If you wish, you may convert course readings in PDF form into alternative formats, including audio files. In doing so, you can listen to the reading while following along with the written text. Visit the [LITS Accessibility Tools](#) website for more information.

Title IX Resources and Mandated Reporting.

As a faculty member, I am considered a “Responsible Employee.” This means that if you disclose certain things to me – including instances of sex discrimination; sexual assault, harassment, other sexual misconduct; intimate partner violence; or stalking – I am required to share this information with Trinity’s Title IX Coordinator or Deputy Coordinator. See [Trinity’s Title IX](#) website for additional information.

If you need to talk to someone who will maintain confidentiality, you can reach out to “Privileged Employees” at [Counseling and Wellness Center](#) and/or the [Office of Spiritual and Religious Life](#). Professional staff in other offices on campus are “Confidential Employees,” meaning they are required to report general information about alleged incidents but will not disclose identifiable information (such as your name) unless there is imminent harm to the

campus or person(s) disclosing. Confidential Employees include professional staff at the [Women & Gender Resource Action Center](#) (WGRAC), the [Queer Resource Center](#) (QRC), and the [Health Center](#).

Financial Support

In addition to other sources of financial support on campus and elsewhere, you may want to consider applying to the [Student Emergency and Equity Fund](#). This funding is for significant, unforeseen, unavoidable emergencies, and unexpected expenses.

Mental Health

Many of us face issues with our mental health over the course of our lives, including me. Sometimes, being a student can create or exacerbate these issues. In addition, it is common to experience additional anxiety due to the ongoing pandemics, as well as other local/national/global events.

If you are struggling, your mental health is suffering, or you just need someone to talk to, I encourage you to make an appointment with the [Counseling and Wellness Center](#). All services offered by the center are free, and all contact with members of the staff is privileged and confidential as provided by law.

Learning During the Ongoing Pandemics

We are still navigating numerous uncertainties and challenges amid the Covid-19 pandemic and the ongoing “health care, economic, climate, and educational disparities” ([Ladson-Billings](#), 2021, p. 68) that shape our current global communities. My goal is to support you in doing the best work you can in light of these uncertainties and challenges. I encourage you to prioritize your health and wellness, which are *far* more important than the grades you get in this class or any class. If you are finding it difficult to balance your health and wellness with your work in this class, please let me know. It’s okay to ask for help.

I ask that you be patient with me if the challenges to the semester force me to make last minute changes. I will do my best to communicate any changes clearly and with as much notice as possible.

Finally, please be patient with your peers as we all navigate this semester together.

Course Calendar

Date	Topic	To prepare before class	To submit before class
Tuesday, Sept. 3	Welcome	<p>Nothing to prepare before class</p> <p>In-class:</p> <ul style="list-style-type: none"> • Sensoy, Ö., DiAngelo, R. J. (2017). How to engage constructively in courses that take a critical social justice approach (pp. 1-22). In <i>Is Everyone Really Equal? An Introduction to Key Concepts in Social Justice Education</i>. United Kingdom: Teachers College Press. 	
Unit 1: Framing Global Education			
Thursday, Sept. 5	What is “education”?	<p>Read:</p> <ul style="list-style-type: none"> • First Nations Education Steering Committee (n.d.). First People’s Principles of Learning. • Prosperetti, E. (2023). How do you learn? The master-disciple instruction in Islamic West Africa. <i>Bouctou</i>, 2, 11-14. • Fendler, L. (2011). Edwin & Phyllis. <i>Studies in Philosophy and Education</i>, 30(5), 463–469. <p>Skim:</p> <ul style="list-style-type: none"> • Reagan, T. (2005). An Introduction to the study of Non-Western Educational Traditions: A Philosophical Starting point. In <i>Non-Western educational traditions: Indigenous approaches to educational thought and practice</i> (3rd ed.) (pp. 1-19). New Jersey: Lawrence Earlbaum Associates. 	

<p>Tuesday, Sept. 10</p>	<p>What do we mean by “global education”?</p>	<p>Read:</p> <ul style="list-style-type: none"> • Andreotti, V. de O. (2014). Soft versus critical global citizenship education. In S. McCloskey (Ed.), <i>Development Education in Policy and Practice</i> (pp. 21–31). Palgrave Macmillan UK. • GTDF Collective. (n.d.) HEADS UP tool • Machado de Oliveira, V. (2021). Warm up: Into the Future. In <i>Hospicing Modernity: Facing Humanity’s Wrongs and the Implications for Social Activism</i>, (pp. 3-13). <p>Watch:</p> <ul style="list-style-type: none"> • Andreotti, V. O. (2018). GCE Otherwise. (25:36) <p>Optional:</p> <ul style="list-style-type: none"> • Read: Mehta, S. (2018). What is globalization anyway? In <i>Building Trust: Education in Global Perspective</i> (pp. 1–12). DeWitt Wallace Library, Macalester College. 	<ul style="list-style-type: none"> • Intro Survey due • Weekly Response 1 due
<p>Thursday, Sept. 12</p>	<p>How are globalization, education, and coloniality connected?</p>	<p>Read:</p> <ul style="list-style-type: none"> • Strong, K., Odendaal, R., & Kallon Kelly, C. (2022). Education for subordination: Youth and the afterlives of coloniality and racialization in Africa. In J. Scott & M. Bajaj, <i>World Yearbook of Education 2023</i> (1st ed., pp. 103–118). Routledge. <p>Watch:</p> <ul style="list-style-type: none"> • TransBorderscapes: Decolonial media (Director). (2020, September 9). Coloniality of power [Video recording]. (13:59) • Khan Academy (Director). (n.d.). Globalization theories [Video recording]. (5:47). 	
<p>Tuesday, Sept. 17</p>	<p>How are global racial capitalism and education connected?</p>	<p>Read:</p> <ul style="list-style-type: none"> • Roy, A. (2014). <i>Capitalism: A Ghost Story</i>. Chapter 1 (pp. 8-47). • Nair, C. (2021, July 21). The fight against White supremacy isn’t just an American one. TIME • Education International (EI) & Kenya Union of Teachers (KNUT). (2016). Summary of Bridge vs. Reality: A study of Bridge International Academies’ for-profit schooling in Kenya. <p>Watch:</p> <ul style="list-style-type: none"> • The Forge. (2021). Interview with Ruth Wilson Gilmore. (24:48). • Neoliberalism and Chile (5:13) 	<ul style="list-style-type: none"> • Weekly Response 2 due

Thursday, Sept. 19	CDA: Overview	Read: <ul style="list-style-type: none"> ● Rogers, R. (2011). Critical approaches to discourse analysis in educational research. In R. Rogers (Ed.), <i>An introduction to critical discourse analysis in education</i> (2nd ed., pp. 1–20). Routledge, Taylor & Francis Group. → Focus on p. 1-10 and 14. 	
Unit 2: Analyzing global education with critical discourse analysis			
Tuesday, Sept. 24	Narratives of International Education	Read: <ul style="list-style-type: none"> ● Anderson-Levitt, K. (2003). A World culture of schooling? In <i>Local Meanings, Global Schooling</i> (pp. 1-21). ● Subcomandante Marcos. (2000). “Do Not Forget Ideas Are Also Weapons.” <i>Le Monde Diplomatique</i>. (3 pages) Watch (choose 1): <ul style="list-style-type: none"> ● Babies (119 minutes) ● Pre-School in Three Cultures, Revisited. (112 minutes) ● Two Million Minutes: An Examination of High School in the U.S., India, and China (54 mins) ● Schooling the World: The White Man’s Last Burden. Lost People Films. (54 minutes) 	<ul style="list-style-type: none"> ● Weekly Response 3 due
Thursday, Sept. 26	CDA 1: Discursive Scripts	Read: <ul style="list-style-type: none"> ● Machin, D., & Mayr, A. (2023). Making active choices: Language as a set of resources. In <i>How to do critical discourse analysis: A multimodal introduction</i> (Second edition, pp. 21–46). SAGE Publications. → Read ONLY p. 30-36. Skim: <ul style="list-style-type: none"> ● Zhang, L., & Smith, C. A. (2024). Neoliberal, trouble-free worlds for an aspirational middle-class in Chinese EFL publications: A multimodal critical discourse analysis. <i>Discourse & Communication</i>, 18(4), 592–612. 	

<p>Tuesday, Oct. 1</p>	<p>Global Education Policy Landscape</p>	<p>Read:</p> <ul style="list-style-type: none"> • King, K. (2007). Multilateral agencies in the construction of the global agenda on education. <i>Comparative Education</i>, 43(3), 377-391. • Review the 17 SDGs • Pirbhai-Illich, F. & Martin, F. (2019). Decolonizing the places, spaces and boundaries of Sustainable Development and Global Citizenship Education: a critical analysis of SDG 4.7. <p>Listen:</p> <ul style="list-style-type: none"> • FreshEd (2022). Counterstories of Fundamental Education in Central Mexico with Luis Urrieta & Judith Landeros. (31:28) <p>Watch:</p> <ul style="list-style-type: none"> • EFA Overview (2:52) 	<ul style="list-style-type: none"> • Weekly Response 4 due
<p>Thursday, Oct. 3</p>	<p>CDA 2: Language & Visual Communication</p>	<p>Read:</p> <ul style="list-style-type: none"> • Machin, D., & Mayr, A. (2023). Introduction: Shaping the world through language. In <i>How to do critical discourse analysis: A multimodal introduction</i> (Second edition, pp. 1–20). SAGE Publications. → Read ONLY p. 11-20 <p>Skim:</p> <ul style="list-style-type: none"> • Estera, A., & Shahjahan, R. A. (2019). Globalizing whiteness? Visually re/presenting students in global university rankings websites. <i>Discourse: Studies in the Cultural Politics of Education</i>, 40(6), 930–945. 	
<p>Tuesday, Oct. 8</p>	<p>Follow the Money: World Bank and IMF</p>	<p>Read:</p> <ul style="list-style-type: none"> • About the IMF and World Bank • Perera, K. (2021). “Marrying the Monster”: World Bank Loans and English Language Projects in Sri Lankan Universities. University of Colombo Review, 2(1), 42-60. • Open letter about the WB <p>Explore:</p> <ul style="list-style-type: none"> • WB education initiatives <p>Watch:</p> <ul style="list-style-type: none"> • Why are the IMF and World Bank so controversial? <p>Optional:</p> <ul style="list-style-type: none"> • CNBC Explains. (2017). What’s the difference between the IMF and World Bank? 	<ul style="list-style-type: none"> • Weekly Response 5 due

<p>Thursday, Oct. 10</p>	<p>CDA 3: Nominalization</p>	<p>Watch:</p> <ul style="list-style-type: none"> ● GlobalBlackHistory. (2018). Sponsoring Poverty: WorldBank and IMF Structural Adjustment Programs <p>Read:</p> <ul style="list-style-type: none"> ● Machin, D., & Mayr, A. (2023). Concealing and taking for granted: Nominalisation and presupposition. In <i>How to do critical discourse analysis: A multimodal introduction</i> (Second edition, pp. 185–218). SAGE Publications. → Focus on p. 185-197. 	<ul style="list-style-type: none"> ● CPA topic and half-page summary due
<p>Tuesday, Oct. 15</p>	<p>No Class: Trinity Days</p>		
<p>Thursday, Oct. 17</p>	<p>Global Testing Regimes</p>	<p>Watch:</p> <ul style="list-style-type: none"> ● What did the PISA 2018 global competence test assess, and why is it important? (4:02) ● How does PISA Work? (2 min) <p>Listen:</p> <ul style="list-style-type: none"> ● Fresh Ed with Gustavo Fischman. (2017). The power and perils of international large scale assessments. (40:46) <p>Explore:</p> <ul style="list-style-type: none"> ● OECD PISA test and 2022 results. 	<ul style="list-style-type: none"> ● Mid-semester attendance & participation self-evaluation

<p>Tuesday, Oct. 22</p>	<p>Whiteness, Gender, and Education</p>	<p>Read:</p> <ul style="list-style-type: none"> ● Matthews, D. (2015). WID, WAD, GAD or What? (Note: Be sure to watch the Nike Girl Effect Video embedded in the article) <p>Read or listen (choose 1):</p> <ul style="list-style-type: none"> ● FreshED Podcast (with Francine Menashy and Zeena Zakharia). (2023). White Ignorance in Global Education. ● Menashy, F., & Zakharia, Z. (2022). White Ignorance in Global Education. <i>Harvard Educational Review</i>, 92(4), 461-485. <p>Listen:</p> <ul style="list-style-type: none"> ● Desai, Karishma & Kirchgasler, Chris, interview with Will Brehm, <i>FreshEd</i>. (2020). Colonial Residues of Domesticity in Education Development. Episode 219. (35:15) <p>Optional:</p> <ul style="list-style-type: none"> ● Chinkondenji, P. (2022). Schoolgirl pregnancy, dropout or pushout?: An Ubuntu-centric re-construction of the education for student mothers in Malawi. <i>Gender and Education</i>, 34(6), 738–753. 	<ul style="list-style-type: none"> ● Weekly Response 6 due
<p>Thursday, Oct. 24</p>	<p>CDA 6: Representing People</p>	<p>Read:</p> <ul style="list-style-type: none"> ● Machin, D., & Mayr, A. (2023). Representing people: Language and identity. In <i>How to do critical discourse analysis: A multimodal introduction</i> (Second edition, pp. 108–145). SAGE Publications. → Focus on p. 113-126. <p>Skim:</p> <ul style="list-style-type: none"> ● Silver, R., & Morley, A. (2023). Returns at risk: Girls’ education and the gendered racial vernacular of COVID-19. <i>Comparative Education Review</i>, 67(4), 749–770. → Focus on Introduction (p. 749-751), Results Part 1 (p. 759-764), and Conclusion (p. 764-765) 	

<p>Tuesday, Oct. 29</p>	<p>Youth Movements and Critical Pedagogies</p>	<p>Read (choose 1):</p> <ul style="list-style-type: none"> ● Hourdequin, M. (2019). Youth climate movement puts ethics at the center of the global debate. <i>The Conversation</i>. ● Fox, M. (2019). Bolsonaro's Education Austerity Mobilizes Hundreds of Thousands Across Brazil. ● Fathima, H. (2018). Thousands Protest in Delhi Against the Alleged Privatisation of Education. <i>The Wire</i>. <p>Explore:</p> <ul style="list-style-type: none"> ● School Protests in Africa Map <p>Watch:</p> <ul style="list-style-type: none"> ● Goldstein, Knowlton L. (2020). We are the Radical Monarchs. (86 mins). 	<ul style="list-style-type: none"> ● Weekly Response 7 due
<p>Thursday, Oct. 31</p>	<p>CDA 5: Engaging with limitations and critiques</p>	<p>Read:</p> <ul style="list-style-type: none"> ● Machin, D., & Mayr, A. (2023). Conclusion: Multimodal critical discourse analysis and its discontents. In <i>How to do critical discourse analysis: A multimodal introduction</i> (Second edition, pp. 298–315). SAGE Publications. 	
<p>Tuesday, Nov. 5</p>	<p>Teaching and Learning “Abroad”</p>	<p>Read:</p> <ul style="list-style-type: none"> ● Abu-Jamal, M. (2015). Star Wars and the American Imagination. ● Cole, T. (2012). The White Savior Industrial Complex. <i>The Atlantic</i>. ● Barros, S. R. (2016). Power, privilege, and study abroad as “spectacle.” In <i>Internationalizing teaching and teacher education for equity: Engaging alternative knowledges across ideological borders</i>, 57-76. <p>Watch (choose 1):</p> <ul style="list-style-type: none"> - The Stream. (2019). Does Humanitarian Aid Have a White Saviour Problem? <i>Al Jazeera English</i>. (25: 36). - Obama, M. (2014). On the Value of Study Abroad. (15:49) 	<ul style="list-style-type: none"> ● Weekly Response 8 due
<p>Thursday, Nov. 7</p>	<p>CDA 6: Applying our Tools</p>	<p>No new readings</p>	<ul style="list-style-type: none"> ● CDA assignment (completed during class)

Tuesday, Nov. 12	Environmental Education and Otherwise Futures	Read: <ul style="list-style-type: none"> • Voyles, V. T. (2015). Preface: In search of treasure. Wastelanding: Legacies of Uranium Mining in Navajo Country. • Vergés, F. (2016). Bananas: Racism, Sex, and Capitalism Listen: <ul style="list-style-type: none"> • Okorafor, N. (2014). Poison Fish. (12:15) Watch: <ul style="list-style-type: none"> • Introduction to Land-Based Education (10:15) • Vox. (2020). How the US poisoned Navajo Nation. (12:32) • The World's Biggest E-Waste Site- Agbogbloshie, Ghana (9:21) 	<ul style="list-style-type: none"> • Weekly Response 9
Unit 3: Topics in Global Education			
Thursday, Nov. 14	Topic TBD	<i>Mid-way through the semester, you will collectively choose global education topic(s) you would like to focus on. Materials to read/listen to/watch will be assigned then.</i>	
Tuesday, Nov. 19	Guest speaker	Yaa Oparebea Ampofo , Ph.D. Candidate	<ul style="list-style-type: none"> • Weekly Response 10
Thursday, Nov. 21	Topic TBD	<i>Mid-way through the semester, you will collectively choose global education topic(s) you would like to focus on. Materials to read/listen to/watch will be assigned then.</i>	<ul style="list-style-type: none"> • First draft of CPA paper due
Tuesday, Nov. 26	One-on-one meetings	<i>We will meet one-on-one (likely via Zoom) to discuss the first draft of your PPA paper and how you might revise it.</i>	
Thursday, Nov. 28	No Class: National Day of Mourning		
Tuesday, Dec. 3	Topic TBD	<i>Mid-way through the semester, you will collectively choose global education topic(s) you would like to focus on. Materials to read/listen to/watch will be assigned then.</i>	<ul style="list-style-type: none"> • Weekly Response 11 due
Thursday, Dec. 5	Wrapping up	Read <ul style="list-style-type: none"> • Gumbs, A. P. (2015). Evidence. → Week 10 activity 	<ul style="list-style-type: none"> • Revised CPA paper due

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- Synthesis project due on Thurs., Dec. 12 at 11:59 pm

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