

STUDYPLAN

Programme:	MA in Anthropology of Education and Globalisation
Module:	Contemporary Issues of Education and Globalisation
ECTS:	15
Semester + year:	Fall 2018
Campus:	Copenhagen

Coordinator and email address

Gritt B. Nielsen: gbn@edu.au.dk

Tutors:

Gritt B. Nielsen, Hanne Kirstine Adriansen, Rajeshwar Acharya, Ida Mangor and Iram Khawaja

Time and date (cf. Course Catalogue)

Mondays, Wednesdays and Fridays:

- study groups from 9.00-10.00
- lectures/class instruction from 10.00-12.15

Room:

See <http://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=12827&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, social inequality, gender, race/ethnicity and religion); modernisation, mobility and (mass) education (e.g. international policy processes, citizenship, social and physical mobility,

integration/ migration, planned development); organisation, governance and transformation of the self (e.g. organisational and technological change and self-management as a pedagogical tool). 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

Week	Theme	Teacher
43 Wed 24 Oct Friday 26 Oct	1. Globalisation – anthropological approaches and questions 2. G/localisation and situated practices	Gritt B. Nielsen
44 Mon 29 Oct Wed 31 Oct Friday 1 Nov	3. Mass-schooling, nation-building and the ‘educated person’ (Hanne) + essay writing (Gritt); 13.00-14.15 4. Schooling, development and the post-colonial critique (Raj) 5. Decolonising the curriculum (Hanne)	Hanne K. Adriansen & Raj (Rajeshwar) Acharya
45 Mon 5 Nov Wed 7 Nov Fri 9 Nov	6. Processes of minoritization and integration 7. Diasporic minorities, belonging and home 8. Belonging and integration	Iram Khawaja
46 Mon 12 Nov Wed 14 Nov Fri 16 Nov	9. Citizenship in an interconnected world 10. Educating for citizenship 11. Citizen participation in political life	Ida Mangor
47 Mon 19 Nov Wed 21 Nov Fri 23 Nov	12. Political transformation, governance and pedagogy 13. The anthropology of policy 14. Reform, exchange theory and new forms of subjectivity	Gritt B. Nielsen
48 Mon 26 Nov Wed 28 Nov Fri 30 Nov	15. Internationalisation of education and global hierarchization (Hanne) 16. A transnational approach to (educational) migration (Raj) 17. Mobility of knowledge and globalization of internationalization (Hanne)	Hanne K. Adriansen & Raj (Rajeshwar) Acharya
49 Mon 3 Dec Wed 5 Dec	18. Globalisation and methodology 19. Recapitulation, evaluation of course, discussion of essay writing (9.15-12.00) + AU library course (13.00-14.00)	Gritt B. Nielsen

Examination

See

<https://eddiprod.au.dk/EDDI/webservices/DokOrdningService.cfc?method=visGodkendtOrdning&dokOrdningId=12827&sprog=en>

Combination of written essay and oral examination

Written essay details: If written individually, the essay must be 12-15 pages (28.800- 36.000 characters, excl. reference list and appendices). If written in a group of two students, the essay must be 16-18 pages (38.400-43.200 characters, excl. reference list and appendices).

No more than 50% of the essay may be jointly authored; the rest of the essay is to be divided equally between the group members. It must be made clear which group members are responsible for which sections. The sections which are to be assessed individually should be relatively self-contained units, but the essay as a whole must be coherent.

Oral examination details: The oral presentation/defense must be given individually. Based on the topic of the essay, the candidate makes a presentation of maximum 5 minutes. The presentation is followed by a discussion of maximum 20 minutes between the examinee, internal examiner and external examiner. The total duration of the examination, including assessment, is 30 minutes.

The grading is based, in equal parts, on assessment of the written product and the student's performance at the oral examination.

Teaching and learning approach:

A combination of lectures, classroom discussion, group work, student presentations.

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): Gritt B. Nielsen

Time : Wednesday 24 Oct., 10.00-12.15

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 reforms instigated in societies worldwide – not least within the education system. 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. A key concern has been to explore if such mobility 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:

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

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.

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.

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): Gritt B. Nielsen

Time : Friday 26 Oct, 10.00-12.15

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

Jungck, S. and B. Kajornsinn (2003). 'Thai Wisdom' and Glocalization. In K. Anderson-Levitt (ed.), *Local Meanings, Global Schooling. Anthropology and World Culture Theory*. (Pp. 27-50). New York and Hampshire, Palgrave Macmillan.

Stambach, A. (2016) Ethnography and the localization of global education policy. In K. Mundy, A. Green, B. Lingard and A. Verger (eds.), *The Handbook of Global Education Policy*. (Pp. 490-503). John Wiley & Sons, Ltd.

Ho, K. (2005) Situating Global Capitalisms: A view from Wall Street Investment Banks. *Cultural Anthropology*, 20(1), 68-96.

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 29 Oct, 10.00-12.15

+ session on essay writing from 13.00-14.15 (with Gritt)

Themes/content

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): Raj (Rajeshwar) Acharya

Time: Wednesday 31 October, 10.00-12.15

Themes/content

Processes of planned development in most 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, Katy and David 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, Anders. 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, Paulo (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 1 Nov, 10.00-12.15

Themes/content

This session will bridge discussions from session 4 and 5 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, 573-58

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: Processes of minoritization and integration

Tutor(s): Iram Khawaja

Time: Monday 5 Nov, 10.00-12.15

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 minoritization and othering. The session will focus on defining and analyzing key concepts such as integration, minoritization and Otherness as processes that are historically embedded and embodied by subjects living in diverse societies. Integration as a concept will be presented, and discussed in regard to the discursive figure of the Muslim, or ethnic/racialized Other in educational settings such as the school. The concepts of minoritization and majoritization will also be presented as an alternative to static models of minority-majority relations.

Literature

Abbas, T. (2007) "Muslim Minorities in Britain: Integration, Multiculturalism and Radicalism in the Post-7/7 Period in *Journal of Intercultural Studies*, 28(3), 287-300

Mannitz, S. & Schiffauer, W. (2004) Taxonomies of Cultural Difference: Constructions of Otherness, In Schiffauer, W. & Bauman, G. & Kastoryano & Steven Vertovec (eds), *Civil Enculturation – Nation-State, School and Ethnic Difference in The Netherlands, Britain, Germany and France*. (Pp. 60-87). New York and London: Berghahn Books.

Olwig, K.F. & Paerregaard, K. (2011) "Strangers" in the Nation, In Olwig, K & Paerregaard, K (Eds.), *The Question of Integration: Immigration, Exclusion and the Danish Welfare State* (Pp. 1-29), New Castle: Cambridge Scholars Publishing.

Preparation

Read the literature. Start of by reading the text by Olwig & Paerregaard which gives an overview of the field of integration. Then proceed to the text by Abbas which discusses integration and

multiculturalism in a specific and historic context. The text by Mannitz & Schiffauer is useful in regard to an understanding of the construction of Otherness in a pedagogical context such as the school.

Session 7

Title: Diasporic minorities, belonging and home

Tutor(s): Iram Khawaja

Time: Wednesday 7 nov, 10.00-12.15

Themes/content:

The aim of this session is to explore the concept of belonging in regard to the heightened tendencies of diasporic and transnational constructions of home amongst minoritized subjects. The main focus will be centered on the question of, how belonging and home is constructed amongst minoritized subjects and in which ways it is connected to the formation of communities and new identities. Relevant theoretical perspectives and concepts such as diaspora, homing desire and belonging from the postcolonial and social anthropological field will be presented alongside empirical examples from current research. The latter will serve as means to analyze how belonging and home is constructed in multiple ways transcending national, geographical and local boundaries.

Literature

Brah, A. (1996). Diaspora, border and transnational identities. In Brah, A. *Cartographies of diaspora - contesting identities*. Chapter: 8. (Pp. 178-210). London: Routledge.

Hall, S. (2003), Cultural Identity and Diaspora, In Braziel, J.E. & Mannur, A. (eds.) *Theorizing Diaspora*. (pp. 222 – 237), Oxford: Blackwell Publishers.

Anthias, F. (2009), Translocational Belonging, Identity and Generation: Questions and Problems in Migration and Ethnic Studies, *Finnish Journal of Ethnicity and Migration*, 4(1), 6-15.

Preparation

Read the above mentioned literature. Brah's text gives an overview of the theoretical landscape of the concept of diaspora and its implications for how to think about home and belonging. Hall's text gives an insight into what happens to identity when we see it through the conceptual lens of diaspora. The text by Anthias proposes a new shift in the way of thinking about location and belonging.

Session 8

Title: Belonging and integration

Tutor(s): Iram Khawaja

Time: Friday 9 November, 10.00-12.15

Themes/content:

The aim of this last session is to dig deeper into and analyze and make use of the presented theoretical perspectives on minoritization and belonging in regard to specific empirical cases and examples from different social and educational settings.

This session will be focused on how to use the broader theoretical perspectives and concepts presented in the previous two sessions. Critical readings and analysis of empirical examples and questions will be undertaken through group activities and discussions. Processes of minoritization will be seen in relation to construction of belonging and the question of the majoritized voice will be included in regard to how to obtain a nuanced perspective on minorities, Otherness and integration.

Literature

Bauman, G. (2004) 'Nation-state, Schools and Civil Enculturation,' in Schiffauer, W., Baumann, G., Kastoryano, R. and Vertovec S. (Eds), *Civil Enculturation: Nation-State, School and Ethnic Difference in The Netherlands, Britain, Germany and France*, (pp. 1-20) Oxford: Berghahn.

Lewis, A. (2004) *Race in the Schoolyard – Negotiating the Color Line in Classrooms and Communities*. New Brunswick, Rutgers University Press. Chapter 5. Pp. 128-153

Khawaja, Iram (2014) 'Home is gone!': the desire to belong and the renegotiation of home. *New Scholar (Burwood)*, 3(1), 13-24.

Preparation

Read the above literature with specific focus on the empirical examples presented.

WEEK 4

Session 9

Title: Citizenship in an interconnected world

Tutor(s): Ida Mangor

Time: Monday 12 November, 10.00-12.15

Themes/content:

A citizen, originally, was a member of one the ancient Greek city-states. Subsequently citizenship has evolved to denote a status of rights and responsibilities bestowed on members

of a nation-state (cf. T.H. Marshall). However, as anthropologists among others have pointed out, citizenship is not adequately understood merely as a legal status but must also be conceived as a practice through which people assert and/or reject their belonging to various political communities, of which the (nation) state is just one such community- and an increasingly challenged one in the face of intensified mobility of people, things and information around the world. In this session we will look at different conceptualizations of citizenship and discuss the implications of increased global interconnectivity on ideals and practices of citizenship.

Literature:

Lazar, Sian (2013) Introduction. In, *The Anthropology of Citizenship: a Reader*. (Pp. 1-22). West Sussex: Wiley-Blackwell.

Isin, E. F. (2009). Citizenship in flux: The figure of the activist citizen. *Subjectivity* 29(1), 367-388.

Ong, A. (2005). Ecologies of Expertise: Assembling Flows, Managing Citizenship. In Ong, A. & Collier, S. J. (Eds.), *Global Assemblages. Technology, Politics, and Ethics as Anthropological Problems* (pp. 337-354). Malden, Oxford and Carlton: Blackwell Publishing.

Preparation:

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

Session 10

Title: Educating for citizenship

Tutor(s): Ida Mangor

Time: Wednesday 14 November, 10.00-12.15

Themes/content:

Schools and educational institutions are powerful sites for the formation of 'desired citizens', but education for citizenship also plays out in more informal settings outside the school. In this session we will discuss so-called 'formal' and 'informal' processes of citizenship education and consider the different actors that play a role in these processes, such as the state, NGO's and civil society.

Literature:

Levinson, B. (2011). Toward an Anthropology of (Democratic) Citizenship Education. In Levinson, B. & Pollock, M. (ed). *A Companion to the Anthropology of Education*. 1st edition. (Pp 279-298). Blackwell Publishing.

Lazar, Sian (2010). Schooling and Critical Citizenship: Pedagogies of Political Agency in El Alto, Bolivia. *Anthropology and Educational Quarterly* 41(2), 181-205.

Lazar, Sian (2013). Education for Credit. Development as Citizenship Project in Bolivia, 2004. In: S. Lazar (ed). *The Anthropology of Citizenship: a Reader*. (Pp. 2013). West-Sussex: Wiley-Blackwell.

Preparation:

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

Session 11

Title: Citizen participation in political life

Tutor(s): Ida Mangor

Time: Friday 16 November, 10.00-12.15

Themes/content:

In this session we will discuss citizenship in relation to notions of political agency and political subjectivity. We will talk about the different roles that citizens play in politics and political life depending on whether they e.g. vote in elections, engage in a political party, do volunteer work, organise demonstrations or something else. We will consider how different forms of engagement can be understood as spurring different forms of political agency and political subjectivity.

Literature:

Cornwall, Andrea (2002). Making Spaces, Changing Places: Situating Participation in Development. *Working paper*, Institute of Development Studies, Brighton, Sussex.

Holston, J. (2009). Insurgent Citizenship in an Era of Global Urban Peripheries. *City & Society* 21(2), 245-267.

Hughes, S. M. (2016). 'Beyond intentionality: exploring creativity and resistance within a UK Immigration Removal Centre'. *Citizenship Studies* 20(3-4), 427-443.

Also revisit the Isin text from the Monday session

Preparation:

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

WEEK 5

Session 12

Title: Political Transformation, governance and pedagogy

Tutor(s): Gritt B. Nielsen

Time: Monday 19 Nov, 10.00-12.15

Themes/content:

This session introduces you to 1) relevant aspects of the philosopher Michel Foucault's approach to education, pedagogy and political transformation 2) how Foucault's thinking has been used (by among other Ball and Rose) to analyse contemporary reform processes, new technologies of governance and people's subject formation.

Foucault used historical sources to trace the transformation of French institutions – the prison, hospitals and public health – through shifts in the ways of conceptualising and categorizing a population in terms of criminality, sexuality, health and madness. In doing so, he highlighted major changes in the subject positions available to people, and how they were classified and ranked in terms of their fulfillment of norms. In this session, we will explore the workings of contemporary forms of governance and power.

Literature

Ball, Stephen J. (2016) The Impossibility of Education. In *Foucault as Educator*, (pp. 1-33). Springer International Publishing.

Rose, Nikolas (1992) Governing the enterprising self. In Heelas, P and Morris P. (eds) *The Values of Enterprise Culture: The Moral Debate*. (Pp. 141-164). London: Routledge.

Foucault, Michel 1975 Panopticism. In: *Discipline and Punish: the Birth of the Prison*. (Pp. 195-230). New York: Random House.

Preparation

From the reading, distil a definition (or a debate about the definition) of the following concepts:

- a. Discipline, governance (as opposed to government) & governmentality
- b. Political rationality/ political technology
- c. Subject(ivity) and power

Session 13

Title: The Anthropology of Policy

Tutor(s): Gritt B. Nielsen

Time: Wednesday 21 Nov, 10.00-12.15

Aims:

One aim is to explore anthropological approaches to policy both as an object of study and as an analytical tool for studying large-scale processes of economic and political transformation. A second aim is to see how anthropologists combine studies of discourses and text production with other ethnographic methods when studying policy.

Themes/content:

In many Western countries, policy became an important instrument of government from the 1980s onwards, in the linked economic and political transitions from industrialism to new forms of capitalism associated with knowledge organisations and the development of new forms of governance and power. Policy has become an *object of study* for anthropologists, not least because it aims to work across different scales. Policies often convey a new way of imagining the space to be governed and the role and form of government; they re-purpose and re-organise institutions (like universities, schools or hospitals); and they present individuals with new subject positions (citizen, client, consumer, customer) and expectations about how they will order their own conduct and contribute to governance. But policy has also become an *analytical tool* for anthropologists and the session gives examples of an ethnography of how a particular policy spans several scales. It also sheds light on the issue of how policies move across space and borders and asks if education policy across the world is characterized by a growing convergence.

Literature

Shore, C. and Wright, S. (2011). Conceptualising Policy: Technologies of Governance and the Politics of Visibility. In: C. Shore, S. Wright and D. Però (eds). *Policy Worlds. Anthropology and the Analysis of Contemporary Power* (Pp. 1-26). New York and Oxford: Berghahn Books.

Honeyman, Catherine A. 2016. 'Creativity, Credentials, and Controls'. Chapter 1, In *The Orderly Entrepreneur. Youth, Education, and Governance in Rwanda* (Pp.3-25). Stanford: Stanford University Press.

Wright, Susan and S. Reinhold. 2011. 'Studying Through': A Strategy for Studying Political Transformation. Or Sex, Lies and British Politics. In: C. Shore, S. Wright and D. Però (eds). *Policy Worlds. Anthropology and the Analysis of Contemporary Power* (Pp. 86-104). New York and Oxford: Berghahn Books.

Preparation

discuss:

1. How is policy conceptualised in the different texts?
2. How do policies reshape organisations and subjectivities?
3. How do these approaches to policy help, or complicate, analyses of how policy travels across countries, institutions and contexts?

Session 14

Title: Reform, exchange theory and new forms of subjectivity

Tutor(s): Gritt B. Nielsen

Time: Friday 23 Nov, 10.00-12.15

Themes/content:

This session aims to familiarize students with anthropological theories of exchange and their relevance to analyses of processes of educational marketization, commercialization and internationalisation. In many countries, political efforts to promote a 'knowledge economy' has gone hand in hand with the commercialisation/marketisation of education systems, the introduction of tuition fees and a new understanding of education as a private investment rather than a public good. The discipline of anthropology has a long tradition for exploring conflicting systems of exchange (e.g. how the introduction of money/capitalism affect other moral orders and relations) and can therefore provide important insights into the changing conditions of education, teaching and learning in the so-called global knowledge economy. The texts by Nielsen and Cooper draw upon these classic discussions from 'economic anthropology' to analyse ethnographic material focusing on contemporary changes and negotiations over the role of education and students' shifting forms of participation. Bloch and Parry give you a general introduction to classic anthropological discussions about the role of money, different kinds of exchange (e.g. gifts, commodities) and how this relates to different understandings of the nature of human kind (as e.g. homo economicus).

Literature

Cooper, P. (2004). The gift of education. An anthropological perspective on the commoditization of learning. *Anthropology Today*, 20(6), 5-9.

Nielsen, Gritt B. (2015) Ownership and Investment. In: *Figuration Work. Student Participation, Democracy and University Reform in a Global Knowledge Economy*. (Pp. 152-187). New York and Oxford: Berghahn Books.

Bloch, M., & Parry, J. (1996 [1989]). Money and the Morality of Exchange. In: T. H. Eriksen (Ed.), *Socialantropologiske Grunntekster*. (Pp. 454-484). Oslo: Ad Notam Gyldendal.

Optional further reading

Mauss, M. (1996 [1924]). Excerpts from *the Gift*. In: R. J. McGee & R. L. Warms (eds) *Anthropological Theory. An Introductory History*. (Pp. 103-115). Mountain view, London & Toronto.

Preparation: Read the texts and reflect upon your own understanding of education as 'gift/commodity'; of yourself as e.g. customer, consumer, co-owner of your education and

university; and how different rationales of exchange are promoted and mobilised in education/education systems today.

WEEK 6

Session 15

Title: Internationalisation of education and global hierarchization

Tutor(s): Hanne K. Adriansen

Time: Monday 26 November, 10.00-12.15

Themes/content

From an interdisciplinary approach, this session will focus on student migration, mobility, and internationalization of education. Debates about and 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.

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

Pan, Darcy (2011). Student Visas, Undocumented Labor, and the Boundaries of Legality: Chinese Migration and English as a Foreign Language Education in the Republic of Ireland. *Social Anthropology* 19(3), 268-287.

Supplementary reading

Hotson, Howard (2016). Europe's universities: an unbreakable alliance. *Times Higher Education*, 7th of July 2016. <https://www.timeshighereducation.com/features/europes-universities-an-unbreakable-alliance>

Preparation

Read the literature in the order mentioned above. You may want to begin by reading the supplementary text, 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: A transnational approach to (educational) migration

Tutor(s): Raj (Rajeshwar) Acharya

Time and location: Wednesday 28 November, 10.00-12.15

Themes/content

Anthropological discussions of the relationship between processes of migration and educational practices have mainly been addressed through studies on the incorporation of migrants into host societies, and on the role of educational institutions in processes of in- and exclusion. This is often seen often from the perspective of children and young people. Furthermore, these studies tend to focus on migrants as immigrants and on institutionalized learning taking place in schools in receiving countries. This session will take its point of departure in a transnational framework and a broad notion of education in order to shed light on the multiple and changing meanings ascribed to education as part of processes of geographical mobility.

Literature

Levitt, Peggy and Ninna Glick Schiller (2004). Conceptualizing Simultaneity: A Transnational Social Field Perspective on Society. *The International Migration Review* 38(3), 1002-1039.

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

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 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 30 November, 10.00-12.15

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

Egron-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

Tutor(s): Gritt B. Nielsen

Time : Monday 3 December, 10.00-12.15

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.

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.

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).

Session 19

Title: Recapitulation and evaluation of course, discussion of essay writing + info from AU library, searching relevant literature etc. (1-2PM)

Tutor(s): Gritt B. Nielsen

Time: Wednesday 5 Dec, from 9.15-12.00 (NBNB !!! we start at 9.15)

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 (same room as in the morning): AU library workshop, searching literature etc.