

GLOBAL PERSPECTIVES IN CONSUMER CULTURE AND EDUCATION

Dr. Cameron McCarthy

In this course we will centrally consider the impact and implications for modern curriculum theory and practice of the expanding economic, cultural and political networks of affiliation, association and interconnectivity across national borders around the world being generated apace in the new century. These practices and processes of interconnectivity have come to be collectively described by contemporary observers as “globalization.” Dynamics associated with globalization as expressed in the intensification and movement of cultural and economic capital, mass migration, and the amplification and proliferation of images are now fully articulated to modern schooling and the social and cultural environments in which both school youth and educators now operate. These developments are forcing us to reconsider the boundaries of curriculum practice beyond mainstream emphasis on subject matter specialization, if as educators we are to more fully engage with the complex range of experiences, images, and practices that now compel modern school youth and affect their articulation of needs, interests and desires. What, then, are the boundaries of the curriculum in the transforming school context and modern world in which we live? This course focuses on the way globalization has precipitated the rearticulation and the refiguration of key terms that have served to make modern life and modern educational institutional processes and experiences intelligible to students, educational practitioners and researchers alike. These key terms that will be centrally addressed in the course are a) nation/state, b) culture, c) identity, d) economy, e) the organization of school knowledge

Course Requirements

This course is built around the idea of a working paper on a topic of your choice related to globalization and its impact on education and society. Towards this goal, students will be expected to:

1. Complete all assigned readings and participate in class discussion.....10% of Grade
2. Complete a short paper proposal/problem statement (1-2 pages) to be submitted by the 4 session of the class (Tuesday, October 2, 2007). You will be expected to do a short presentation on your proposal in class. Make enough copies for circulation to class members.....10%
3. Submit a 5-7 page paper proposal (w/ bibliography) by Tuesday, October 23, 2007...20% of Grade
4. Propose and complete a 12-15 page paper.....60% of Grade
5. Term papers are due on or before Tuesday, November 27, 2007

Readings for the Course:

Bauman, Z. (1998). Globalization: The Human Consequences. (Required). New York: Columbia University Press.

Klein, N. (2001). No Logo. (Required) London: Flamingo.

McCarthy, C., Crichlow, W., Dimitriadis, G., & Dolby, N. (2005). (Eds). Race, Identity and Representation in Education (Required). New York: Routledge.

SESSION I: INTRODUCTION: Globalization, Consumer Culture and Schooling

Discussion of course outline, assignments, sign up for one-on-one meetings to discuss project proposal for the course, etc.

SESSION II: WHAT IS GLOBALIZATION?

Required:

McGrew, A. (1996). A global society? In, S. Hall, D. Held, D. Hubert, & K. Thompson (Eds). Modernity. (pp. 466-503). Oxford: Blackwell.

Massey, D. (1993). Power-geometry and a progressive sense of place. In J. Bird, B. Curtis, T. Putnam, G. Robertson, & L. Tucker (Eds.). Mapping the futures: Local Cultures, Global Change (pp. 59-69). London: Routledge. In the reader.....

SESSION III: GLOBALIZING CURRICULUM STUDIES

Required:

Appadurai, A. (1996). Here and now (ch. 1) & Disjuncture and difference in the global cultural economy (ch.2). Modernity at Large: Cultural Dimensions of Globalization (pp. 1-23; pp. 27-47). Oxford: Blackwell. In the reader.....

Said, The Politics of knowledge. In, C. McCarthy, W. Crichlow, G. Dimitriadis, N. Dolby (Eds.) Race, Identity and Representation in Education. (pp. 453-460).

SESSION IV: HOW IS THE STATE TO BE UNDERSTOOD IN THE MODERN CONTEXT OF THE NEW CENTURY?

Required Readings:

Held, D. (1996). The development of the modern state. In, Hall, S., Held, D. Hubert, D. & Thompson, K. (Eds). Modernity. (pp. 466-503). Oxford: Blackwell.

Bauman, Z. (1998). After the nation-state—What? In, Z. Bauman, Globalization: The Human Consequences. (pp. 55-76). New York: Columbia University Press.

SESSION V: HOW DO CONTEMPORARY CURRICULUM THEORISTS UNDERSTAND THE STATE?

Roman, L. (2005). States of insecurity: Cold war memory, “global citizenship” and its discontents. In, In C. McCarthy, W. Crichlow, G. Dimitriadis, & N. Dolby (Eds), Race, Identity and Representation in Education (pp. 73-94). New York: Routledge.

Kennerley, C.M. (2003). Cultural negotiations: Puerto Rican intellectuals in a state-sponsored community education project, 1948-1968. In, Harvard Educational Review 73(3), pp. 416-448. In the reader.....

SESSION VI: THE PRODUCTION AND THE CIRCULATION OF CULTURE

Klein, N. (2001). Intro & No Space. In N. Klein (Eds), No Logo (pp. xiii-xxi, pp. 3-106). London: Flamingo.

Bauman, Z. (1998). Tourists and vagabonds. Z. Bauman, Globalization: The Human Consequences. (pp. 77-102). New York: Columbia University Press.

SESSION VII: POPULAR CULTURE AND SCHOOL YOUTH

Required Readings:

King, S. (2005). How to be good: NFL, corporate philanthropy and the racialization of generosity. In, C. McCarthy, W. Crichlow, G. Dimitriadis, N. Dolby (Eds.) Race, Identity and Representation in Education. (pp. 273-288).

Buckingham, D. (2003) Media education and the end of the critical consumer. In, Harvard Educational Review 73(3), pp. 309-327. In the reader.....

SESSION VIII: THEORIES OF IDENTITY AND HYBRIDITY

Required Readings:

Hall, S. (1996). The question of cultural identity. In, S. Hall, D. Held, D. Hubert, & K. Thompson (Eds). Modernity (pp. 595-634). Oxford: Blackwell.

Klein, N. (2001). No choice. In, N. Klein (Eds) No Logo (pp. 129-194). London: Flamingo.

SESSION IX: THE CURRICULUM POLITICS OF IDENTITY

Required Readings:

Appadurai, A. (2005). Diversity and disciplinarity as cultural artifacts. In C. McCarthy, W. Crichlow, G. Dimitriadis, & N. Dolby (Eds), Race, Identity and Representation in Education (pp. 427-438). New York: Routledge.

Coffey, M. (2005). What puts the “culture” in “multiculturalism”? An analysis of culture, government and the politics of Mexican identity. In C. McCarthy, W. Crichlow, G. Dimitriadis, & N. Dolby (Eds), Race, Identity and Representation in Education (pp. 257-272). New York: Routledge.

SESSION X: THE POSTFORDIST ECONOMY

Required Readings:

Klein, N. (2001). No jobs. In, Klein (Eds) No Logo (pp. 195-278). London: Flamingo.

Schiller, D. (2003). Digital capitalism: A status report on the corporate commonwealth of information. In, A. Valdivia (ed), A Companion to Media Studies (pp.137-156). Oxford, U.K.: Blackwell Publishing. In the reader.....

SESSION XI: SCHOOL YOUTH, WORK AND THE GLOBAL ECONOMY

Required Readings

Sassken, S. (2000). Spatialities and temporalities of the global: Elements for a theorization. In, Public Culture 12(1), pp. 215-232. In the reader.....

Willis, P. (2005). Afterword: Foot Soldiers of Modernity: The Dialectics of Cultural Consumption and the 21st-Century School. In, C. McCarthy, W. Crichlow, G. Dimitriadis, N. Dolby (Eds.) Race, Identity and Representation in Education. (pp. 461-480).

SESSION XII: THE WORLD IN THE ORGANIZATION OF SCHOOL KNOWLEDGE

Required Readings:

Klein, N. (2001). No logo. In, Klein (Eds) No Logo (pp. 279-446). London: Flamingo.

Cantor, N. & Courant, P. (2003). Scrounging for resources: Reflections on the whys and wherefores of higher education finance. In, New Directions for Institutional Research no. 119, pp. 3-12.

SESSION XIII: AFTER THE CURRICULUM

Required Reading:

Cantor, N. & Schomber, S. (2003, March/April) Poised between two worlds: The University as monastery and market place. In, Educause 38(2), pp. 12-21).

Huntington, S.P. (2003). Preface & The new era in world politics. In, S.P. Huntington, The Clash of Civilizations and the Remaking of the World Order (pp. 13- 15; pp. 19- 39).New York: Simon & Schuster.

McCarthy, C., Kim, S., Monje, D., & Pitton, V. (unpublished). Movement and Stasis in the Neoliberal Orientation of Schooling

SESSION XIV: STUDENT PRESENTATIONS ON TERM PAPER

SESSION XV: STUDENT PRESENTATIONS ON TERM PAPER