Syllabus

GLOBALIZATION IDENTITY AND MIGRATION - 34909

Last update 19-09-2016

HU Credits: 2

Degree/Cycle: 2nd degree (Master)

Responsible Department: education

Academic year: 0

Semester: 1st Semester

Teaching Languages: Hebrew

Campus: Mt. Scopus

Course/Module Coordinator: Dr. Julia Resnik

Coordinator Email: julia.resnik@mail.huji.ac.il

Coordinator Office Hours: Monday 12.00-13.00 via mail

Teaching Staff:
Dr. Julia Resnik
Course/Module description:
In this course we intend to deepen our understanding of globalization processes from an economic, political and cultural point of view and their contribution to increasing migration flows. We will discuss the way these processes as well as new information and communication technologies shape the identity of young people and immigrants nowadays. Then we will focus on the construction of the identity of migrant children and how education systems in Israel and in the world deal with ethnic and racial diversity in schools.

Course/Module aims:
To develop among students a complex and critical view of globalization processes (economic, political, cultural and social – migration) and to provide them with tools to handle the increasing heterogeneity of student population in education systems.

Learning outcomes - On successful completion of this module, students should be able to:
To characterize economic globalization
To define the global labor market and elaborate how it influences the skills needed by workers in the global era and the way education systems attempt to respond to these needs
To describe how globalization processes encourage migration
To point to the different ways international organizations impact political, economical and social decisions at the state level
To explain how NICT influence social relationships and the way youth identity and particularly, young migrants identity is constructed.
To present the different types of identities that young immigrants develop in the global era (hybrid, transnational, cosmopolitan)
To differentiate between the various kinds of immigrants and to characterize each one of the groups (undocumented, refugees, labor migrants)
To analyze how education systems deal with the large heterogeneity of their student population
To exemplify how developing a global consciousness among young people can contribute to solve problems resulting from globalization in general and neoliberal economy in particular.
Attendance requirements(%):
80%

Teaching arrangement and method of instruction: Frontal, power points, films, discussion with the students, the students bring related materials from the media which are discussed in class

Course/Module Content:
1. Economic globalization, the new division of labour and its influence on education
2. Is the state weakening in the global era?
3. National culture versus global culture?
4. The web society and the internet era
5. Conceptions of citizenship in the global era
6. The flows of migrants and the education of migrant children
7. Identity of migrant children in the global era hybrid, cosmopolitan and transnational identities
8. Migrants visibility
10. Migrants, identity and religion
11. Labor migration in Israel
12. Children of labour migrants, refugees and asylum seekers and the right to education
13. Regarding ahead the challenges of globalization and instilling intercultural skills
14. Shaping a global consciousness among students

Required Reading:
Course 1
(Read only: The Enlightenment and States Persistent Strains in Utopia and The Changing Place of the State in the Global World pp. 6-12).


Course 2
Tomlinson, John 2003 Globalization and Cultural indentity. In: Held, David and


Course 3
Golbert, Rebecca 2001 Transnational orientations from home: constructions of Israel and transnational space among Ukrainian Jewish youth. Journal of Ethnic and Migration Studies Vol. 27, No. 4: 713-731.

Course 4

Course 5

Course 7

Course 8
Shao-Kobayashi, Satoko, Dixon, Carol 2012 From they are japs to we are returnees. In: Urias, David (ed.) The immigration and the education nexus. SensePublishers, Amsterdam, pp. 209-227.

Course 9
Course 10

Course 11
Articles in Hebrew

Course 12
Vandenhole, Wouter; de Wiart, Estelle Carton; de Clerck, Helene Marie-Lou; Mahieu, Paul Ryngaert, Julie; Timmerman, Christiane; Verhoeven, Marie 2011 Undocumented children and the right to education: illusory right or empowering lever?. The International Journal of Children's Rights, Volume 19, Number 4, pp. 613-639.

Course 13

Course 14

Additional Reading Material:


Course/Module evaluation:
End of year written/oral examination 90 %
Presentation 0 %
Participation in Tutorials 10 %
Project work 0 %
Assignments 0 %
Reports 0 %
Research project 0 %
Quizzes 0 %
Other 0 %

Additional information:
Final examination (at home) will be held between the 13-15 February.