HU | WISU
Humboldt Winter and Summer University

Course Title	**Global Cities as Centers of Knowledge Production**
Category	Social Sciences, Politics & Education
Class Time	**Session 1, June 18th – July 13th 2018** **Track D** **Weekly schedule** Monday: 1 pm – 4 pm Wednesday: 1 pm – 4 pm Friday: 10 am – 2 pm
Course Level & Target Group	The course is designed for undergraduate and graduate students with an academic interest in the history, culture, socioeconomics and politics of urbanization and its relationship to knowledge production and their educational contexts and formats in the 20th and 21st centuries.
Course Language	This course is taught in English, including readings in English. For the understanding of the texts and the discussions in class a language level B2 (Common European Framework of Reference for Languages) is required.
ECTS	5 ECTS (45 contact hours)
Instructor	PD Dr. phil. habil. Reinhard Isensee

Course Description

The course will introduce students to the theory, development, and realities of global cities as centers of knowledge production. Based upon a closer look at the formation of the European and American city as knowledge centers in historical perspective, particularly in terms of traveling educational philosophies and practices of education, the 19th century German university will be explored as a role model for American educational institutions. In a second step the course will discuss the shifting aims and institutional paradigms of education in Europe and the United States since the 20th century. Here the emergence of the knowledge relationship between Berlin and New York will serve as a comparative case study in explaining the forms, functions and resources of knowledge production in the contemporary global city.

This discussion will be accompanied by field study projects investigating educational institutions in Berlin in terms of their impact on the politics, economy and culture of the city.
In a final step, the course will address future directions of the knowledge metropolis by exploring competing concepts of education in Europe and the United States in the 21st century and their functions in a transnational and international perspective, as for instance with regard to the emergence of "Education Cities" in non-Western countries (such as in Arab countries).

Course Objective & Learning Outcomes

By the end of the course, students will be able to:

- to provide an overview of the development and contemporary realities of global cities
- to apply major conceptual frameworks of theorizing global cities
- to understand the impact of philosophies and practices of education as well as their historical groundings on the formation of global cities in a transatlantic perspective
- to explain the forms, functions and resources of knowledge production in the contemporary global city
- to characterize major educational institutions in Berlin and their role as generators of global city contexts
- to understand and evaluate future directions of the knowledge city in a transatlantic and global perspective.

Readings

Required

Baker, David P. and Gero Lenhardt. “The Institutional Crisis of the German Research University. Higher Education Policy”, 2008, 21, 49-64.

Carrillo, Francisco Javier. *Knowledge Cities: Approaches, Experiences and Perspectives*. Butterworth-Heinemann, 2006.

Cooke, Philip. *Knowledge Economies: Clusters, Learning and Cooperative Advantage.* London: Routledge, 2002.

Czinkota, Michael R. “Loosening the Shackles: The Future of Global Higher Education”, Statement for the WTO, Geneva, 2005, 1-24.
http://www.wto.org/english/tratop_e/serv_e/sym_april05_e/czinkota_education_e.doc

De Wit, Hans. *Internationalization of Higher Education in the United States of America and Europe*. Greenwood Studies in Higher Education, Portsmouth, NH: Greenwood Press, 2002.

Engels, Roland. “The Berlin Strategy: Develop Our Strengths – Manage Our Weaknesses”, International Conference: The Value of the Cities, 2003, 1-7.

Frank, D. and J. Meyer. “Worldwide Expansion and Change in the University”, in G. Geitz, Henry, Jürgen Heidekind and Jürgen Herbst (eds.). *German Influences on Education in the United States to 1917*. Cambridge: Cambridge University Press, 1995.

Global Higher Ed. “Education Cities, Knowledge Villages, Schoolhouses, Education Hubs, and Hot Spots: Emerging Metaphors for Global Higher Ed”, April 16, 2008.
http://globalhighered.wordpress.com/2008/04/16/metaphors/

Heyman, Michael. “German and American Higher Education in Comparison: Is the American System Relevant for Germany?” Research & Occasional Paper Series: CSHE. 6.99, Center for Studies in Higher Education, University of Berkeley, 1999, 1-5.

Hospers, Gert-Jan. “Creative Cities in Europe: Urban Competitiveness in the Knowledge Economy”, Intereconomics, Sept./Oct. 2003, 260-269.

Jabbra, Joseph G. and Joanne J. Myers. “Higher Education in the Middle East: America's Legacy.” Carnegie Council for Ethics in International Affairs, 2011.
http://www.carnegiecouncil.org/en_US/studio/multimedia/20110420/index.html/_view/lang=en_US

Olcott, Don. “Emerging Opportunities and Challenges for Regional Higher Education”. Aug. 2012.
http://www.mei.edu/content/emerging-opportunities-and-challenges-regional-higher-education

Rupp, Richard. “Higher Education in the Middle East: Opportunities and Challenges for U.S. Universities and Middle East Partners“. Global Media Journal. Volume 8, Issue 14, Spring 2009.
http://www.globalmediajournal.com/open-access/higher-education-in-the-middle-east-opportunities-and-challenges-for-us-universities-and-middle-east-partners.pdf

Schofer, E. and J. Meyer. “The World-wide Expansion of Higher Education in the Twentieth Century”, American Sociological Review 70(6), 2006, 898-920.

Suggested

Ben-David, J. and A. Zloczower. “Universities and Academic Systems in Modern Societies”, *European Journal of Sociology*, 1991/3, 45-84.

Krücken, A. Kosmützky and M. Torka (eds.) *Towards a Multiversity? Universities between Global Trend and National Traditions*, Bielefeld: transcript Verlag, 2006, 19-44.

Hemel, Z. *Creative Cities*. The Hague/Delft: Forum/Delta Metropolis, 2002.

Sassen, Saskia. *Global Networks. Linked Cities.* New York: Routledge, 2002.

Simmie, J. *Innovative Cities*. London: Spon Press, 2001.

Tanaka, Masahiro. *The Cross-Cultural Transfer of Educational Concepts and Practices: A Comparative Study*. Oxford: Symposium Books, 2005.

Course Schedule

WEEK 1

June 18, 2018: 1pm-4pm
Introduction: Aims and requirements, courseware; thematic outline.

June 20, 2018: 1pm-4pm
Approaching the Knowledge City: Terminology and Concepts
Reading: Carrillo: 245-272
Carrillo: 3-16; 17-30; 223-233

June 22, 2018: 10am-2pm
Knowledge City Contexts: Travelling Educational Philosophies
Reading: Geitz/Heidekind/Herbst: 1-20; 21-42; 43-58
Heyman: 1-5

Field Trip: Integrated Secondary School

WEEK 2

June 25, 2018: 1pm-4pm
The University and Knowledge Production as Prerequisites of the Global City
Reading: Baker/Lenhardt: 49-64

Preparation Independent Group Study Project:
Knowledge Production in Berlin: Mapping Higher Educational Institutions in Berlin

June 27, 2018: 1pm-4pm
Knowledge Workers and the Knowledge Economy in the Global City
Reading: Engels: 1-7
Hospers: 260 -269

June 29, 2018: 10am-2pm
Models of Internationalization in Education in a Transatlantic Perspective
Reading: de Wit: 3-18; 19-40

Presentation of Findings: Independent Group Study Project

WEEK 3

July 2, 2018: 1pm-4pm
The Global Expansion of Higher Education and the Knowledge City
Reading: de Wit: 41-74; 141-152
Schofer/Meyer: 898-920

Field Trip: IES Berlin

July 4, 2018: 1pm-4pm
Knowledge Economies as Engines of Global City Formation
Reading: Cooke: 1-19; 100-129
Czinkota: 1-24

July 6, 2018: 10am-2pm
Knowledge on the Move: "Transplanting" the Global City Model
Reading: Global Higher Education (select Internet sources)

WEEK 4

July 9, 2018: 1pm-4pm
Independent Group Study Project:
Realities and Repercussions of (Western) Global Education in the Middle East
Reading: Jabbra/Myers: 1-8
Rupp: 1-21
Olcott: 1-6

July 11, 2018: 1pm-4pm
Presentation of Independent Group Study Projects:
Rehearsal and Preparation of the Colloquium Presentations

July 13, 2018: 10am-2pm
Colloquium: Final Presentation of Group Projects: *Concluding Discussion/Evaluation*

Assignments

Successful participation will be based on:

5 ECTS points: one presentation (15 minutes) and one response (5 minutes) in class, one group project presentation (altogether 30 minutes), active class participation.

6 ECTS points: one presentation (15 minutes) and one response (5 minutes) in class, one group project presentation (altogether 30 minutes), 10 page academic paper, active class participation.

Assessment Components

The final grade will be composed of:

- In-class presentation: 20%
- In-class response: 10%
- Final Group presentation: 40%
- Class participation: 30%

A minimum of 80% class attendance is required. Failure to fulfil one of the mentioned components results in failure of the class.

Expectations & Policies

Preparation for lively discussions in the classroom: be on time, have at least the required readings completed and points in mind for discussion or clarification.

Assignments: complete all assignments according to the specified requirements on schedule including handing over to the lecturer.

Commitment in class: pay particular attention to the lecturer and respect differences of opinions (classmates', lecturers, locals engaged with on the visits).

Academic guidelines: Comply with academic integrity policies (such as no plagiarism or cheating, nothing unethical) especially the academic honour code and the student code of conduct (see *FAQs* on www.huwisu.de).

Attendance policy: No unexcused absences are permitted. Students must contact their class teachers to catch up on missed work – to excuse absence please contact the HUWISU office (80% class attendance are required).

Field trips: if classes involve a field trip or other external visits, these require attendance as well as appearance in time – transportation difficulties are never valid reasons for an excused absence.

Cultural Extra-curricular Activities

HUWISU offers a fine selection of interesting extra-curricular activities and aims to give all participants an unforgettable stay in Berlin. Your program includes excursions, sport activities and social gatherings providing you the opportunity to get to know the city, the university and your classmates better and to meet students from all parts of the world. The costs for these offers are included in the course fees.

Below you will find examples of previously offered cultural activities. You will be informed about the respective cultural program after your enrolment via email as well as during the course period.

Political and historical guided tours:

- **Federal Chancellery (Bundeskanzleramt):** It's the central coordination point for the entire government policy. The office is in constant contact to departments and other authorities.
- **German Parliament (Bundestag):** As the highest organ of the legislative in Germany it's elected by the German people. In practice Germany is governed by a bicameral legislature, of which the Bundestag serves as the lower house and the Bundesrat equals the upper house.
- **House of Representatives (Abgeordnetenhaus):** It's the state parliament (Landtag) of Berlin and located in the center of the reunified city. Together with the Martin Gropius Bau, the Topography of Terror and the Bundesrat, it presents an arresting contrast to the flair of the new Potsdamer Platz.
- **Topography of Terror:** A permanent exhibition with focus on the central institutions of the SS and police during the "Third Reich" and the crimes they committed throughout Europe. With the help of mostly photographic material, visitors are led through the major themes of the exhibition's five main segments.

- **Political Archive:** As the “memory” of the Federal Foreign Office it preserves the files on German diplomacy since 1867, as well as the international treaties signed by the Federal Republic of Germany and its predecessors in title. The records are preserved, processed and made available for academic research.

Cultural guided tours:

- **Kreuzberg Tour:** Kreuzberg has emerged from its history as one of the poorest quarters in Berlin in the late 1970s to a cultural center of today’s Berlin. A unique area and one of the hippest neighbourhoods in Berlin with many bars, pubs and clubs.
- **Berlin’s Museum Island (Museumsinsel):** was awarded UNESCO World Heritage Status in 1999 and is an ensemble of five museums: Old Museum, New Museum, Old National Gallery, Pergamon Museum and Bode Museum.
- **Berliner Dom:** Berlin´s largest and most important Protestant church is located on the Museum Island.
- **Daytrip to Potsdam:** Be inspired by the illustrious attractions of the UNESCO’s World Heritage while underway through the city of Potsdam. Immerse yourself in the history and present of Potsdam and discover many palaces, gardens, and historic quarters such as the “Holländisches Viertel” or the “Nikolaikirche”.
- **Exhibitions:** Berlin is known for its unique galleries and exhibitions, that is why we will visit at least one during the Winter University.

Social gatherings:

- **Welcome Get-Together:** We invite you to meet all participants as well as the HUWISU staff in a relaxed atmosphere.
- **Boat trip:** Get to know Berlin from a completely new perspective and see Berlin’s famous sights while floating along the river Spree.
- **Beach Volleyball:** A fun outdoor sport activity on long warm summer evenings for those who love to play and everyone who just want to enjoy watching the others play, lying in the sand, meet friends for some drinks, or simply relax in the middle of Berlin.
- **Biergarten:** You can´t leave Berlin without having experienced a Biergarten. The perfect place to finish off your busy day with a cool “Feierabend” drink.
- **Farewell Party:** At the end of the Summer University we will come together to celebrate the exciting time with HUWISU.

Your Instructor

Dr. Isensee teaches in the American Studies Program at Humboldt-Universität zu Berlin. After completing his Ph.D. in 19th century American literature he pursued a post-doctoral research project on 20th Century-American Adolescent Literature (Habilitation, 2002).
With a particular interest in transatlantic and transnational topics, he has more recently focused in his research on (visual) media with a special emphasis on the cultural work of digital media.

He has published extensively in the field of American literature on American naturalism and on 20th century young adult literature, as well as in cultural studies on multi-cultural education, cultural identity formation and digital media. His current research work encompasses the contemporary American adolescent novel, the cultural and social history and present models of transatlantic, transnational and global education as well as the impact of digital media on the production and distribution of knowledge in American culture.
He has frequently held long-term as well as short-term guest professorships at universities and colleges in the United States and Europe and taught courses in the HUWISU Program for several years.

Please note that the course and its syllabus are subject to change. Last update: February 2018