

Global Cities as Centers of Knowledge Production

20 June – 15 July 2022

CATEGORY Social Science, Politics & Education

COURSE STRUCTURE

You will receive a total of 45 contact hours (one contact hour equals 45 minutes; 11 contact hours per week). The lessons are held three times a week. Lessons will comprise lectures, group work, discussion sessions, and excursions.

WEEKLY SCHEDULE (Track B)

- Monday: 9.00 am – 10.30 am & 11.00 am – 12.30 pm
- Wednesday: 9.00 am – 10.30 am & 11.00 am – 12.30 pm
- Friday: 1.30 pm – 3.00 pm & 3.30 pm – 4.15 pm

COURSE LANGUAGE

This course is taught in English, including the readings. For the understanding of the texts and the discussions in class, a language-level of B2 (Common European Framework of Reference for Languages) is required.

TARGET GROUP

Undergraduate and graduate students with an academic background of the topic and strong interest in transatlantic issues, educational systems, contemporary history, social sciences, and European studies.

CREDITS = 5 ECTS

All courses are accredited according to the European Credit Transfer System (ECTS).

CULTURAL ACTIVITIES

Learning extends beyond your course! As a participant in HUWISU, you are invited to join our cultural and social programs. We offer a fine selection of interesting extra-curricular activities that aim to give all participants an unforgettable stay in Berlin. Through excursions, social gatherings, and sport activities, we are providing you with the opportunity to get to know the city, the university, and your classmates and to meet students from all parts of the world. The costs for these offers are included in the program fee.

Below, you 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*)
- German Parliament (*Bundestag*)
- House of Representatives (*Abgeordnetenhaus*)
- Topography of Terror exhibition
- Political Archive of the Federal Foreign Office

CULTURAL GUIDED TOURS

- Kreuzberg Tour
- Museum Island (*Museumsinsel*)
- Berlin Cathedral (*Berliner Dom*)
- Daytrip to Potsdam
- Exhibitions
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SOCIAL GATHERINGS

- Welcome Get-Together
- Beach Volleyball
- Farewell Party

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 the schedule including handing them over to the lecturer.

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

Academic guidelines: Comply with academic integrity policies (such as no plagiarism or cheating, nothing unethical) especially the academic honor code and the student code of conduct.

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.

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 the American city as knowledge centers in historical perspective, particularly in terms of travelling 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 in 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, among others, 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 investigating public and private education 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, for instance with regard to the emergence of "Education Cities" in non-Western countries (such as Arab countries).

COURSE OBJECTIVES AND 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

All required reading materials will be available via Moodle during the course.

Required:

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

Bhandari, Rajika, and Peggy Blumenthal. *International Students and Global Mobility in Higher Education: National Trends and New Directions*, Palgrave Macmillan, 2011.

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.

Dvir, Ron. "Knowledge City, seen as a Collage of Human Knowledge Moments", In: Carrillo, Francisco Javier *Knowledge Cities: Approaches, Experiences and Perspectives*, Butterworth-Heinemann, 2005, 1-17.

Geitz, Henry, Jürgen Heidekind and Jürgen Herbst (eds.). *German Influences on Education in the United States to 1917*. Cambridge: Cambridge University Press, 1995, 21-41, 43-56.

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/>

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

Metaxiotis, Kostas et al (eds.). *Knowledge-Based Development for Cities and Societies: Integrated Multi-Level Approaches*. IGI Global, 2010.

Ratho, Aditi and Preeti Lourdes John (eds.). *Rethinking Cities in a Post-COVID-19 World*. New Delhi: ORF and Global Policy Journal, 2020, 37-43; 60-66; 81-87; 96-101.

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.

Thondhlana, Juliet et al (eds.). *The Bloomsbury Handbook of the Internationalization of Higher Education in the Global South*. Bloomsbury Publishing, 2021.

Suggested:

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

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

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

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

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.

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.

Jabbara, Joseph G. and Joanne J. Myers. *Higher Education in the Middle East: Americas 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>

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.

ASSIGNMENT INFO

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.

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

YOUR INSTRUCTOR

Dr. Isensee was a faculty member in the American Studies Program at Humboldt-Universität zu Berlin for several decades. 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.

COURSE SCHEDULE

WEEK 1

Monday, June 20: 9.00 am – 10.30 am & 11.00 am – 12.30 pm

Introduction: Aims and requirements, courseware; thematic outline.

Wednesday, June 22: 9.00 am – 10.30 am & 11.00 am – 12.30 pm

Approaching the Knowledge City: Terminology and Concepts

Reading: Dvir: 1-17; Metaxiotis: 17-41 (Chapter 2)

Friday, June 24: 1.30 pm – 3.00 pm & 3.30 pm – 4.15 pm

Knowledge City Contexts: Travelling Educational Philosophies

Reading: Geitz/Heidekind/Herbst: 21-41; 43-56

Field Trip: Hackesche Höfe (tbc)

WEEK 2

Monday, June 27: 9.00 am – 10.30 am & 11.00 am – 12.30 pm

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

Wednesday, June 29: 9.00 am – 10.30 am & 11.00 am – 12.30 pm

Knowledge Citizens, Knowledge Workers and the Knowledge Economy in the Global City

Reading: Hospers: 260-269; Metaxiotis: 42-58 (Chapter 3); 131-140 (Chapter 8)

Friday, July 01: 1.30 pm – 3.00 pm & 3.30 pm – 4.15 pm

Models of Internationalization in Education in a Transatlantic Perspective

Reading: Bhandari: 83-106 (Chapter 5)

Presentation of Findings: Independent Group Study Project

WEEK 3

Monday, July 4: 9.00 am – 10.30 am & 11.00 am – 12.30 pm

The Global Expansion of Higher Education and the Knowledge City

Reading: Bhandari: 193-209 (Chapter10); 211-230 (Chapter 11)

Schofer/Meyer: 898-920

Field Trip: [IES Berlin](#) (tbc)

Wednesday, July 6: 9.00 am – 10.30 am & 11.00 am – 12.30 pm

Knowledge Economies as Engines of Global City Formation

Reading: Czinkota: 1-24; Metaxiotis: 118-130 (Chapter 7)

Friday, July 8: 1.30 pm – 3.00 pm & 3.30 pm – 4.15 pm

Knowledge on the Move: Internationalization in the Global South

Reading: Thondhlana: 1-20 (Chapter 1); 21-29 (Chapter 2)

WEEK 4

Monday, July 11: 9.00 am – 10.30 am & 11.00 am – 12.30 pm

Independent Group Study Project:

Realities and Repercussions of (Western) Global Education in Middle Eastern City Landscapes

Reading: Thondhlana: 311-326 (Chapter 20); Thondhlana: 596-609 (Chapter 26);
Rupp: 1-8

Wednesday, July 13: 9.00 am – 10.30 am & 11.00 am – 12.30 pm

Presentation and Discussion of Independent Group Study Projects

Friday, July 15: 1.30 pm – 3.00 pm & 3.30 pm – 4.15 pm

Re-Imagining Global Cities in a Post-COVID-19 World

Reading: Ratho/John: 37-43; 60-66; 81-87; 96-101

Wrapping Up/Concluding Discussion

Evaluation

The course and its syllabus are subject to change. Last update: April 2022