Globalization and deterritorialization

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Presenting joint paper with Dr Anita Lundberg
Focus: globalization of knowledge

- Transnational education is related to internationalization of education
- Standardized curricula and global knowledge
- Homogenization of education (Ng, 2012; Rizvi, 2007; Yang, 2005)

Cultural imperialism and cultural negotiation
Key theories

Challenge assumptions of delineated cultures, countries and territories

- Social imaginary (Appadurai, 1996)
- Deterritorialization (Deleuze & Guattari, 1983; 1994; 2005)
Social imaginary: landscapes

− No unstoppable one-way flows
− Imagined ‘landscapes’ (Appadurai, 1996, p. 31)

Our ways of knowing and being in the world
Social imaginary: scapes

- Encounters with five ‘scapes’: ethno-, media-, techno-, finance-, ideoscapes (Appadurai, 1996)
- Flows result from our interpretations and actions
- Eduscapes (Kynäslahti, 1998)

Focus on people’s imaginaries and actions
Social imaginary: eduscape example
Social imaginary: critique

- Dependency upon geographical movement

Assumption of bordered territories and cultures
Deterritorialization

- Movement by which ‘one’ leaves the territory (Deleuze & Guattari, 2005, p. 508)
- Reterritorialization

No stability or ‘essence’, but intrinsic change
Deterritorialization: academic disciplines

- Borders and boxes are our social imaginary
- Delineated disciplines part of eduscape
- Academic disciplines are territories

Deterritorialisation as cultural influence
Implications for higher education

- Not all reterritorialisations evenly powerful
- Academic disciplines hold the potential for change
- One-way imperialist flows of knowledge can never be absolute

Networks of cultural influence
Take home message

- There is always a possibility for cultural negotiation
- Through interpretations and imaginations we can change globalization of higher education

What you are doing matters!
Discussion

[Handwritten text: thank you!]

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