

THIS IS A PROVISIONAL SYLLABUS.
Please see Canvas for the most updated Version.
Any changes will be minor and related to readings

INTL 399
Education and Development

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Online Office hours: Monday 8:30 a.m. to 10 a.m.

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COURSE DESCRIPTION:

Schools are unique institutions in society, continually held as the great “equalizers” of social inequalities, while almost always falling short of these goals. Furthermore, the objectives and goals of public education are implicated in political and economic ideologies, cultural differences, national development approaches, and geo-political relations. This makes it impossible to isolate education and schooling from other theories of globalization, language, development, post colonialism, race, and gender. This course will introduce students to the foundational ideas in the field of international and comparative education, and help build a theoretical toolkit of the major approaches scholars utilize when analyzing education from a global perspective.

The ten sessions of the course will be divided into three parts. The first focuses on globalization, and how theories of globalization relate to education and schooling. The first session will be a brief overview of globalization and how it is currently being defined. Next, we will be introduced to the field of comparative and international education. We will review the methodological and theoretical approaches scholars use to analyze education systems around the world, and to situate schools within a global context. Our third section will involve an analysis of conceptions of educational equality and opportunity.

The second part of the course concerns the political and economic foundations of educational development. The first session analyzes liberal economic theories, from Adam Smith to Milton Freidman, and how these market-driven ideas are applied in the educational sphere through voucher programs and school choice policies. The second session focuses on the role of the state and Marxist/socialist theories of educational development. Finally, in the third session we investigate the development of systems of global governance, international assessments, and educational “diffusion.”

Finally, the last third of the course analyzes international education from a range of postcolonial, race, gender, and social movement perspectives. The first session looks at the role of education in colonialism, post colonialism, and the contemporary “Development Project.” The second session reviews theories of race and gender and how they connect to globalization and education. Finally, in the last session of the semester we analyze the possibilities for a counter-hegemonic globalization, and how social movements utilize education in a global struggle for social justice.

CLASS STRUCTURE:

Our online class sessions will combine a diverse variety of learning approaches. Each session will involve lectures, focusing on the major questions and debates covered in the readings that week. Additional material will be presented in lecture that will **not be in the readings, but for which you are responsible for the midterm and the final exam.** Throughout the lectures, there will be quizzes, discussion prompts, and other active learning opportunities. Completing these exercises constitutes the participation element of the course, and your final grade.

The online discussion sections are another integral part of the course; they are an opportunity to combine our knowledge, learn from each other, and reflect on the major questions that we are exploring that week. It is your responsibility to come to class having read the assigned readings and having thought critically about them. Participating in the discussion section before each session is an important part of ensuring that you are prepared for class.

REQUIRED READINGS:

**All PDFs of readings are posted on Canvas

REQUIREMENTS AND GRADING:

- 1) Participation – 10%
- 2) Reading Responses (**Due before by midnight the evening before every class session; late responses will not be graded**)– 20%
- 3) Midterm-20%
- 4) Comparative case study essay– 20%
- 5) Final exam –30%

PARTICIPATION (10%) There will be pop quizzes spread throughout the semester. These quizzes will be either multiple choice, and/or short answer and will cover basic information from the readings.

READING RESPONSES (20%)

While reading is a critical part of learning, writing about what you have read is an opportunity to further develop your own ideas about a topic in a more systematic way. As scholars, it is important for us to learn how to critically engage with others' work through written analysis. For every class you should make a post in that day's discussion forum. Each discussion post is worth 3 points. Your post (worth 2 points) should contain two pieces of information:

1) Reflections about the readings-Did you agree with the author's arguments? How did it relate to your personal experiences? Did this make you think about the topic in a new way? Mainly what was your personal EDUCATED opinion of the readings?

2) 2 questions you had about the reading that you will pose to the class

For full credit (an additional point), you are also required to:

3) Respond to another student's post. Please make sure your comments are cordial, and constructive. This should not be a simple "I agree with you;" rather, you should offer a focused comment that builds upon the original post to open a discussion.

1st Mid-term: (20%) The mid-term exam will consist of multiple choice questions.

2nd Mid-term: Case studies essay: (20%) Comparatively analyze three international governments and/or NGOs educational programs.

Final Exam: (30%) The final exam will largely focus on material covered following the mid-term and will consist of multiple-choice questions.

IMPORTANT DATES

1st Mid-term Exam: January 23rd

2nd Mid-term Essay: February 13th

Final exam: Week of March 14th

DISABILITY ACCOMODATIONS:

If you need disability-related accommodations in this class, or if you have medical information you wish to share with me, please see me privately after class or in office hours.

ESSAYS AND PLAGIARISM/ACADEMIC DISHONESTY:

You are expected to demonstrate integrity in your academic endeavors and will be evaluated on your own merits. Be proud of your work and avoid the consequences of academic dishonesty. In all of your assignment you may use words or ideas written by others but only with proper attribution. It means that you have fully identified the original source and extent of your use of the words or ideas of others that you reproduce in your work for this course usually in the form of a footnote or parenthesis. Plagiarism will not be tolerated in this class

Outline of Course Topics and Assignments

***Reading Reflections due at midnight the night before each class session.**

PART ONE: Globalization and Education

Week 1: Introduction to the Course: What is globalization?

Week 2: Field of Comparative and International Education: Theory and Method

Week 3: Conceptions of equality of educational opportunity

PART TWO: Political Economic Foundations of Educational Development

Week 4: Liberalism, Neoliberalism, and the Self-Regulating Market

Week 5: Social Reproduction, the State, and Socialist Alternatives

Week 6: International Governance? Global Institutions, Assessments, and Diffusion

Part Three: Structural Inequities, the Subaltern, and International Education

Week 7: Colonialism, Post colonialism, and the “Development Project”

Week 8: Gender, Race, and Culture in a Globalized World

Week 9: Counterhegemonic Globalization, Civil Society, and Social Movements

SCHEDULE OF CLASSES AND READINGS

PART ONE:
Globalization and Education

Week 1: Introduction to the Course: What is Globalization?

January 7th

Friedman, Tom (2005). “It’s a Flat World, After All.” *New York Times Magazine*, April 3.

Stromquist, Nelly P. Chapter 1: Theorizing Globalization. *Education in a globalized world: The connectivity of economic power, technology, and knowledge*. Rowman & Littlefield, 2002.

January 9th

Christopherson, S. (2008). The World is Not Flat; Putting Globalization in its Place. *Cambridge Journals of Regions, Economy and Society* 1 (3), pp. 343-349.

Education, Democratization, and Globalization: A Challenge for Comparative Education. 1996. Noel F. Mc Ginn. *Comparative Education Review*, Vol. 40, No. 4, Special Issue on Democratization. 341-357

Key Questions:

- What is globalization? How is it defined and by whom?
- What is its relationship to the historically uneven processes of capitalist development?
- Is globalization a force that expands economic growth, prosperity, and human rights?
- How do difference understandings of globalization affect the perceived purpose of education?

Week 2: The Field of Comparative and International Education: Theory and Method

January 14th

Ruth Hayhoe & Karen Mundy. Introduction to comparative and international education. Why

study comparative education? In Mundy, K., Bickmore, K., Hayhoe, R., Madden, M., Madjidi, M. (Eds.) *Comparative and international education: Issues for teachers*.

Arnove, Robert F. (2013). Introduction: Reframing comparative education: In R. F. Arnove & C. Torres (Eds.), *Comparative education: The dialectic of the global and the local* (4th ed.). Lanham, MD: Rowman & Littlefield

January 16th

Readings:

Phillips, David, & Schweisfurth, Michele. (2007a). Chapter 1: Making Comparisons. In D. Phillips & M. Schweisfurth (Eds.), *Comparative and international education: An introduction to theory, method and practice* (pp. 7-26). London ; New York: Continuum.

Kelly, G. & Altbach, P. (1986) Comparative Education: Challenge and Response. *Comparative Education Review* 30 (1): 309-327.

Key Questions:

- What is the field of international education and development? What are the key institutional actors that the field analyzes?
- What can we learn from comparing education systems in different cultures and countries over time? What are the benefits and limits of the comparative method?
- How do we make intellectually rigorous comparisons?
- What is the role of theory in analyzing international education systems?
- How do we deconstruct global influences on local education systems?

Week 3: Conceptions of equality of educational opportunity

January 21st

Why study inequality of educational opportunity Reimers, F. (1999). What can we learn from studying educational opportunity in the Americas and why should we care? In F. Reimers (ed.), *Unequal school, unequal chances: The challenges to equal opportunities in the Americas*. (p. 2-23). Cambridge, MA: Harvard.

Coleman, J. (1975). The Concept of equality of educational opportunity. In D. Levine & M. Bane (eds.), *The Inequality controversy: Schooling and distributive justice*. (p. 199-213). New York: Basic.

January 23rd

1st Midterm (exam)

PART TWO:

Political Economic Foundations of Educational Development

Week 4: Liberalism, Neoliberalism, and the Self-Regulating Market

Key Questions:

- What is the philosophical basis for liberal economic theories? How has neoliberalism drawn and transformed these ideas?
- What is the role of the state in (neo) liberal economic thought? What are the implications of this role for public education?
- What is human capital development? How is the purpose of education defined?
- What contemporary educational policies are based in liberal economic ideas?
- What are critiques of the liberal economic educational paradigm?

January 28th Theoretical Perspectives

Heilbroner, Robert L. (1995) [1953]. *The Worldly Philosophers: The lives, times and ideas of the great economic thinkers*. NY: Touchstone. [Chapter 3, “The Wonderful World of Adam Smith”]

Friedman, Milton. [1962]. (2002). *Capitalism and Freedom*. Chicago: University of Chicago Press. [Chapter 6, “The Role of Government in Education”]

January 30th Capitalism and the Marketization of Education

Apple, M. W. (2005). Are markets in education democratic? Neoliberal globalism, vouchers, and the politics of choice. *Globalizing education: Policies, pedagogies, and politics*, 209-230.

Raduntz, Helen. (2005). “The Marketization of Education within the Global Capitalist Economy” in M. Apple, J. Kenway, and M. Singh, *Globalizing education: Policies, pedagogies, and politics*, 231-246.

Week 5: Social Reproduction, the State, and Socialist Alternatives

Key Questions:

- How is Marxist theory a response to the liberal economic paradigm?
- What are the superstructure and the base in Marxist theory? Why are schools considered an ideological state apparatus?
- What is the relevance of socialist education paradigms today?
- What is the role of the State in socialist educational paradigms? In liberal theory?
- How have different socialist societies attempted to utilize schooling in struggles for social and political transformation?
- What is the role of unions in a liberal versus Marxist framework? Why are teacher unions unique among the global union movement?

February 4th—Marxist Perspectives

Heilbroner, Robert L. (1995) [1953]. *The Worldly Philosophers: The lives, times and ideas of the great economic thinkers*. NY: Touchstone. [Chapter 6, “The Inexorable System of Karl Marx”]

Samoff, Joel (1991). Socialist Education? *Comparative Education Review* 35(1): 1-22.

February 6th—Socialist Examples

2nd Midterm (Essay) topic distributed

Griffiths, Tom G. (2012). Higher Education for Socialism in Venezuela: Massification,

Development and Transformation. In *Logics of Socialist Education: Engaging with Crisis, Insecurity and Uncertainty*. Eds. Griffiths, T. and Z. Millei. Dordrecht: Springer Press.

Silova, Iveta and Ben Eklof (2013). Education in Eastern and Central Europe: Re-Thinking Post-Socialism in the Context of Globalization. R. F. Arnove & C. A. Torres (Eds.), *Comparative education: The dialectic of the global and the local* (4th ed.). Lanham: Rowman & Littlefield.

Week 6: International Governance? Global Institutions, Assessments, and Diffusion

Key Questions:

- What are the theoretical foundations for the concept of global governance? How is the role of the nation state imagined?
- What is the current role of international institutions in educational development?
- Why are governments interested in comparing educational performance?
- What are the limits to quantitative measures of educational achievement? Do international assessments and indicators offer valuable information to educators?
- How is the “mass expansion of schooling” being conceptualized, and what are the critiques of this perspective?
- What is the role of “context” and the “local” in global governance?

Feb 11th Global Governance

Samoff, Joel. (2007). Institutionalizing international influence. In R. F. Arnove & C. A. Torres (Eds.), *Comparative education: The dialectic of the global and the local* (4th ed.). Lanham, MD: Rowman & Littlefield.

Mundy, Karen. (1998). Educational Multilateralism and World (Dis) Order. *Comparative Education Review*, 42(4), 448-478.

February 13th World Culture

2nd Midterm-Essay Due

Bartlett, Lesley. (2003). World Culture or Transnational Project? Competing Educational Projects in Brazil. In Anderson-Levitte, K. *Local Meanings, Global Schooling: Anthropology and World Culture Theory*. NY: Palgrave Macmillan.

Baker, David P. and Gerlad K. LeTendre. (2005). The Global Environment of National School Systems. In *National Difference, Global Similarities: World Culture and the Future of Schooling*. Stanford University Press.

Part Three:

Structural Inequities, the Subaltern, and International Education

Week 7: Colonialism, Post colonialism, and the “Development Project”

Key Questions:

- What is meant by colonization? What are the characteristics of a colonial education

system? A post-colonial education system?

- What is the relationship between school and society according to each perspective? What does each perspectives assume about how we are socialized into knowing our world?
- What is the relationship between the “development project” and colonialism? How does education play a role in these linkages?
- How has schooling played a role in different colonial projects?
- How do we move forward with a postcolonial perspective in education?

February 18th

White, Bob W. (1996). Talk about School: education and the colonial project in French and British Africa (1860-1960). *Comparative Education* 32(1): 9-25.

Willinsky, John. (1998). *Learning to Divide the World: Education at Empire's End*. Minneapolis, MN: University of Minnesota Press. [Chapter 1, “Where is Here”]

February 20th

Ferguson, J. (1994). ‘The Anti-Politics Machine: ‘Development’ and Bureaucratic Power in Lesotho,’ *The Ecologist* 24(3): pp.176-181

Tickly, Leon (2001). Globalization and Education in a Postcolonial World: Towards a Conceptual Framework. *Comparative Education* 37(2): 151-171.

Week 8: Gender, Race, Identity and Culture in a Globalized World

Key Questions:

- How does the concept of whiteness help us analyze racial disparities globally? How is this relevant to education and critical pedagogy?
- How do we educate in a multicultural society? What role does education play in constructing citizenship?
- What does a gender lens bring to the study of education and globalization?
- What have been the global solutions to gender disparities in education and what have been the critiques of these interventions?

Readings:

February 25th Race and Identity

Leonardo, Zeus (2002). The souls of white folk: critical pedagogy, whiteness studies, and globalization discourse. *Race, Ethnicity and Education* 5(1): 29-50.

Fox, Christine. (2013). The question of identity from a comparative education perspective. In R. F. Arnove & C. A. Torres (Eds.), *Comparative education: The dialectic of the global and the local*.

February 27th Gender

Stromquist, Nelly (2013). Women’s Education in the 21st Century. In R. F. Arnove & C. A. Torres (Eds.), *Comparative education: The dialectic of the global and the local* (4th ed.).

Murphy-Graham, Erin (2012). “On Gender, Education, and Empowerment.” *Opening Minds*,

Improving Lives: Education and Women's Empowerment in Honduras. Nashville, TN: Vanderbilt University Press.

Week 9: Counterhegemonic Globalization, Civil Society, and Social Movements

Key Questions:

- What is "civil society"? What is a social movement?
- What have been the recent global responses to economic and social disparities? This is a form of "global civil society"?
- What is a Freirean perspective on education, development, and social change?
- How have social movements attempted to intervene in education reform? How do these movements interact with the state?
- What are the educational paradigms that social movements promote? What are the social movements, NGOs, and civil society groups in our own communities doing this work?

March 3rd

Block, Fred. (2001). "Introduction," In Polanyi, Karl, *The Great Transformation: the Political and Economic Origins of our Time*. Boston: Beacon Press.

Evans, Peter. (2008). "Is Alternative Globalization Possible?" *Politics & Society* 36: 271-305.

March 5th Grassroots Perspectives

Gadotti, Moacir, & Torres, Carlos Alberto. (2009). Paulo Freire: Education for Development. *Development and Change*, 40(6), 1255-1267.

Morrow, R. A., & Torres, C. A. (2013). The state, social movements, and educational reform. In R. F. Arnove & C. A. Torres (Eds.), *Comparative education: The dialectic of the global and the local* (4th ed.). Lanham, MD: Rowman & Littlefield.

Week 10: Culminating Case Study: Brazil, the Landless Workers' Movement, and Agroecological Education

March 11th

Gadotti, Moacir, & Torres, Carlos Alberto. (2009). Paulo Freire: Education for Development. *Development and Change*, 40(6), 1255-1267.

Tarlau, R. (2013). Soviets in the Countryside: The MST's Remaking of Socialist Educational Practices in Brazil. *Logics of Socialist Education*. Netherlands, Springer: 53-72.

March 13th

Tarlau, R. (2014). "We do not need outsiders to study us". Reflections on activism and social movement research." *Postcolonial directions in education* 3(1): 63-87.

Tarlau, R. (2015). "Education of the countryside at a crossroads: rural social movements and national policy reform in Brazil." *Journal of Peasant Studies* 42(6): 1157-1177.

Meek, D. (2015). " Taking research with its roots: restructuring schools in the Brazilian landless workers' movement upon the principles of a political ecology of education." Journal of Political Ecology 22: 410-428.

March 14th-Week— Final Exam: DATE TBA