Educational Studies 316:
Education and Social Change across the Globe
Trinity College  Spring 2010
TR 10:50-12:05  McCook 303
http://www.trincoll.edu/depts/educ

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Office hours: M 4-5, T 1:30-4:00

Introduction:
This course will examine the relationship between education and social change in different regions of the world, with a special focus on Latin America. In particular, we will explore the questions: What is the role of education in democratization and transitions to democracy? How is education implicated in relations of social and economic inequality? Education is commonly assumed to be a vehicle for social transformation and democratization, but in many countries where education has expanded, poverty and social inequality persist. How does education reproduce inequalities of race, class, gender, and language in different societies, and how might it challenge these inequalities? Where do we glimpse the transformative potential of education? Viewing education in its broadest sense (both formal and informal), we will examine the ways that education has been used by different states to achieve national political ends—to “promote democracy” and/or to produce particular kinds of citizens—and the ways it has been used by popular and grassroots organizations to empower groups that have been neglected by the State. Students will conduct independent research on education in a country of their choice and will evaluate the potential of their chosen educational program to contribute to social change.

Required Readings:
Available at bookstore in Ed Studies section:

Students will also be required to purchase ONE of the following four ethnographies, to be discussed in class on Mar. 30, and a course pack to be made available in class. Additional readings will occasionally be posted online.


**Course Requirements:**

1. **5% Country indicators assignment.** Students will be required to collect data on key indicators for their chosen country (e.g. enrollment, literacy, poverty, etc.). Due in class on Feb 16.

2. **10% Reading Response Paper.** All students must sign up to review a particular reading from the syllabus; guidelines will be distributed in class.

3. **10% Participation** The success of this course (and your learning) depends upon consistent attendance and active participation of all students. Students are expected to come to class having completed the assigned readings for each class, with notes and presentations ready.

4. **10% Group Proposal.** Students will be required to join a group of 4-5 students with the same regional interest (e.g. Africa, Latin America, Asia, the Middle East, or Europe) to prepare to lead a class on your region during the last part of the semester. Your group must submit a 2-3 page proposal outlining how you plan to structure the class on your assigned day, including readings you will assign, key questions you will explore, class activities, and the topics of each of your independent research projects. Due on Sunday March 14 via Blackboard.

5. **15% Book Review.** You will write a 4-5 page book review of your chosen ethnography from the list above, in which you summarize and critically analyze the book’s contribution to our understanding of education and social change in the given country. Your book review should inform, and may be partially included in, your final paper, but will be graded separately. Guidelines for the book review will be distributed in class. Due Mar. 30 in class.

6. **20% Final Research Paper.** This paper will be your contribution to the field of international education. You will conduct your own national case study in the country of your choice (outside the United States), in which you describe and analyze a particular educational program or reform in light of its potential to contribute to social change. During the semester we will read several case studies of educational programs which model the kind of analysis and critique you are expected to undertake, and I will provide
additional guidelines in class. The papers should be 12-15 pages long, double-spaced, with a full list of references, and are due one week after your group’s presentation (see below).

7. **20% Group Presentation.** Student groups will be expected to assign relevant readings prior to the class they facilitate, lead class discussion or activities, and present on their independent research. Each student group must meet with me in the week prior to their presentation to discuss their plans for the presentation.

8. **10% Peer Evaluation.** Students will assess their peers’ group presentations and performance. 5% = your peers’ evaluation of your group’s presentation; 5% = your group members’ evaluation of your performance in the group.

**Attendance**

You are allowed one free absence for any reason, but beyond this, any missed classes will begin to affect your participation grade, with the exception of documented medical or family emergencies.

The **late assignment penalty** is a 10% reduction for every 12-hour period beyond the deadline, with exceptions granted only for documented medical & family emergencies.

Students are expected to engage in **academic honesty** in all forms of work for this course. If this is unclear to you, ask for clarification.

Please notify me during the first week if you require any special accommodations.

**Table of due dates:**

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<thead>
<tr>
<th>Assignment</th>
<th>Due</th>
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<tr>
<td>Country indicators data</td>
<td>Feb. 16 in class</td>
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<tr>
<td>Reading response papers</td>
<td>Your assigned day:__________________</td>
</tr>
<tr>
<td>Group proposal</td>
<td>Mar. 14 via Blackboard</td>
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<tr>
<td>Book review</td>
<td>Mar. 30 in class</td>
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<tr>
<td>Group presentation</td>
<td>Either April 20, 22, 27, 29 or May 4</td>
</tr>
<tr>
<td>Final research paper</td>
<td>One week after your group’s presentation</td>
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Tues Jan 26  Introduction to the course

Thurs Jan 28  Conceptualizing education and social change in comparative perspective


I. Education and colonization

- How has the legacy of colonialism shaped educational policies and practices in former colonies and imperial centers?
- What is a “colonizing” pedagogy? What is a “de-colonizing” pedagogy?
- How do indigenous pedagogies challenge colonial pedagogies, and with what implications for social change?

Tues Feb 2: Education under colonialism


Response papers: ___________________________, ____________________________

Thurs Feb 4: Education and colonization


Paulo Freire, Pedagogy of the Oppressed, Chapters 1 and 2 (pp. 43-86).

Response papers: ___________________________, ____________________________

Tues Feb 9: Colonizing and de-colonizing pedagogies


Paulo Freire, Pedagogy of the Oppressed, Chapter 3.
In class: dramatic problem-solving activity, adapted from Theater of the Oppressed

Response papers:_________________________, ____________________________

Thur Feb 11: Popular education and popular movements

Paulo Freire, Pedagogy of the Oppressed, Chapter 4.

In class: World education data session with Rachael Barlow

II. Education, inequality and resistance

- What role does education play in the reproduction of social inequality?
- What role can/does education play in the transformation of relations of inequality? What role has it played in resistance movements in Latin America and the Caribbean?

Tue Feb 16: Inequality in Latin America


Response papers:_________________________, ____________________________

Country indicators data assignment DUE in class

Thur Feb 18: Popular education: promise and pitfalls


Response papers:_________________________, ____________________________

Tues Feb 23: Street and working children


Response papers:________________________, ____________________________

**Thurs Feb 25:** No class meeting, but required common hour lecture below. Optional library session with Erin Valentino on finding and using appropriate scholarly sources

*Prof. Dyrness’ common hour talk: “Schooling the Transnational Citizen: Education and Civic Identity in Two Salvadoran Schools.” Rittenberg Lounge, Mather Hall. 12:15-1:15pm.

**Tues Mar 2:** NO CLASS – Trinity days

**Thurs Mar 4:** Education for citizenship: state schooling


Response papers:________________________, ____________________________

**Tues Mar 9:** Education for liberation in the African-American tradition


Video excerpt in class: You Got to Move: Stories of Change in the South

Response papers:________________________, ____________________________
Thurs Mar 11: Indigenous groups and ethnic minorities


Response papers: ______________________, ______________________

Sunday Mar 14: Group proposals DUE via Blackboard by 9:00pm.

Tues. Mar 16: Indigenous groups and cultural identity, continued


Video excerpt in class: Rabbit-proof fence (Australia)

Response papers: ______________________, ______________________

Thurs. Mar 18: Gender and education


Response papers: ______________________, ______________________

Tues-Thurs Mar 23-Mar 25: NO CLASS – Spring Break

Tues Mar 30: Ethnographies of education and social change around the world

Your chosen ethnography from list on p. 1-2

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In class: Jigsaw activity

Book review DUE in class

III. Education and social reconstruction

- How have different societies used education as a tool for rebuilding or reforming society?
- What role can/does education play in national transitions to democracy, social reconciliation, and in the recovery of individuals and communities from war-time trauma?
- What role has education played in revolutionary governments’ efforts to create a “new citizen”?

Thurs April 1: Cuba: Education and the revolutionary state


Response papers:_________________________, ____________________________

Tues April 6: Guatemala: Recovering from terror

Commission for Historical Clarification (CEH), “Guatemala: Memory of Silence,” Conclusions and recommendations (excerpts),


Response papers:_________________________, ____________________________

Thurs April 8: South Africa: Building democracy in post-conflict societies


Response papers: ____________________________ , ____________________________

In class: Video excerpt: Cry Freedom (South Africa)

**Tues April 13:** Globalization and citizenship education


**Thurs April 15:** Higher education and social change


**IV. Regional studies**

**Tues April 20:** Group 1 presentation. Region: Middle East

Reading assignments to be posted on Blackboard by Thurs April 15.

Group 1 Papers due Tuesday April 27.

**Thurs April 22:** Group 2 presentation. Region: Latin America

Reading assignments to be posted on Blackboard by Thurs April 15.

Group 2 papers due on Thurs April 29

**Thurs- Friday April 22-23:** Trinity conference on “Educating Women in the 21st Century”
Friday morning April 23 panel on “Global Perspectives on Women’s Education,” **required** for all who do not have conflicting class. Exact time TBA

**Tues April 27:** Group 3 presentation. Region: **Asia**
Reading assignments to be posted on Blackboard by Thurs April 22
Group 3 papers due Tues May 4.

**Thurs April 29:** Group 4 presentation. Region: **Africa**
Reading assignments to be posted on Blackboard by Thurs April 22.
Group 4 papers due Thurs May 6.

**Tues May 4:** Group 5 presentation. Region: **West Africa**
Reading assignments to be posted on Blackboard by Thurs April 29.
Group 5 papers due Tues May 11 by 12:00 noon.