Educational Studies 316:
Education and Social Change across the Globe

Trinity College      Fall 2011
TR 10:50-12:05      MCEC 232
http://www.trincoll.edu/depts/educ

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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 Nov. 1, 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 Sept. 27.

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 October 23 via Moodle.

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 Nov. 1 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:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Country indicators data</td>
<td>Sept. 27 in class</td>
</tr>
<tr>
<td>Reading response papers</td>
<td>Your assigned day:</td>
</tr>
<tr>
<td>Group proposal</td>
<td>Oct. 23 via Moodle</td>
</tr>
<tr>
<td>Book review</td>
<td>Nov. 1 in class</td>
</tr>
<tr>
<td>Group presentation</td>
<td>Either Nov. 22, 29, Dec. 1, 6, or 8</td>
</tr>
<tr>
<td>Final research paper</td>
<td>One week after your group’s presentation</td>
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</tbody>
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Tues Sept 6  Introduction to the course

Thurs Sept 8  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 Sept 13: Education under colonialism


Response papers:_________________________, ____________________________

Thurs Sept 15: Education and colonization


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

Response papers:_________________________, ____________________________

Tues Sept 20: 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 Sept 22: 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 Sept 27: Inequality in Latin America


Response papers:__________________________, ____________________________

*Country indicators data assignment DUE in class

Thur Sept 29: Education for indigenous groups


Response papers:__________________________, ____________________________

Tues Oct 4: Gender and Education For All (EFA)


Response papers:_________________________, ____________________________

**Thurs Oct 6:** Gender and education, continued


Response papers:_________________________, ____________________________

**Tues Oct 11:** NO CLASS – Trinity days – continue research for group class

**Thurs Oct 13:** Street and working children


Response papers:_________________________, ____________________________

**Tues Oct 18:** Globalization, Immigration, and Education


Response papers: __________________________. __________________________

**Thurs Oct 20**: Education for citizenship: state schooling


Response papers: __________________________. __________________________

**Sunday Oct 23**: Group proposals DUE on Moodle by 9:00pm.

**Tues. Oct 25**: Popular education: promise and pitfalls


Response papers: __________________________. __________________________

**Thurs. Oct 27**: Education for liberation in the African-American tradition


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

Response papers: __________________________. __________________________
**Tues Nov 1:** Ethnographies of education and social change around the world

Your chosen ethnography from list on p. 1-2

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 Nov 3:** Cuba: Education and the revolutionary state


Response papers:_________________________, ____________________________

**Tues Nov 8:** Guatemala: Recovering from terror

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


Response papers:_________________________, ____________________________
Thurs Nov 10: South Africa: Building democracy in post-conflict societies


Response papers: ______________________, ______________________

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

Tues Nov 15: Higher education and social change


Thurs Nov 17: NO CLASS – Prof. Dyrness away at American Anthropological Association meetings. Continue preparing for group presentation!

IV. Regional studies

Tues Nov. 22: Group 1 presentation. Region: ____________________________

Reading assignments to be posted on Moodle by Tues Nov. 15
Group 1 Papers due Nov. 29

Thurs Nov. 24: NO CLASS – Thanksgiving holiday

Tues Nov. 29: Group 2 presentation. Region: ____________________________

Reading assignments to be posted on Moodle by Nov. 22
Group 1 Papers due Tuesday Dec. 6.

Thurs Dec. 1: Group 3 presentation. Region: ____________________________

Reading assignments to be posted on Moodle by Thurs Nov. 24
Group 3 papers due Thurs Dec. 8.
Tues Dec. 6: Group 4 presentation. Region: ____________________________
Reading assignments to be posted on Moodle by Tues Nov. 29
Group 4 papers due Tuesday Dec. 13 by 12:00 noon.

Thurs Dec. 8: Group 5 presentation. Region: ____________________________
Reading assignments to be posted on Moodle by Thurs Dec. 1
Group 5 papers due Thurs. Dec. 15 by 12:00 noon.