Educational Studies 316:
Education and Social Change across the Globe
Trinity College Fall 2015
TR 10:50-12:05 MECC 270

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Office hours: M 1-3, T 3-4

Introduction:

This course will examine the relationship between education and social change in different regions of the world, with a focus on vulnerable populations (e.g., indigenous groups, street and working children, immigrants, women and girls). 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. Assigned course readings are drawn from several regions across the globe, with a focus on Latin America as the region of the instructor’s specialization. Students will contribute to the course’s comparative framework by working in groups to examine a region of their choice. 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 Oct. 30, and a course pack to be made available in class. Additional readings will occasionally be posted online.


**Course Requirements:**

1. **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 questions ready. There will be a required common hour lecture on Oct. 15.

2. **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. 29.

3. **5% Discussant.** All students must sign up to be a discussant for a particular reading on the syllabus (not the same reading you are reviewing). Discussants will post three questions for discussion on their assigned reading on Moodle by 9pm the night before the reading will be discussed in class. All students are expected to look at these questions and come prepared to discuss them.

4. **20% Reading Response Papers (2).** All students must sign up to review two different readings from the syllabus; guidelines will be distributed in class.

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. 3 in class.

6. **15% Group Presentation.** Students will be required to join a group of 3-4 students with the same regional interest (e.g. Africa, the Caribbean, Asia, the Middle East, or Europe) to prepare to lead a class on your region during the last part of the semester. 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.

7. **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 on Dec. 15.

8. **10% Peer Evaluation.** Students will assess their peers’ group presentations and performance. 5% = your evaluation of your peers’ group presentations; 5% = your group members’ evaluation of your performance/presentation 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. 29 in class</td>
</tr>
<tr>
<td>Reading response papers</td>
<td>Your assigned days;</td>
</tr>
<tr>
<td>Discussion questions (on Moodle)</td>
<td>Your assigned day:</td>
</tr>
<tr>
<td>Book review</td>
<td>Nov. 3 in class</td>
</tr>
<tr>
<td>Group presentation</td>
<td>Either Dec. 3 or 8</td>
</tr>
<tr>
<td>Final research paper</td>
<td>Dec. 15</td>
</tr>
</tbody>
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**Tues Sept 8**  Introduction to the course

**Thurs Sept 10**  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 15: Education under colonialism**


Response papers:_________________________, ____________________________

**Thurs Sept 17: Education and colonization**


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

Response papers:_________________________, ____________________________

**Tues Sept 22: Colonizing and de-colonizing pedagogies**


In class: dramatic problem-solving activity, adapted from Theater of the Oppressed

Response papers:_________________________, ____________________________
**Thur Sept 24:** Popular education and popular movements


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 29:** Education and inequality in Latin America


Response papers: __________________________, __________________________

*Country indicators data assignment DUE in class

**Thur Oct 1:** Education for indigenous groups


Response papers: __________________________, __________________________

Discussants: __________________________, __________________________

**Tues Oct 6:** Education for citizenship

Response papers:_________________________, ____________________________
Discussants:__________________________, ____________________________

**Thurs Oct 8:** Gender and education, part 1


Response papers:_________________________, ____________________________
Discussants:__________________________, ____________________________

**Tues Oct 13:** NO CLASS – Trinity days – continue research for group class

**Thurs Oct 15:** Gender and education, part 2: the “girl power” paradox


Available at: [http://www.nytimes.com/2014/05/11/opinion/sunday/kristof-whats-so-scary-about-smart-girls.html?_r=0](http://www.nytimes.com/2014/05/11/opinion/sunday/kristof-whats-so-scary-about-smart-girls.html?_r=0)

Video excerpt in class: *Girl Rising*

Response paper:_________________________
Discussant:__________________________

*Required common hour lecture:* Shenila Khoja-Moolji on Girls’ Education and Malala

**Tues Oct 20:** Street and working children


Response papers: _______________________, ___________________________
Discussants: _______________________, ____________________________

**Thurs Oct 22: Cultural organizing and popular education**


Response papers: _______________________, ___________________________
Discussants: _______________________, ____________________________

**Tues. Oct 27: Adult education in post-colonial societies**


Response papers: _______________________, ___________________________
Discussants: _______________________, ____________________________

**Thurs. Oct 29: Education for liberation in the African-American tradition**


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

Response papers: _______________________, ___________________________
Discussants:___________________________, ____________________________

**Tues Nov. 3:** 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 post-colonial and post-conflict social reconstruction and transitions to democracy?
- How have states and NGOs used education to promote equality and human rights?

**Thurs Nov 5:** Cuba: Education and the revolutionary state


Response papers:___________________________, ____________________________

Discussants:___________________________, ____________________________

**Tues Nov 10:** Guatemala: Recovering from terror

Clark Taylor (2013), *Seeds of Freedom: Liberating Education in Guatemala*, Chapters 1, 2, 4 and 5


Response papers:___________________________, ____________________________

Discussants:___________________________, ____________________________

**Thurs Nov 12:** Guatemala, *Seeds of Freedom*, continued
Clark Taylor (2013), *Seeds of Freedom: Liberating Education in Guatemala*, Chapters 6-conclusion

Response papers: ______________________. ______________________

Discussants: ______________________. ______________________

**Tues Nov 17:** India: Gandhi’s legacy


Video excerpt in class: *The Revolutionary Optimists*

Response papers: ______________________. ______________________

Discussants: ______________________. ______________________

**Thurs Nov 19:** NO CLASS – Prof. Dyrness away at American Anthropological Association meetings. Continue preparing for group presentation!

**Tues Nov. 20:** India: Promoting human rights education


Chapter 4 describes the strategy of the Institute for Human Rights Education, an NGO, to partner with government schools to offer human rights education; Chapter 5 details the impact of human rights education on students from marginalized groups in India.

Response papers: ______________________. ______________________

Discussants: ______________________. ______________________

**Thurs Nov. 26:** NO CLASS – Thanksgiving holiday

**Tues Dec. 1:** South Africa: Building democracy in post-conflict societies


Response papers:_________________________, ___________________________
Discussants:___________________________, ____________________________

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

**IV. Regional studies**

**Thurs Dec. 3:** Student group presentations. Regions: _____________
Reading assignments posted on Moodle by Nov. 29:

**Tues Dec. 8:** Student group presentations. Regions: _____________
Reading assignments posted on Moodle by Dec. 1:

**Thurs Dec. 10:** Last class. Reflections and evaluations

Final papers due by **Tues Dec. 15** by 12:00 noon, at Professor Dyrness’ office (McCook 312 drop-box)