

Educational Studies 215: Education and Social Change across the Globe

Trinity College Fall 2006
TR 2:40-3:55 McCook 307
<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? The course will problematize the commonly held assumption that education is a vehicle to social transformation and democratization, using a social theory perspective to examine the intimate relationship between education and the State, on one hand, and the private sector, on the other. 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 transitions—to “promote democracy” and/or to produce particular kinds of citizens—as well as the ways it has been used by popular and grassroots groups to resist the State’s political and economic agendas. While the course will focus on Latin America, selected readings will be drawn from other parts of the developing world, and students will be required to complete a research paper on a country of their choice. This course is strongly recommended for students who are preparing to or returning from Study Abroad in Latin America and elsewhere.

Required Readings:

Available at bookstore in Ed Studies section:

R. Arnove and C. Torres (Eds.), *Comparative Education: The Dialectic of the Global and the Local*. Rowman & Littlefield Publishers, Inc. (2003)

Paulo Freire, *Pedagogy of the Oppressed*, 30th anniversary edition. NY: Continuum Books (1970/2000)

Additional readings will be made available in class.

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. 26.
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% Pop quizzes.** Two short-answer tests on key concepts covered in class or in the readings will be given at two unannounced dates during the semester. Each quiz is worth 5% of your total grade.
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 22 via Blackboard.
5. **15% Literature Review.** You will prepare a 4-5 page literature review in which you will review an article from one of the following journals: *Comparative Education*, *Comparative Education Review*, *Current Issues in Comparative Education*, *International Review of Education* or any other relevant scholarly journal (see resources, below). **This literature review should work towards your final paper**, but will be graded separately. Guidelines for the literature review will be distributed in class. Due Nov 7 in class.
6. **20% Final Research Paper.** This paper will be your contribution to the field of international education. You will be expected to conduct your own national case study. Specific guidelines for the paper will be given in class. The paper should provide an in-depth look at an educational policy(ies) or program in a chosen country in light of one or more of the themes we discuss in class: colonization/decolonization, social inequality, conflict and war, social reconstruction, or globalization. Papers should be 10-15 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, 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 own evaluation of your peers' group presentations; 5% = your group members' evaluation of your performance in the group.

Attendance

While there is no grade for attendance or participation, the success of this course (and your learning) depends upon consistent attendance and active participation of all students, and your attendance will be reflected in your quizzes and peer evaluations. Students are expected to come to class having completed the assigned readings for each class, with papers and presentations ready. While we will not keep track of attendance, if a major illness or family emergency keeps you away from class, please inform the instructor or TA by e-mail so that we can help you catch up.

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 us during the first week if you require any special accommodations.

Table of due dates:

| Assignment | Due |
|-------------------------|---|
| Country indicators data | Sept. 26 in class |
| Reading response papers | Your assigned day: _____ |
| Group proposal | Sunday Oct. 22 via Blackboard |
| Literature review | Nov. 7 in class |
| Group presentation | Either Nov 21, 28,30, or Dec 5,7, or 18 |
| Final research paper | One week after your group's presentation; except final group's paper due by Dec 21 at 12 noon |

Tues Sept. 5 Introduction to the course

Thurs Sept. 7 Conceptualizing education and social change in comparative perspective

Robert Arnove, "Introduction: Reframing Comparative Education: the Dialectic of the Global and the Local," in Arnove and Torres, p. 1-17.

Raymond Morrow and Carlos Torres, "The State, Social Movements, and Educational Reform," in Arnove and Torres, pp. 92-109.

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 Sep 12: Education under colonialism

Chinua Achebe, "My Home under Imperial Fire," in *Home and Exile*, Anchor Books, 2000.

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.

Response papers: _____, _____

Thurs Sep 14: Education and colonization

Joanne Dowdy, "Ovuy Dyuh," in Lisa Delpit and Joanne Dowdy (Eds), *The Skin that we Speak: Thoughts on Language and Culture in the Classroom* (New York: The New Press 2002), pp. 5-13.

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

Response papers: _____, _____

Tues Sep 19: Colonizing and de-colonizing pedagogies

Karen Watson-Gegeo, "Keeping Culture Out of the Classroom in Rural Solomon Islands Schools: A critical analysis." In *Educational Foundations*, Spring 1994, Vol. 8, No. 2.

Paulo Freire, *Pedagogy of the Oppressed*, Chapter 3.

Response papers: _____, _____

Thur Sep 21: Popular education and popular movements

Paulo Freire, *Pedagogy of the Oppressed*, Chapter 4.

In class: World education data session with Rachael Barlow, Social Sciences Data Coordinator

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 Sep 26: Inequality in Latin America

Arnove et. al. 2003. "Education in Latin America: Dependency, Underdevelopment, and Inequality." In R. Arnove and C. Torres (Eds.), *Comparative Education: The Dialectic of the Global and the Local*. Rowman & Littlefield Publishers, Inc.

Juan Eduardo García-Huidobro, "Educational Policies and Equity in Chile," in Fernando Reimers (Ed.), *Unequal Schools, Unequal Chances: the Challenges to Equal Opportunity in the Americas*. (Cambridge: Harvard University Press, pp. 161-177).

Response papers: _____, _____

Country indicators data assignment DUE in class

Thur Sep 28: Gender and adult education

Stromquist, "Women's Education in the 21st Century: Balance and Prospects," in Arnove & Torres, pp. 176-199.

Anne Hickling-Hudson, "Beyond Schooling: Adult Education in Postcolonial Societies," in Arnove and Torres, pp. 229-248.

Response papers: _____, _____

Tues Oct 3: Street and working children

Michael Wines, "Africa Adds to Miserable Ranks of Child Workers," *The New York Times*, August 24, 2006. (Accompanying video clip in class)

Andrea Dyrness, "Popular Education and Post-War Democratization: The Case of PENNAT, Guatemala." In *Current Issues in Comparative Education* (CICE), Vol. 4(2), December 2001.

Recommended:

Steven Klees, Irene Rizzini, and Anthony Dewees, "A New Paradigm for Social Change: Social Movements and the Transformation of Policy for Street and Working Children in Brazil," in Roslyn Arlin Mickelson (Ed.), *Children on the Streets of the Americas* (London: Routledge, 2000).

Response papers: _____, _____

Thurs Oct 5: Library session with Erin Valentino on finding and using appropriate sources

Session to be held in Lab #2.

Tues Oct 10: NO CLASS – Trinity days

Thurs Oct 12: Indigenous groups and ethnic minorities

Sylvia Schmelkes, 2000. "Education and Indian Peoples in Mexico: An Example of Policy Failure," in F. Reimers (Ed.), *Unequal Schools, Unequal Chances: The Challenges to Equal Opportunity in the Americas*. (Cambridge: Harvard University Press), pp. 319-332.

Leanne Reinke, "Globalization and Local Indigenous Education in Mexico," by Leanne Reinke. *International Review of Education*, Vol. 50, pp. 483-496, Nov. 2004.

Christine Fox, "The Question of Identity from a Comparative Education Perspective," in Arnove and Torres, beginning with "Intercultural Communication, Education, and Identity," pp. 136-143.

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

Response papers: _____, _____

III. Education, conflict and violence

- What is the impact of violence on educational processes and outcomes in war-torn or conflict-ridden societies? What are the lasting effects of violence—structural and political—on individuals and communities, and what are the implications for education?
- What is the role of education in contributing to or countering violence and conflict?

Tues Oct 17: The social effects of violence

Carolyn Nordstrom, "Violence," in *Shadows of War* (Berkeley: University of California Press, 2004), pp. 55-69.

Ignacio Martín-Baró. "War and the Psychosocial Trauma of Salvadoran Children," in *Writings for a Liberation Psychology*. Cambridge: Harvard University Press, 1994.

Video excerpt in class: *If the Mango Tree Could Speak* (Media Center, VID 2116)

Response papers: _____, _____

Thurs Oct 19: The relationship between political and structural violence

Bourgois, "The power of violence in war and peace: Post-Cold War lessons from El Salvador," in *Ethnography*, Vol. 2, No. 1, 2001, pp. 5-34.

Bourgois, "Families and Children in Pain," in *In Search of Respect: Selling Crack in El Barrio* (Cambridge: Cambridge University Press, 1995), pp. 259-272.

Response papers: _____, _____

Group proposals DUE via Blackboard on Sunday Oct 22 by 9:00pm.

Tues. Oct 24: The impact of war on education

Velloso de Santisteban, "Sanctions, War, Occupation and the De-development of Education in Iraq." In *International Review of Education* (2005) 51:59-71.

"Bush Budget Proposes Slashing Student Aid" and "Not Much Help for Needy Students" in *The Chronicle of Higher Education*, Feb. 17, 2006.

"Army Effort to Enlist Hispanics Draws Recruits, and Criticism." *New York Times*, February 9, 2006.

Response papers: _____, _____

IV. 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. Oct 26: Guatemala: Recovering from terror

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

Beatriz Manz, *Paradise in Ashes: A Guatemalan Journey of Courage, Terror, and Hope*
(excerpts); University of California Press, 2004.

In class: *Memoria, Verdad y Esperanza: Versión popular del informe REMHI: Guatemala: Nunca Más*. Guatemala. ODHAG (Oficina de Derechos Humanos del Arzobispado de Guatemala).2000.

Response papers: _____, _____

Tues Oct 31: Cuba and Nicaragua: Education and revolutionary governments

Carnoy, Martin, and Carlos Torres, "Education and Social Transformation in Nicaragua 1979-1989," in M. Carnoy and J. Samoff, *Education and Social Transition in the Third World*, Princeton, NJ: Princeton University Press, 1990.

From Cuba: Alexandra Keeble, *In the Spirit of Wandering Teachers* (excerpts) and Jonathan Kozol, *Children of the Revolution* (excerpts), New York: Dell Publishing, 1978.

Response papers: _____, _____

Thurs Nov 2: Bosnia and South Africa: Building community in post-conflict societies

Dana Burde, "Weak State, Strong Community? Promoting Community Participation in Post-Conflict Countries." In *Current Issues in Comparative Education* (CICE), Vol. 6(2), 2004, pp. 73-87.

David Berman, "Bosna Moja: Conversations on War and Ethnic Cleansing—Confrontation with History in Postwar Bosnian Education" *Journal of Curriculum Theorizing*, Winter 2004, pp. 103-129.

Edward B. Fiske and Helen F. Ladd, "Education and Apartheid," and "Educational Aspirations and Political Realities," in *Elusive Equity: Education Reform in Post-Apartheid South Africa* (Washington, D.C.: Brookings Institution Press, 2004.)

Response papers: _____, _____
Bosnia South Africa

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

Tues Nov 7: International educational exchange

Video in class: *The Boys of Baraka* (Kenya and Baltimore)

Literature review DUE in class

V. Education and globalization

- What is globalization? How are globalizing forces shaping the context of education around the world?
- How should education respond to the demands of globalization?
- What new possibilities for social change are presented by transnational social movements? What role can/does education play in these movements?

Thurs Nov 9: Introduction to globalization and education

Suárez-Orozco and Baolian Qin-Hilliard, “Globalization: Culture and Education in the New Millennium,” and David Bloom, “Globalization and Education: An Economic Perspective,” in Marcelo Suárez-Orozco and Desirée Baolian Qin-Hilliard (Eds.), *Globalization: Culture and Education in the New Millennium* (Berkeley: University of California Press, 2004).

Response papers: _____, _____

Tues Nov 14: Transnational social movements

David Bacon, “Communities Without Borders,” in *The Nation*, October 25, 2005.

Hamilton, Nora, and Norma Stoltz Chinchilla. *Seeking Community in a Global City: Guatemalans & Salvadorans in Los Angeles*. Temple University Press. 2001. Chapter 7: “Organizing Locally and Transnationally.”

Video in class: *The Sixth Section*, 2003, USA/Mexico

Thurs Nov 16: Prepare for group presentations

Professor Dyrness away at American Anthropological Association conference

Regional studies

Tues Nov 21: Group 1 presentation. Region: **Latin America**

Reading assignments to be posted on Blackboard by Tuesday Nov 14.
Group 1 Papers due Tuesday Nov 28.

Thurs Nov 23: NO CLASS -- Thanksgiving holiday

Tues Nov 28: Group 2 presentation. Region: **Asia**

Reading assignments to be posted on Blackboard by Tuesday Nov 21
Group 2 papers due on Tuesday Dec 5

Thurs Nov 30: Group 3 presentation. Region: **Africa**

Reading assignments to be posted on Blackboard by Tuesday Nov 21.
Group 3 papers due Thursday Dec 7.

Tues Dec 5: Group 4 presentation. Region: **Australia**

Reading assignments to be posted on Blackboard by Tuesday Nov 28.
Group 4 papers due Tuesday Dec 12.

Thurs Dec 7: Group 5 presentation. Region: **Western Europe**

Reading assignments to be posted on Blackboard by Thursday Nov 30.
Group 5 papers due Thursday Dec. 14th.

Monday Dec 18: Wrap-up session (during final exam block)*.

Course evaluations; reflections

**Unless an alternative meeting time before the 18th can be arranged with the TA.*

Resources:

Journals:

Current Issues in Comparative Education (on-line: <http://www.tc.columbia.edu/cice>)
Comparative Education (available in Trinity library)
Comparative Education Review (available in Trinity library)
International Education (electronic resource)
International Journal of Educational Development (available through ILL)
International Journal of Educational Research (available through ILL)
International Journal of Qualitative Studies in Education (available on-line or through ILL)
International Review of Education (UNESCO) (available in Trinity library)
Anthropology & Education Quarterly (available in Trinity library)
Sociology of Education (available in Trinity library)

Area Studies

African Studies Review (available in Trinity library)
Latin American Research Review (available in Trinity library)

Websites:

Center for International and Development Education at UCLA: (contains a long list of links and journals in International Education)
http://www.gseis.ucla.edu/cide/links_comp_intl_ed.php

UNESCO and UNICEF

<http://www.unesco.org> <http://www.unicef.org>

Global Education Database

<http://gesdb.cdie.org/ged/index.html>

Human Development Report (lots of data, not just education, but a really nice site that allows for easy comparisons across countries)

<http://hdr.undp.org/statistics/data/>

World Development Indicators Online (lots of data, not just education, but another really nice site that allows for easy comparisons across countries)

<http://devdata.worldbank.org/dataonline/>

EdStats

<http://www1.worldbank.org/education/edstats/>

International Archive of Education Data

<http://www.icpsr.umich.edu/IAED/>

The World Factbook:

<http://www.cia.gov/cia/publications/factbook/>