INTE-GE 2023: Socio-Cultural Studies of International Education

CLASS: Wednesdays 4:55-7:35 p.m.
Location:
INSTRUCTOR:
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  Office Hours: Mondays, 3:00-5:00 p.m.
  (or by appointment)
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Course Description

The purpose of this course is to understand how culture and society influence education. In the first part of the course, Culture and Socialization, students will investigate the methods and theoretical frameworks developed within the fields of comparative/international education, anthropology and sociology that help us define what we mean by “culture.” Students will also be introduced to the central debates within the study of culture, and within pluralistic communities today: namely, the tension between universalism, relativism, and multiculturalism and issues of ‘race’, gender/sexual orientation, ethnicity/linguistic group affiliations. We explore how culture and social relations influence behavior, personality, norms, and values, and how these shape relationships between individuals, groups and institutions within and across societies. The second part of the course investigates how cultural and social contexts can constrain or complement efforts to build national unity, to promote equality and social justice, and the third part of the course is to develop cross-cultural understanding in the global era.

Throughout the semester, students will engage in various in-class discussions, lectures, exchanges with guest speakers, multimedia, readings, case studies, and projects in order to develop a nuanced appreciation for why those engaged in international research and cultural exchange work should be sensitive to the complexities of local cultural context, and to gain greater awareness of how culture shapes their own views on education.

Learning Objectives

Upon completion of this course, students will be able to:

- Understand the interrelationship between culture, identity, and socialization
- Critically analyze different cultural conceptions of ethnicity, gender, religion, sexuality, class, and health; connect these intersecting concepts to ongoing debates concerning national identity, diversity, social justice, and globalization
- Evaluate the extent to which culture influences educational practices and
policies in the U.S. and other nations

- Identify current conflicts or controversies that stem from perceived cultural differences, and scrutinize the underlying assumptions that underpin such disputes
- Communicate ideas effectively on written assignments and during in-class presentations and small group discussions

**Required Readings**


For those in the field of comparative and international education, FreshEd podcasts are a GREAT resource. There are over 50 podcasts now, of 30-50 minutes each, featuring an assortment of new, leading, and somewhat-related-but-very-interesting people in the field. I urge you to peruse the listings. You also don’t have to listen to a whole broadcast. I found it interesting just to tune-in on some at random points.

[https://soundcloud.com/freshepodcast](https://soundcloud.com/freshepodcast)

**Recommended (pick 1 for a book project):**


Assignments (PhD Students will be given separate assignments – please see me for instructions).
Group Book Presentation and Individual Book Review (20%)

There are several (4) book options for the group book projects. Please select one book from the “recommended books” list above and in a group of 4-6 you will prepare a 30-45-minute facilitated discussion/activity around the book. Two weeks prior to your presentation your group will email me a two page abstract that briefly explains what you intend to present about the book. Additional guidelines for the individual book review will be posted on the NYU Classes website and distributed in class. See syllabus for group presentation dates.

Weekly reflections (30%)

Keep an ongoing weekly reflective reading journal (in a moleskin book) which will be read/reviewed by one of your peers in class. This journal should guide your weekly participation, help organize your thinking prior to coming to class, and should include “big ideas”, questions, comments and insights from the weekly readings. (*Refer to the journal guidelines posted on NYU Classes). This will be used to help you compile the annotated bibliography for your final assignment.

Annotated Bibliography (or Literature Review) (30%)

Write a topical annotated bibliography using the class literature and other related sources. The assignment will be 15+ pages in length (double-spaced, 12 point font, 1 inch margins) and will engage with the major issues / topics / theories introduced during the class. It should include in introduction and summary/conclusion. More detailed assignment information will be available in class. DUE: May 13. Papers must be submitted in hardcopy by 5pm on the date due.

Class Participation and Attendance (20%)

Successful class participation means close reading, serious reflection, mandatory attendance, and completion of reflection assignments; it also requires willingness to question, share perspectives, and listen respectfully with your colleagues. In the event of emergency circumstances, please email me as soon as possible. Furthermore, the class participation grade also requires that you attend my office hours (or meet at another mutually convenient time) at least once during the semester to discuss your progress in the course.

Please be aware that:

- A half letter grade will be deducted per day for any assignment handed in after the deadline.
- Plagiarism of any kind is simply unacceptable, and students are expected to adhere to the NYU Steinhardt Statement on Academic Integrity. Any instance of plagiarism – large or small – will result in a failing grade for the course. When in doubt, cite and cite properly using the APA, MLA, or Chicago Style
reference system.

- Any student attending NYU who needs an accommodation due to a chronic, psychological, visual, mobility and/or learning disability, or is Deaf or Hard of Hearing should register with the Moses Center for Students with Disabilities at 212 998-4980, 240 Greene Street, [www.nyu.edu/csd](http://www.nyu.edu/csd).
READINGS AND CLASS STRUCTURE

Please read all the required readings and come to class and recitation prepared to discuss. PhD Students are asked to do both required and recommended readings to prepare for their comprehensive exams.

CULTURE AND SOCIALIZATION

1/25 The Location and Transmission of Culture

Required:

- Levinson and Holland, (1996) The Cultural Production of the Educated Person
- Bhabha (2004), The Location of Culture (Ch 2&9)

Recommended:

- Spindler (1973) Transmission of Culture
- Wierzbicka (2004), “‘Happiness’ in Cross-Linguistic and Cross-Cultural Perspective

2/1 Developing a socio-cultural understanding

Required:

- Benhabib (2002), Claims of Culture: Equality and Diversity in the Global Era, chapters 1-2
- Hofstede (2001), Culture’s Consequences: Comparing Values, Behaviors, Institutions and Organizations Across Nations
- Hall (1989), Beyond Culture

Recommended:

- Shankman (2009), The Trashing of Margaret Mead - chapters 5-12 and conclusion
THINKING SOCIOLOGICALLY

2/8 Class and Status: Family and Social Mobility

Required:

- Levinson, B. (2011) *Beyond Critique*, Chapter 4

Recommended:


2/15 Studies of Childhood, Schooling and Culture

In-class film: *Pre-school in Three Cultures*

Required:

- Tobin et als (2009), *Pre-School in Three Cultures: Revisited* – entire book
- *Sewell, W & Tobin (posted reading)*

Recommended:


2/22 Identity: Conceptions of ‘Race’, Class and Ethnicity in Ed

In class film: *Precious Knowledge*

Required:

- Nieto (2004) *Language, Literacy and Culture: Intersections and Implications*
- McCall (2005), “The Complexity of Intersectionality”
- Smedley (1998), “‘Race’ and the Construction of Human Identity”
Recommended:


3/1 The Social Context of Schooling: Addressing Poverty, Inequality and Rights in Education

In class film: *Walking in my shoes*

Required:

- Thapilyal, Spreen, & Vally (2012) *Until we get up again to fight*, CER.
- Spreen and Vally, (2011), *The curriculum and citizenship education in the context of inequality: Seeking a praxis of hope*. JIRE
- Freire (1990), *Pedagogy of the Oppressed* - foreword, preface, and chapters 1-2

*Group book presentation: Carter (2012), *Stubborn Roots*

3/8 and 3/15 NO CLASS – CIES and Spring Break

3/22 Social Constructions of Gender across Cultures and Societies

Required:

- Abu-Lughod (2008), *Writing Women’s Worlds: Bedouin Stories* - prefaces, introduction, chapter 1, 2 and 4, 5

(Recommended – for annotated bib if you are doing gender in ed):

- Berinyuy and Spreen (2014) Educating Adolescent Girls in Cameroon
- Mora (2013), “‘Dicks are for chicks’: Latino Boys, Masculinity, and the Abjection of Homosexuality”
Ferguson (2000), *Bad Boys: Public Schools and Black Masculinity*
Messner (1990), "Boyhood, Organized Sports, and the Construction of Masculinities"

3/29 EDUCATION AND COMMUNITY/SOCIETY

Required:

- Anderson (2006), *Imagined Communities* - preface and chapter 1

Recommended:

- Spreen and Monaghan, (2016) History and Civic Education in the Rainbow Nation
- Waters and LeBlanc, Mass Public Schooling without a nation-state


4/5 Lessons in history and constructing national identity

  * free downloadable version online.

Recommended – not required.

- Van Ommering (2015), Formal history education in Lebanon: Crossroads of past conflicts and prospects for peace
- vom Hau (2009), “Unpacking the School: Textbooks, Teachers, and the Construction of Nationhood in Mexico, Argentina, and Peru”
History Education


4/12 Colonial/Post-colonial studies in ed

- Vavrus, F (2003) Education and the post-colonial condition

View and discuss: “Schooling the World”

4/19 Teaching and Learning in a Global Context

Required:

- Dolby and Rahman (2008) Research in International Education
- Van Oorde and Corn (2013) Learning how to swallow the world
- Abdi, A et als. Decolonizing Global Citizenship Education – selected chapters

4/26 Global Education Policy and Practice:

In class film: Finnish Lessons

- Verger, A (2016) Global
- Articles on Finland and Equity/Assessment will be posted in Finland Folder on NYU Classes

5/3 Cultural Dimensions of Globalization: Holding on or letting go Modernity versus Indigenous Knowledge Systems

LAST CLASS

Required:


Recommended:


Videos FYI: Schooling the World

https://www.youtube.com/playlist?list=PLghrtJuXGHZC1qWiY0jNm52vt9PF-CaH (Schooling the World)

https://www.youtube.com/watch?v=bL7vK0pOvKI (Wade Davis Ted Talk)