COMPARATIVE STUDIES OF SOCIALIZATION

Books to Be Purchased

Philippe Aries, *Centuries of Childhood: A Social History of Family Life*
Reinhard Bendix, *Nation-Building and Citizenship: Studies of Our Changing Social Order*
Thomas Carothers, *Aiding Democracy Abroad*
Michel Foucault, *Discipline and Punish: The Birth of the Prison*
Samuel P. Huntington, *The Clash of Civilizations and the Remaking of the World Order*
Joseph E. Stiglitz, *Globalization and Its Discontents*

Course Schedule and Readings

1/28 Social Institutions and Education

2/4 Educational Reform and Democratization: Promise and Failure in Belarus, Iraq and Afghanistan

2/11 Promoting Democracy

2/18 Presidents’ Day - no class

2/25 American Democracy: A Model for the World?

3/4 Social Functions of Knowledge
Read: Michel Foucault, *Discipline and Punish*, entire.

3/11 Family and Socialization
3/18 Spring Break

3/25 Kinship and Social Change

4/1 Schooling and Socialization

4/8 Education and Nation Building

4/15 Educational Transfer

4/22 Educational Convergence

4/29 Clash of Civilizations

5/6 Globalization
Final Examination - There will be a take-home final examination. It will be distributed on May 6, and due no later than 5:00 p.m. on May 11. The final examination must be hand delivered at the office, and should be deposited in the mail box of your recitation instructor.

Project - You will be divided into groups of 4-5, and each group will be required to analyze a project that has been undertaken to promote democracy in several different countries. As part of this project each person will write a research paper that analyzes the ways in which the political and social institutions, economic conditions, historical traditions, cultural values, and educational levels of the country you select facilitated and/or prevented the implementation of the specific goals and objectives of the democracy promotion project. This will involve an analysis of the underlying values and institutional arrangements that influence the socialization process in the country. Then, as a group you will write an introductory section and a conclusion that compare the ways in which the project succeeded and/or failed in all of the countries that you have analyzed and explain how differences and similarities in the institutional structures and cultural values of these countries account for these successes and/or failures.

The attraction of comparative analysis is that ideas and institutions assume an otherwise unattainable clarity when observed in more than one setting or in a setting large enough to display the effect of varying conditions. But there are two major problems in undertaking a comparative analysis of socialization. First, there is the problem of connecting everyday behavior, such as child rearing practices or the inherited ties that bind neighbors together, to large social processes and change, such as industrialization, urbanization, and migration. Second, there is the problem of establishing categories of comparison, such as nationality, ethnicity, ideology, occupational function, etc., that can meaningfully embrace divergence societies and/or cultures. You will have to grapple with both of these issues in writing your paper and preparing the final project report.

We shall select 10 projects, and distribute a sheet listing the projects at our first class meeting on January 28. You will be asked to select 3 of the projects, using the numbers 1-3 to indicate order of preference. You should print your name at the bottom of the sheet, and return it with your selections to your TA by January 31. We shall make the assignments by the following class on February 2. The group project will be due on April 29. In addition you will be required to submit a detailed outline of your individual part of the project on March 25.

Over the past three decades, both Republican and Democratic presidents have made the promotion of democracy in other countries a significant element of U.S. foreign policy. Democracy promotion has also become a major focus of the European Union, think tanks and academic oriented institutions, international organizations sponsored by various governments, and international non-governmental organizations. There is a partial list of these organizations under “Democracy Promotion Organizations” in the documents section of the Blackboard site for this course. Please note that “Blackboard” is scheduled to be replaced “NYU Classes” sometime before the beginning of the next semester.

It has been assumed that the spread of democracy promotes peace, economic prosperity, and is an effective antidote to terrorism. It has been claimed that established democracies never go to war with one another, that democracy encourages economic entrepreneurship and investment, and that, by affording all groups equal access to justice, democracy reduces tensions arising from ethnic, religious,
and racial divisions.

At the same time some have begun to question the benefits of democracy promotion, particularly when it involves military force or covert action designed to undermine existing authorities. Other obstacles to democracy promotion that have been cited by critics include support by western democracies of authoritarian regimes, the failure of western democracies to abide by the rule of law in their own countries, the absence of a clear definition of democracy, a lack of consensus on what constitutes the essential elements of a functioning democracy, problems in evaluating the extent to which democracy projects have succeeded, and the inability of many new democracies to safeguard minorities and prevent a reversion to authoritarian leadership. Some critics have also argued that in settings that lack the institutional structures and cultural values needed to support democratic practices, democracy promotion is destabilizing.

The key elements of the major democracy promotion projects involving education have included support for the following: civil society, civic education, and elections. It may be helpful for your group to select a project that focuses on just one of these areas.

With regard to civil society, these projects have been designed to train citizens at the grass-roots level to organize voluntary associations, identify and analyze issues of importance, plan and manage resources, raise funds, take collective action to solve complex problems, and become leaders in their own right. Similarly, civic education projects have involved educational campaigns ranging from re-organizing the governance, funding, curricula and teaching materials of schools at all levels of education, to promoting an understanding of rule of law, basic human rights, freedom of the press, and the importance of governmental transparency and accountability. Projects involving elections have trained political party officials and candidates, conducted campaigns to bring out the vote, prepared government officials to administer the electoral process and set up election-related dispute resolution, and developed programs to help newly-elected legislators draft laws. These are just a few examples of the kinds of projects you might analyze.

When you undertake your analysis of the individual country, you may wish to examine, in addition to materials directly related to your project (proposals, reports, etc.), other types of original source materials, such as political documents (minutes, legislative hearings, ministry reports, etc.), reports of professional educational organizations, newspapers, and magazine articles. You should also look at primary documents, in so far as they are available, that will explain the response of the country to the project, as well as secondary studies of that country’s society and culture.

In assessing the effectiveness of the implementation of the project in the particular country that you are studying, you may wish to consider some of the following aspects of socialization:

-the attitudes, social mores, values and behavior ascribed to "ideal citizens"

-the types of individuals presented as role models

-the types of labor (agricultural, manual, intellectual, etc.) that are highly regarded

-the relative importance of the family, peer groups, and tradition in interpersonal relations

-the behavior and attributes of authority figures in the family, at work, in politics, etc.
- the way in which the roles of males and females are differentiated
- the extent to which decision making is the responsibility of the group or of the individual
- the types of individuals who are regarded as cultivated or educated
- the degree to which education for elites and general education for the masses are segregated
- whether the educational system is organized to promote social mobility on the basis of merit or on the basis of wealth and family background
- the extent to which the educational system is designed to perpetuate tradition or to respond to contemporary economic needs
- the degree to which assimilation of ethnic minorities is an educational goal
- the underlying theories of historical causality that account for national and/or cultural development.
- the symbols of nationalism that are used to foster national loyalty

Your individual paper should be 15-25 double-spaced typed pages.

You final grade will be based upon the following: Class Participation in Recitation (20%); Final Examination (40%); Paper and Final Project (40%)