Books to Be Purchased:
Andre Gunder Frank, *ReOrient: Global Economy in the Asian Age*
Anthony Giddens, *Capitalism and Modern Social Theory*
Seymour Martin Lipset, *American Exceptionalism*
Edward W. Said, *Orientalism*
Alvin Y. So, *Social Change and Development*
Eric Wolf, *Peasant Wars of the Twentieth Century*

9/10 International Education: World Views and Modernity


9/17 Marx and the Shaping of Human Consciousness


9/24 Durkheim and Functionalism


10/1 Weber and Social Action

10/8 American Modernization Theory

10/15 No Classes Scheduled

10/22 Mid-Term Examination

10/29 Modernization and Dependency Theory

11/5 The World-System
Read: Wallerstein, Modern World-System, intro, chps 1-4, 7; So, Social Change, chps. 8-10;

11/12 Modernization and Cultural Particularism
Read: Clifford Geertz, Local Knowledge, chps. 3, 7; Clifford Geertz, The Interpretation of Cultures, chp. 10; Ronald Inglehart and Wayne E. Baker, “Modernization, Cultural Change, and the Persistence of Traditional Values,” American Sociological Review (Feb., 2000).

11/19 Marxism, Functionalism, and Culture

11/26 UNESCO – Education for All (PAPERS DUE)

12/3 Eurocentrism and Western Exceptionalism
12/10  Modernization and Education


There will be a mid-term examination and a take-home final examination. Your final examination will be distributed on Monday, December 10, and due no later than 5:00 p.m. on Friday, December 14.

You will also have to prepare an analysis, 15-20 pages, of an international educational project, either ongoing or recently completed, that is designed to promote modernization in a less developed country. Attached are several Websites of major international education agencies engaged in international development education that may help you in selecting a project for your paper. All of these agencies have programs that are being implemented at multiple sites. You should select a particular site, either an individual country or a region, in which the project is being implemented. You should then identify the underlying theoretical assumptions and models of modernization that inform the project, analyze the extent to which they fit with the values and traditions of the country or region you are examining, evaluate the project's prospects for success, and formulate recommendations to modify and/or improve it. Your paper will be due in class on Monday, November 26.

You final grade will be based upon the following:  Class Participation in Recitation (10%); Mid-Term Examination (20% ); Paper (30% ); Final Examination (40%).
International Development Education Websites

___Council of Europe, Human Rights
http://www.coe.int/t/e/human_rights/ecri/
The Office of the Commissioner for Human Rights was established in 1999 as an independent institution within the Council of Europe. This Office addressed racism in a human rights context, underlining that discrimination based on factors such as race, ethnic or national origin, religious, linguistic or cultural background constitute serious violations of human rights and must be combated by all lawful means. The Council of Europe has a longstanding commitment in this respect, dating from the time of its establishment in 1949 in the wake of the fight against totalitarianism, racism, xenophobia and anti-Semitism.

___Council of Europe, Human Rights
http://www.coe.int/T/E/Human_Rights/Equality/
In the general perspective of the protection and promotion of human rights, the Council of Europe seeks to combat any interference with women’s liberty and dignity (for example violence against women, trafficking in human beings), to eliminate discrimination based on sex and to promote a balanced representation of women and men in political and public life. Over the last thirty years, the legal status of women in Europe has undoubtedly improved, but effective equality is far from being a reality. Women are still marginalized in political and public life, paid less for work of equal value, find themselves victims of poverty and unemployment more often than men, and are more frequently subjected to violence.

___National Endowment for Democracy, National Democratic Institute, Access Democracy
http://www.accessdemocracy.org/accessdem.asp
Since 1983, NDI has undertaken projects to promote democratic values, practices and institutions in countries throughout the world. Access Democracy is organized by Region/Country and by Topic/Subject. The main areas in which they have developed projects are as follows: Governance, Elections, Political Parties, Civil Military Relations, Citizen Participation, Women’s Participation, and Special Materials (a place for the collection of materials pertinent to special projects).

___U.S. Agency for International Development, Advancing Basic Education and Literacy, Basic Education and Policy Support Activity
http://www.beps.net
In the critical pursuit of improved basic education, BEPS aims to create learning environments where principles and practices such as equity, participation and quality prevail. BEPS initiatives result in governments, schools, teachers and communities that are responsive, motivated and innovative, and aim to promote student retention, completion and achievement in basic education.
UNESCO, Education for All, Flagship Programme on Early Childhood Regional Capacity-Building Initiative

United Nations Development Program, Democratic Governance Programme
http://www.undp.org/governance/
The overall objective of the Democratic Governance Programme is to promote a better understanding of how the capacities for good governance of the various actors - public, private and civic - at the appropriate levels - national, provincial, district, municipal, village or community - can be strengthened in the areas of policy formulation, resource management, and service delivery/access in order to achieve poverty eradication and other SHD (sustainable human development) goals. In different regions and countries there are a wide range of education related projects designed to promote democratic governance.

World Bank, Literacy and Non Formal Education for Adults and Youth
http://www1.worldbank.org/education/adultoutreach/
The purpose of the World Bank adult education and literacy programs is to improve communication skills, both oral and written, and mathematical skills. The aim of these programs is to produce adults who are: better informed on health-related issues, thus contributing to disease prevention and better family health; politically empowered, especially women and girls; more productive economically, thus leading to higher income levels and improved quality of life; aware of the power of education, thus leading to increased participation in children’s education; and more prepared and willing to actively participate in their community and society.

Middle East Partnership Initiative (MEPI), Women in Technology (WIT) for the Middle East and North Africa (MENA) Region
http://mepi.state.gov/ and http://www.witmena.org/ The purpose of MEPI, a U.S. Department of State initiative, is to promote democratic reform in the Middle East and North Africa. An integral part of U.S. policy, MEPI provides coordinated, tangible support and public commitment to indigenous efforts in the areas of women's empowerment, educational advancement, economic development and political participation. WIT is managed by the Institute of International Education (IIE) and implemented in collaboration with local partners in nine countries: Bahrain, Iraq, Jordan, Lebanon, Morocco, Oman, Saudi Arabia, UAE and Yemen. Since its launch in 2005, WIT has trained over 3,000 women and built the capacity of 40 local women’s organizations in the Middle East.