

E53.2025  
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Spring, 2009  
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## 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*

All articles and other readings are posted on Blackboard.

### 1/26 **Social Institutions and Education**

#### 2/2 **Educational Reform and Democratization: Promise and Failure in Belarus**

Read: NYU Project in Belarus – Miscellaneous Papers; U.S. Inspector General in Iraq  
“Hard Lessons -The Iraq Reconstruction Experience,” pp. 1-17, 29-33, 48-63, 138-147,  
218-221, 369-386, 467-476, Chapter 27 (pp. 1-18); Grigory Ioffe, “Understanding Belarus:  
Economy and Political Landscape,” *Europe-Asia Studies* (Jan., 2004); Vitali Silitski,  
“Belarus: Learning from Defeat,” *Journal of Democracy* (2006).

#### 2/9 **Social Functions of Knowledge**

Read: Michel Foucault, *Discipline and Punish*, entire.

#### 2/16 **Presidents’ Day** - no class

#### 2/23 **Family and Socialization**

Read: Philippe Aries, *Centuries of Childhood*, pp. 1-155, 176-189, 241-269, 329-419.

#### 3/2 **Kinship and Social Change**

Read: Peter Laslett, *Family Life and Illicit Love*, pp. 1-101, 214-232; Peter Laslett, "The  
Character of Familial History, Its Limitations and the Conditions for Its Proper Pursuit,"  
*Journal of Family History* (1987), 263-283; Charles Tilly, "Family History, Social History,  
and Social Change," *Journal of Family History*, (1987), 319-330; Maris A. Vinovskis,  
"Family and Schooling in Colonial and Nineteenth-Century America," *Journal of Family  
History* (1987), 19-35.

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3/9 **Schooling and Socialization**

Read: Michael Apple, "Ideology, Reproduction and Educational Reform," *Comparative Education Review* (1978), 367-387; Robert Arnove, "Comparative Education and World Systems Analysis," *Comparative Education Review* (1980), 48-62; Peter Ninnes and Gregory Burnett, "Comparative Education Research: poststructuralist possibilities" *Comparative Education* (August 2003); Natalie Tsvetkova, "International Education during the Cold War: Soviet Social Transformation and American Social Reproduction," *Comparative Education Review* (2008)

3/16 **Spring Break**

3/23 **Education and Nation Building**

Read: Reinhard Bendix, *Nation-Building and Citizenship*, chps. 3, 8; John Meyer, David Tyack, Joane P. Nagel, and Audri Gordon, "Public Education as Nation-Building in America," *American Journal of Sociology* (1979); Martin Carnoy and Joel Samoff, *Education and Social Transition in the Third World*, chps. 1-3; Lloyd Kramer, "Historical Narratives and the Meaning of Nationalism," *Journal of the History of Ideas* (1997)

3/30 **Educational Transfer**

Read: Edward Berman, "Foundations, United States Foreign Policy and African Education, 1945-1975," *Harvard Education Review* (1979), 145-179; James S. Coleman, "Professional Training and Institution Building in the Third World: Two Rockefeller Foundation Experiences," *Comparative Education Review* (1984), 180-202; Erik Bleich, "From International Ideas to Domestic Policies Educational Multiculturalism in England and France," *Comparative Politics* (1998).

4/6 **Educational Convergence**

Alex Inkeles and Larry Sirowy, "Convergent and Divergent Trends in National Education Systems," *Social Forces* (1983); Colin J. Bennett, "What Is Policy Convergence and What Causes It?," *British Journal of Political Science* (April, 1991); James E. Cronin, "Convergence by conviction: Politics and economics in the emergence of the 'Anglo-American model'," *Journal of Social History* (Summer 2000)

4/13 **Clash of Civilizations**

Read: Samuel P. Huntington, *The Clash of Civilizations and the Remaking of the World Order*, chaps. 1-3, 10, 12; Thomas M. Franck, "Is Personal Freedom a Western Value?," *American Journal of International Law* (October, 1997); Alina Mungiu-Pippidi, "Beyond the New Borders," *Journal of Democracy* (January 2004); Timothy M. Savage, "Europe and Islam: Crescent Waxing, Cultures, Clashing," *The Washington Quarterly* (Summer 2004).

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4/20 **Globalization**

Joseph E. Stiglitz, *Globalization and Its Discontents*, chaps 1-2, 9; Martin Carnoy and Diana Rhoten, "What Does Globalization Mean for Educational Change? A Comparative Approach," *Comparative Education Review* (2002); John W. Meyer, John Boli, George Thomas, and Francisco Ramirez, "World Society and the Nation-State," *American Journal of Sociology* (July, 1997); Laura Adams, "Globalization, Universalism, and Cultural Form," *Comparative Studies in Society and History* (2008).

4/27 **Exporting American Democracy**

Read: Larry Diamond, "Is the Third Wave Over?," *Journal of Democracy* (1996); Michael McFaul, "Democracy Promotion as a World Value," *The Washington Quarterly* (Winter 2004-05); Jacques Barzun, "Is Democratic Theory for Export?" Carnegie Council on Ethics and International Affairs (1986); Thomas Carothers, *Aiding Democracy Abroad*, chps. 1-4, 9, 10, 12.

5/4 **Discussion of Grant Proposals**

**There will be a take-home final examination and one paper based upon a group project.**

**The take-home final examination will be distributed on April 27, and due no later than 5:00 p.m. on May 4. The final examination must be hand delivered at the office, and should be deposited in the mail box of your recitation instructor.**

**The group project will involve the preparation of a grant proposal designed to promote democratization. You will be divided into groups of 3-4 persons, and each group will be assigned a specific request for a proposal (RFP). Most proposals consist of three main components: a narrative of approximately 20 pages that provides a conceptual framework and vision for the project; a detailed set of program activities describing the implementation of the project; and a line-item budget. In selecting a grant proposal your group will look over current RFP's at U.S. Department of State, which provides most of the US government funds for democracy promotion programs, the U.S. Agency for International Development, the U.S. Peace Institute, the International Research and Exchange Board (IREX), the National Endowment for Democracy, the Bureau of Democracy, Human Rights and Labor, the National Science Foundation, etc. Whatever proposal your group selects, you must request a solicitation package and carefully follow the guidelines for preparing and submitting the proposal. How you decide to allocate different responsibilities for preparing the grant will be up to your group.**