

E53.2803  
Professor Hosay (pmh2@nyu.edu)  
T.A.: Hanauer (ehanauer@nyu.edu),  
Bracho (cab262@nyu.edu),  
Kapit (ark332@nyu.edu)

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246 Greene Street  
Suite 300

## INTERNATIONAL EDUCATION

### 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*  
Immanuel Wallerstein, *The Modern World-System I: Capitalism and the Origins of the European World-Economy in the Sixteenth Century*  
Eric Wolf, *Peasant Wars of the Twentieth Century*

### 9/14 **International Education: World Views and Modernity**

Read: Donald Johnson, "Academic and Intellectual Foundations of Teacher Education in Global Perspectives," in Richard Altschuler, ed., *The Living Legacy of Marx, Durkheim & Weber: Applications and Analyses of Classical Sociological Theory by Modern Social Scientists*; Gene Sperling, "Towards Universal Education," *Foreign Affairs* (Sept/Oct, 2001); Pew Global Project and Attitudes, "The Great Divide: How Westerners And Muslims View Each Other" (2006); Andrew Kohut and Richard Wike, "All the World's a Stage," *The National Interest online* (2008); Pew Global Project Attitudes, "Confidence In Obama Lifts U.S. Image Around The World," (2009).

### 9/21 **Marx and the Shaping of Human Consciousness**

Read: Giddens, *Capitalism*, pp. 1-64; Frank E. Manuel, "A Requiem for Karl Marx," *Daedalus*, (Spring, 1992),

Recommended Reading: Raymond Aron, "Karl Marx," *Main Currents in Sociological Thought*, v. 1, and Raymond Aron, "Emile Durkheim," & "Max Weber," *Main Currents in Sociological Thought*, v. 2.

### 9/28 **Durkheim and Functionalism**

Read: Giddens, *Capitalism*, 65-119; Mark S. Cladis, "Durkheim's Individual in Society: A Sacred Marriage?," *Journal of the History of Ideas* (Jan. - Mar., 1992).

**10/5 Weber and Social Action**

Read: Giddens, *Capitalism*, 119-185; Raymond Grew, "More on Modernization," *Journal of Social History* (Winter, 1980); S. N. Eisenstadt, "Multiple Modernities," *Daedalus* (Winter 2000).

**10/12 American Modernization Theory**

Read: So, *Social Change and Development*, chapters 1 and 2 ; Seymour Martin Lipset, *American Exceptionalism*, entire; Seymour Martin Lipset, *The First New Nation*, pp. 1-98.

**10/19 Mid-Term Examination****10/26 The World-System**

Read: Wallerstein, *Modern World-System*, entire; So, *Social Change*, chps. 8-10;

**11/2 Modernization and Dependency Theory**

Read: Andre Gunder Frank, *Capitalism and Underdevelopment in Latin America*, pp. 1-120; So, *Social Change*, chps. 5-7; Theotonio dos Santos and Laura Randall, "The Theoretical Foundations of the Cardoso Government: A New Stage of the Dependency-Theory Debate," *Latin American Perspectives* (January, 1998); Ilan Kapoor, "Capitalism, culture, agency: Dependency versus postcolonial theory," *Third World Quarterly* (2002).

**11/9 Marxism, Functionalism, and Culture**

Read: Wolf, *Peasant Wars*, Preface, chps. 1, 4-5, Conclusion; Edward Said, *Orientalism*, Part I; Author(s): Ussama Makdisi, "Ottoman Orientalism," *The American Historical Review* (Jun., 2002).

**11/16 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).

**11/23 Eurocentrism and Western Exceptionalism**

Read: Andre Gunder Frank, *ReOrient*, chps. 1, 5, 6, 7; Jack Goldstone, "The Wealth of Nations," and Janet L. Abu-Lughod, "ReOrient," *Journal of World History* (Spring, 2000).

11/30 **UNESCO – Education for All**

Read: EFA Global Monitoring Report, “Overcoming Inequality: Why Governance Matters,” UNESCO (2009)

12/7 **Modernization and Education**

Read: Roozbeh Shirazi, “Islamic Education In Afghanistan,” *The New Centennial Review* (2008); Brian Platt, “Japanese Childhood, Modern Childhood: The Nation-State, The School, And 19th-Century Globalization,” *Journal of Social History* (Summer, 2005); King Saud University – College of Education Curriculum..

12/14 **Review**

**There will be a mid-term examination and a take-home final examination. Your final examination will be distributed on Monday, December 14, and due no later than 5:00 p.m. on Friday, December 18.**

**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 for major international education of agencies engaged in international development education that may help you in selecting 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 23.**

**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/](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/](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* [http://www.unesco.org/education/efa/know\\_sharing/flagship\\_initiatives/early\\_childhood.shtml](http://www.unesco.org/education/efa/know_sharing/flagship_initiatives/early_childhood.shtml), <http://www.unesco.org/education/efa/index.shtml>

Consultative Group on Early Childhood Care and Development (CG) (includes among others, Aga Khan Foundation, Bernard van Leer Foundation, Christian Children's Fund, High/Scope Foundation, InterAmerican Development Bank, Radda Barnen, Save the Children Foundation (United States), UNICEF, UNESCO, USAID, and World Bank), Organisation for Economic Co-operation and Development, United Nations Family Unit, Fédération Internationale des Centres d'Entraînement aux Méthodes Educatives Actives (CEMÉA), World Organization for Early Childhood Education (OMEP International), Asociacion Mundial de Educadores Infantiles, etc.

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\_\_\_\_ 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.