

INT-GE 2803
Professor: Philip Hosay (pmh2@nyu.edu)
246 Greene Street, Suite 300

Spring, 2018
Wednesday, 4:55-7:05

FOUNDATIONS OF INTERNATIONAL EDUCATION

Books to Be Purchased:

Anthony Giddens, *Capitalism and Modern Social Theory*
Samuel P. Huntington, *The Clash of Civilizations and the Remaking of the World Order*
Seymour Martin Lipset, *American Exceptionalism*
Edward W. Said, *Orientalism*
Alvin Y. So, *Social Change and Development*

Books Recommended for Purchase:

Michel Foucault, *Discipline and Punish*
Joseph E. Stiglitz, *Globalization and Its Discontents*

1/24 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* (2002); Thomas M. Franck, "Is Personal Freedom a Western Value?," *American Journal of International Law* (October, 1997); Michael Lipka, "Muslims and Islam: Key findings in the U.S. and around the world," Pew Foundation (February 27, 2017).

1/31 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: For those of you who have little or no background in social theory, it might be useful for you to look at Raymond Aron, "Karl Marx," *Main Currents in Sociological Thought*, v. 1, and Raymond Aron, "Emile Durkheim" and "Max Weber" in *Main Currents in Sociological Thought*, v.2.

2/7 Durkheim and Functionalism

Read: Giddens, *Capitalism*, 65-119.

Recommended Reading: Mark S. Cladis, "Durkheim's Individual in Society: A Sacred Marriage?" *Journal of the History of Ideas* (Jan. - Mar., 1992).

2/14 Weber and Social Action

Read: Giddens, *Capitalism*, 119-185;

Recommended Reading: Steven Seidman, "Modernity, Meaning, and Cultural Pessimism in Max Weber," *Sociological Analysis* (Winter, 1983)

2/21 Knowledge and Socialization

Read: Michel Foucault, *Discipline and Punish*, pp. 3-104, 170-228; Michael Apple, "Ideology, Reproduction and Educational Reform," *Comparative Education Review* (1978), 367-387.

2/28 American Modernization: A Model for the World?

Read: So, *Social Change and Development*, chapters 1 and 2 ; Seymour Martin Lipset, *American Exceptionalism*, entire; Reinhard Bendix, *Nation-Building and Citizenship*, chps. 3, 8.

Recommended Reading: Seymour Martin Lipset, *The First New Nation*, pp. 1-98.

3/7 Democracy Promotion

Read: Thomas Carothers, "Democracy Aid at 25: Time to Choose," *Journal of Democracy* Volume 26, Number 1 (January 2015); 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?" *Society* (March/April, 1989).

3/14 No Class – Spring Break

3/21 Dependency Theory

Read: Andre Gunder Frank, *Capitalism and Underdevelopment in Latin America*, pp. 1-120; So, *Social Change*, chps. 5-7.

3/28 World System Analysis

Wallerstein, *Modern World-System*, intro, chps 1-4, 7; So, *Social Change*, chps. 8-10.

4/4 Cross-Cultural Analysis

Read: Clifford Geertz, *Local Knowledge*, chps. 3, 7; Clifford Geertz, *The Interpretation of Cultures*, chp. 10; Wolf, *Peasant Wars*, Preface, chps. 1, 4-5.

4/11 Postcolonialism and Convergence

Read: Edward Said, *Orientalism*, Part I; Alex Inkeles and Larry Sirowy, "Convergent and Divergent Trends in National Education Systems," *Social Forces* (1983); S. N. Eisenstadt, "Multiple Modernities," *Daedalus* (Winter 2000).

4/18 Clash of Civilizations and Globalization

Read: Samuel P. Huntington, *The Clash of Civilizations and the Remaking of the World Order*, chps. 1-3, 10, 12; Joseph E. Stiglitz, *Globalization and Its Discontents*, chps 1-2, 9; Joseph Stiglitz, "Globalization and its New Discontents," *Project Syndicate* (Aug. 5, 2016); John W. Meyer, John Boli, George Thomas, and Francisco Ramirez, "World Society and the Nation-State," *American Journal of Sociology* (July, 1997).

4/25 Presentation of Projects**5/2 Presentation of Projects****5/9 Discussion of American Modernization Theory**

There will be a take-home final examination. Your final examination will be distributed on Wednesday, May 2, and due no later than 5:00 p.m. on Monday, May 7.

You will also have to prepare an analysis, 15 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. We shall discuss these projects on April 25 and May 2. Your paper will be due in class on Wednesday, May 9.

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

International 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*

http://www.unesco.org/education/efa/known_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, Inter American 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.

____ 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.