

## POLITICAL ISSUES IN INTERNATIONAL EDUCATION

NYU: Spring 2018

Mondays, 4:55-6:35 pm

Location: 4 Washington Pl 121 (Meyer)

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Office hours: By appointment

### Teaching Assistants

Sarah Kabay, Deanna Pittman

### Course Overview

Drawing from political science and comparative and international education, this course analyzes the ways in which education is connected to micro-level attitudes and behaviors and to macro-level social processes such as democratization, peace, conflict, and development around the world. Based in theory, research, and current events, the course interrogates prevailing common-sense notions of education and explores the different ways that education has been understood to contribute to social change.

### Course Objectives

- Explore the different ways that education has been understood to contribute to social change within and across countries;
- Analyze how education affects political issues and how political issues affect education;
- Understand current challenges, strategies, and dilemmas of education and school;
- Interrogate prevailing common-sense notions of education and schooling;
- Analyze the divergent priorities, needs, and interests of education stakeholders;
- Develop strategies for accurately and succinctly communicating about education policies;
- Lay out the political landscape (actors, key organizations, funders, etc.) at the local, national, and international levels

### Requirements and Evaluation

All requirements will be further discussed in class. You are also always invited to discuss the requirements, or your ideas and any other issues during office hours. Requirements and evaluation criteria for PhD students are included as an appendix.

- A. Participation (20%):** Students will be assessed on the basis of their general participation in the weekly class meeting and recitations. Please prepare for each session by carefully reading and thinking about the assigned readings. **Recitations:** There will be recitations every week unless otherwise noted in the reading list below or announced in class.

- B. Critical Reading Responses (CRRs) (20%):** CRRs are intended to help prepare you to participate in class and recitation. CRRs should include “big ideas,” questions, comments, and insights from the weekly readings. In addition, they should demonstrate an awareness of how the different readings and ideas speak to each other (e.g., how do the authors’ ideas agree, diverge, unsettle, or support each other). These are not intended to be summaries, but rather reflections on and analyses of the readings. For each assigned reading, please answer the three following questions:
- What is the main argument of each of the readings?
  - What are the gaps in argument/evidence? How can we critique this position?
  - What was meaningful, memorable, surprising, and thought-provoking?

For each of the assigned readings, please also consider responses to the following questions:

- What theoretical framework/position are the authors taking?
- How do the authors’ arguments speak to each other (from the current week and other weeks’ readings)? Where do they agree/disagree?
- What is the discipline, methodological design, and unit of analysis of the readings?
- What questions emerged for you from the readings?

**You are required to submit 2 CRRs.** Grading for each CRR will be on a scale of 1-10 (with 10 points being the maximum awarded). As a general guideline, your submissions should be 2-3 double-spaced pages. For direct and indirect quotes, please follow normal parenthetical citation guidelines (APA, Chicago Style). This means including the name, year, and page number for all citations. CRRs should be posted on NYU Classes in your recitation sections folder under the class date and title. **CRRs must be posted via NYU Classes by Sunday at 5pm (24 hours before class).**

- C. Stakeholder Simulation and Reflection (15%):** In groups of 5-6 students, you will receive a role to play in a simulated meeting of stakeholders to take place during class. Each group will represent a different stakeholder in education (parent organizations, student unions, teachers’ unions, non-governmental organization employees, legislators, government agency officers, etc.). During recitation prior to the simulation, students will prepare an outline that describes their priorities, needs, fears, leverage, potential synergies with other stakeholders, etc. Full participation in the simulation is expected, and you are advised to meet with the other members of your stakeholder group prior to the simulation session. After the session, you will individually write a reflection essay -- five pages, double-spaced. We will provide questions for you to consider responses to in your reflection.

**Due dates:**

**Simulation Preparation: Monday, April 2 (in recitation)**

**In Class Simulation: Monday, April 9**

**Individual Written Reflection: Sunday, April 15 at 11:59 pm (uploaded to the ‘Stakeholder Simulation’ folder in the ‘Assignments’ section on NYU Classes).**

- D. Needs Assessment and Policy Memo (15%):** Students will conduct a needs assessment with an education organization and submit a 2-page, single-spaced policy brief, which explains the core purpose, goals, and prescriptions or mechanisms of an education policy of their choice. Given the length of the brief, students should efficiently and precisely outline the arguments for and against the policy. Imagine you work for a policymaker who will have to vote to approve or reject the policy measure you choose. If it benefits your case, present your argument for or against the policy from the point of view of an organization of your choice that would realistically vote on such a policy. The purpose of this assignment is to understand a real-world educational problem and demonstrate the ability to think critically and write succinctly about educational challenges and relevant policy solutions. **Due by Sunday, April 15 at 11:59pm (uploaded to the 'Policy Memo' folder in the 'Assignments' section on NYU Classes).**
- E. Grant Proposal (30%):** For this assignment, you will work in groups of 3 to prepare a grant proposal for an applied project in response to your needs assessment and policy brief. The purpose of this grant proposal project is to provide you with exposure to the proposal process and equip you with some practical tools relevant to the field of International Comparative Education. You will be assigned both a grade from your peer group members (10%) and a grade from the course instructor (20%). PhD students will submit individual grant proposals in response to a call for a research study. Further details will be provided in class. **Due by Sunday, May 14 at 11:59pm (uploaded to the 'Grant Proposal' folder in the 'Assignments' section on NYU Classes).**

#### **Class Policies:**

- **Late assignments:** Barring serious illness or family emergency (both require documentation), late papers will be reduced by 1/3 of a grade for each 24-hour period for which they are turned in after the deadline. For example, a paper turned in one day late with a grade of a B would be marked down to a B-. This is a strict policy. Exceptions are granted only in exceptional circumstances (e.g., hospitalization) and require written documentation. Changes in topics for assignments, poor time management, and procrastination *do not count as exceptional circumstances*.
- **Laptop/Screen policy:** Please do not use laptops or screens (e.g. tablets, phones) in class. This is because data shows students who use laptops in class learn less (see [https://www.washingtonpost.com/news/wonk/wp/2016/05/16/why-smart-kids-shouldnt-use-laptops-in-class/?utm\\_term=.a3d3f3c9e95f](https://www.washingtonpost.com/news/wonk/wp/2016/05/16/why-smart-kids-shouldnt-use-laptops-in-class/?utm_term=.a3d3f3c9e95f)). It is very difficult not to do other things (e.g. check email or facebook), which can undermine your participation in the class as well as the participation of those sitting near you. If you need special accommodation (see below), please let me know.
- **Special Accommodation:** Any student attending NYU who needs an accommodation due to a chronic psychological, visual, mobility, and/or learning disability, or is Deaf or Hard

of Hearing should register with the Moses Center for Students with Disabilities at (212) 998-4980, 240 Greene Street, <http://www.nyu.edu/students/communities-and-groups/students-with-disabilities.html>

- NYU Classes and email will be used to manage and coordinate the course. Much of the reading material and important course announcements will be posted electronically on NYU Classes. You are expected to regularly check your email and the course page regularly to ensure you have access to this material and announcements. While we will endeavor to answer your weekday questions within 24 hours, we do not typically check email on the weekends.

### **Required Books:**

- Burde, *Education for Conflict or for Peace in Afghanistan* (2014)
- Hochschild, Arlie (2016) *Strangers in their Own Land: Anger and Mourning on the American Right*. The New Press. (A copy is on reserve in the library)

All other readings will be available via NYU Classes and/or NYU library's online system. INTE PhD students – it is your responsibility to secure the additional readings assigned to you.

### **Part I: Political Landscapes: The actors, organizations, and funders who matter in local, national, and international education policy**

#### **January 22 The Global Education Ecosystem**

Today is a crash course on the global education ecosystem; IGOs, INGOs, NGOs, MNCs, UN agencies, private foundations, and other key international players. Since the international system represents a set of actors that engage with the system regularly, it is critical that we have a basic understanding of it. What projects are they funding? What are their guiding policies/ethos?

#### **Readings:**

- UNESCO. (2015). Education for All 2000-2015: Achievements and Challenges, SKIM Summary. Available at: <http://unesdoc.unesco.org/images/0023/002325/232565e.pdf>
- Learn more about the new UN Sustainable Development Goals (SDGs) related to education by browsing: <http://www.un.org/sustainabledevelopment/education/>
- Neera Chandhoke, "The Limits of Global Civil Society" (<http://www.lse.ac.uk/internationalDevelopment/research/CSHS/civilSociety/yearBook/chapterPdfs/2002/chapter2.pdf>)

#### **Optional:**

- Piper, B. (2016). International education is a broken field: Can "Ubuntu" education bring solutions? *International Review of Education*, 62(1), 101-111. DOI: [10.1007/s11159-016-9544-y](https://doi.org/10.1007/s11159-016-9544-y)

In-class activity: Class brainstorm using large self-stick paper sheets around the room. Each paper will be labeled e.g., UN, INGOs (Save or CARE), MNCs (e.g., Pearson), Universities, Think Tanks, Foundations, etc. Students write the names of orgs that they know under each category, the focus of their work (education, human rights, etc.), and answer the following questions. Each group will present back to the class.

Questions:

1. What are the guiding policies/ethos for these organizations?
2. Where does most of the funding come from for these organizations? What do these funding patterns suggest?
3. Where do you fit in? What do you find most compelling or repelling about these organizations?

### **Jan 29 Privatization/International Goals**

How do countries organize their educational systems? Popular education, school choice, privatization, vouchers, etc. What are current trends in international education how are they shaped by development strategies, states, and programs that focus on culture, tradition, and power outside of the state?

- Lubienski, C.; Steiner-Khamski, G.; and Verger, A. (2016) *The Emergence and Structuring of the Global Education Industry* in World Yearbook of Education 2016 The Global Education Industry (Eds.) Antoni Verger, Christopher Lubienski and Gita Steiner-Khamsi. London: Routledge, pp. 3-24.
- Astiz, M. F., Wiseman, A. W., & Baker, D. P. (2002). Slouching towards decentralization: Consequences of globalization for curricular control in national education systems. *Comparative Education Review*, 46(1), 66-88.
- <https://www.nytimes.com/2017/06/27/magazine/can-a-tech-start-up-successfully-educate-children-in-the-developing-world.html>
- Yoko, M. (2016). Educating for Transforming Our World: Revisiting International Debates Surrounding Education for Sustainable Development. *Current Issues In Comparative Education*, 19(1), 109-125. <https://files.eric.ed.gov/fulltext/EJ1128155.pdf>

### **Feb 5 International Development**

In the first week of class we explored the global education ecosystem. In this week, we follow up with some of these actors to consider the work that they are doing. International Development is driven and defined by political motives. Sometimes these motives are made explicit, other times they are assumed, and in some instances, they are deliberately hidden. We ask why might a country invest in another country's education system? Why would the US send its citizens abroad to teach? Why do programs such as the Peace Corp and Fullbright exist? What political agenda do they represent?

- Harber, C, (2014) Education and International Development: theory, practice, issues. Symposium Books Ch 1.
- Duflo, Annie. (2015). "There Are No Silver Bullets: The Way We Can Achieve 169 Targets". *Huff Post Impact What's Working*. Available at: <http://www.poverty->

action.org/sites/default/files/publications/redesigning\_cct\_policy\_briefcase.pdf

- Quigley, K. F. (2013). The Peace Corps and Higher Education: Finally the Envisioned Partnership?. *Journal Of Higher Education Outreach & Engagement*, 17(2), 137-150.
- Look through the Institute for International Education (IIE) and Peace Corps websites.

## **Part II: Education and Identity Formation: The role education plays in shaping society, culture, and politics**

### **Feb 12 The Political-Cultural Divide and Understanding**

In this week, we introduce the case study of the course, the current political and cultural divides in the U.S. We use this case study to investigate the ways that culture, politics, and education intersect and interact. We introduce this issue and encourage you to start thinking about your Needs Assessment project.

- Hochschild Part I
- Malhotra, D., & Liyanage, S. (2005). Long-term effects of peace workshops in protracted conflicts. *Journal of Conflict Resolution*, 49, 908–924. doi:10.1177/0022002705281153
- Pew Research Center (2017). Sharp Partisan Divisions in Views of National Institutions [http://www.people-press.org/2017/07/10/sharp-partisan-divisions-in-views-of-national-institutions/?utm\\_content=buffer84712&utm\\_medium=social&utm\\_source=twitter.com&utm\\_campaign=buffer](http://www.people-press.org/2017/07/10/sharp-partisan-divisions-in-views-of-national-institutions/?utm_content=buffer84712&utm_medium=social&utm_source=twitter.com&utm_campaign=buffer)
- Saul, S. (2017) As Flow of Foreign Students Wanes, U.S. Universities Feel the Sting. *The New York Times*. [https://www.nytimes.com/2018/01/02/us/international-enrollment-drop.html?rref=collection%2Fsectioncollection%2Feducation&action=click&contentCollection=education&region=stream&module=stream\\_unit&version=latest&contentPlacement=4&pgtype=sectionfront](https://www.nytimes.com/2018/01/02/us/international-enrollment-drop.html?rref=collection%2Fsectioncollection%2Feducation&action=click&contentCollection=education&region=stream&module=stream_unit&version=latest&contentPlacement=4&pgtype=sectionfront)

Recitation: Discuss needs assessment and policy memo assignment

### **Feb 19 – (Presidents Day - no class)**

### **Feb 26 Schooling Content, Structure, Social Change**

What are some of the ways in which education contributes to social change? To what types of social change does it contribute? How does social change affect education?

- Moland, Naomi. (2015). “Can Multicultural Education Be Exported? Dilemmas of Diversity on Nigeria’s Sesame Square.” *Comparative Education Review*. February.
- Nakagawa, M., & Wotipka, C. M. (2016). The Worldwide Incorporation of Women and Women’s Rights Discourse in Social Science Textbooks, 1970-2008. *Comparative Education Review*, 60(3), 501-529. <http://www.journals.uchicago.edu/doi/abs/10.1086/687113>
- Vargas-Vergara, M., Bas-Peña, E., & Esteban-Ibáñez, M. (2015). Education and Social Change: A View From Europe and Latin America. *Journal Of Latinos & Education*, 14(2),

135-142. doi:10.1080/15348431.2015.1007739

- Miller, H. K. (2016). Undergraduates in a Sustainability Semester: Models of social change for sustainability. *Journal Of Environmental Education*, 47(1), 52-67. doi:10.1080/00958964.2015.1072703

### **March 5 Political Socialization**

In the past couple of weeks, we've considered how politics influences education and education systems. This week we ask: how might education influence someone's politics?

- Hochschild Part II
- Hillygus, D. Sunshine. 2005. "The Missing Link: Exploring the Relationship Between Higher Education and Political Engagement". *Political Behavior* 27(1): 25-47.
- McCabe (2001) Globalization and Internationalization: The Impact on Ed Abroad Programs. <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.915.3295&rep=rep1&type=pdf>
- Camosy, C. (2016, November 9) "Trump won because college-educated Americans are out of touch." *The Washington Post*. [https://www.washingtonpost.com/posteverything/wp/2016/11/09/trump-won-because-college-educated-americans-are-out-of-touch/?utm\\_term=.0abddda7ca3e](https://www.washingtonpost.com/posteverything/wp/2016/11/09/trump-won-because-college-educated-americans-are-out-of-touch/?utm_term=.0abddda7ca3e)

### **March 12 SPRING BREAK**

#### **March 19 Nation Building and Democracy:**

Education serves as a key element of nation-building and democracy. In this week we explore how education is a tool of democracy or is used to develop certain values and beliefs.

- Darden, Keith. (2013). *Resisting Occupation: Mass Schooling and the Creation of Durable National Loyalties*. New York: Cambridge University Press. Pp 1-38.
- Miguel, E. (January 01, 2004). Tribe or nation?: Nation building and public goods in Kenya versus Tanzania. *World Politics*, 563, 327-362.
- Tsvetkova, Natalie. (2008). "International Education during the Cold War: Soviet Social Transformation and American Social Reproduction," *Comparative Education Review* (2): 199-217.

### **March 26 Grant writing workshop; Guest Speaker TBA**

#### **April 2 Rural Education and Issues of Access/Quality in the US and Abroad**

One of the most enduring sources of difference worldwide is that between urban and rural communities. In the United States and in many other countries, the purpose of education, the type of education children receive, and children's future prospects are defined by the locations in which they live. We investigate this divide and ask: is there a "rural education crisis"? If so, what is the nature of this crisis? If not, what is the political motivation of a manufactured crisis? What accounts for the so-called "urban-rural divide" in education, politics and economics?

- Hochschild Part III
- Irvin, M. J., Byun, S. Y., Meece, J. L., Reed, K. S., & Farmer, T. W. (2016). School Characteristics and Experiences of African American, Hispanic/Latino, and Native American Youth in Rural Communities: Relation to Educational Aspirations. *Peabody Journal of Education*, 91(2), 176-202.
- Moletsane, R. (2012). Repositioning educational research on rurality and rural education in South Africa: Beyond deficit paradigms. *Perspectives in Education*, 30(1), 1-8.
- Graham, D. (2017, July 13) "Why Do Republicans Suddenly Hate College So Much?" *The Atlantic*. <https://www.theatlantic.com/politics/archive/2017/07/why-do-republicans-suddenly-hate-colleges-so-much/533130/>
- Marcus and Krupnick. (2017, September 27). "The Rural Higher-Education Crisis." *The Atlantic*. <https://www.theatlantic.com/education/archive/2017/09/the-rural-higher-education-crisis/541188/>

Recitation: Prepare for stakeholder meeting

### **April 9: Stakeholder Meeting in Class**

Additional readings: TBA

**Part III: Education a space for peace, conflict, and political contestation. How does education open or close spaces for political expression?**

### **April 16: Counter Terrorism, Extremism, and Nationalism**

Around the world, violent extremism is a primary concern of governments, international organizations, and everyday citizens. What are the roots of such movements? How can we understand them? What role does education play in fomenting or resisting extremism?

- Burde, chapters 1, 3, 4
- Miller-Idriss, C. (2018). *The extreme gone mainstream: Commercialization and far right youth culture in Germany*. Select chapters
- Wayne Au (2017) When Multicultural Education Is Not Enough, *Multicultural Perspectives*, 19:3, 147-150, DOI: 10.1080/15210960.2017.1331741
- Visit the Southern Poverty Law Center website <https://www.splcenter.org>

\*If you find this week especially interesting, you might consider the electives related to peace, conflict, and education offered by Professor Dana Burde and/or Professor Elisabeth King.

### **April 23: Immigration and Refugee Education**

As the number of displaced people increases around the world, more states confront the challenges of determining immigration policy and providing services for immigrants and refugees within their borders. This work is strongly influenced by political agendas.

- Dougherty, Kevin J., H. Kenny Nienhusser, and Blanca E. Vega. 2010. "Undocumented Immigrants and State Higher Education Policy: The Politics of In-State Tuition Eligibility in Texas and Arizona." *The Review of Higher Education* 34 (1): 123–73.
- Goodburn, Charlotte. 2009. "Learning from Migrant Education: A Case Study of the Schooling of Rural Migrant Children in Beijing." *International Journal of Educational Development* 29 (5): 495–504.
- Meloni, F., Rousseau, C., Ricard-Guay, A., & Hanley, J. (2017). Invisible students: institutional invisibility and access to education for undocumented children. *International Journal Of Migration, Health & Social Care*, 13(1), 15-25. doi:10.1108/IJMHS-01-2014-0001
- Dryden-Peterson, S. 2016. Refugee education in countries of first asylum: Breaking open the black box of pre-resettlement experiences. *Theory and Research in Education*. 14(2) 131-148. (available via NYU Library database)

### **April 30: Global Citizenship Education**

As the lives of more and more people become increasingly "global", a question for educators is: how should students be prepared for this global world? Discussion of "global citizenship" has long investigated what it might mean to be an active and engaged individual in a time of increased internationalism and interdependence.

- Torres, C. A. (2015). Global Citizenship and Global Universities. The Age of Global Interdependence and Cosmopolitanism. *European Journal Of Education*, 50(3), 262-279.
- Abu El-Haj, T. R. (2009). Imagining Postnationalism: Arts, Citizenship Education, and Arab American Youth. *Anthropology & Education Quarterly*, 40(1), 1-19. doi:10.1111/j.1548-1492.2009.01025.x
- Myers, J. j. (2016). Charting a Democratic Course for Global Citizenship Education: Research Directions and Current Challenges. *Education Policy Analysis Archives*, 24(55-59), 1-16.

### **May 7: Transitional Justice and Peace**

What is the role of activism, student movements, and global exchange in transitional justice and peace?

- Burde, chapter 5
- MABOKELA, R. O., & MLAMBO, Y. A. (2017). Access and Equity and South African Higher Education: A Review of Policies after 20 Years of Democracy. *Comparative Education Review*, 61(4), 780-803.
- Lyster, R. (2016). "The Student Protests Roiling South Africa" *The New Yorker*. <https://www.newyorker.com/news/news-desk/the-student-protests-roiling-south-africa>
- Davies, L. (2017). Justice-sensitive education: The implications of transitional justice mechanisms for teaching and learning. *Comparative Education*, 53(3), 333-350.
- Elenes, C. A. (2013). Nepantla, Spiritual Activism, New Tribalism: Chicana Feminist Transformative Pedagogies and Social Justice Education. *Journal Of Latino-Latin*

American Studies (JOLLAS), 5(3), 132-141.

Recitation: Grant proposal presentations

**Appendix: Requirements and Evaluation for INTE PhD Students**

**Participation (30%):** will be awarded to students on the basis of their general participation in the weekly class sessions and PhD student meetings (one meeting per month).

**PhD student meetings:** We will meet approximately once per month (date and time to be decided together) in February, March, April, and May to discuss assigned PhD student readings in depth.

**Book Reviews (30%):** Over the course of the semester, you will write two reviews of books of your choice from the syllabus. The first review should be focused exclusively on one title and be written in similar style to reviews found in *Comparative Education Review* (and other academic publications). The second review should comparatively examine 2-3 titles and be written in similar style to reviews found in the *New York Review of Books* (and other more mainstream news publications). At our first PhD student meeting, we will discuss this assignment further and dates of submission.

**Final Assignment (40%):** This assignment can be a journal article or book chapter that you intend to submit for publication or a proposal for a grant to which you might submit an application. At our first PhD student meeting we will discuss this assignment further.