

EDUC 306B: POLITICS, POLICY-MAKING, AND SCHOOLING AROUND THE WORLD

Spring Quarter 2012

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Time: T/Th: 11:00-12:50am
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Course Overview

This course is primarily oriented toward graduate students considering careers in the education sector –schools, international development and donor agencies, non-governmental (NGOs) and community organizations, and institutions of higher education. It is also open to students from other disciplines with an interest in applied policy analysis in the field of international education.

The goal of this course is to provide students with an overview of the field of international education policy. The class is organized around three main questions in the realm of international education: What is the goal of policy making? What influences how policy is made? Who are the key actors in the policy arena?

The course focuses on key themes relevant to international education policy: politics and policy; interests; ideas; institutions and international organizations; civil society, non-governmental organizations (NGOs), and development professionals. Throughout the course, we apply these ideas to cases from around the world to develop an understanding of how policymaking occurs in the education sector. Students are expected to master a range of theories that apply to the topics under discussion and to apply these theories to analyze and understand diverse case studies.

Course Requirements

Class preparation

All students are expected to prepare a one-page brief responding to the assigned readings each week. These briefs are due on **6pm** each **Sunday or on Wednesday at 6pm for certain weeks (Weeks 1, 7 & 9)**. Briefs must be uploaded into your “Dropbox” on the 306B Coursework site. Students must submit **5 briefs** during the quarter. However, you

are expected to come to class prepared to participate in discussion for every session – even when you have not submitted a brief. The weekly briefs will serve as a basis for stimulating class discussion; you may be called upon to read your brief during class.

Class participation

The success of this class depends on thoughtful, engaged participation of all class members. Classes will rely heavily on analysis of case studies and require high levels of classroom participation. You should be prepared to discuss all assigned readings and all aspects of the cases. Because classroom discussions are most productive when a variety of voices shape the dialogue, I ask you to come ready to participate as both a speaker and listener. It is the responsibility of all class members to make room for, and to learn from, individuals with different views and different ways of engaging in public conversation. This means respecting, critiquing, and building on the ideas of those who have spoken before you and not dominating discussions. Participation will be evaluated on the basis of: 1) your individual contribution to other students' learning, 2) clarity and originality of your contributions, and 3) your willingness to assume responsibility for making the class discussion work. Students are expected to prepare 1-2 questions or comments on the readings to pose in class. You may be called upon to share your questions or comments.

Assignments

Weekly one-page briefs – Briefs are short responses to the readings for the week. They will not be given a letter grade. Briefs will, however, constitute a significant criterion in judging class preparation and participation. Briefs **should not summarize** the readings, but should critically analyze or critique a reading or multiple readings. Students are encouraged to talk together and share ideas informally or in study groups, but ideas that originate from others should be acknowledged. Students must submit 5 briefs throughout the quarter. **These briefs are due no later than 6pm each Sunday or on Wednesday at 6pm for selected weeks when there is no case (Weeks 1, 7 & 9). Briefs must be uploaded into your Dropbox on the Coursework website.** Each week, a few students will be asked to read their briefs in class.

Case Analyses. Students are expected to prepare **TWO** written analyses of cases – 6-8 pages. These analyses will be graded on clarity of written expression, the structure of the argument presented and supporting evidence, the degree to which they incorporate insights from the readings and discussions in class, and the extent to which they demonstrate an understanding of course content. Again, students are encouraged to share ideas, but ideas that arise from discussion with others should be recognized. **Case Studies are due in class** (hard copy). More information about expectations for case analyses will be provided two-weeks before they are due.

You must choose one case from each set of cases. Due dates for each case are as follows:

Set #1: India 04/19 or Hong Kong 04/26 (On Coursework)

Set #2: Brazil 05/10 or Uganda 05/17

II. POLITICS AND PUBLIC POLICY

What are public or collective goods? How are collective goods different from private or individual goods? Where is education on the public/private, collective/individual continuum? What are collective action problems? What are the goals of public policy? What are contrasting theoretical perspectives for how we solve collective problems (i.e., the market and the polis)? How can individuals pursue the public good? Do outcomes or processes matter more?

Week 2

April 10 **The Individual, The Public Good, and Public Policy**

Stone, D. (2002). "The Market and the Polis," *Policy Paradox*.

Cuban, L. (1990). "Reforming Again, Again, and Again." *Educational Researcher*. 19(3), 3-13.

Moore, M. (1981). "Realms and Obligations of Virtue" in *Public Duties: The Moral Obligation of Government Officials*, Joel L. Fleishman, Lance Liebman, and Mark H. Moore (eds.), Cambridge, MA: Harvard University Press.

Supplementary Readings

Hess, F.M. (1999) Chapter 1: The Politics of Urban School Reform in *Spinning Wheels The Politics of Urban School Reform*, Washington, DC: Brookings Institute.

April 12

CASE India: Implementing Education Reform in India: The Primary School Textbook Debate and Resistance to Change in Kerala. Kennedy School of Government Case Program C15-00-1573.0

III. INTERESTS

How are individual interests expressed? Is there any such thing as a "public" or "collective" interest, as distinct from the simple aggregation of individual interests? Why and how do interest groups form? How are individual and collective interests reconciled in the politics and organization of schools?

Week 3

April 17 **Self-Interest and Self-less Interests**

Jencks, C. (1990) "Varieties of Altruism," in Mansbridge, ed. *Beyond Self-Interest* University of Chicago Press, 53-67.

Orren, G. (1988) "Beyond Self-Interest" in Robert Reich, ed. *The Power of Public Ideas*, Cambridge, MA: Ballinger, 13-30.

Mansbridge, J. (1990) "The Rise and Fall of Self-Interest in the Explanation of Political Life" in *Beyond Self-Interest...* University of Chicago Press, 3-22.

Supplementary Readings

Stone Ch. 8 (Causes) & Ch. 9 (Interests)

April 19

CASE Hong Kong: Firm Guidance, Changing the Medium of Instruction in Hong Kong

Week 4

April 24 & 26: CIES Puerto Rico- No Class

Participate in online discussion forum; details to come.

IV. IDEAS & POLICY-MAKING

How do problems, issues, or ideas become subjects for public policymaking? What factors influence the emergence of public problems? How do political interests and structures influence the emergence of public problems? How do organized interest groups influence the formation of public policy? How do these interest groups decide which positions they will take on public problems? How do public officials decide which positions they will take on public problems? How do these officials influence public policy-making?

Week 5

May 1

Kingdon, J. (2003) Ch. 6, 7, 8 (Policy process) in *Agendas, Alternatives, and Public Policies*, 116-195.

Moore, M (1988) "What Sort of Ideas Become Public Ideas?," in Robert Reich, ed., *The Power of Public Ideas*, Cambridge, MA: Ballinger, 55-83.

Reich, R (1998) "Policy Making in Democracy," in Robert Reich, ed. *The Power of Public Ideas*, Cambridge, MA: Ballinger, 123-156.

May 3

CASE Brazil: Tackling Poor Performance, Extreme Inequality, Public Complaisance: Brazil's Education Minister Forges a New Role for the Ministry, Case and Sequel. Kennedy School of Government Case Program. C15-00-1571.1

V. INSTITUTIONS, INTERNATIONAL ORGANIZATIONS, AND CIVIL SOCIETY

How do the basic elements of institutions work? How do institutions shape education policy? What is the role of global governance in influencing education policy? Who are the main actors in the field of international education?

Week 6

May 8 Institutions and International Organizations

Barnett, M. and Finnemore, M. (1999). "The Politics, Power and Pathologies of International Organisations." *International Organization* 53(4): 699-732

Mundy, K. (2007). "Global Governance, Educational Change." *Comparative Education*, 43(3), 39-58.

Supplementary Readings

King, K. (2007). "Multilateral agencies in the construction of the global agenda on education." *Comparative Education*, 43(3), 377-391.

May 10

CASE Uganda: "Duty of Care": Protecting the Rights of the Displaced in Uganda, Harvard Graduate School of Education.

Week 7 The Inter-governmental Organizations (IGOs)

What role do international organizations, such as UNESCO and the World Bank, play in shaping global and national education policy? What factors limit their abilities to shape education policy? How have IGOs' priorities, and their approaches to policy, evolved over time? How do IGOs balance competing demands for legitimacy, effectiveness, efficiency? Is IGO work inherently political?

May 15 UNESCO /UNICEF

Mundy, K. (1999). "UNESCO and the Limits of the Possible." *International Journal of Education Development*. 19 (1999), 27-52.

UNESCO-EFA Global Monitoring Report (2011)
(Browse UNESCO website & publications)

OR

UNICEF-State of the World's Children Report
(Browse UNICEF website & publications)

Supplementary Readings

UNESCO Podcast- KQED (<http://www.kqed.org/a/forum/R201203210930>)

Jones, P. (1999). "Globalisation and the UNESCO mandate: multilateral prospects for educational development." *International Journal of Educational Development* 19, 17-25.

Jones, P. (2006) "Elusive Mandate: UNICEF and Educational Development." *International Journal of Educational Development* 26(6), 591-604.

May 17 The World Bank

Heyneman, S. (2003) "The history and problems in the making of education policy at the World Bank 1960-2000." *International Journal of Educational Development* 23 (3), 315-337.

World Bank Education Year in Review (Browse WB website & publications)

Supplementary Readings

Mundy, K. (2002). "Retrospect and Prospect: Education in a Reforming World Bank." *International Journal of Educational Development*. 22(5), 483-508.

Guest speaker: Rie Kijima (former World Bank employee)

Week 8 Donors and Aid

How do foreign donors influence educational policy (priorities, processes, outcomes)? What types of influence do foreign donors have in the policymaking process? What is the source of their influence? How is foreign aid in education politicized? How have priorities for foreign donors evolved? What are the competing goals of foreign donors, and how do foreign aid agencies often undermine their stated goals? How can/do foreign donors maintain their legitimacy?

May 22

Samoff, J. (2007). "Institutionalizing international influence." In R. F. Arnove & C. A. Torres (Eds.), *Comparative education: The dialectic of the global and the local* (3rd ed.) Lanham, MD: Rowman & Littlefield, 47-77.

Novelli, M. (2010). "The new geopolitics of educational aid: From Cold Wars to Holy Wars?" *International Journal of Educational Development* 30(5), 453-459.

Tabulawa, R. (2003). "International Aid Agencies, Learner-centred Pedagogy and Political Democratisation: A Critique." *Comparative Education* 39(1), 7-26.

Supplementary Readings

Mundy, K. (2007). "Education for All: Paradoxes and Prospects," In David. P. Baker and Alexander W. Wiseman, eds., *Education for All: Global Promises, National Challenges*, 1-31.

Chapman, D.W. & Quijada, J.J. (2010). "An analysis of USAID assistance to basic education in the developing world, 1990-2005." *International Journal of Educational Development* 29(3), 268-280.

Samoff, J. and Stromquist, N. (2001). "Managing knowledge and storing wisdom? New forms of foreign aid?" *Development and Change* 32,4: 631-656.

May 24

CASE: Mali World Bank Case Study (2007)

Week 9 Non-Governmental Organizations & Civil Society

What roles do international non-governmental NGOs and civil society play in influencing policymaking? How does civil society bring items to policymaking agendas? How can NGOs actually undermine the work they aim to achieve? How do development professionals and experts shape policy? How much influence can individual actors/professionals have in shaping policies?

May 29

Keck, M and Sikkink, K. (1998). "Transnational Advocacy Networks in International Politics, An Introduction." *Activists Beyond Borders*. Ithaca, NY: Cornell University Press.

Mundy, K. and Murphy, L. (2001). "Transnational Advocacy, Global Civil Society? Emerging Evidence in the Field of Education." *Comparative Education Review*, 45(1), 85-126.

"The Sins of Secular Missionaries." 2000. *The Economist*.

Hewlett Foundation's Quality Education in Developing Countries Grant-making Strategy (2008). (Skim).

Supplementary Readings

Gordenker, L. and Weiss, T. (1995). "NGO participation in the international policy process." *Third World Quarterly* 16 (3), 543-556.

Archer, D. (1994). "The Changing Roles of Non-governmental Organisations in the Field of Education (in the context of changing relationships with the state)." *International Journal of Educational Development* 14(3), 223-232.

Guest speakers: Chloe O'Gara and Lynn Murphy (Hewlett Foundation)

May 31 Development professionals

Bromley, P. (2010). "The Rationalization of Educational Development: Scientific Activity among International Nongovernmental Organizations." *Comparative Education Review* 54(4): 577-601.

Chabbott, C. (1998). "Constructing Educational Consensus: International Development Professionals and the World Conference on Education for All." *International Journal of Educational Development* 18(3), 207-208.

Guest speakers: Carrie Oelberger (Jifunze) & Elliot Friedlander (Save the Children)

Week 10 Simulation

June 5

Simulation- Donor Meeting

READING AND ASSIGNMENT SCHEDULE

	<u>Readings</u>	<u>Cases</u>	<u>Brief Due</u>	<u>Case Analysis Due</u>
I. INTERNATIONAL EDUCATION POLICY			Submit 5	Submit 2
WEEK 1 (4/3,4/5)	Stone (2008); Ball (1998); Waldow (2012)		Wednesday April 4 6pm	
II. POLITICS & PUBLIC POLICY				
WEEK 2 (4/10, 4/12)	Stone (2002); Cuban (1990); Moore (1981)	Implementing Education Reform in India: The Primary School Textbook Debate and Resistance to Change in Kerala (India)	Sunday April 8 6pm	Thursday April 19 In Class
III. INTERESTS				
WEEK 3 (4/17, 4/19)	Jencks(1990); Orren(1988); Mansbridge (1990)	Medium of Instruction (Hong Kong)	Sunday April 15 6pm	Thursday April 26 On Coursework
IV. IDEAS & POLICY-MAKING				
WEEK 5 (5/1, 5/3)	Kingdon (1995); Moore (1988); Reich (1988)	Tackling Poor Performance, Extreme Inequality, Public Complaisance: Brazil's Education Minister Forges a New Role for the Ministry, Case and Sequel (Brazil)	Sunday April 29 6pm	Thursday May 10 In Class
V. INSTITUTIONS & INTERNATIONAL ORGANIZATIONS				
WEEK 6 (5/8, 5/10)	Barnett & Finnemore (1999); Mundy (2007)	Duty of Care": Protecting the Rights of the Displaced (Uganda)	Sunday May 6 6pm	Thursday May 17 In Class
WEEK 7 (5/15, 5/17)	Mundy (1999); UNESCO/UNICEF reports; Heyneman (2003); World Bank reports		Sunday May 13 6pm;	
WEEK 8 (5/22, 5/24)	Samoff (2007); Novelli (2010); Tabulawa (2003);	Mali WB Case Study	Wednesday May 16 6pm Sunday May 20 6pm	
WEEK 9 (5/29, 5/31)	Keck & Sikkink (1998); Mundy & Murphy (2001); Bromley (2010); Chabbott (1998)	Hewlett Foundation Grant Strategy	Sunday May 27 6pm;	
			Wednesday May 30 6pm	