

ITSF 5590-001 EDUCATION AND THE DEVELOPMENT OF NATIONS
Department of International and Transcultural Studies
Teachers College, Columbia University

Fall 2015
Wednesdays 3:00-4:40pm
Grace Dodge 452
3 credits

Professor Elizabeth Buckner
Office: Grace Dodge Hall 286
Office Hours: Tuesday 3-5pm and Wednesday 5-6pm – and by appointment
To book appointments, please use: <https://ebuckner.youcanbook.me/>

COURSE DESCRIPTION

This course critically examines the relationship between education and the development of nations within a variety of contexts and from a number of theoretical and stakeholder perspectives, employing different units or levels of analysis to do so. The course explores two interrelated areas implied by the title: namely, (1) the relationship between education and the construction of “nations” and nationhoods, and (2) the relationship between education and “national development.” A key distinction is that this class does not focus on “educational development,” but rather, the role of education in other domains of development, including economic, social and political. In doing so, the course pays special attention to the problematic nature of these relationships as they pertain to social inequality and social exclusion.

Topics are divided into two sections: (1) theoretical approaches and (2) domains of development. Readings encompass a variety of literatures and documents, theoretical and policy-oriented, research- and news-based, and reflect various research disciplines. We will employ these to examine and critique the applicability of conceptual and methodological approaches and assumptions that have framed research, policy debates, and educational interventions under the banner of national development, as well as claims regarding outcomes. The course will focus largely on formal educational systems and structures, but will also consider the significance of non-formal alternatives.

The course is intended to complement coursework in comparative and international education, social and educational policy, development studies, or equity issues more broadly conceived. Because this is an advanced level course, preference is given to advanced Masters and Doctoral students who have at least a basic background in development issues and concepts through previous coursework, such as ITSF 4090 or ITSF 4091, or the equivalent experience. Cross-registration by students with related background and interests at other graduate and professional schools at Columbia University is welcome.

Class sessions will be lecture and discussion based. Students will have the opportunity to enhance critical thinking, writing, and presentation skills, particularly in relation to their specific academic or professional interests. Students will be encouraged to focus on a particular “nation” or group of people of their choosing, and to develop in-depth understanding of their case over the semester. As part of our

group inquiry, and in order to gain comparative perspective, students will be asked to share relevant issues specific to their case study during class sessions.

COURSE OBJECTIVES

The purpose of the course is to develop a critical understanding of the role of education in the development of nations, from an interdisciplinary perspective and from a number of stakeholder positions within differing sociopolitical contexts. Students will also:

1. Compare and critique various theoretical approaches to the study of education and the development of nations and nation-states;
2. Examine the contributions and limitations of 'local' and inter/national responses of state and non-state actors to the challenges of social and economic inequalities facing "developing" countries;
3. Discuss and debate issues of language, ethnicity, gender, class, religion, and citizenship status in the contested negotiation of national education priorities, policies, and practices;
4. Develop and compare specific case studies to gain in-depth understanding and comparative perspective on course themes; and

Course assignments will give students the opportunity to become conversant with relevant academic literatures and technical reports and documents and to collaborate on in-class and group tasks. Students will also have the opportunity to enhance critical thinking and writing skills, particularly in relation to their specific academic and/or professional interests.

REQUIREMENTS, EXPECTATIONS, AND EVALUATION

1. Class participation, reading, and attendance (20%)

Class participation is an integral component of the course and a reflection of active reading, preparation, engagement with learning, and collaboration. Students are expected to complete all required readings and are encouraged to explore at least one recommended reading each week. Students are expected to come to class prepared with reactions, critiques, and/or questions regarding the readings, to engage in discussion and lecture activities, and to share additional information from other sources and/or personal knowledge or experience, wherever possible. Diverse views are encouraged. Evidence of preparation and willingness to participate in discussion are part of the final grade. Students may demonstrate their engagement with class materials and activities in various ways, including the use of Moodle and other electronic means to further discussions, pose questions, and share resources and announcements. A collaborative approach to learning and teaching is central to our work as a class community. Class attendance is required.

ASSIGNMENTS

Writing assignments provide an opportunity to reflect on key issues and interests arising from the course readings, lectures, and discussion activities and to link these to specific student interests. The class involves three types of writing assignments:

2. Memos (30%)

Students will be asked to write three brief memos (1-2 double-spaced pages each) on a topic of your choice related to the week's readings. The memo is an argumentative piece – it must have a thesis statement that links back to points made in one or more of the readings. The exact topic and

structure of the memo is intentionally flexible, to give you the opportunity to explore the week's readings more in depth. For example, the memo may identify an analytical question that requires further exploration, or apply an argument from the reading to a concrete case. Students will be expected to draw from course readings and may also seek out supporting documentation, such as media, educational indicators, technical reports, program and ministry websites and publications. **Memos are due at 6 pm the Tuesday before each class.**

3. Case Analysis (20%) – Due **Wednesday November 11**

In the case analysis (6-8 pages), you will write a case study of a particular country's (or sub-national unit) educational policies and reforms (its educational biography so to speak). **The purpose of the case study is to contextualize the country or region's educational biography within its larger economic, political and social development.** In it, you should trace the country's educational development, historical (colonial and post-colonial history, if applicable), as well as current reforms and policies. You are expected to contextualize the country's development domain within its local context, while also linking to theoretical readings and cross-national trends. You might choose to emphasize one period of development or one issue, but the focus of the assignment is to shed light onto the changes and choices that the country has made that shed light onto its contemporary education system. This should include some contextual (demographic, geographic) information, as well as an overview of educational policies and reforms. The paper should move beyond description to make an analytical argument about the factors shaping the nation's educational development and lead to insight concerning the most pressing issues it faces today. An excellent example of an academic article version of the case analysis is (to be posted on the course website):

Tsang, M. C. (2000). Education and national development in China since 1949: Oscillating policies and enduring dilemmas. *China review*, 579-618.

4. Final paper (30%)

The final writing assignment (14-15 double-spaced pages) is an opportunity to develop your ideas on a particular topic or area of the course syllabus of interest to you. Students will be required to identify their topic in advance and get the instructor's approval before proceeding. Students may choose one of two options: (1) to write a research or project proposal that you wish to undertake, or (2) to write an analytical paper that analyzes and critiques a particular issue of interest in education for development. **In both types of papers, the final paper should focus on the link between education and a specific topic or domain of development. You may focus on particular region or country, but do not have to.** Both types of papers are expected to include a review of the literature and its gaps, and a discussion of key concepts framing the argument. The research proposal should then detail the research project design and methodology and significance of the research/project for the field of educational development. The analytical paper should focus on a particular domain of development and explore the empirical research on this topic, and make an argument that has relevance to contemporary debates and policy priorities. Students are encouraged to review requirements for research and small project proposal competitions and published policy recommendations for guidance. Both types of papers entail tying a discussion of key concepts from the course materials to additional sources beyond the required readings.

For example, some possible topics might include:

- Can education aid in the fight against HIV?
- How does minority language education affect perceptions of national citizenship?
- How do branch campuses promote national innovation in the GCC nations?

GRADING

Your grade for this course will be calculated as follows:

- 1) Attendance / Reflection questions (20%)
- 2) Memos (3) (30% -- 3 x 10%)
- 3) Case Analysis (20%)
- 4) Final paper (30%)

PLEASE NOTE: Students are expected to attend all classes, to come to class prepared to engage in discussion activities, and to submit all assignments on the dates listed in the syllabus. A penalty will be applied for unexcused absence and late work. Late assignments due to medical or family emergencies may be exempted from penalties on a *case-by-case basis*.

BOOKS WORTH BUYING

We will read substantial portions of the following books throughout the semester. These books can be purchased off of Amazon:

Adely, F. (2012). *Gendered paradoxes: Educating Jordanian women in nation, faith, and progress*. Chicago, IL: University of Chicago Press.

Chabbott, C. (2003). *Constructing Education for Development*. New York: Routledge.

Hanucheck and Woessmann. *The Knowledge Capital of Nations: Education and the Economics of Growth*. (Chapters 1, 2, 3, 5 and 8)

Ridge, N. (2014). *Education and the Reverse Gender Divide in the Gulf States: Embracing the Global, Ignoring the Local*. New York, NY: Teachers College Press.

Wildavsky, Ben. (2012). *The Great Brain Race: How Global Universities are Reshaping the World*. Princeton, NJ: Princeton University Press.

COURSE SCHEDULE

Part I: Key Terms and Theories

In Part I of the class, we define key terms and concepts, including education, the nation, and development. This section examines the terms “education,” “nation”, and “national development.”

Week 1 – September 2, 2015

Introduction to the Course

Required reading:

Ferguson, J. (1994). “Preface.” *The anti-politics machine: “Development,” depoliticization, and bureaucratic power in Lesotho* (pp. xiii-xvi). Minneapolis, MN & London: University of Minnesota Press.

Week 2 – September 9, 2015

Development – Definitions and Domains

- What is *development* – who, what, where, how?
- What are the theoretical and historical bases of the idea of development?
- How do we define and measure development?

Required reading:

Fagerlind, I., & Saha, L. J. (1989). "The origins of modern development thought" (pp. 3-31). In *Education and national development: A comparative perspective*. Oxford: Pergamon Press.

Ferguson, J. (1994). "Introduction and Conceptual apparatus: The constitution of the object of "development"—Lesotho as "less developed country." *The anti-politics machine: "Development," depoliticization, and bureaucratic power in Lesotho*. Minneapolis, MN: University of Minnesota Press.

McMichael, P. (1996). "The rise of the development project" (pp. 15-43). In *Development and social change: A global perspective*. Thousand Oaks, CA: Pine Forge Press.

Week 3 – September 16, 2015

The Relationship between Education and Development

This week examines the idea that education leads to development – it explores the theoretical link between education and social, political and economic development.

- What is the theoretical link between education and the development of nations?
- What does empirical research suggest about the relationship between education and development of nations?

Required reading:

Baker, D. P. (2014). "Minds, Politics, and Gods in the Schooled Society: Consequences of the Education Revolution." *Comparative Education Review*, 58(1), 6-23.

Fagerlind, I., & Saha, L. J. (1989). Chapter 2 and 4, in *Education and national development: A comparative perspective*. Oxford: Pergamon Press.

Hannum, E., & Buchmann, C. (2005). "Global educational expansion and socio-economic development: An assessment of findings from the social sciences." *World Development*, 33(3), 333-354.

Week 4 – September 23, 2015

Education and Development as a Global Project

- What is the global education for development agenda?
- What critical questions do scholars raise about the relationship between education and development?
- What roles do transnational actors, and INGOs and world cultural norms in shaping education and development priorities?

Required reading:

Chabbott, C. (2003). *Constructing Education for Development*. New York: Routledge.

Chabott, Colette and Ramirez, Francisco O. (2000). "Development and Education," in *Handbook of the Sociology of Education*, ed. Maureen T. Hallinan. New York: Kluwer Academic/Plenum Publishers.

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.

Supplementary Resources:

Millennium Development Goals: <http://www.un.org/millenniumgoals/education.shtml>

The Post-2015 Education Agenda: <http://en.unesco.org/post2015/education-post-2015-what-next>

Part II: Domains of Development

Building on the theoretical principles in previous weeks, the rest of the course examines a specific topic or domain of development.

Week 5 – September 30, 2015

Education for Nation-Building

- What was the role of education in creating the modern nation state?
- What role did education play in post-colonial nation-building projects?

Required reading:

Meyer, J. and Ramirez, F. 2009. "Education: The World Institutionalization of Education," in *World Society: The Writings of John Meyer*, edited by Georg Krucken and Gili Drori, (pp. 206-221), Oxford University Press.

Ramirez, F. O., & Boli, J. (1987). "The political construction of mass schooling: European origins and worldwide institutionalization." *Sociology of Education*, 2-17.

Fuller, B. (1991). *Growing up modern: The western state builds Third-World schools* (pp. 1-24). New York: Routledge.

Weber, E. "Civilizing in Earnest: Schools and Schooling," in *Peasants into Frenchmen*, (pp.303).

Cases:

Barakat, B. F. (2007). "The struggle for Palestinian national education past and present." In Brock, C., & Zia Levers, L. (Eds), *Aspects of education in the Middle East and North Africa* (pp. 185-207). UK: Symposium Books.

Week 6 – October 7, 2015

Education for National Economic Growth

- What is the role of education in national economic development?
- Does educational expansion play a role in poverty alleviation or reducing inequality?

Required Readings:

Hanucheck, E. and Woessmann, L. (2015). *The Knowledge Capital of Nations: Education and the Economics of Growth*. Cambridge, MA: MIT Press. (Chapters 1, 2, 3, 5 and 8)

Resnik, J. (2006). "International organizations, the "Education–Economic growth" black box, and the development of world education culture." *Comparative Education Review*, 50(2), 173-195.

Week 7 – October 14, 2014

Education for Innovation

- What is the role of education in accelerating economic and technological development?
- How are globalization and global migration both challenging traditional models of education for national development?

Required Readings:

Wildavsky, Ben. (2012). *The Great Brain Race: How Global Universities are Reshaping the World*. Princeton, NJ: Princeton University Press.

Week 8 – October 21, 2015

Education for Health and Human Development

- How does education promote demographic, health and human development outcomes?
- What is the empirical evidence concerning the relationship between education and health and human development?

Required Readings:

Axinn, W. G., & Barber, J. S. (2001). "Mass education and fertility transition." *American Sociological Review*, 481-505.

Cremin, P., & Nakabugo, M. G. (2012). "Education, development and poverty reduction: A literature critique." *International Journal of Educational Development*, 32(4), 499-506.

Hadden, K., & London, B. (1996). Educating Girls in the Third World. *International journal of comparative sociology*, 37(1): 31-46.

Jukes, M., Simmons, S., & Bundy, D. (2008). Education and vulnerability: the role of schools in protecting young women and girls from HIV in southern Africa. *Aids*, 22:41-56.

FHI 360. "Integration of global health and other development sectors." Durham, NC: FHI 360.

Supplementary Resources:

25 Years of Human Development: <http://hdr.undp.org/en/25-years>

The Human Development Index: [The Human Development Index](#).

Week 9 – October 28, 2015

Education for National and Global Citizenship

- What role does education play in forming citizens?
- How have models of citizenship education evolved over time?

Required Readings:

Banks, J. A. (2008). "Diversity, group identity, and citizenship education in a global age." *Educational Researcher*, 37(3), 129-139.

Bryan, A. (2008). The co-articulation of national identity and interculturalism in the Irish curriculum: educating for democratic citizenship?. *London Review of Education*, 6(1), 47-58.

Buckner, E., & Russell, S. G. (2013). "Portraying the Global: Cross-national Trends in Textbooks' Portrayal of Globalization and Global Citizenship." *International Studies Quarterly*, 57(4), 738-750.

Mitchell, K. (2003). "Educating the national citizen in neoliberal times: from the multicultural self to the strategic cosmopolitan." *Transactions of the Institute of British Geographers*, 28(4), 387-403.

Week 10 – November 4, 2015

Educating Citizens Amidst Diversity: Language, Race, and Ethnicity

- What is the role of schooling in promoting particular visions of national identities?
- How have language, race, ethnicity, and citizenship status been used to exclude some from school? What is the relationship between language, race and ethnicity in colonial and post-colonial schooling?
- What does educational inclusion look like?

Required reading:

Breidlid, A. (2005). Sudanese migrants in the Khartoum area: fighting for educational space. *International Journal of Educational Development*, 25(3), 253-268.

Boutieri, C. (2012). In Two Speeds (À Deux Vitesses): Linguistic Pluralism and Educational Anxiety in Contemporary Morocco. *International Journal of Middle East Studies*, 44(03), 443-464.

de Almeida, A. (2003). "Unveiling the mirror: Afro-Brazilian identity and the emergence of a community school movement." *Comparative Education Review*, 47(1), 41-63.

Dahan and Yohna. (2007). "Israel's Education System: equality of opportunity -from nation building to neo-liberalism." In Brock, C., & Zia Levers, L. (Eds), *Aspects of education in the Middle East and North Africa* (pp. 185-207). UK: Symposium Books.

Optional:

Crawford, D. (2001). "How 'Berber' Matters in the Middle of Nowhere." *Middle East Report*, (219).

Vavrus, F. (2002). "Postcoloniality and English: Exploring language policy and the politics of development in Tanzania." *TESOL Quarterly*, 36(3), 373-397.

Week 11 – November 11, 2015

Education for Political Socialization

- What role does education play in socializing individuals as political agents?
- Is there a relationship between education and democratic government?
- Is there a link between education and political mobilization?

Required reading:

Campante, F. R., & Chor, D. (2012). "Why was the Arab world poised for revolution? Schooling, economic opportunities, and the Arab Spring." *The Journal of Economic Perspectives*, 167-187.

Fagerlind, I., & Saha, L. J. (1989). Chapter 5, in *Education and national development: A comparative perspective*. Oxford: Pergamon Press.

Rindermann, H. (2008). "Relevance of education and intelligence for the political development of nations: Democracy, rule of law and political liberty." *Intelligence*, 36(4), 306-322.

Wiseman, Alexander W., M. Fernanda Astiz, Rodrigo Fabrega, and David P. Baker. 2011. "Making Citizens of the World: The Political Socialization of Youth in Formal Mass Education Systems." *Compare: A Journal of International and Comparative Education* 41 (5): 561–77.

ASSIGNMENT: CASE STUDY DUE

Week 12 – November 18, 2015

Educating Female Citizens

- Why has the education of the female citizen been given particular importance in the development agenda?
- What is the role of education and the school in forming the female citizen?

Adely, F. (2012). *Gendered paradoxes: Educating Jordanian women in nation, faith, and progress*. University of Chicago Press. (Chapter 1-3 and 6)

Ridge, N. (2014). *Education and the Reverse Gender Divide in the Gulf States: Embracing the Global, Ignoring the Local*. New York, NY: Teachers College Press. (Chapters 3, 4 and 6)

Supplementary Resources

UN Girls Education Initiative: <http://www.ungei.org/>

PLEASE NOTE: No Class on November 25, 2015 – Thanksgiving Break

Week 13 – December 2, 2015

Education for Religion and Morality

- What are the religious and private foundations of schooling?
- What are modernist perspectives on religious education and the role of “tradition”?
- What role does religious and secular education play in citizenship education and promoting particular visions of national identity?

Required reading:

Adely, F. (2012). *Gendered paradoxes: Educating Jordanian women in nation, faith, and progress*. University of Chicago Press. (Chapter 4 and 5)

Mehran, G. (2007). “Religious Education of Muslim and Non-Muslim Schoolchildren in the Islamic Republic of Iran.” In Brock, C., & Zia Levers, L. (Eds), *Aspects of education in the Middle East and North Africa* (pp. 99-126). UK: Symposium Books.

Stambach, A. (2011). *Moderated Discussion: Religion, education, and secularism in international agencies*. *Comparative Education Review*, 55(1), 111-142.

Optional:

Terc, M. (2006). “A modern, integral, and open understanding: Sunni Islam and Lebanese identity in the Makassed Association.” *Comparative Education Review*, 50 (3), 431-445.

Week 14 – December 9, 2015

FINAL PAPER PRESENTATIONS – Half of the class will present their final papers in draft form, for peer review and feedback. This should be considered a semi-formal workshop. Those who present on December 9 will turn in their final papers on December 16.

Week 15 – December 16, 2015

FINAL PAPER PRESENTATIONS – Half of the class will present their final papers in draft form, for peer review and feedback. This should be considered a semi-formal workshop. Those who present on December 16 will turn in their final papers on December 21.

ACCOMMODATIONS AND COLLEGE POLICIES

Individuals with Disabilities – The College will make reasonable accommodations for persons with documented disabilities. Students are encouraged to contact the Office of Access and Services for Individuals with Disabilities (OASID) for information about registration. You can reach OASID by email at oasid@tc.columbia.edu, stop by 163 Thorndike Hall or call 212-678-3689. Services are available only to students who have registered and submit appropriate documentation. As your instructor, I am happy to discuss specific needs with you as well. Please report any access related concerns about instructional material to OASID and to me as your instructor.

Religious Observances – It is the policy of Teacher’s College to respect its members’ observance of their major religious holidays. Students should notify instructors at the beginning of the semester about their wishes to observe holidays on days when class sessions are scheduled. Where academic scheduling conflicts prove unavoidable, no student will be penalized for absence due to religious reasons, and alternative means will be sought for satisfying the academic requirements involved. If a suitable arrangement cannot be worked out between the student and the instructor, students and instructors should consult the appropriate department chair or director. If an additional appeal is needed, it may be taken to the Provost.

Sexual Harassment and Violence Reporting – Teacher’s College is committed to maintaining a safe environment for students. Because of this commitment and because of federal and state regulations, we must advise you that if you tell any of your instructors about sexual harassment or gender-based misconduct involving a member of the campus community, your instructor is required to report this information to the Title IX Coordinator, Janice Robinson. She will treat this information as private, but will need to follow up with you and possibly look into the matter. The Ombuds officer for Gender-Based Misconduct is a confidential resource available for students, staff and faculty. “Gender-based misconduct” includes sexual assault, stalking, sexual harassment, dating violence, domestic violence, sexual exploitation, and gender-based harassment. For more information, see <http://sexualrespect.columbia.edu/gender-based-misconduct-policy-students>.

POLICY ON INCOMPLETES

The grade of Incomplete will be assigned only when the course attendance requirement has been met but, for reasons satisfactory to the instructor, the granting of a final grade has been postponed because certain course assignments are outstanding. If the outstanding assignments are completed within one calendar year from the date of the close of term in which the grade of Incomplete was received and a final grade submitted, the final grade will be recorded on the permanent transcript, replacing the grade of Incomplete, with a transcript notation indicating the date that the grade of Incomplete was replaced by a final grade.

If the outstanding work is not completed within one calendar year from the date of the close of term in which the grade of Incomplete was received, the grade will remain as a permanent Incomplete on the transcript. In such instances, if the course is a required course or part of an approved program of study, students will be required to re-enroll in the course including repayment of all tuition and fee charges for the new registration and satisfactorily complete all course requirements. If the required course is not offered in subsequent terms, the student should speak with the faculty advisor or Program Coordinator about their options for fulfilling the degree requirement. Doctoral students with six or more credits with

grades of Incomplete included on their program of study will not be allowed to sit for the certification exam.

STATEMENT ON PLAGIARISM

Students who intentionally submit work either not their own or without clear attribution to the original source, fabricate data or other information, engage in cheating, or misrepresentation of academic records may be subject to charges. Sanctions may include dismissal from the college for violation of the TC principles of academic and professional integrity fundamental to the purpose of the College.

Plagiarism, as defined by the Teacher's College Student Handbook, is the using of ideas, data, or language of another without specific or proper acknowledgement. In cases where a faculty member suspects a student of cheating or plagiarism, the Handbook outlines the following procedure: (1) the instructor shall apprise the student of this suspicion and refer the student to the "Guide to Student Rights and Responsibilities" section of the Student Handbook; (2) the instructor shall give such student the opportunity to meet with him or her to discuss the validity of the charges and the possible institutional responses to the charges; (3) if after discussion with the student, the instructor still considers that the charges should be brought against the student, and that sanctions beyond those which they may apply are warranted, the instructor shall send complete details of the charges to the Vice Provost. In that event, the due procedures described in the Student Conduct Code shall apply.

INTERNET POLICY

While laptop computers are allowed for note taking in class, searching the Internet or checking e-mail during class is strictly prohibited, except where explicitly permitted by the instructor as part of class activities.

MOODLE AND COLLEGE POLICY ON ELECTRONIC COMMUNICATION

Teacher's College students have the responsibility for activating the Columbia University Network ID (UNI) and a free TC Gmail account. As official communications from the College – e.g., information on graduation, announcements of closing due to severe storm, flu epidemic, transportation disruption, etc. -- will be sent to the student's TC Gmail account, students are responsible for either reading email there, or, for utilizing the mail forwarding option to forward mail from their account to an email address which they will monitor.

Moodle provides an avenue for further participation through online discussion and the sharing of resources and materials through the "Discussions" functions. In addition, Moodle provides the forum from which to download readings and other shared files. I will regularly use the "Announcements" option in Moodle to communicate course-related issues or announcements of relevance to the class, and I encourage students to do the same. Please check that your preferred email address is the one listed for this class and updated with the College. Information about Moodle from Computing and Technology Support is available at <http://www.tc.columbia.edu/cis/>