

ED 370 Education and International Development - May, 2001

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Office Hours: Monday, Tuesday, Wednesday 1:30 - 3:30 pm. and by appointment

Introduction to the Course

We know, from personal experience, that education can play an important role in a person's life. But to what extent is this true for peoples of other countries and cultures? What are the similarities and differences between their educational experiences and our own, and how do we account for those similarities and differences? We will try to answer these questions in this course, and in so doing, we will look at education in the widest of possible terms. We will examine what globalization has meant for children in the developed and developing worlds as they seek to enhance their educational opportunities; we will look at how university students used their power as students in their attempt to force political reform in China in 1989; and we will analyze how educational institutions contributed to apartheid in South Africa through the early 1980s. Finally, we will examine how education contributes to differing life circumstances for street children and impoverished children in the developing world, while also looking at educational institutions in a society that is both modern and traditional, Japan.

Texts

1. Calhoun, Craig. *Neither Gods nor Emperors: Students and the Struggle for Democracy in China*. Berkeley: University of California Press, 1997.
2. Finnegan, William. *Crossing the Line: A Year in the Land of Apartheid*. Berkeley: University of California Press, 1994.
3. O'Meara, Patrick, Mehlinger, Howard D. and Krain, Matthew. *Globalization and the Challenges of a New Century*. Bloomington, Indiana: Indiana University Press, 2000.
4. Reimers, Fernando, ed. *Unequal Schools, Unequal Chances*. Cambridge, Mass.: Harvard University and the David Rockefeller Center Series on Latin American Studies, 2000.
5. Rohlen, Thomas P. and LeTendre, Gerald K. *Teaching and Learning in Japan*. Cambridge: Cambridge University Press, 1998.
6. Unicef. *The State of the World's Children: 2000*. New York: United Nations, 2001.

Class Assignments

- *1. Comparative Film Review - Review of two of the films seen in class, 5-7 pages in length. 200 points.
- *2. Book Review of either *Crossing the Line* or *Neither Gods Nor Emperors*, 5-7 pages in length. 200 points.
- *3. Comparative analysis of three chapters from *Teaching and Learning in Japan*, 5-7 pages in length 200 points
- 4. Comparative analysis of three chapters from *Unequal Schools, Unequal Chances*, 5-7 pages in length. 200 points
- 5. Formal oral class presentations on volume chapters and selections from *Crossing the Line*, *Neither Gods Nor Emperors*, and the *State of the World's Children* 100 points.
- 6. Oral Participation and Attendance 100 points.
- 7. Extra Credit for summary reviews of extra films.
- 8. Totals 1000 points.

Evaluation of Written Work

- 1) "A" papers demonstrate excellence in content, organization, and style. The author presents a unified thesis, followed by a sound organizational strategy. The ideas that are presented are engaging and illuminate insights not readily apparent in reading the required text. Assertions are supported by evidence and logical argument. Where appropriate, contrary arguments and conflicting evidence are noted and reasons for disagreements are made clear. The author is aware of her/his role, the appropriate audience for whom the piece is intended, and presents ideas that are clearly stated and easy to understand. A papers rarely contain any spelling or grammatical errors.
- 2) "A-" papers differ from A papers in that there may be one or two fewer truly engaging and illuminating insights that are presented. Still, the ideas that are expressed are creative and insightful, assertions are supported by evidence and logical argument, and contrary arguments are presented when called for. Grammatically and stylistically, the author may make one mistake but this is the exception. This may not be the perfect paper but it comes close.

3) “B+” papers are solid pieces of work that demonstrate good ideas and insights that are somewhat more common and perhaps less useful than those presented in “A” papers. The organization and style of the papers are of a generally high quality although there may be an occasional inconsistency in these areas. Assertions are supported by evidence and logical argument although one might expect further elaboration and development of the material that is presented. Only a few spelling or grammatical errors are present in B+ papers.

4) “B” papers are solid pieces of work that demonstrate author familiarity and engagement with the important issues at hand. A “B” paper fulfills the teacher’s expectations for the assignment, but it is not exceptional or extraordinary in any way. Sometimes the analysis may be too general, or conversely, there is an over-reliance upon literal interpretation and example. The writer will demonstrate logical reasoning and support her/his arguments with relevant evidence but will not take any chances or reach beyond a conventional understanding of the material.

5) “B-” papers are solid pieces of work with one or two slight exceptions. The author will demonstrate general familiarity and engagement with important issues but may miss the implications of one important argument or make a statement that is empirically and factually incorrect. Still this will not take away from a general understanding of the issues at hand. the paper will for the most part be well organized, but there may be a particular paragraph that is stylistically or grammatically inappropriate.

6) “C” papers are adequate pieces of work that demonstrate an acceptable understanding of the assignment. The insights and ideas presented will rarely go beyond the obvious and there may be some organizational and stylistic inconsistencies that detract from the content of the piece. It is generally clear that the author understands the nature of the assignment and appreciates her/his role. She/he also understands the audience for whom the piece is intended, but the use of evidence and logical argument while present, is limited. Sometimes, one argument will be clearly delivered but opposing views will not be considered. Clarity of expression is present although it may be seriously lacking in a few areas. Grammatical and spelling errors may be present, although one can still understand the author’s intention and meaning. “C+,” “C,” and “C-” grades will differ depending upon how well the author communicates her/his understanding of the assignment and demonstrates evidence for having completed the required work in its entirety.

7) “D” papers may have some virtues: an occasional insight or good idea, but they are marred by unclear writing, organization, and style. They demonstrate lack of attention to audience and communicate the purpose of the piece unclearly. They are lacking in the presentation of solid argumentation and evidence. Upon reading this type of paper, one can’t be absolutely sure that the assignment has been read and the required material necessary to complete the assignment intelligently. Grammatical and spelling errors are abundant.

8) “F” papers fail to address the requirements of the assignment. Their authors show no insight into the work being studied and show poor attention to organization and style. These are papers that often are written at the last minute and do not clearly demonstrate that the author understands her/his role or the nature of the audience for whom the work is to be written. No evidence is given to demonstrate that the author has actually read the required material or

completed the required tasks prior to writing the assignment. No effort is made to organize one's thoughts clearly.

All formal written work for the course should be read orally to a friend and spell checked before being turned in.

Due Dates and Class Attendance

Unless negotiated by the entire class, all existing due dates will be honored. 1/2 grade per assignment per day will be taken off for lateness. You are expected to attend class every day. Missing one day is the equivalent to missing a week during a regular semester, so unless there are extremely compelling circumstances, absences will not be excused.

Tentative Schedule

Wednesday, May 9th - Introduction to the Course; Introduction to Comparative Education.

Thursday, May 10th - Issues involving education and globalization. Readings: *Globalization and the Challenges of a New Century*, parts 1-5.

Friday, May 11th – Globalization, education, and international development. Readings: *Globalization and the Challenges of a New Century*, parts 6-10.

May 14th - May 15th - Traditionalism vs. modernization: The Case of Japanese Education

Readings: *Teaching and Learning in Japan* (selected chapters).

May 15th - Film: *Tampopo*

May 16th – May 18th Introduction to Contemporary Chinese Education

May 16th – Chinese Education in Historical and Comparative Perspective

May 17th – Student Politics and Chinese Education: Cultural Revolution and Tienanmen Square Massacre; Reading: *Neither Gods Nor Emperors*, Part One.

May 17th – Film: *To Live*

May 18th – Student Politics and Chinese Education: Tienanmen Square Massacre and Afterwards; Reading, *Neither Gods Nor Emperors*, Part Two.

May 18th – Film: *Moving the Mountain*

May 21st - May 23rd - Education under Apartheid

Readings: *Crossing the Line*

May 22nd - Film: *Boesman and Lena*

May 23d – Film: *7 Up in South Africa*

May 24th- May 25th, May 29th – Latin American Education: Dependency, Neo-liberalism, and Educational Opportunity

Readings: *Unequal Schools, Unequal Chances*.

May 25th – Film: *Central Station*

May 29th – Film: *The Official Story*

May 30th - The Education of Children in Poverty, Children Subjected to Violence, and Street Children

Reading: *State of the World's Children*.

May 30th: Film: *The Body Parts Business*

May 31st – Exam Day – Summing Up

Due Dates

1. Comparative Analysis of Three Chapters from *Teaching and Learning in Japan*,

May 16th.

2. Book Review of *Neither Gods Nor Emperors*

or

Book Review of **Crossing the Line**.

May 21st

3. Comparative Film Review

May 29th.

- 4, Comparative Analysis of Three chapters from *Unequal Schools, Unequal Choices*

May 30th

Revision Dates

1. Revision of Comparative Analysis of chapters from Teaching and Learning in Japan.

Due: May 21st

2. Revision of Book Review of Neither Gods Nor Emperors or Crossing the Line.

Due: May 25th

3. Revision of Comparative Film Review

Due: May 31st at 5:00 pm.

Revision Process

Please note that all formal written work needs to go through a revision process even if it is not submitted to the instructor for a higher grade. Therefore, each paper before being initially read by the instructor, will be read in draft form by two other classmates. The classmates will write a short 1/2 page paragraph detailing what they see as the strengths and weaknesses of the draft commenting upon:

- 1) the author's major thesis.

- 2) the coherence of the essay.
- 3) the logic of the author's point of view.
- 4) the style of the paper (passive or active voice, variety of sentence structure, parallel sentence structure)
- 5) the grammar and mechanics used in the paper.

And, each classmate will commit their signature to the paragraph indicating that it was received by the author. The author in return, will write a one paragraph response indicating how the reviewers comments were incorporated into the final draft, submitted to the instructor, and will sign her/his paragraph. Both statements, in addition to the first draft, will be submitted with the formal piece of writing subject for instructor review.

Film Times

In order to be able to view all of the films scheduled for this course, almost all of the films will be scheduled at 2:00 pm in the afternoon in the library auditorium. One film, *7 Up in South Africa*, will be shown at 6:30 pm, and *The Body Parts Business* will be shown as a part of our class session.