

ED 373 - Education and International Development - May, 2006

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CLA 116

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Office Hours: 8:00 am – 9:00 am Monday-Friday and by appointment

Introduction to the Course

Few would argue with the contention that education can play an important role in a person's life. But how important can that role be for the many people confront horrible suffering as a part of their daily existence? In this course, we will examine the good, the bad, and the ugly, as they relate to the human condition in different parts of the world, so as to better understand what role education can and has played in making people's lives better. In order to accomplish this goal, we will first examine what globalization processes entail, as they relate to education and culture. What specifically is globalization and how do its characteristics influence educational policies and practices throughout the world? One of the ways in which these influences are manifested involves the means through which immigrant groups come to terms with new definitions of citizenship and transnational identity. In this class, we will specifically investigate the pressures immigrants confront in adopting to new environments by examining the life of a Haitian immigrant and will explore how adopting to the U.S. educational system can be as problematic as it is liberating.

Afterwards, we will look at another aspect of globalization: slavery or bonded service. How is it that men, women and children are forced into confronting the evils of slavery in the twenty-first century, and what can, is, and should be done to end such horrific practices? Related to abuses of child labor, bonded labor, and servitude is the issue of street children: children who live most or part of the day on the streets. We will examine their lives through reading a book by an author who lived with street children in Brazil for a significant period of time and has an interesting view of their situation. In addition, we will view commercial films that depict street life in Brazil.

Afterwards, we will examine childhood adoption and child abandonment practices in China, the world's largest country with regard to population. In this case, policies toward population control have severely affected disabled and female infants, while international adoption patterns have sometimes worsened the situation.

Finally, we will return to the global stage and examine international literacy initiatives. How important is it to be able to read in order to leave a life of poverty and suffering? And, how well are literacy programs in the poorest parts of the world significantly making a difference for children who are lacking in basic educational opportunity? This is of course, a lot to cover in three and a half weeks but as the world is our stage, we expect to have great discussions and conversations about our readings, films, and presentations. As this is a writing intensive course, there will be numerous opportunities for self-expression in print, with some opportunity for revision as well.

Texts

1. Bales, Kevin. *Understanding Global Slavery*. Berkeley: University of California, 2005.
2. EFA Global Monitoring Report. *Literacy for Life*. Paris: Unesco: 2005.
3. Hecht, Tobias. *At Home on the Street: Street Children of Northeast Brazil*. New York: Cambridge University Press, 1998.
4. Johnson, Kay Ann. *Wanting a Daughter, Needing a Son: Abandonment, Adoption and Orphanage Care in China*. St. Paul, Minnesota: Yeong and Yeong Publishing, 2004
5. Schiller, Nina Glick and Georges Eugene Fouron. *Georges Woke Up Laughing*. Durham: Duke University Press, 2001.
6. Suarze-Orozco, Marcelo and Desiree Baolian Qin-Hilliard. *Globalization: Culture and Education in the New Millenium*. Berkeley: University of California Press, 2004.

Class Assignments

Points

Film review comparing <i>Born Into Brothels</i> and <i>City of God</i> (5-7 pages)	200 points
Book Review of <i>At Home on the Street</i> and <i>Understanding Global Slavery</i> or <i>Georges Woke Up Laughing</i> and <i>Wanting a Daughter, Needing a Son</i> (5-7 pages)	200 points
Group Powerpoint presentation of one comparative/international education issue	100 points
Individual policy paper evaluating one comparative/international education issue (5-7 pages)	250 points
Presentation of individual book chapters and articles including written summaries for class discussion and class discussion questions (one page summaries per chapter)	50 points
Creation of literacy project	50 points
Attendance and Active Participation	150 points

Assignment Expectations

Comparative Film Review

For your comparative film review, you will discuss two films that depict the conditions of youth in Romania and India. Your review should start off by including title, director, characters, and actors if you can find them. Your introductory paragraph should explain what the two films together say about youth, children and/or schooling in the country where they are situated. You should then describe the major scenes of the first film, evaluate the quality of the main characters, any directorial techniques that you find particularly interesting, and summarize the film's major themes. Then you should do the same for the second film. Afterwards, you should compare the similarities and differences between the two films. For your conclusion, you should focus upon their importance for a student learning about children and/or education in the specific country and give a recommendation as to whether they should be viewed by a wider audience.

Book Review

You will pick two of the major books we are reading for the course and write a review for a reader who presumably has not read these works. For your review, include title, author, publisher, date of publication and then in a general introduction explain the context in which the books were written and their basic themes. Then focus upon the first author's main argument. What is the most important claim that the author is making with regard to transnational identities (*Georges Woke Up Laughing*), how Brazilian street children function (*At Home on the Street*), why slavery exists in the 21st century (*Understanding Global Slavery*) or what we don't know about childhood adoption and abandonment in China (*Wanting a Daughter, Needing a Son*). Evaluate what evidence the author uses to back up the claim and determine the degree to which the author is persuasive. Finally, comment upon the relevance of the book for someone interested in international development and/or education or someone interested in international affairs.

Then, do the same for the second book under review. Finally, compare and contrast the two themes of the respective books in a concluding statement. Together, what do the authors say about the larger issues of globalization, development, education, and culture, that we are discussing in class. Would you recommend them to a friend? To a person taking this course? Why or why not?

Group Powerpoint/ Individual paper analysis of international educational issue:

You will be asked to pick two policy issues to research: one will be the subject of a group powerpoint presentation, the other will be the focus of your own policy statement. In both cases you will be expected to outline the nature of the issue, different policy perspectives regarding the issue, evidence in favor and against policy alternatives related to the issue, and your own recommendations in light of your research. Here are some of the issues you can explore. Additional topics are encouraged with instructor approval.

1. Dimensions of brain drain
2. Gender discrimination and girls' illiteracy in the developing world.
3. The effectiveness of Paolo Freire's consciousness raising methods in the developing world.
4. Restrictions of headscarfing and the wearing of religious symbols in French schools.
5. Education, birth control, and family planning.
6. Privatization of education throughout the world.
7. Television and radio universities in other countries
8. Educational opportunities for minority groups and indigenous peoples in other countries; educational discrimination toward minority and indigenous groups.
9. Islamic and Koranic schools.
10. Education in colonial situations: West Bank (Palestine), South Africa, Puerto Rico.
11. Immigrant education in European countries (Turkish guestworkers in Germany, Moroccan/Algerian immigrants in France, South Asian immigrants in United Kingdom).
12. Education and Socialism with reference to countries such as Cuba, Nicaragua, China, Tanzania, Chile during the Allende regime.
13. Refugee education
14. Education of child soldiers
15. Child trafficking
16. The role of international agencies in fighting/contributing to inequalities: World Bank, Agency for International Development, Unesco, Unicef.
17. The role of nongovernmental organizations in promoting education: Save the Children, Oxfam, etc. Differences between North/South NGOs.
18. Language policy and its effects upon educational opportunity in developing countries.
19. Neo-colonialism and control of university curricula in the developing world.
20. Teaching of music/the arts in different national education systems.

21. The role of the church in higher education in Europe/Latin America.
22. Higher education and student protest in selected countries.
23. Vocational and technical education in the developing world.
24. Nonformal, popular and alternative education in poor rural and urban areas.
25. AIDs prevention educational programs and programs for children with AIDS
26. Educational programs in regions affected by mass atrocity: Rwanda, Bosnia, Kosovo.

Group Literacy Project

In small groups, you will pick a country in the developing world and investigate its literacy issues as they relate to gender, geography, poverty, politics, and other issues of development. You will examine the causes of illiteracy and will create a literacy project that will help allieviate those causes.

Presentation of Book Chapters and Articles

In pairs or triads, you will help lead class discussion by presenting an introductory summary of relevant book chapters and/or articles that we will have read individually. You should include a one page typed summary of the main themes of your chapter/article along with three discussion questions to get us started. You should also make 18 copies for everyone in the class on the day you are to present.

Attendance and Active Participation

This class can only work if everyone *actively* participates. One can't participate if one doesn't attend, and because a day during May Term is the equivalent of a week of semester classes, you will be expected to attend every day. Failure to attend for more than two days without appropriate excuse and without the instructor being informed ahead of time will result in receiving a failing grade for the class. However, simply attending class isn't enough. Participation doesn't mean acting comatose, You need to keep up with reading and actively engage. Offer your opinion to others, don't be selfish in keeping it to yourself. At the same time, be respectful of other opinions at all times.

Peer Editing and Revision

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 her/his signature to the paragraph indicating that it was returned to 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 will be submitted with the formal piece of writing subject for instructor review.

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 and has read 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. Plagiarism or the depiction of someone else’s words or thoughts will not be tolerated. See the student handbook for specific university regulations regarding plagiarism.

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

Date	Topic	Reading
May 3d	Introductions; Theories of Development and Globalization	
May 4th	Globalization, Education and Culture Part I	<i>Globalization, Culture, and Education, chapters 1-5</i>
May 5th	Globalization, Education and Culture, Part II	<i>Globalization, Culture, and Education, chapters 6-10</i>
May 8th	Film: Born Into Brothels	
May 9th	Slavery in the 21st Century Part I	<i>Understanding Global Slavery, chapters 1-4</i>
May 10th	Slavery in the 21st Century Part II; Group Powerpoint Presentation I	<i>Understanding Global Slavery, chapters 5-7 and coda</i>
May 11th	Street Children in Brazil, part I	<i>At Home in the Street, chapters 1-4</i>
May 12th	Street Children part II Film: City of God	<i>At Home in the Street, chapters 5-7</i>
May 15th	Issues of Transnationalism Part I	<i>Georges Woke Up Laughing, Chapters 1-3</i>
May 16th	Issues of Transnationalism: Part II; Film: Children Underground	<i>Georges Woke Up Laughing, chapters 4-8</i>
May 17th	Group Powerpoint Presentation II; Issues of Transnationalism, Part III	<i>Georges Woke Up Laughing, chapters 9-12</i>
May 18th	Group Powerpoint Presentation III; Adoption and Abandonment in China, Part I	<i>Wanting a Daughter, Needing a Son, chapters 1-3</i>
May 19th	Adoption and Abandonment in China, Part II; Film: Central Station	<i>Wanting a Daughter, Needing a Son, chapters 4-7</i>
May 22nd	Film: Not One Less; Issues of Global Literacy, part I; work on group literacy project	<i>Literacy for Life, chapters 5.6.8</i>
May 23rd	Group Powerpoint Demonstration, IV; Issues of Global Literacy, part II. Work on group literacy project.	<i>Literacy for Life, chapters 2,7,9,10</i>
May 24th	Summing Up	Presentation of group literacy projects.

Assignment	Date Due
Group 1 PowerPoint Demonstration	May 10th
Group 2 PowerPoint Demonstration	May 15th
Group 3 PowerPoint Demonstration	May 18th
Group 4 PowerPoint Demonstration	May 23rd
Individual Policy Paper (can be revised for higher grade)	May 10 th (for Group 1, May 11 th)
Film Review	May 15 th (for Group 2, May 16 th)
Book Review	May 22nd
Group Literacy Project	May 24th

Films

Name	Date
Born Into Brothels	May 8th
City of God	May 12th
Children Underground	May 16th
Central Station	May 19th
Not One Less	May 23rd