

## "Comrade, Worker, Parent, Mensch": Education and the State

Winter, 2004

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<u>Class Time/Location</u>	<u>Gray's Office Hours</u>	<u>Bonnie's Office Hours</u>
Mondays, Thursdays 11:10 a.m. - 12:35 p.m. Davis Seminar Room Some extra sessions on Tuesday evenings 6:30-9:00 for films and works in progress A field trip to Quebec March 12-17	M 1:00-4:00 p. m. T, Th 2:30 - 4:00 p. m. an by appointment	M, 1:30 - 3:30 p.m. T & F, 11:10 – 12:30 p.m. W, 9:30 - 11:00 a.m. Th., 2:35 – 4:00 p.m. And by appointment

### Course Description

This course explores the relationship between politico-economic ideology, sociocultural context, and schooling. Through historical and contemporary case studies of fascist, communist, theocratic, and democratic nation states, we will consider how different educational systems reflect, resist, reproduce, and inculcate national or cultural worldviews. One case study, Canada, will involve a field trip to Quebec. Students will gain factual knowledge and interdisciplinary skills to describe, analyze, and evaluate educational systems and their “products”— parents, workers, citizens, and humans in distinct cultures and nations. Students will research a case of their choice, looking at how that educational system prepares their citizenry and considering alternative practices that are consistent with and might better serve that country's ideals. Evaluation will be based on multiple assessments including self-, peer-, and teacher evaluation of class participation, responses to readings, and case study. Intermediate. Suggested prerequisite: coursework in political philosophy, economics, international development, educational philosophy, sociology or anthropology. Lab fee: \$100 HS, ED.

### Objectives

Students will develop:

- the ability to contextualize educational policies and practices within history, politics, economics, and culture
- the ability to compare and contrast diverse government and education systems

The secondary objectives of this course are to develop:

- abilities to engage in fruitful dialogue, negotiation and project work with others both in person and in international, distance collaborations
- skills using multiple disciplines to describe, analyze, evaluate and propose helpful changes in relations between schools and their social settings in distinct cultures and nations
- a familiarity with a core range of key facts, patterns and theories concerning major historical trends in the development of educational systems in different parts of the globe – and an ability to make useful and illuminating applications of these facts, patterns and theories.
- abilities to assess elements of education programs that address the cultivation of civic

knowledge, skills and values in the context of emerging opportunities and responsibilities for global citizenship

- skills and attitudes to deal with complexity, information overload, culture shock and future shock :-)

### Required Texts

Abdo, G., & J. Lyons (2003). Answering only to God. New York: Holt.

Nkabinde, Z. P. (1997). An analysis of educational challenges in the new South Africa. Lanham, MD: University Press of America.

Other readings as assigned.

### Supplementary Readings by Topic (on reserve or by internet)

#### Comparative Analyses and General Theoretical Frameworks

Altbach, P. G., & Kelly, Gail P., Ed. (1986). New approaches to comparative education. Chicago, University of Chicago Press.

Beauchamp, E., Ed. (2002). The comparative education reader. New York, Routledge.

Bronner, Stephen Eric, Ed. (1997) Twentieth Century Political Theory, New York, Routledge

Boulding, Elise, (1988) Building a Global Civic Culture: Education for an Interdependent World, Syracuse, Syracuse University Press

Encyclopedia Britannica [in Reference Room]

Huntington, Samuel P., (1996), The Clash of Civilizations and the Remaking of the World Order, New York, Simon & Schuster

Mazurek, K., Winzer, Margret A., & Majorek, C. (2000). Education in a global society. Boston, Allyn and Bacon.

The Oxford Companion to Politics of the World, (2001) Oxford University Press [in Reference Room]

Parker, W. C., Ed. (2002). Education for democracy: Contexts, Curricula, Assessments. Research in Social Education. Greenwich, CT, Information Age Publishing.

Roskin, Michael G., (2001) Countries and Concepts: Politics, Geography, Culture, Upper Saddle River, New Jersey, Prentice Hall

United Nations Development Program (UNDP) annual Human Development Report available online, providing a wealth of comparative information and analysis for all the countries of the world, available at: <http://hdr.undp.org/reports/default.cfm>

World Encyclopedia of Education [in Reference Room]

World Encyclopedia of Political Systems and Parties (1999) New York, Facts on File, Inc.

#### South Africa

Byrnes, Rita M. Ed. (1996), South Africa: A Country Study, Washington D. C., U. S. Government Printing Office

Meyer, Carolyn, (1986) Voices of South Africa: Growing Up in a Troubled Land,

San Diego, Harcourt Brace Jovanovich

Department of Education website: <http://education.pwv.gov.za/>

#### Germany

Hitler, A. (1940). Mein Kampf (annotated edition). New York: Reynal & Hitchcock.

Hitler's autobiography and manifesto on Nazi ideology.

Kandel, I.L. (1935). The making of Nazis. Westport, CT: Greenwood Press.

A scholarly analysis of the theory and practice of Nazi education within the framework of Nazi ideology.

Schlink, B. (1995). The reader. New York: Vintage.

A novel dealing with an individual coming to terms with German identity, ethics, law, and justice, and the Nazi past.

Sünker, H., & Otto, H-U, Ed. (1997). Education and fascism: Political identity and social education. Washington, D.C., Falmer Press.

A collection of chapters on different elements of Nazi education, focusing on the extracurricular camps, youth groups, and social work programs.

Ziemer, G. (1941). Education for death: the making of the Nazi. London: Oxford University Press.

A journalist and educator describes visits to various Nazi institutions from prenatal women's clinics to university classes, documenting the ways in which the Nazi State maintains control over the upbringing and education of German children, adolescents, and young adults.

#### Iran

Friedl, Erika, (1989) Women of Deh Koh, Washington, Smithsonian Institution Press

Iran: A Country Study, Washington D. C., U. S. Government Printing Office

Qutb, Sayyid, (2000), Social Justice in Islam, Oneonta, New York, Islamic Publications

#### International

Ruthven, Malise, (2000), Islam and the World, New York, Penguin Books

#### China

Chen, D. (2002). Colors of the Mountain.

Mao, T.-D. (1970). Quotations from Chairman Mao.

Niu, X. (1992). Policy, education, and inequalities in communist China since 1949. Lanham, MD: University Press of America.

Ridley, C. P., Godwin, Paul H.B., & Doolin, Dennis J. (1971). The making of a model citizen in communist China. Stanford, CA, Hoover Institution Press, Stanford University.

China: A Country Study, Washington D. C., U. S. Government Printing Office

#### Canada

<http://www.meq.gouv.qc.ca/index.html>

A very useful source of information, on Quebec's Ministry of Education, some of which is in English at [http://www.meq.gouv.qc.ca/GR-PUB/m\\_englis.htm](http://www.meq.gouv.qc.ca/GR-PUB/m_englis.htm) and which includes the Annual Report for 2002-3 at: [http://www.meq.gouv.qc.ca/publications/rap\\_annuel\\_2002-2003/rap\\_annuel2002-2003.pdf](http://www.meq.gouv.qc.ca/publications/rap_annuel_2002-2003/rap_annuel2002-2003.pdf)

Canadian journal of education. Revue canadienne de l'éducation, Toronto, edited by Canadian Society for the Study of Education, available in the Orono library.

Canadian Society for Education Research homepage at <http://www.csse.ca/>

And their journal at: <http://www.csse.ca/CJE/home.htm>

Public hearings concerning the education system in Quebec, reported at: <http://www.cmec.ca/nce/pq96e1.htm>

Comparative Education Review <http://www.journals.uchicago.edu/CER/journal/contents/v47n2.html>

The International Electronic Journal for Leadership in Learning (IEJLL) is a refereed electronic journal intended for a broad audience of persons interested in leadership in learning. <http://www.ucalgary.ca/~iejll/>

### **Overview of Course Requirements and Assignments**

1. Mindful, active, respectful class participation (30%). Expected participation includes listening actively, contributing to discussions, feedback on peer presentations, active participation in class activities, additional assigned homework, and attendance on field trip.

2. Reading and Reflective Responses (30%). Six reflections (2-3 pages in length) on topics in readings and course activities assigned according to the schedule of classes.
3. Case Study (25%), Works-in-progress and Oral Presentation (15%). Each student will work individually or with others in developing a case study on a country of your choice. You will present your work-in-progress at midterm and at the end of the term. The study should provide a profile of the nation's government and its school system, place them in their historical and contemporary social context, and provide a critical analysis of one or more focused issues concerning the ways in which the school system functions (or fails) in the preparation of young people to be members of society — given the goals and values of that society. The case study should make appropriate use of comparative insights drawn from other work in this course. It should integrate careful empirical research with thoughtful theoretical analysis in a 15-20 page report that includes an executive summary.

Detailed guidelines and evaluation criteria for all assignments will be distributed at least one week prior to each assignment due date. PLEASE NOTE: You must turn in two copies of each assignment.

Format for all written assignments:

All written assignments should follow standard formatting. Please be sure your assignments have:

- double line spacing
- 12 point font size
- 1 inch margins
- page numbers
- reasonable print quality
- printed on both sides when possible
- stapled

We will accept papers in electronic form only under extraordinary circumstances.

Accommodations

If you need accommodations for a learning or physical disability, please be sure to speak with us at the beginning of the term so we can make a plan to meet your individual learning needs.

Late Assignments

In order to be fair to all students, lateness on assignments will be reflected in your evaluations. For medical or family emergencies that prevent you from completing your final paper by the due date, we will require a written request for an extension.

Grading

For many students, grades interfere with their freedom to take risks, experiment, and learn from their trials. We do not put letter grades on your work during the term. We will be happy to talk with you during the term about how your work is progressing and, if you elect to take this course for a letter grade, how your work would translate into a grade at the end of the term.

<i>Wk</i>	<i>Date</i>	<b>Topic/Activity</b>	<i>Required Reading</i>	<b>Assignment</b>
1	Mo 1/5	Course overview x-cultural dialogue	None	
	Th 1/8	SOUTH AFRICA: A new democracy	Nkabinde, Ch. 1 [WEE and WEPSP articles on South Africa]	
2	Mo 1/12		Nkabinde, Chs. 2-4	Response 1
	Tu 1/13	"Cry, Freedom" "Sarafina!"		
	Th 1/15		Nkabinde, Chs. 5-7	Choose case study topic and partner(s)
3	Mo 1/19		Nkabinde, Chs. 8-11	Response 2
	Th 1/22	Guest: Etta Zimbabwe	TBA	
4	Mo 1/27	GERMANY: 1933- 1945	Hitler, V. II, Ch. 2, "The State"* Dudek, in Sünker & Otto (Eds.)*	Draft source list
	Tu 1/28	Selections from "Master Race" "Triumph of the Will"		
	Th 1/29		Schiedeck & Stahlmann, Reese, both chapters in Sünker & Otto*	Response 3
5	Mo 2/2	IRAN: An Islamic Theocracy	Abdo & Lyons, Chs. 1-2	
	Tu 2/3	"Children of Paradise"		
	Th 2/5	Midterm eval	Abdo & Lyons, Chs. 3-4	Government and socioeconomic profiles
6	Mo 2/9		Abdo & Lyons, Chs. 5-6	
	Tu 2/8	Presentations of work-in-progress: education profiles		
	Th 2/12		Abdo & Lyons, Chs. 7-9	Response 4

7	Mo 2/16	CHINA: 1949- present	Mao*	
	Tu 2/17	<b><i>Film: "People's Century: The Great Leap" and TBA</i></b>		
	Th 2/19		Ridley, Godwin, & Doolin*	Themes/aims/methods
8	Mo 2/23		Chen*	
	Th 2/26		Niu*	Response 5
9	Mo 3/1	CANADA	TBA	
	Tu 3/3	Presentations of work-in-progress: SWOT		
	Th 3/4		TBA	Response 6
10	Mo 3/8		TBA	
	Th 3/11		TBA	Final Case Study Written Report
	3/13 -17	Fieldtrip to Québec		