

SEMESTER AT SEA COURSE SYLLABUS

Voyage: Spring 2013

Discipline: Education Leadership, Foundations, and Policy

EDLF 3500: Sociology of Education

Division: Upper Division

Faculty Name: Joan Strouse

Pre-requisites: previous coursework in sociology or education strongly suggested

COURSE DESCRIPTION

This course explores educational systems employed throughout the world with special emphasis on the regions and countries of the world that we will visit during this semester. The purpose of this course is to provide students with different analytical frameworks for understanding schools and how they are influenced by the broader socio-cultural context. The course will introduce students to theories and frameworks that will help them examine education from a sociological lens.

Is the function of formal education to prepare citizens for economic participation, to reproduce existing social structures, to indoctrinate citizens for political or religious purposes, to yield power to certain groups, to liberate disadvantaged groups, to foster social justice and promote equity, to provide opportunities for individual development, to give people opportunities for social mobility, or to meet other ends?

While investment in education is viewed as a key variable linked to economic growth, poverty reduction, and improvements in health, extensive social inequalities and economic divisions persist, even in the most economically developed societies. How gender, race, mother tongue, and social class bear on these issues will be considered throughout the class. The course will foster a critical understanding of these issues and their implications for education, development, policy and practice.

NOTE: Whenever possible/practical we will invite guest speakers to the class from the various regions of the world that we will be visiting.

COURSE OBJECTIVES:

Students in this course will come to understand:

- the multiple uses, purposes, and functions of formal schooling around the world;
- the implications of globalization, immigration, and development for education;
- a country's educational system in relation to its role in the global political and economic arenas; and
- the implications of race, gender, language & social class for formal education

REQUIRED TEXTBOOK:

AUTHOR: Joan H. Strouse

TITLE: *Exploring Socio-Cultural Themes in Education: Readings in Social Foundations*

PUBLISHER: Merrill Prentice Hall

ISBN #: 0 13 016454-2

DATE/EDITION: 2001

NOTE: Because I am the author of this required text, I will donate my royalties from my SAS students to the SAS scholarship fund.

TOPICAL OUTLINE OF COURSE & REQUIRED READINGS

Session 1: Introduction

Review of course expectations, objectives, structure, syllabus, projects, assignments, and field lab requirements. This is your opportunity for Q & A about the course.

“If you think education is expensive, try ignorance” - Derek Bok, Former President, Harvard

Session 2: Education as Cultural Transmission

Reading:

- Spindler, G., “The Transmission of Culture” in Strouse required course text pages 5-28

In class cultural transmission group work

Session 3: Perspectives on Schooling in the USA

Reading:

- Arnesberg, C. & Niehoff, A., “ American Cultural Values” in required course text pages 29-42

In class group activity on culture

Session 4: Comparative Education...What Is It?

Reading:

- P. Kubow & P. Fossum, “Theory in Comparative Education” in *Comparative Education: Exploring Issues in International Context*, pages 31-70 (2007)

Session 5: Education and the American Dream

Reading:

- Durkheim, E. “Education: It’s Nature and Its Role” in course text pages 49-61

Session 6: Legitimation and Reproduction

Readings:

- Feinberg, W. & Soltis, J., “Marxist Theory and Education” in *School and Society*, pages 43-58 (1998)
- Hurn, C., “Theories of Schooling and Society: The Functional and Conflict Paradigms” in course text pages 62-73
- “Half the Sky: Turning Oppression into Opportunity for Women Worldwide”
 - In class video and discussion of the “Education” section

Session 7: Creating Citizenship

Readings:

- Msila, V., “ From Apartheid Education to the Revised National Curriculum Statement: Pedagogy for Identity Formation and Nation Building in South Africa”, *Nordic Journal of African Studies*, 16(2): 146–160 (2007) online at: <http://www.njas.helsinki.fi/pdf-files/vol16num2/msila.pdf>
- Bassa, C., “Tibetan primary curriculum and its role in nation building”, *Educational Review*, Volume 60, Issue 1, 2008, pages 39-50

Session 8: Education for Equity

Readings:

- Casely-Hayford, L. “Gendered Experiences of Teaching in Poor Rural Areas of Ghana”, in *Gender Education and Equality in a Global Context: Conceptual Frameworks and Policy Perspectives*, by Fennell & Arnot, (2008), pages 146-161.
- McGovern, S., “Reclaiming Education: Knowledge Practices and Indigenous Communities” in *Comparative Education Review*, Vol. 44: 4, pages 523-29, Nov. 2000

Session 9: Education and Religion

Readings:

- Douglass, S. & Shaikh, M., “Defining Islamic Education: Differentiation and Applications” *Current Issues in Comparative Education*, Vol. 7 (1), 2004 online at: www.tc.edu/cice/Issues/07.01/71douglass_shaikh.pdf
- Alamdari, K. “Religion and Development Revisited: Comparing Islam and Christianity With Reference to the Case of Iran”, *Journal of Developing Societies*, Vol. 20, nos. 1-2, June 2004, pages 125-144.

Session 10: Education, Transformation, and Liberation

Readings:

- Giroux, H. “ Literacy and the Power of Political Empowerment” in Freire & Macedo, *Reading the Word and the World*, pages 1-27 (1987)
- Ahmed, M., “ Education as Transformation – Education for Transformation” *Development* 53, pages 511-517 (December 2010)

We will spend some time discussing and getting ready for the Field Lab in Singapore

Session 11: In class mid-term exam

Session 12: People on the Move: Brain Drain

Readings:

- Watts, J., “China Fears Brain Drain as its Overseas Students Stay Put,” *The Guardian* (2007). Online at:
<http://www.guardian.co.uk/world/2007/jun/02/internationaleducationnews.highereducation>
- UNESCO document, “From Brain Drain to Brain Gain” *Education Today*, pages 1-7
online at: <http://unesdoc.unesco.org/images/0014/001477/147739e.pdf>

Session 13: People on the Move: Immigration

Readings:

- Mosselson, “Roots & Routes: A Re-Imagining of Refugee Identity Constructions and the Implications for Schooling,” *Current Issues in Comparative Education (CICE)*, Vol. 9 (1), pages 20-29, 2006
- Shepherd, J. “Immigrant Children Benefit from Finnish Education,” *The Guardian* (November 11, 2011), Online at:
<http://www.guardian.co.uk/education/2011/nov/21/finland-education-immigrant-children>

Session 14: Education and Assimilation

Readings:

- Fadiman, A., “The Melting Pot,” *The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures*, pages 181-209, (1997)
- Eggers, D., *What is the What: The Autobiography of Valentino Achak Deng*, pages 370-408, (2006).

Reminder: Field Lab paper due at the beginning of class

Session 15: Studying National Variation

Readings:

- Numata, H. "Japanese Schooling: Tradition and Modernization," in Mazurek & Winzer, *Schooling Around the World: Debates, Challenges, and Practices*, pages 31-51.
- Arnove, R., Franz, S., & Torres, C., "Education in Latin America: Dependency, Underdevelopment, and Inequality," *Comparative Education: The Dialectic of the Global and the Local*, 3rd edition, pages 277-294 (2007)

Session 16: Education and Globalization

Readings:

- A. Sychov, "Global Development: Will It Ever Succeed?" in *Globality Studies Journal*, No. 23, 2011, online at: <http://globality.cc.stonybrook.edu/?p=177>
- Spring, J., "Research on Globalization and Education," *Review of Educational Research*, Vol. 78 (2), pages 330-363, June 2008

Session 17: In Class Student Presentations: Regional Case Studies

Session 18: In Class Student Presentations: Regional Case Studies

Session 19: In Class Student Presentations: Regional Case Studies

Session 20: In Class Student Presentations: Regional Case Studies

Session 21: In Class Student Presentations: Regional Case Studies

Session 22: In Class Student Presentations: Regional Case Studies

Session 23: In Class Student Presentations: Regional Case Studies

Session 24: Final Class

Final Papers due at the beginning of class today. We will meet to de-brief the course and to reflect on our time together. Students complete course evaluation forms.

FIELD LAB:

Field Lab:

- Title: Education in a Multilingual, Multicultural Environment
- Port: Singapore
- Date: February 22, 2013

- **Destination(s):** National Institute of Education & local public schools
- **Number of Projected Participants:** 35
- **Duration of lab:** 8 hours
- **Attendance is mandatory**

II. In-Country Faculty/Contact

- **Name:** Dr. Warren Liew
- **Title:** Professor
- **University Affiliation/Organization:** National Institute of Education (Singapore)

III. Academic Objectives:

Students will be able to:

- 1. Describe and explain Singapore's educational system in relation to its stated multicultural, multilingual goals**
- 2. Examine the roles that formal education plays within the broader context of development and change**
- 3. Observe first-hand how these broad goals actually play out on both the macro and micro level in Singapore**

The Field Lab for this course includes two formal visitations. The first is a morning session held at Singapore's National Institute of Education (NIE) with Dr. Liew. Singapore has an official Mother Tongue Language Policy that recognizes Chinese, Malay, Tamil, English and multiple other dialects in schools and in all official interactions within the country. This policy reflects Singapore's multiracial, multicultural, and multilingual citizenry. Our host, Dr. Liew, specializes in language variations across cultures and in language policy in Singapore. After a brief tour of the campus, students will participate in a lecture and conversation with Professor Liew on the complicated social and political aspects of these policies. Dr. Liew will also discuss the place of "Singlish," the indigenized variety of Singaporean English, in Singaporean society and culture. Students will learn about and discuss the ways in which Singaporean youth engage in online activism through the production of homemade YouTube videos which celebrate the power of Singlish. After our discussion, Professor Liew will join us for lunch where we can informally continue the dialogue.

Once we finish lunch we will visit several local public K-12 schools to observe how these language policies are enacted. SAS Students will have an opportunity to meet with students, teachers, and administrators in these schools. Students will discuss their observations during a final wrap-up meeting prior to returning to the M/V Explorer.

The student field assignment component of the course will count for 20% of your final grade. To complete the field assignment, students will need to take notes throughout the day, participate fully in the discussions, and use these notes as the basis to write a formal paper (3-4 pp.). The paper is due at the beginning of class on the 14th session class meeting of the course. Possible paper topics might address such questions as: Why or why isn't it important to have a multilingual language policy? Discuss whether or not going to school in your Mother Tongue makes a difference for students? Explain how teacher preparation programs can prepare future teacher adequately to accommodate this linguistic policy? Discuss what the field lab experience taught you about language policy in the U.S.

METHODS OF EVALUATION / GRADING RUBRIC

Regular class attendance is required and your grade will be lowered if you have unexcused absences (classes missed due to illness require a note from the ship's medical staff). Informed participation and reading of all course materials prior to the start of the class is expected. Assignments turned in after their due date and will be given a lower grade.

Grades will be based on the successful completion of your required Field Lab and the accompanying written assignment associated with the Field Lab (20%); leading of the class discussion (10%); attendance & participation in class and in the field lab (10%); in class mid-term exam (20%); in class presentation of your regional case study (20%); and your final regional case study paper (20%).

COURSE MATERIALS

ELECTRONIC COURSE MATERIALS All course material listed in the syllabus (excluding the required Loeb text book and citations with online access) will be placed in my SAS intranet folder for students to access from their own computers or from the computer lab. (Other resources are available through the Ship Library Reserve Desk).

ADDITIONAL RESOURCES

Students are strongly encouraged to review the supplemental journals in the field. The following are examples:

- * Comparative Education
- * Comparative Education Review
- * Compare
- * Current Issues in Comparative Education
- * Development in Practice
- * Economics of Education Review
- * Gender and Education
- * Harvard Education Review
- * International Journal of Educational Development
- * International Journal of Educational Research
- * International Journal of Sociology of Education
- * Oxford Review of Education
- * Race, Ethnicity, and Education
- * Review of Educational Research
- * Sociology of Education
- * Studies in International Education
- * Third World Quarterly
- * World Development
- * American Sociological Review
- * Contemporary Sociology

HONOR CODE

Semester at Sea students enroll in an academic program administered by the University of Virginia, and thus bind themselves to the University's honor code. The code prohibits all acts of lying, cheating, and stealing. Please consult the Voyager's Handbook for further explanation of what constitutes an honor offense.

Each written assignment for this course must be pledged by the student as follows: "On my honor as a student, I pledge that I have neither given nor received aid on this assignment." The pledge must be signed, or, in the case of an electronic file, signed "[signed]."