

H350: Global Education:
Comparing Society, Culture and Schooling around the World

A proposal for course development

Submitted to: The Center for the Study of Global Change, Indiana University

Submitted By:

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1. Purpose of the course

This course brings together the questions and insights of global and comparative education. It offers students an opportunity to reflect critically upon how educational systems in different times and places both reflect and determine social privilege, the meaning of truth, and common understandings of right and wrong. On this foundation, the course builds an understanding of how educational systems of different countries interact in today's global culture, economy, and politics. Like the fields upon which it is based, the course will be multi-disciplinary and of particular interest to students with majors in the social sciences, humanities, or education. Within the International Studies minor, it satisfies a course requirement in concentration #2-"Global Humanities" or #5-"International Development."

It is proposed that the course be offered annually (or, if enrollments sustain, twice annually) at the 300 level, beginning in *Spring, 2001. It will be co-taught by Margaret Sutton, and Bradley Levinson, who will alternate primary responsibility.

2. Course content

As commonly taught in Schools of Education, Global Education and Comparative Education are two different subjects, though clearly with some overlap. "Global Education" refers to teaching and learning about societies outside the U.S. and about the world systems through which all people and nations are interconnected. Global Education is generally expected to occur in the K-12 years; college-level students of education may learn how to foster global education through their classes in curriculum and instruction. In contrast, Comparative Education is taught primarily to specialists at the post-graduate level and has policy analysis as its driving force. In Comparative Education, students view education systems as windows upon the societies of which they are a part. Education and society are studied through the lenses of many disciplines, including anthropology, economics, political science, and sociology. Comparative Education is a training ground for national and international educational leaders. This course draws upon both global and comparative education to introduce students to the diverse meanings and modes of education around the world. Like all comparative study, the course fosters deeper reflection upon the familiar - contemporary education and society in the U.S. -- through learning about the different - education in other societies.

Among the topics to be explored over the semester are:

- The relation between society, culture, and education
- The rise of formal education and the modern nation-state
- Education, colonialism, and imperialism
 - The role of education in "modernization" and "development"
- Gender, ethnicity, and social class in relation to educational development
 - Globalization, transnational migration, and education

Reading sources might include:

Schooling the Symbolic Animal: Society, Culture, Education (B. Levinson, ed., 2000, Rowman and Littlefield)

“Global Education and National Interests: The Last Fifty Years” (Margaret Sutton, International Journal of Social Education, 1999).

The Forces which Shaped Them: A History of the Education of Minority Group Children in British Columbia (Mary Ashworth, New Star Books, 1979).

Schooling for the Natives of Ponape, (Nat Colletta, SUNY Press, c. 1980)

Nervous Conditions (Tsitsi Dangerembga)

Japan's High Schools (T. Rohlen, 1983, U Cal Press)

Learning to Labor (P Willis)

UNESCO World Education Report

Building upon this list, we plan to identify other ethnographies of education, first-person narratives, as well as novels dealing with education, and a selection of studies and reports that communicate clearly: the historical roots of present education systems, current issues and approaches to educational reform in different countries; and analytic approaches of different disciplines and perspectives. We also plan to include select videos on education and society, and to identify reliable web-based resources.