TIME: Tuesday, 4:15-7:00
LOCATION: Room 2102, Benjamin Bldg
OFFICE: Room 3112B, Benjamin Bldg.
OFFICE HOURS: by appointment
TELEPHONE: 301-405-2212
E-MAIL: sklees@umd.edu

COURSE DESCRIPTION AND OBJECTIVES:

Why are some countries or individuals wealthy and others are poor? Why is there such inequality between and within nations? What is meant by economic growth and development? Why does a country or a region grow and/or develop? How is all this changing over time within the context of what is being called “globalization?” And, most central to the course, what is the relation of education to growth, development, poverty, inequality, globalization, and other key issues our society faces? Most specifically, what do various possible answers to these questions imply for educational research, evaluation, policy, and practice?

Almost every course dealing with educational issues is based on frameworks, often implicit, that take certain positions with respect to these questions. In this course we will consider these questions from contrasting economics perspectives. The overall intent of the course is to help develop a broad understanding of the global context within which education takes place and how that context affects and is affected by educational policy and practice. Since there is such controversy about the nature of that global context, about the degree of success and failure of on-going education and development efforts, and about the directions we need to take in the future, the main purpose of the course is to help develop a critical understanding of:

- the major theoretical frameworks;
- their explicit and implicit assumptions;
- the research methods and empirical findings that support these frameworks; and
- the implications for educational policy and practice.

Throughout the course we will consider concrete policy and practice issues such as privatization; the situation faced by girls and women; the crisis in higher education; the attainment of universal primary education; the role of nongovernmental organizations; and more. How issues of gender, race, and class impact on the topics above will be examined throughout the course.

ASSIGNMENTS AND GRADING
Regular class attendance, participation, and reading prior to class are expected. Additional project and group work will also be expected at times during the semester. Grades will be based principally on midterm and final take-home exams.

REQUISITE TEXTBOOKS

Most readings are available on ELMS/Canvas. One book is required:

COURSE EVALUATION

Your participation in the evaluation of courses through CourseEvalUM is a responsibility you hold as a student member of our academic community. Your feedback is confidential and important to the improvement of teaching and learning at the University as well as to the tenure and promotion process. You can go to the website (www.courseevalum.umd.edu) to complete your evaluations. By completing all of your evaluations each semester, you will have the privilege of accessing the summary reports for thousands of courses online at Testudo.

HONOR CODE

All students are expected to abide by the code of academic integrity throughout this course. Academic dishonesty, including cheating, fabrication, and plagiarism will not be tolerated and will be reported to the Student Honor Council. The full text of the code is available on the web at: http://www.inform.umd.edu/CampusInfo/Departments/JPO/code_acinteg.html.

STUDENTS WITH DISABILITIES

A student with a documented disability or any other special needs who wishes to discuss academic accommodations should contact the instructor as soon as possible.

RELIGIOUS OBSERVANCES

Students will not be penalized because of observances of their religious beliefs. Whenever possible, students will be given reasonable time to make up any academic assignment that is missed due to participation in a religious observance. It is the student’s responsibility to inform the instructor of any intended absences for religious observances in advance. Notice should be provided as soon as possible, but no later than the end of the schedule adjustment period. Prior notification is especially important in connection with final examinations, since failure to reschedule a final examination before the conclusion of the final examination period may result in loss of credits during the semester.

COURSE SCHEDULE AND READINGS
1. **Introduction**

   **PART A: NEOCLASSICAL ECONOMICS VIEWS**

2. **Economics and Society**

   Neoclassical Economics Handout (DON’T READ BRING TO CLASS)

   World Economic Forum/World Social Forum Handout (also see www.weforum.org/ and www.forumsocialmundial.org.br/home.asp


3. **Education and Development: Human Capital, Modernization and Economic Growth**


4. From Educational Planning to Economic Evaluation


5. The Role of Government


PART B: POLITICAL ECONOMY VIEWS

6. Economics, Society and Development

Political Economy Handout (DON’T READ, BRING TO CLASS)

Matthaei, Julie. “The Time for a New Economics is at Hand”


7. **Education and Development**


**PART C: VIEWS CONTRASTED**

8. **Debates about Education and Equality**


Reimers, F. “Conclusions: Can Our Knowledge Change What Low-Income Children Learn?” in F. Reimers (Ed.) *Unequal Schools, Unequal Chances: The Challenges to*


MacEwan (1999), pp. 66-76, 84-86.


9. **Debates about Educational Policy: World Bank Perspectives and Alternatives** (also see www.worldbank.org/education/)


10. Debates about Educational Policy (Continued)

ALL READ: EDUCATION FOR ALL

NORRAG “Quality Education – at all levels -- for Everyone”

Brown, Gordon, “Building the Global Schoolhouse”

Brown, Gordon, “New Ways to Finance Education”

Gillard, Julia, “Winning the Fight for Global Education,”

Klees, S. “Getting Universal Education Right”


“Education for All: Fourteen Years Later – Interview with Rosa Maria Torres,” Oct. 28, 2004


Lobe, J. "Learn from Cuba, says World Bank," InterPress Third world News Agency (IPS), April 30, 2001

GIRLS EDUCATION: POSSIBLE READING


HIGHER EDUCATION: POSSIBLE READING


11. Debates about Development

Liberal or Neoliberal:

“Sustainable Development Goals”


Birdsall, N. on reforming the Bank: http://www.cgdev.org/blog/my-two-big-worries-about-world-bank


Political Economy:

Hickel, Hason. “Global Inequality may be Much Worse Than We Think” https://www.theguardian.com/global-development-professionals-network/2016/apr/08/global-inequality-may-be-much-worse-than-we-think


Klees, S. "Promises, Promises" (a critique of Lomborg and the CCC)

Klees, S, “The Rhetoric and Reality of Business Distorts Education”

OPTIONAL

“Why a Reform of the Teaching of Economics is Inevitable,” La Tribune, July 4, 2000 (www.autisme-economie.org)

12. Conclusions: Alternative Directions

Liberal or Neoliberal:


**Political Economy**


Sandbrook, R. *Reinventing the Left in the Global South* (excerpt) London: Cambridge University Press, 2014


McCowan, T. “Participation and Education in the Landless People’s Movement of Brazil,” Journal of Critical Education Policy Studies, 1, 1, March 2003. (OPTIONAL but skim if you can)


