

POLITICAL ECONOMY OF EDUCATION IN A GLOBAL CONTEXT

EDPL 606 – FALL 2006 – Prof. Steven Klees

Time: Tuesday, 4:15-7:00
Location: Room 0114, Benjamin Bldg
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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.

REQUIRED TEXTBOOKS

A course packet of readings is required.

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

2. Economics and Society

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

Jeter, J. "Protests Challenge S. Africa Summit," Washington Post, Sept. 1, 2002, p. A18.

Ungphakorn, P. "Economists, NGOs Head for Showdown," Bangkok Post, Aug. 12, 1996

Bowman, M.J. and G.L. Bach. "Private Enterprise, Profits, and the Price System," Chapter 4 of Economic Analysis and Public Policy. New York: Prentice-Hall. 1943. 35-45.

Heilbroner, R. and L. Thurow. "How Markets Work," and "Where Markets Fail," Chapters 15 and 16 of Economics Explained. New York: Barron's, 1990. 157-178.

Sowell, T. Basic Economics: A Citizen's Guide to the Economy. New York: Basic Books. 2000, 9-11.

Colclough, C. Marketizing Education and Health in Developing Countries. Chapter 1: Education, Health and the Market: An Introduction. Oxford: Clarendon Press. 1997. 9-11.

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

Arndt, H.W. "Development as Growth (1945-1965)," Chapter 3 of Economic Development: The History of an Idea. Chicago: University of Chicago Press. 1987.

Mehmet, O. (1999): "The Latest State of the Art: Economic Development Theorizing Since 1980 (Chap. 6)" in Westernizing the Third World" NY:Routledge.

DeYoung, A. J. "Children as Resources: Human Capital Theory, Modernization Theories, and the School" (Chap 6) in Economics and American Education: A Historical and Critical Analysis of Economic Theories on Schooling in the U.S. NY: Longman, 1989

Inkeles, A., and D.H.Smith. Becoming Modern: Individual change in six developing countries. Cambridge: Harvard University Press. 1974 (excerpts)

Holsinger, D.B. "Modernization and Education" in G. Psacharopoulos (Ed.) Economics of Education: Research and Studies. Oxford: Pergamon Press. 1987, 107-110.

Harbison, F. and C.A. Myers. Manpower and Education: Country Studies in Economic Development. New York: McGraw-Hill. 1965.

Psacharopoulos, G. "Educational Planning: Past and Present," *Prospects*, 8 (2), 1978.

Psacharopoulos, G. and M. Woodhall. Education for Development: An Analysis of Investment Choices. Chapter 2. New York: Oxford University Press. 1985.

Blaug, M. "The Contribution of Education to Economic Growth," Chap 3 in An Introduction to the Economics of Education. NY: Penguin, 1970.

Burnside, F. and D. Dollar. "Aid Spurs Growth—in a Sound Policy Environment," Finance and Development, 12/97, 4-7.

Radelet, S. "A Primer on Foreign Aid," Working Paper No. 92, Center for Global Development (www.cgdev.org), July 2006.

4. From Educational Planning to Economic Evaluation

Bernasek, A. "What's the Return on Education?" New York Times, Dec. 11, 2005.

Psacharopoulos, G. "From Manpower Planning to Labour Market Analysis". International Labour Review. 130 (4), 1991. 459-474.

Klees, S. "Economics of Educational Planning." In T. Husen and T.N. Postlewaithe (Eds.) The International Encyclopedia of Education (2nd ed.) Oxford: Pergamon. 1994, 872-878.

Psacharopoulos, G. and M. Woodhall. Education for Development: An Analysis of Investment Choices. Chapter 3. New York: Oxford University Press. 1985.

Klees, S. "The Economics of Education: Is That All There Is?" Comparative Education Review, November, 1991.

Mingat, A. and B. Suchaut. African Education Systems: A Comparative Economic Analysis. De Boeck Universite, 2000. Book review in ADEA Newsletter, 2001.

5. The Role of Government

Greenhouse, S. "Cambridge Pushes Chicago Aside". New York Times, 2/2/1993.

Carnoy, M. "Financing Education: Introduction" in M. Carnoy (Ed.) International Encyclopedia of Education. Tarrytown, NY: Elsevier, 1995, 312-315

Levin, H.M. "School Finance" in M. Carnoy (Ed.) International Encyclopedia of Education. Tarrytown, NY: Elsevier, 1995, 312-315

Colclough, C. "Education and the Market: Which parts of the neoliberal solutions are correct?" World Development, 24 (4), 1996, 589-610.

Klees, S. "The Implications of the World Bank's Private Sector Development Strategy for Education: Increased Inequality and Inefficiency," Paper presented at the annual meeting of the Comparative and International Education Society, New Orleans, LA, March 12-15, 2003.

6. Economics, Society and Development

Tilly, C. "Shaking the Invisible Hand: The uncertain foundations of free market economics," Dollars and Sense, November, 1989.

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

Wright, J. (2003) "Teaching the Ethical Foundations of Economics," Chronicle of Higher Education (www.chronicle.com/weekly/v49/i49/49b00701.htm)

Coser, L. "Karl Marx 1818-1883" in Masters of Sociological Thought. Fort Worth, TX: Harcourt Brace, 1977.

Amin, Samir. Spectres of Capitalism. New York: Monthly Review Press, 1998 (excerpts).

Wilber, C.K. and K.P. Jameson. "Paradigms of Economic Development and Beyond." In C.K. Wilber (ed.) The Political Economy of Development and Underdevelopment. 3rd Edition. New York: Random House. 1984.

de Janvry, A. The Agrarian Question and Reformism in Latin America. Baltimore: Johns Hopkins, 1981 (Introduction).

MacEwan, A. (1999) Neo-liberalism or Democracy? Economic Strategy, Markets, and Alternatives for the 21st Century. New York: Zed, pp 1-12, 25-35.

Chowdhry, G. "Engendering Development: Women in Development (WID) in International Development Regimes," in M. Marchand and J. Parpart (eds.) Feminism/Postmodernism/Development. NY: Routledge, 1995 310-321.

Kubow, P.K. and Fossum, P.R. Comparative Education: Exploring Issues in International Context (Chapter 2: Theory in Comparative Education) New Jersey: Merrill Prentice Hall, 2003.

7. Education and Development

Clayton, A. "Beyond Mystification: Reconnecting World System Theory for Comparative Education," Comparative Education Review, 42, 4, 1998, pp. 479-496.

Ayres, D.M. Development of Education in Cambodia, Comparative Education Review 44 (4), November 2000. 442-448.

Carnoy, M. "Education and Labor Markets: Introduction," in M. Carnoy (Ed.) International Encyclopedia of Education. Tarrytown, NY: Elsevier, 1995, 9-10.

Stromquist, N. and Monkman, P. "Defining Globalization and Assessing its Implications on Knowledge and Education," in N. Stromquist and K. Monkman (eds.) Globalization and Education. New York: Rowan and Littlefield, 2000.

Carnoy, M. "Globalization and Education Reform," in N. Stromquist and K. Monkman (eds.) Globalization and Education. New York: Rowan and Littlefield, 2000

Abdenur, A. "Tilting the North-South Axis: The Legitimation of Southern Development Knowledge and its Implications for Comparative Education Research," Current Issues in Comparative Education, 4(2), May 14, 2002 (online journal)

8. Debates about Education and Equality

Psacharopoulos, G. and M. Woodhall. Education for Development: An Analysis of Investment Choices. Chapter 9. New York: Oxford University Press. 1985.

Carnoy, M. "Can Educational Policy Equalize Income Distribution?" Prospects 3 (1), 1978. 3-18.

Lummis, C. Douglas (1992) "Equality," in Wolfgang Sachs (ed.) The Development Dictionary. London: Zed.

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

Postrel, V. (Aug. 15, 2002) "The Rich Get Richer and the Poor Get Poorer. Or Do They," New York Times

Reimers, F. "Conclusions: Can Our Knowledge Change What Low-Income Children Learn?" in F. Reimers (Ed.) Unequal Schools, Unequal Chances: The Challenges to Equal Opportunity in the Americas. Cambridge, MA: Harvard University Press, 2000.

Welch, A.R. Quality and Equality in Third World Education. New York: Garland Publishing Co. 2000.

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

World Bank Priorities and Strategies in Education. Washington, DC, 1995.

Samoff, J. "Which priorities and strategies for education?" International Journal of Education and Development, Vol. 16, No. 3, pp. 249-271, 1996.

Burnett, N. and Patrinos, H.A. "Response to critiques of priorities and strategies for education: World Bank review". International Journal of Education and Development, Vol. 16, No. 3, pp. 273-276, 1996.

Heyneman, S. "The History and Problems in the Making of Education Policy at the World Bank: 1960 – 2000" in David Baker and Darcy Gustafson (eds.) International Perspectives on Education and Society Oxford: Elsevier Science, (2005); also appears in: International Journal of Education Development 23 2003, pp. 315 – 337

World Bank. Education Sector Strategy. Washington DC: The International Bank for Reconstruction and Development / The World Bank, 1999, pp. i-xi.

Klees, S. "World Bank Education Policy: New Rhetoric, Old Ideology," International Journal of Educational Development, Vol 22, 2002, 451-474.

Hudson, A. H. "Re-visioning from the Inside: Getting Under the Skin of the World Bank's Education Sector Strategy," International Journal of Educational Development, forthcoming.

Soudien, C. "Education in the Network Age: Globalization, Development, and the World Bank," International Journal of Educational Development, Vol 22, 2002, 439-450.

Ilon, L. "Agent of Global Markets or Agent of the Poor? The World Bank's *Education Sector Strategy* Paper," International Journal of Educational Development, Vol 22, 2002, 474-482.

10. Debates about Educational Policy (Continued)

ALL READ:

Sperling, G. "Toward Universal Education: Making a Promise and Keeping It," Foreign Affairs, 80, 5, Sept./Oct. 2001, pp. 7-13.

Tomasevski, K. Education Denied: Costs and Remedies. NY: Zed, 2003 (excerpts).

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

George, Selena and Jain, Shilpa. Exposing the Illusion of the Campaign for the Fundamental Right to Education. Udaipur, India: Shikshantar: The People's Institute for Rethinking Education and Development, 2000.

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

Brock-Utne, B. Whose Education for All?: The Recolonization of the African Mind. NY: Falmer, 2000 (Chapter 2).

Holsinger, D. and Jacob, W. "Review of Brock-Utne, B. Whose Education for All?: The Recolonization of the African Mind. (NY: Falmer, 2000)" Comparative Education Review, 45, 4, Nov. 2001, pp. 629-632, + Preston, R. another review of Brock-Utne.

GIRLS EDUCATION:

Tietjen, K. "Educating Girls: Strategies to increase access, persistence, and achievement." Washington, D.C.: U.S. Agency for International Development.

Tietjen, K. et al. "Educating Girls: Methods of Inquiry," Washington: USAID, 2001.

Stromquist, N. "What Poverty Does to Girls' Education: The intersection of class, gender, and ethnicity in Latin America." Keynote speech at Oxford International conference on Education and Development, September, 1999.

EDUCATION FOR ALL

World Bank et al. "Taking Stock of Education for All: One Year after Dakar World Education Forum," 2001

Oxfam International. "Education: Tackling the Global Crisis," April 2001

Torres, R.M. One Decade of Education for All: The Challenge Ahead. Paris: IIEP, 2000.

HIGHER EDUCATION:

Mok, K.H. "Impact of Globalization: A study of quality assurance systems of higher education in Hong Kong and Singapore," Comparative Education Review 44 (2), May, 2000. 148-154.

Saint, W. "Higher Education and Development," ADEA Newsletter, 17, 3/4, July-December 2005, 3-18.

"Overview of Higher Education Participation in Africa" ADEA Newsletter, 17, 3/4, July-December 2005, 14-15.

Varghese, N. "GATS and Cross-Border Trade in Education," ADEA Newsletter, 17, 3/4, July-December 2005, 10-11.

Altbach, P. "Higher Education and the WTO: Globalization Run Amok," International Higher Education, 23/1, Spring 2001.

Altbach, P. "Contradictions of Academic Development: Exploiting the Professoriate and Weakening the University," International Higher Education, 39, Spring 2005.

Daniel Shurgurensky article

Samoff, J. and Bidemi, C. "From Manpower Planning to the Knowledge Era: World Bank Policies on Higher Education in Africa," UNESCO Forum Occasional Paper Series Paper No. 2, Paris, Oct. 2003.

11. Debates about Development

"Millennium Development Goals" handout.

Singer, M. Productive Wealth is Sweeping the World. Los Angeles Times. 1988, Feb. 3.

Robinson, S. "Comparing Economic Systems in the 21st Century," Unpublished paper, International Food Policy Research Institute, Nov. 2002.

Engardio, P. et al. Global Capitalism: Can It be Made to Work Better? Business Week. 2000, Nov. 6, 72-98.

Monbiot, G. article for The Guardian, Oct. 21, 2003.

Harrison, L. "Promoting Progressive Cultural Change," in L. Harrison and Huntington, S. Culture Matters: How Values Shape Human Practice. NY: Basic, 2000.

Korzeniewicz, R.P., & Smith, W.C. "Poverty, Inequality and Growth in Latin America: Searching for the High Road to Globalization," Latin American Review, vol. 35, no. 3, 2000, 7-54.

Frank, L. "The Development Game," In: Rahnema, M. & Bawtree, V. (Eds.) The Development Reader. London: ed Books. 1997.

Stiglitz, J.E. "Introduction," In: Gilbert, C.L. & Vines, D. (Eds.) The World Bank: Structure and Policies. Cambridge: Cambridge University Press. 2000, 1-9.

The Economist, "The Fund Strikes Back," The Economist, July 6, 2002

Marphatia, A. and Archer, D. Contradicting Commitments: How the Achievement of Education for All is Being Undermined by the International Monetary Fund. London: ActionAid International and the Global Campaign for Education, 2005.

Norman, D. "The Role of Northern-Based NGOs in Debt Relief," Association for the Development of Education in Africa (ADEA) Nesletter, April-June 2001,

Edwards, M. & Hulme, D. Too close for comfort? The impact of official aid on nongovernmental organizations. Current Issues in Comparative Education, vol.1, no.1. <http://www.tc.columbia.edu/cice/vol01nr1/medhart1.htm>. 1998, 1-26.

Rowden, R and Irama, J. (April 2004) Rethinking Participation: Questions for Civil Society about the Limits of Participation in PRSPs. Wahington, DC: ActionAid.

UNDP. Human Development Report, NY: Oxford, 1999. pp.1-13

MacEwan (1999) pp. 145-159, 178-189, 225-236.

Weiner, G. "Feminisms and Education," in H. A. Halsey et al, Education, Culture, Economy, and Society. NY: Oxford, 1997.

Diaw, C. "Gender and Education in Sub-Saharan Africa: The Women in Development (WID) Approach and its Alternatives," in A. Abdi and A. Cleghorn (eds.) Issues in African Education: Sociological Perspectives. New York: Palgrave Macmillan, 2005

M. Marchand and J. Parpart. "Exploding the Canon: An Introduction/Conclusion" in M. Marchand and J. Parpart (eds.) Feminism/Postmodernism/Development. NY: Routledge, 1995.

Dill, B.T. "Defining the Work of the Consortium: What do We Mean by Intersections," mimeo, University of Maryland, n.d.

Caal for papers: "Women in a Global Environment" for WAGADU: A Journal of Translational Women's and Gender Studies, Aug. 15, 2004

Danaher, K. & Muhammad, Y. (Eds.) 50 Years is Enough: The Case Against the World Bank and the International Monetary Fund. Boston: South End Press. 1994.

12. Conclusions: Alternative Directions

Cavanagh, J., Broad, R. & Weiss, P. "The Need for a Global New Deal." The Nation. 1993, December 27.

Aronson, R. "The Left Needs More Socialism," The Nation, April 17, 2006, pp. 28-30.

Greider, W. "The Future is Now," The Nation, June 26, 2006, pp. 23-26

Korten, David. "Sustainable Livelihoods: Redefining The Global Social Crisis," In: Shapiro, H.S. & Purpel, D.E. (Eds.) Critical Social Issues in American Education: Transformation in a Postmodern World. Mahwah, N.J: L. Erlbaum Assoc, 1998

Esteva, G. & Prakash, Madhu Suri. "From Global Thinking to Local Thinking," In: Rahnama, M. & Bawtree, V. (Eds.) The Development Reader. London: ed Books. 1997.

James, D. "Conclusion: Ten Ways to Democratize the Global Economy," In: Danaher, K. and Burbach, R. (Eds.) Globalize This! The Battle Against the World Trade Organization and Corporate Rule. Maine: Common Courage Press, 2000.

Gandin, L. and Apple, M.(2002) “Challenging Neoliberalism, Building Democracy: Creating the Citizen School in Porto Alegre, Brazil,” Journal of Education Policy, 17, 2, 259-279.

McCowan, T. “Participation and Education in the Landless People’s Movement of Brazil,” Journal of Critical Education Policy Studies, 1, 1, March 2003.

Klees, S., Rizzini, I. & Dewees, A. “A New Paradigm for Social Change: Social Movements and the Transformation of Policy for Street and Working Children in Brazil,’ In: Mickelson, Roslyn Arlin (Ed.) 2000. Children on the Streets of the Americas: Globalization, Homelessness and Education in the United States, Brazil and Cuba. London & New York: Routledge.