Course Description

Many would say we live in a world of profound and persistent inequalities. We have so many people on this planet living in such difficult, too often barely survivable, conditions. Conflicts are widespread. There is pervasive sexism, racism, and other forms of discrimination. Educational systems in our societies too often reflect and sustain this awful state of the world instead of challenging it. This is not a call for despair. For those who see the world this way, it is a call for alternatives. Critics have analyzed the interrelated nature of these problems and, in many courses, this critique is examined. In this course we move beyond the critique and focus on the alternatives, that is, what are alternative ways to organize our social, political, economic, and educational systems?

While some say that these social critics are long on critique and short on alternatives, there has been considerable thought about and experience with alternative education and alternative development practice. Communities, regions, and countries from the U.S. to Cuba, from South Africa to Scandinavia, from Brazil to India, and elsewhere around the world, offer examples. Alternative approaches to development flourish under labels like ecological economics, sustainable development, and deliberative and participatory democracy. Alternative approaches to education flourish under labels like critical pedagogy, critical multicultural education, popular education, ecological education, and democratic and ethical schooling.

The class will build upon the interests of the students attending to jointly explore the range of thinking and practice about these alternatives.

Course Requirements and Grading:

Regular class attendance, participation, and reading are expected. Grading will be based on class participation (10%) and a term paper or alternative project (90%). Plus and minus grading will be used.
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.

**Required Textbooks:**

ISBN: 978-1-60358-504-0

ISBN: 978-1-59451-523-1

ISBN: 0415933455
Class Schedule and Readings:

I have set out readings for some of the course. After that we will jointly structure the topics and decide upon common readings.

1. Introduction

2. Critical Overview I

Broad and Cavanagh.


3. Critical Overview II

Chabott, C. *Constructing Education and Development*. NY: Routledge, 2003 (Chapter 3)


Glennie, J. "Development Experts Need to be Bolder about Letting History In," blog, guardian.co.uk, August 12, 2011.


Said, E. “Problems of Neoliberalism,” *Al-Ahram Weekly* 7-13 September 2000,


4. Development Critique and Alternatives I

**5. Development Critique and Alternatives II**

Alperovitz.


“Letter, Gustavo Esteva to Jared James, Nov. 16, 1999”
(www.umd.edu./faculty/salzman…ategy/discussion/1999-11-16Gustavo.html)

**6. Development Critique and Alternatives III**

Hahnel – Chaps. Introduction, 2, 3, 7, 13, 14


**7. Education Critique and Alternatives I**


Verna, Rita (Ed.) *Be the Change: Teacher Activist, Global Citizen*. NY: Peter Lang, 2012 (selected excerpts).

**8. Education Critique and Alternatives II**


**9. Education Critique and Alternatives III**


**Additional Classes & Readings – to be structured by student interests**

**Conclusions**


**MORE READINGS IN ALTERNATIVE DEVELOPMENT**

**Civil society, NGOs, ‘Third Sector’**


Harriss, John (2001). *Social Capital Construction and the Consolidation of Civil Society in Rural Areas.* LSC, no. 00-16.


Lewis, Peter M. “Political transition and the dilemma of civil society in Africa,” *Journal


**Social movements- MST, Zapatistas**


Mertes, Tom (Ed.) *A Movement of Movements: Is Another World Really Possible?*

**Debates among the left**

**Participation**


**Deliberative democracy**


Shaw, Martin. The Deep Challenge of Global Social Democracy. It looks like this is from a website called Fabian Global Forum.


**Alternative governance: Porto Alegre,**


**Sustainable development**


Korten, David ( ). *Sustainable Livelihoods: Redefining The Global Social Crisis*


**Indigenous Knowledge**


**Other Alternative Development**


MORE READINGS IN ALTERNATIVE EDUCATION

**Critical Pedagogy**


**The right to education**


**Critical multicultural education**


**Education and Social Movements**


**Peace Education**


Ecological education

University-level education


Democracy and Education


Other Alternative Education


Escuela Nueva in Colombia

The Bangladesh Rural Advancement Committee (BRAC): Experience with primary education


*Vimukt Shiksha*. (March 2000.) *Special Issue: Unfolding learning societies*: Challenges and opportunities.


