Course Description:

Education is widely accepted as a basic right as well as a foundational tool for human development. Recognizing this, governments and international agencies have invested heavily in basic education over the past three decades to fulfill this basic right as well as foster broad based economic growth and democratic institutions. This course will reflect on global commitments to increase education access, including universal primary education, and improve education quality. We will explore the varied successes and challenges that have resulted from these international efforts through comparative case studies. Within these case studies we will discuss issues of educational inequality across gender, race, and socio-economic classes. A central focus of the course is on policy analysis and the role of aid agencies, including international non-governmental organizations, in responding with new possibilities in order for “education for all” to become a reality.

A central question to be addressed in this course is this: how can or do opportunities to learn, affect the development of that society? The two key terms in the course title are very problematic. What do we mean by education? What do we mean by development? It is quite possible that each of us will have a slightly different understanding of the meaning of those terms. Although we will not attempt to come to a consensual understanding of those terms, we will problematize our own individual conceptions, as well institutional conceptions, and how these conceptions affect judgments about educational practice and policy.

Required Texts:


Objectives:

1. To understand how and why education is considered a vital link within global development agendas.
2. To gain awareness of the emergence of Global Education Policies (GEPs) and how these policies have been utilized across diverse local contexts with variable outcomes.
3. To identify, interpret, and critique education policies, including the role of aid agencies and non-governmental organizations.
4. To hone written communication skills, focusing on concise and engaging language useful for web content or reports.
5. To gain experience speaking in front of a group by presenting one’s findings from an individual project.
**Course Requirements:**

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<thead>
<tr>
<th>Exams and Assignments</th>
<th>Weight</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Attendance &amp; Participation</td>
<td>15%</td>
<td>Daily</td>
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<tr>
<td>Essay Exam I</td>
<td>20%</td>
<td>Week 6</td>
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<tr>
<td>Essay Exam II</td>
<td>20%</td>
<td>Week 10</td>
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<tr>
<td>Discussion Facilitation</td>
<td>15%</td>
<td>Sign-up by week 2</td>
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<tr>
<td>Final Project [Proposal]</td>
<td>25%</td>
<td>Finals Week [Week 5]</td>
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<td></td>
<td>[5%]</td>
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- **Attendance and participation is mandatory.** Class lectures and discussion will be critical to your ability to grapple with the readings analytically, it is essential that you are in class, engaged, and ready to participate. Each of you is responsible for any material, announcements, assignments, and/or schedule changes made during class. If you miss a class, you will need to ask another student for notes and reflections about what was covered and transpired. Attendance will be taken daily.

- **Discussion Facilitation.** Depending on the number of students in the class, individual or pairs of students will be responsible for preparing a short presentation on the readings to class. You should prepare handouts with questions for fellow students to set the stage for class discussion. Further details about the presentation will be discussed in class.

- **Essay Exams:** Conceptual in nature, these exams will ask you to define and explain particular terms, explain particular arguments and conceptual frameworks, and give examples from course material discussed. These will be short analytical questions that require the conceptual grasp of the course readings and materials. (40%)

- **Final Project:** As we know these topics cover an immense amount of terrain and there is no way that we can cover even a substantial portion in 10 weeks. The research paper should demonstrate your in-depth understanding of the issues and institutions we have discussed during the semester. Your term paper should be an analysis of an educational reform project, program or policy on a topic in a particular country. The paper should include a concise review of the literature on the topic, an explanation of why the particular reform was implemented by a certain institution, an analysis of the conceptual framework that guided the reform effort, and a discussion of the strengths, weaknesses, and future prospects for the program/reform. More specific guidelines on the final assignment will be provided in class and available on the course blackboard.
  - Final Project Reports are due by our official final exam day (TBA; 25%). Papers should be 8-10 pages; graduate papers may be longer but no more than 20 pages.

- **Proposal:** A 1-2 page proposal for your project is due week 5 (5%).