

CTL 1060

EDUCATION AND SOCIAL DEVELOPMENT

Course Syllabus

Winter, 2011

**Instructor:** J. P. (Joe) Farrell  
**Room 7-105**  
**Date/Time:** Tuesday, 1:00 p. m. to 4:00 p.m.

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**CENTRAL THEMES AND STYLE OF THE COURSE**

The central question addressed in this course is this: how does, and how can, the provision by a society of systematic opportunities for its members 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 *social development*? It is assumed that each of us will have a slightly different (perhaps very different) understanding of those terms. We will not attempt during the course to arrive at a consensual understanding of the meaning of those terms. Rather we will try to become as clear as we can about our own individual conceptions, and about how those conceptions affect our judgements about educational policy and practice. A core assumption of the course is that, whatever else it may mean, *social development* refers to more equitable distribution of whatever members of a particular human group value highly, and in particular more equitable distribution of opportunities to learn those things needed to lead a satisfactory life (however satisfactory is defined in a particular culture) as a member of society.

A central focus of the course is *policy analysis*. We will be examining various bodies of *evidence* regarding the relationship between education and different aspects of *social development*, but always with a view to what that evidence tells us about how one might alter educational policy (and practice) in particular places so as to contribute more effectively to *social development*.

Another core assumption of the course is that one cannot really understand the contemporary educational policy and practice issues and challenges we will be considering without some knowledge of their history. As I wrote in an essay we will be reading later in the course: "although I was not formally trained as an historian, I soon found that if I was to do my work well I had to become one. The contemporary educational problems with which I was dealing in various parts of the world simply could not be understood without a solid knowledge of their history." This is true not only of developments within any particular nation/society, but of the *comparative* evidence and debates about it, which have been developing over many years. Thus the readings (and films) you will

encounter in this course range from very contemporary (“fresh off the press” or in “pre-publication form”) to very “old” (“classics” of various types). As you may note some of these “classics” still seem very “fresh” in this early stage of a new millennium. This range will hopefully help us to get a better sense of that history and its influence and importance to understanding the “present.”

In this course a seminar format is followed, in which all participants are expected to contribute. For each class session there are assigned readings regarding a specified topic. Students are expected to have carefully read the assigned material before each class session, and to come to each class with their own agenda of points they wish to have addressed. Since students will come to class with very different backgrounds, in terms of previous studies and experiences, it is expected that their contributions to class discussions will differ. One of the richest sources of evidence and insight available to us will be the varied experiences of the class members themselves.

A course book containing all readings not available electronically through the OISE/UT library system (those available electronically are marked in the reading list by \*\*) is available for purchase at Krishna Copy/Print City, 180 Bloor St W. (Concourse level)

## **SPECIFIC REQUIREMENTS AND EVALUATION**

The seminar format followed in this course requires the active participation of all members of the class. Do not hesitate to ask questions if there is something in the readings that you do not understand, or disagree with. Such questions can be as valuable as contributions to the seminar discussions as observations, commentary or debate. What I will be particularly looking for is evidence that you have carefully read the assigned material and thought about it.

### **1. Literature Analysis Paper and Case Study Analysis**

In the Literature Analysis Paper you are asked to develop an analysis of the readings for weeks 2 through 5. Specifications (general questions you may wish to consider) will be provided in class in week 3, with the paper due in class on week 6. The Case Study exercise will involve both a team presentation and an individual case analysis paper. The case specifications will be given to you in class on week 9 with team presentations and papers due at the final class. Each of these papers is to be a minimum of five pages in length (double spaced and standard margins) not including references. You can go longer, but not shorter. These papers are not “tests” for which there are “correct” answers. Rather they give you an opportunity to demonstrate your ability to understand and work analytically with the kinds of materials and issues we will be examining in class. However, these are formal academic papers, which will be “graded” and so they should follow the standard “forms” for academic work. For each paper, please hand in two copies—one for my files and one to return to you with comments.

## **2. The Final Course Paper.**

Detailed specifications for this final paper will be given to you in class on week 5, with discussion and explanation. A detailed paper proposal will be due in class no later than week 8. The final term paper is due no later than April 22. I encourage students to have individual discussions with me about their final paper during the week 5 to 8 period, and thereafter.

## **3. Personal Reflection Papers**

Starting with the readings for week 3, you will be expected to provide, each week, a three to four page (you can go longer if “the muse” strikes you) “personal reflection/learning journal” paper noting personal reactions to, questions about, comments upon that week’s readings. These are not meant to be formal in style or substance, nor are they meant to be a summary or synopsis of the week’s readings. They will provide you with a written “trace” or “record” of what you have been thinking about as you interact personally with the readings and the discussions of them as they develop over the weeks of the course. They will provide me, as instructor, with an ongoing record of the kinds of questions and issues which are developing in each individual student and which may be useful to present as questions or discussion issues to the class as a whole. They will also be very useful to me as “background” when we have individual meetings outside of regular class time. These will be treated as “confidential” between each individual student and me. You, or I, may occasionally think it useful to the class as a whole to share all or a portion of one of these reflection papers with them. This would only happen if we both agree that this might be appropriate and useful. You should end each weekly reflection paper by noting one or more questions or issues that you particularly want to introduce and have considered in the broader class discussion. This will serve as a reminder to you as you participate in the weekly discussions, and allow me to trace questions which members of the class have which have not gotten into the weekly discussions, so I can try to get them to eventually “surface.”

## **4. Overall Evaluation**

The final course grade will be based upon:

1. Contribution to class discussion: (15%)
2. Literature Analysis paper (15%)
3. Case Study Analysis paper and presentation (15%)
4. Final course paper (55%)

The personal reflections papers will not be “graded” for “quality” (How could one possibly “grade” a personal reflection?) However, failure to submit them on a weekly basis will result in a proportionate reduction in the final course grade.

## COURSE SCHEDULE AND REQUIRED READINGS

### Week 1.

**January 4:** Introduction to Course

### Week 2

**January 11.** Life and Learning in City and Village: Some Anthropological Accounts I

1. Lerner, D. "The Grocer and the Chief: A Parable," *The Passing of Traditional Society*. New York: Free Press. 1958. Chapter 1. pp. 19-42.
2. Oscar Lewis. *The Children of Sanchez*. New York: Random House. 1961. Introduction. Pp 17-59; 133-154; 481-499
3. Hans Werdmuller. "Apathy or Resistance? How Indians in Zinacantan (Mexico) React Towards Primary Education." *Anthropologists Approaching Education*. Amsterdam: CESO. 1981. pp. 101-113.
4. Jeffrey C. Jacob. "Structures of Domination/Modes of Response: a Community's Relationship to its School as a Vehicle for Understanding Latin American Urban Poverty and the Possibilities for Change." *Compare*. 12 (2) (1982) pp. 87-104.\*\*
5. G. & A. Reichel-Dolmatoff. "Formal Schooling" (in Aritama). T. J. LaBelle (Ed.) *Education and Development in Latin America and the Caribbean*. Los Angeles: UCLA Latin American Center. 1972. pp. 533-542.

### Week 3

**January 18** Some Anthropological Accounts II

**Film:** "First Contact."

1. C. Kileff, "The Rebirth of a Grandfather's Spirit: Shumba's Two Worlds," *Human Organization*. 34 (2) (1975). Pp. 129-137.\*\*

2. R. Llewellyn. "A Man in a Mirror." In D. Adams (Ed.) *Introduction to Education: a Comparative Analysis*. Belmont, CA: Wadsworth. 1966. pp. 72-80.
3. G. Vulliamy and J. Carrier. "Sorcery and SSCEP: The Cultural Context of an Educational Innovation." *British Journal of Sociology of Education*. 6, 1. (1985) pp. 17-33\*\*
4. A. Thomas and E. W. Ploman. *Learning and Development: A Global Perspective*. Toronto: OISE Press. 1986. Read: F. M. Deng, "Learning in Context: An African Perspective" pp. 90-107, and E. T. Hall, "Unstated Features of the Cultural Context of Learning," pp. 157-176.

#### **Week 4.**

#### **January 25: Competing Views of Development.**

#### **Film: "Thomas Jefferson on Education and Social Change"**

1. I. Fagerlind and L. Saha. *Education and National Development: A Comparative Perspective*. 2<sup>nd</sup> Edit. Toronto: Pergamon. 1989. Chapters 1 & 2. pp. 3-64.
2. J. C. Bock, "Education and Development: a Conflict of Meaning. In P. G. Altbach, et. al. (Eds.) *Comparative Education*. New York: Macmillan. 1982. pp. 78-101.
3. V. D. Rust. "From Modern to Postmodern Ways of Seeing Social and Educational Change," in R. D. Paulston, (Ed.) *Social Cartography: Mapping Ways of Seeing Social and Educational Change*. New York: Garland. 1996. pp. 29-51.
4. T. Clayton. "Beyond Mystification: Reconnecting World-System Theory for Comparative Education." *Comparative Education Review*. 42, 2 1998. pp. 479-496.\*\*
5. K. M. Anderson-Levitt "Globalization and Curriculum" in F. M. Connelly, et. al. (Eds.) *Sage Handbook of Curriculum and Instruction*. Los Angeles: Sage Publications. 2008. pp. 349-368

## Week. 5

February 1

### Education and Social Development: the General Problem

1. J. P. Farrell. "Equality of Education: A Half-Century of Comparative Evidence Seen from a New Millenium." In R. Arnove and C. A. Torres (Eds.) *Comparative Education: The Dialectic of the Global and the Local*. 3<sup>rd</sup> Edit. Rowman and Littlefield, 2007. Chapter 6. pp. 129-150.
2. A. R. Riddell. "The Need for a Multidisciplinary Framework for Analyzing Educational Reform in Developing Countries," *International Journal of Educational Development*. 19, 3 (1999) pp.207-217.\*\*
3. J. Torney-Purta. "Comparative Perspectives on Political Socialization and Civic Education," *Comparative Education Review*. 44, 1 (2000). Pp. 88-95.\*\*
4. K. Janigan and V. L. Masemann "Gender and Education" in K. Mundy et. al (Eds.) *Comparative and International Education: Issues for Teachers*. Toronto: Canadian Scholars Press Inc. and New York: Teachers College Press. 2008. pp. 215-248

## Week 6

February 8

### Equality of Access and Survival

1. P. Foster. *Education and Social Change in Ghana*. Chicago: University of Chicago Press. 1965. Chapter 7. pp. 220-259.
2. L. Weis. "Education and the Reproduction of Inequality: the Case of Ghana." *Comparative Education Review*. 23,1 (1979). Pp. 41-51. \*\*
3. K. P. Blakemore. "Resistance to Formal Education in Ghana: Its Implication for the Status of School Leavers." *Comparative Education Review* 19,2 (1975). Pp.237-251. \*\*

4. S. P. Heyneman. "Education During a Period of Austerity: Uganda 1971-1981. *Comparative Education Review*. 27,3 (1983). Pp. 403-413. \*\*
5. G. Dei. "Dealing with Difference: Ethnicity and Gender in the Context of Schooling in Ghana." *International Journal of Educational Development*. 24,4 (2004) pp. 343-359. \*\*

### **Week 7.**

**February 15**

#### **Equality of Output and Declining Quality of Output.**

1. E. Schiefelbein and J. P. Farrell. *Eight Years of Their Lives: Through Schooling to the Labour Market in Chile*. Ottawa: IDRC. 1982. Chapters 4 and 8. pp. 45-60 and 99-110.
2. B. Fuller and S. P. Heyneman. "Third World School Quality: Current Collapse, Future Potential." *Educational Researcher*. 18,2 (1989). pp. 12-19. \*\*
3. D. Stephens. "The Quality of Primary Education in Developing Countries. Who Defines and Who Decides?" *Comparative Education Review*. 27,2 (1991). pp. 223-233. \*\*
4. B. A. Carlson. *Achieving Educational Quality: What Schools Teach Us. Learning from Chile's P900 Primary Schools*. Santiago, Chile: Economic Commission for Latin America. 2000.

### **Week 8**

**February 22**

#### **But What is Equality of Output? The Testing Debate**

1. *Curriculum Inquiry* 34,3 (2004) Read entire issue. Pp. 255-377. \*\*

## Week 9

March 1

### Equality of Outcome: Education and Life Chances

1. E. Schiefelbein and J. P. Farrell. "Education and Occupational Attainment in Chile: The Effects of Educational Quality, Attainment, and Achievement." *American Journal of Education*. 92, 2 (1984). Pp. 125-162. \*\*
2. C. Robertson. "Formal or Non-Formal Education? Entrepreneurial Women in Ghana." *Comparative Education Review* 28,4 (1984). Pp. 639-658. \*\*
3. J. P. Farrell. "Hey Joe....! Moral Education, Moral Learning, and How Could We Know When the First Produces the Second?" *Curriculum Inquiry*. 33, 2 (2003). Pp. 105-115. \*\*
4. J. P. Farrell. "On Learning Civic Virtue: Can Schooling Really Play a Role," *Curriculum Inquiry* 31,2 (2001). Pp. 125-135. \*\*
5. J. P. Farrell. "Can We Really Change the Forms of Formal Schooling? And Would It Make a Difference if We Could?" *Curriculum Inquiry* 31,4 (2001). Pp. 389-398. \*\*

## Week 10

March 8

### But What is Literacy and Basic Education and What is it For?

- 1 J. Bell. "Finding the Commonplaces of Literacy" *Curriculum Inquiry* 23,2 (1993) pp. 131-153. \*\*
2. L. Resnick, "Learning In School and Out." *Educational Researcher*. 16,9 (1987). Pp. 13-20. \*\*
3. K. Mundy. "Towards a Critical Analysis of Literacy in Southern Africa," *Comparative Education Review*. 37,3 (1993). Pp. 389-411. \*\*

4. J. P. Farrell, "Literacy and International Development: Education and Literacy as Basic Human Rights." in D. Olson and N. Torrance (Eds.) *The Cambridge Handbook of Literacy*. Cambridge, U.K. Cambridge University Press. 2009 . Chapter 28, pp. 518-534.

## **Week 11**

### **March 22 Education and Rural Poverty: Individual Experience Confronts Structural Constraints**

#### **Film: "Sugar Cane Alley"**

1. Chern Yin Lim. "Stories of Four Rural Schoolgirls from Far West China." *Life Histories of Village Schools in Far Western China*. Unpublished M. A. thesis. Toronto: OISE/UT. 2002. pp. 59-107.
2. S. Niyozov. "Sino: A Person of His Time." *Understanding Teaching in Post-Soviet, Rural Mountainous Tajikistan: Case Studies of Teachers' Life and Work*. Unpublished PhD. Thesis. Toronto: OISE/UT. 2001. pp.119-193
3. K. Janigan. "Individual Student Profiles" and "Conclusions". *Defying the Odds: A Study of Female Students in Grade 11 in Eritrea*. Unpublished MA Thesis. Toronto: OISE/UT. 2002. pp.148-177 and 130-146

## **Week 12.**

### **Mar. 29 Policy/Practice Responses Currently in Debate.**

1. J. Kozol. "Still Separate, Still Unequal. America's Educational Apartheid." *Harpers Magazine*. September, 2005. pp. 41-54.
- 2.. A. Hartwell, et. al. *The Challenge of Achieving Education for All: Quality Basic Education for Underserved Children*. EQUIP 2 Issues Brief. Washington, D.C.: Academy for Educational Development. 2004.
3. J. P. Farrell. "Review Essay: Why is Educational Reform So Difficult? Similar Descriptions, Different

Prescriptions, Failed Explanations.” *Curriculum Inquiry*.  
30, 1 (2000). Pp. 83-103. \*\*

4. J. P. Farrell. “Educational Planning: Blind Alleys and Signposts of Hope.” In M. Bray and N. K. Varghese (Eds.) *Educational Planning: History, Problems, and Prospects for the Future* (provisional title). Paris: International Institute for Educational Planning/UNESCO. 2011 (forthcoming). (pre-publication copy provided.)