

POLITICAL ECONOMY OF EDUCATION IN A GLOBAL CONTEXT

EDHI 606 – FALL 2015 – Prof. Steven Klees

Time: Tuesday, 4:15-7:00
Location: Room 2102, Benjamin Bldg
Office: Room 3112B, 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

Most readings are available on ELMS/Canvas. One book is required:
Klees, s., Stromquist, N. and Samoff, J. (2012) The World Bank and Education: Critiques and Alternatives. Rotterdam: Sense.

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)

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.

Brewer, D. Hentschke, G., and Eide, E. "Theoretical Concepts in the Economics of Education," in D. Brewer, and P. MacEwan. Economics of Education. NY: Elsevier, 2010.

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" in Westernizing the Third World" NY:Routledge. (SKIP GRAPHS)

DeYoung, A. J. "Children as Resources: Human Capital Theory, Modernization Theories, and the School" 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) (SKIM)

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. (SKIM)

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

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.

Psacharopoulos, G. “Benefits and Costs of the Education Targets for the Post-2015 [SDG] Development Agenda,” Post-2015 Copenhagen Consensus, 2014. (OPTIONAL)

Klees, S. “Human Capital Theory and Rates of Return: Brilliant Ideas or Ideological Dead Ends?” Paper submitted to the Comparative Education Review, 2015

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. "A Quarter-Century of Neoliberal Thinking in Education: Misleading Analyses and Failed Policies," Globalization, Societies, and Education, 2008.

PART B: POLITICAL ECONOMY VIEWS

6. Economics, Society and Development

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

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

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. (OPTIONAL)

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. (pp. 442-448 ONLY)

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 for Knowledge and Education," in N. Stromquist and K. Monkman (eds.) Globalization and Education. 2nd ed. New York: Rowan and Littlefield, 2014.

Carnoy, M. "Globalization, Educational Change, and the National State" in N. Stromquist and K. Monkman (eds.) Globalization and Education. 2nd ed. New York: Rowan and Littlefield, 2014.

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

PART C: VIEWS CONTRASTED

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.

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

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

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

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

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/)

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 (2011) Learning for All: Investing in People's Knowledge and Skills to Promote Development -- Education Strategy 2020 -- Executive Summary. Washington, DC: World Bank.

http://siteresources.worldbank.org/EDUCATION/Resources/ESSU/463292-1306181142935/WB_ES_ExecutiveSummary_FINAL.pdf

Kamat, S. "The Poverty of Theory: The World Bank's System Approach to Education Policy," in Klees, Samoff, and Stromquist (2012).

Klees, S. "World Bank and Education: Ideological Premises and Ideological Conclusions," in Klees, Samoff, and Stromquist (2012).

Ginsburg, M. "Teachers as Learners: A Missing Focus in 'Learning for All,'" in Klees, Samoff, and Stromquist (2012).

Samoff, J. "More of the Same Will Not Do: Learning Without Learning in the World Bank's 2020 Education Strategy," in Klees, Samoff, and Stromquist (2012).

Verger, A. and Bonal, X. "'All Things Being Equal?' Policy Options, Shortfalls, and Absences in the World Bank Education Strategy 2020," in Klees, Samoff, and Stromquist (2012).

10. Debates about Educational Policy (Continued)

ALL READ: EDUCATION FOR ALL

NORRAG "Quality Education – at all levels -- for Everyone"
<https://norrags.wordpress.com/2015/08/03/quality-education-at-all-levels-for-everyone-education-in-the-outcome-document-on-post-2015-development-goals/>

Brown, Gordon, "Building the Global Schoolhouse"
<http://www.project-syndicate.org/commentary/universal-primary-education-by-gordon-brown-2015-05>

Brown, Gordon, "New Ways to Finance Education"
<http://www.project-syndicate.org/commentary/new-ways-finance-education-by-gordon-brown-2015-06>

Gillard, Julia, "Winning the Fight for Global Education,"
<http://www.project-syndicate.org/commentary/education-is-a-universal-right-by-julia-gillard-2015-07>

Education International. Education for All and the Global Development Agenda Beyond 2015: Principles for a Post-2015 Education and Development Framework. Brussels: EI, 2013

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. (READ pp. 1-2 SKIM REST)

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

Carnoy, M. "Why Low-Income Children Excel in Cuban Schools," San Jose Mercury News, April 26, 2007.

GIRLS EDUCATION: POSSIBLE READING

Stromquist, N. "The Gender Dimension in the World Bank's Education Strategy: Assertions in Need of a Theory," in Klees, Samoff, and Stromquist (2012).

HIGHER EDUCATION: POSSIBLE READINGS

Shurgurensky, D. "Higher Education in the Era of Globalization," in Arnove, R. and Torres, C. (eds.) Comparative Education: The Dialectic of the Global and the Local. Lanham: MD: Rowman and Littlefield, 2013.

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

Liberal or Neoliberal:

“Millennium Development Goals” handout.

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

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

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

Birdsall, N. on reforming the Bank: <http://www.cgdev.org/blog/my-two-big-worries-about-world-bank> (GO TO WEBSITE)

Cohen, P. In Economics Departments, a Growing Will to Debate Fundamental Assumptions,” NYT, July 11, 2007.

Klees, S. “NGOs, Civil Society, and Development: Is There a Third Way?” Current Issues in Comparative Education, Spring 2008/Fall 2008, 10 (1&2).

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.

Political Economy:

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

Cockburn, A. “The Myth of Microloans,” The Nation, Nov. 6, 2006, p. 9.

Kamat, S. (2014) ‘New development architecture and postpolitics in the global South.’ In Japhy Wilson and Erik Swyngedouw (eds.) *Spectres of the Political: The Post-Political and its Discontents*. Edinburgh, Scotland: University of Edinburgh Press.

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

Klees, S. (2013) "Whither Post-2015: A Critique of the Post-2014 High Level Panel's Education and Economic Goals," Norrag News blog, July 18.

<http://norrage.wordpress.com/2013/07/18/whither-post-2015-a-critique-of-the-post-2015-high-level-panel-education-and-economic-goals/> (GO TO WEBSITE)

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

Klees, S, "The Rhetoric and Reality of Business Distorts Education"

Extra:

"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)

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.

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

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.

Call 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.

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

Palley, T. "Fighting the Flat Earthers," Sept. 17, 2006. www.thomaspalley.com

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

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

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

U.N. High Level Panel (2013) A New Global Partnership: Eradicate Poverty and Transform Economies Through Sustainable Development -- The Report of the High-Level Panel of Eminent Persons on the Post-2015 Development Agenda. NY: U.N.

12. Conclusions: Alternative Directions

Liberal or Neoliberal:

Verger, A. and A. Zancajo. Review of Education Policy in Developing Countries, ed. P. Glewwe in Comparative Education Review 2015

Pritchett, L. The Rebirth of Education: Schooling Ain't Learning. Washington, DC: Center for Global Development, 2013 (excerpt)

Low-cost private schools, Learning unleashed, The Economist, 2015,
<http://www.economist.com/news/leaders/21660113-private-schools-are-booming-poor-countries-governments-should-either-help-them-or-get-out>

For-profit education, The \$1-a-week school, The Economist, 2015
<http://www.economist.com/news/briefing/21660063-where-governments-are-failing-provide-youngsters-decent-education-private-sector>

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

Political Economy

Cavanagh, J., and Broad, R. "The Hijacking of the Development Debate: How Friedman and Sachs got it Wrong," World Policy Journal, Summer 2006, 21-30.

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

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

MacEwan (1999) pp. 178-189.

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.

Hickling-Hudson, A. and Klees, S. "Alternatives to the World Bank's Strategies for Education and Development," in Klees, Samoff, and Stromquist (2012).

Klees, S. “Low-Fee Private Schools for the Poor,” EI blog
<http://www.educationincrisis.net/blog/item/904-whats-wrong-with-low-cost-private-schools-for-the-poor?>

Klees, S. “Education, the Economy, and Society,” invited talk at four South African universities, August 2014.

OPTIONAL

Robertson, S.L and R. Dale. “Towards a ‘Critical Cultural Political Economy’ Account of the Globalising of Education,” Globalisation, Societies, and Education, 2015.

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)

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. (OPTIONAL, but skim if you can))

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.

Greider, W. “The Future is Now,” The Nation, June 26, 2006, pp. 23-25

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