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| **Confirmation Number:** | 165 |
| **Submission Passcode:** | 165X-B2H9J8B6F8 |

**Education in Global Times: Radical to Conservative Agendas: Course Proposal Narrative**

**General Education Advisory Committee   
Queens College, City University of New York**

**Course Title:**

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**Date course was approved by department:** April 7, 2010

**Blackboard required—some online instruction**

**Course Size**: Jumbo

**PLAS Area Requirement:** Culture and Values

**Number, Title, Credits, Prerequisites of proposed course:**

**Education in Global Times:** Radical to Conservative Agendas – Education 105**,** 3 credits, NO prerequisites

**Please describe how the course will address criteria for Perspectives on the Liberal Arts and Sciences courses. Be sure to include an explanation of the course’s specific learning goals for students to make a connection between these and the general criteria for Perspectives courses.**

**Criteria Checklist**

Please be sure that your justification addresses all three criteria 1-3, below. For criteria 4-8, please check all that apply and discuss these in your justification.

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| A Perspectives course must:  1. Be designed to introduce students to how a particular discipline creates knowledge and understanding.  2. Position the discipline(s) within the liberal arts and the larger society.  3. Address the goals defined for the particular Area(s) of Knowledge the course is designed to fulfill. | In addition, a Perspectives course will, where appropriate to its discipline(s) and subject matter:  X 4. Be global or comparative in approach.  X 5. Consider diversity and the nature and construction of forms of difference.  6. Engage students in active inquiry.  X 7. Reveal the existence and importance of change over time.  X 8. Use primary documents and materials. |

**Lectures, readings, discussion, and student projects are aimed at developing three interconnected appreciations and competencies, each of which fulfills basic goals of the PLAS program:**

1. **Be designed to introduce students to how a particular discipline creates knowledge and understanding.**
   1. This course meets the Areas of Knowledge criteria by developing awareness of differing education policies and their implications for social, political and economic development, and b) developing the skills to analyze the motivations of politicians, business people, scholars and others to support particular educational agendas.
   2. Students will learn the basic terms and concepts of education as they are used in global discussions of education policy.
   3. Students will be taught how to analyze educational policies for their effect on political, social and economic systems.
2. **Position the discipline(s) within the liberal arts and the larger society.**
   1. Students will understand the effect of education policies on decisions about what knowledge is most worth teaching at all levels of education including liberal arts education at the college level.
   2. The proposed course will provide students with an understanding of the global effects of particular curricula and educational techniques.
3. **Address the goals defined for the particular Area(s) of Knowledge the course is designed to fulfill.**
   1. This course will help students understand the interrelationship between global and national education policies and local cultures.
   2. This course will help students understand the global and national effects of global migration patterns, including the national effects of “brain gain” and “brain loss.”
   3. Students will learn about the goals, history, and cultural and socioeconomic context of differing educational agendas, including human capital, human rights, liberal arts, progressive, socialist and communist, and indigenous.
   4. Students will be made aware of the differing national approaches to multicultural education resulting from global migration.
   5. The students will learn about the effect of what I call the “Global Cloud” (Internet, IT, Web, Search Engines) on cultural change and the social structure of knowledge.
4. **Be global or comparative in approach.**
   1. This course adopts a global perspective on education agendas and their effects on differing nations and cultures.
5. **Consider diversity and the nature and construction of forms of difference.**
   1. The course addresses issues global migration, differing forms of multicultural education, gender equity in education and socioeconomic differences in differing cultural contexts.
   2. The course examines the relationship between culture, politics, economic conditions, and the social structure of knowledge. A basic premise of the courses is that how we know the world is related to cultural and social conditions.
6. **Engage students in active inquiry.**
   1. As noted in the weekly schedule below, students will be involved in analyzing original educational policy statements, Blackboard discussions, and group projects related to different education agendas and the application of educational ideas.
7. **Reveal the existence and importance of change over time.**
   1. A basic course theme is how education, including higher education, changes overtime as a result of political agendas that attempt to bring about political, social and economic change.
8. **Use primary documents and materials.**
   1. Yes as shown in the readings listed below.

**Course Objectives**:

* 1. To students’ educational experiences with global debates about schooling. These debates include, but are not limited to,
     1. The role of human capital economics in global schooling. For instance, the current major goal for schooling in America is educating students for global economic competition. As a result, most students now think the purpose of education is job preparation.
     2. Education for social justice and social reconstruction as an alternative to human capital goals
     3. Social reconstruction goals of Paulo Freire, the libertarian goals of anarchist education proposals, communist forms of schooling, human rights education, environmental education, and the revolt of indigenous populations against the global expansion Western forms of schooling.
     4. The impact of global education industries including testing, publishing and software.
     5. The global marketing of higher education.
     6. The impact of a global educational structure on local cultures. Most national school systems now utilize the same educational ladder leading from primary to post-secondary education. Most nations have similar school curricula with variations usually reflecting religious differences
     7. The education of transnationals in a world of global migration.

**Weekly Schedule of Readings, Discussions and Activities**

**Readings, Films, and in-class Internet usage**

Joel Spring, *Wheels in the Head: Educational Philosophies of Authority, Freedom, and Culture from Confucianism to Human Rights, Third Edition* (New York: Routledge, 2008)

Joel Spring, *Globalization of Education: An Introduction* (New York: Routledge, 2009)

Mao Zedong, “On the Relation Between Knowledge and Practice, Between Knowing and Doing”

Kim Il Sung, “Theses on Socialist Education”

Russell Means, "For America to Live, Europe Must Die"

J. Len Berggren, “Historical Reflections on Scientific Knowledge: The Case of Medieval Islam”

Che Guevara, “Socialism and Man in Cuba”

Anna Lorenzetto and Karel Neys, “Methods of Cuban Literacy Campaign”

Movie: “The World According to Sesame Street”

Movie: “Not One Less”

Movie: “Whale Rider”

In-class YouTube: Speeches by President Obama and Secretary of Education Arne Duncan

In-class YouTube: Summerhill

In-class YouTube: Paulo Freire

In-class YouTube: Ecopedagogy

In-class Exploration of Websites: Cyberschoolbus

In-class Exploration of Websites: World Wildlife Fund and World Health Organization

In-class Exploration of Websites: For-profit multinational school, software, information and publishing companies

**Weekly Schedule**

First Week

* + 1. Introduction to Global Schooling
       1. Education: Social Control or Freedom?
       2. Assignment:
          1. Read Joel Spring, Wheels in the Head . . . pp. 3-43
          2. Join discussion on Blackboard about authority and freedom in schooling

1. Second Week
   1. Global Educational Paradigms
      1. Outline different global educational paradigms
      2. Watch Bangladesh and Kosovo parts of movie “The World According to Sesame Street”
      3. Begin small group planning of ideal school by a discussion of educational goals.
      4. Assignment:
         1. Read Joel Spring, Globalization of Education . . . pp. 1-54
         2. Join discussion on Blackboard about global education paradigms
2. Third Week
   1. Human Capital Education: Should the goal of education be economic growth and employment?
      1. YouTube videos of speeches by President Obama and Secretary of Education Arne Duncan
      2. Outline of human capital argument
      3. Small group planning of ideal school: Discuss relevance of human capital goals
      4. Assignment
         1. Read Joel Spring, Globalization of Education . . . pp. 55-83
         2. Join discussion on Blackboard about Human Capital Education
3. Fourth Week
   1. Human Rights Education
      1. In class exploration of the United Nations’ Cyberschoolbus
      2. Continuing watching South Africa, Bangladesh and Kosovo parts of movie “The World According to Sesame Street”
      3. Small group planning of ideal school: Discuss relevance of human rights education
      4. Assignment:
         1. Read: Mao Zedong, “On the Relation Between Knowledge and Practice, Between Knowing and Doing” (Posted on Blackboard)
         2. Read: Kim Il Sung, “Theses on Socialist Education” (Posted on Blackboard)
         3. Join discussion on Blackboard about Human Rights Education
4. Fifth Week
   1. Socialist Forms of Education
      1. Outline of different socialist or communist forms of education
      2. Part of Chinese movie “Not One Less”
      3. Small group planning of ideal school: Discuss relevance of socialist pedagogy
      4. Assignment
         1. Read Joel Spring, Wheels in the Head . . . , pp. 85-121
         2. Join discussion on Blackboard about socialist education
5. Sixth Week
   1. Anarchist Forms of Education
      1. Outline basic principles of Anarchist education
      2. Show YouTube clips of Summerhill
      3. Complete movie “Not One Less”
      4. Assignment
         1. Essay reflecting on discussed educational paradigms to be posted on Blackboard. To be completed by Eight Week
         2. Join discussion on Blackboard about Anarchist education
6. Seventh Week
   1. Summary of educational paradigms
   2. Discussion of essay assignment
   3. Small group planning of ideal school based on summary of educational paradigms
   4. Assignment
      1. Complete essay assignment due next week
7. Eight Week
   1. Ecopedagogy
      1. Outline ecopedagogy arguments
      2. Explore environmental education websites and YouTube examples
      3. Small group planning of instructional demonstrations related to ideal school
      4. Assignment
         1. Read Joel Spring, Globalization of Education . . . pp. 144-177
         2. Read Joel Spring, Wheels in the Head . . . pp. 223-241
         3. Join discussion on Blackboard about ecopedagogy
8. Ninth Week
   1. Religious and Indigenous Education versus the Nation State
      1. Outline religious and indigenous education issues
      2. Part of Indigenous movie (Maori) regarding Western and Indigenous Education “Whale Rider”
      3. Small group planning of instructional demonstrations related to ideal school
      4. Assignment
         1. Readings
            1. Russell Means, "For America to Live, Europe Must Die" (Posted on Blackboard)
            2. J. Len Berggren, “Historical Reflections on Scientific Knowledge: The Case Of Medieval Islam” (Posted on Blackboard)
         2. Join discussion on Blackboard about religious and indigenous education
9. Week Ten
   1. Religious and Indigenous Education continued
      1. Review arguments by Means and Berggren
      2. Complete Indigenous Movie “Whale Rider”
      3. Small group planning of instructional demonstrations related to ideal school
      4. Assignment
         1. Final preparation of instructional demonstrations related to ideal school
10. Week Eleven
    1. Devoted to small group demonstrations of instructional methods
    2. Assignment
       * 1. Read Joel Spring, Wheels in the Head . . . pp.
         2. Che Guevara, “Socialism and Man in Cuba” (Posted on Blackboard)
         3. Anna Lorenzetto and Karel Neys, “Methods of Cuban Literacy Campaign” (Posted on Blackboard)
11. Week Twelve
    1. Education for Social and Cultural Revolution
       1. Outline educational methods for Social and Cultural Revolution
       2. YouTube Videos-Paulo Freire
       3. Small group planning of ideal school: Discuss relevance of religious, indigenous and education for cultural revolution
       4. If necessary completion of small group instructional methods
       5. Assignment
          1. Joel Spring, Globalization of Education . . . , pp. 83-117
          2. Essay on ecopedagogy, religious and indigenous education, and education for cultural revolution to be completed by Week Fourteen
          3. Join discussion on Blackboard about Education for Cultural Revolution
12. Week Thirteen
    1. The Selling and Marketing of Education and Knowledge
       1. Outline issues of the global selling and marketing of education, including global publishers, the global cloud of knowledge, marketing of higher education, and global testing, software and for-profit school
       2. Exploration of Websites for global knowledge companies
       3. Small group planning of ideal school
       4. Assignment
          1. Complete essay assignment on ecopedagogy, religious and indigenous education, and education for cultural revolution
13. Week Fourteen
    1. Week devoted to completion of student projects of ideal school
14. Week Fifteen (Finals Week)
    1. Presentation of ideal school project

**Assessment**

* 1. Evaluation of asynchronistic and synchronistic Blackboard discussions (20%)
  2. Evaluation of group projects in designing ideal instruction and curriculum for a global school (20%)
  3. Evaluation of small groups demonstrating instructional models from different educational paradigms, such as human capital, social justice, human rights, communist, anarchist, etc. (20%)
  4. An essay comparing differing global paradigms for education (20%)
  5. An essay on ecopedagogy, religious and indigenous education, and education for cultural revolution (20%)