

INTERNATIONAL EDUCATIONAL DEVELOPMENT: THE CASE OF CAMBODIA

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Course Description

This course critically explores international educational development. Students will learn how to define and critical analyze the concept and its various approaches worldwide. The case of Cambodia will be specifically explored to prepare students to conduct group research projects. Students will learn how to design research projects using interviews and focus groups. These research projects will be implemented during a study trip to Cambodia from March 11-18, 2018, providing students hands-on experience in international educational development

Please note, the course syllabus might be adjusted based on students and instructor's emerging needs. Students carry the ultimate responsibility for their learning and class preparation.

The specific objectives of the course are as follows:

- To develop a thorough understanding of the economic, social, and political dimensions of international educational development;
- To foster a greater awareness of the role of international, national, and local actors and institutions in planning and practice;
- To discuss and critique prevailing assumptions about international educational development; and
- To conduct a research study in Cambodia on a selected topic of international education development.

Mode of Instruction

The primary format for this course is a participatory seminar. Members of the seminar will be asked to read materials and come to class prepared to discuss them. Class discussion, readings, presentations, and written assignments will be used. Students will have to conduct a small research study in groups. Although these groups will sometimes work together in class, it is expected that the groups will work outside of class.

Grading and assignments

The requirements for the course are: (i) short essays on the reading materials for each session; (ii) a final presentation based on the findings from the fieldwork in Cambodia; and (iii) a final report based on the final presentation. All students will work together in order to develop the final presentation and the final report.

Your final grade will be determined as follows: class participation (20%); short essays (30%); the final presentation (25%); and the final report (25%). The class will not be graded on a curve, but rather by fixed standards of what it means to do good work. This approach encourages students to actively collaborate among themselves.

Course Materials

Materials are available in the University of Tokyo library or online.

Course Outline

Class 1:

Topic: Introduction to Development

Required Readings:

- Easterly, W. (2006). *The white man's burden: Why the West's efforts to aid the rest have done so much ill and so little good*. New York: Penguin Press.
- Ferguson, J. (1994). *The anti-politics machine: "Development," depoliticization, and bureaucratic power in Lesotho*. New York: Cambridge University Press.
- Sustainable Development Goals: http://www.un.org/pga/wp-content/uploads/sites/3/2015/08/120815_outcome-document-of-Summit-for-adoption-of-the-post-2015-development-agenda.pdf

Recommended Readings:

- Farmer, P. (2006). *Pathologies of power: Health, human rights, and the new war on the poor*. Berkeley: University of California Press.
- Sachs, J. (2005). *The end of poverty: Economic possibilities for our time*. New York: Penguin Press.
- Sen, A. (1999). *Development as freedom*. New York, NY: Anchor Books.
- Richey, L. A. and Ponte, S. (2008). Better (Red) than Dead? Celebrities, consumption and international aid. *Third World Quarterly*, 29 (4), 711-729.

Class 2:

Topic: International Education Development

Required Readings:

- Klees, S.J., Samoff, J., and Stromquist, N.P. (2012). *The World Bank and Education: Critiques and Alternatives*. Springer.

Recommended Readings:

- Chisolm, L. & Steiner-Khamsi, G. (Eds.). (2009). *South-south cooperation in education and development*. New York, NY: Teachers College Press.
- Silova, I. & Steiner-Khamsi (Eds.). (2008). *How NGOs react: Globalization and education reform in the Caucasus, Central Asia, and Mongolia*. Bloomfield, CT: Kumarian Press.
- Tickly, L. (2004). Education and the new imperialism. *Comparative Education* 40(2), 173-198.
- Edwards, D.B., Jr. and Storen, I. (2017). *The World Bank and educational assistance*. *Oxford Research Encyclopedia of Education*. DOI: 10.1093/acrefore/9780190264093.013.43

Recommended Podcasts:

- Human Rights Education: <http://www.freshedpodcast.com/bajaj/>
- Education for human capital development: <http://www.freshedpodcast.com/erichanushek/>
- Challenging connection between education and economic growth: <http://www.freshedpodcast.com/komatsurappleye/>
- What is the skills gap? <http://www.freshedpodcast.com/skills-gap-asia-africa-wambui-munge-shubha-jayaram/>
- Entrepreneurship education 1: <http://www.freshedpodcast.com/catherinehoneyman/>
- Entrepreneurship education 2: <http://www.freshedpodcast.com/joandejaeghere/>
- Evaluations of aid to education: <http://www.freshedpodcast.com/joelsamoff/>
- Inequality and education: <http://www.freshedpodcast.com/marionovelli/>
- What is the Global Partnership for Education? <http://www.freshedpodcast.com/francinemenashy/>
- Education for All: <http://www.freshedpodcast.com/leontikly/>

Class 3:

Topic: International Education Development in Cambodia

Required Readings:

- Ayres, A.M. (2000). *Anatomy of a Crisis: Education, Development, and the State of Cambodia, 1953-1998*. Honolulu: University of Hawai'i Press.
- Chandler, D. (1998). *History of Cambodia*, 3rd edn. London: Westview.

Recommended Readings:

- Doyle, M.W., Johnstone, I., and Orr, R.C. (1997). *Keeping the peace: Multidimensional UN operations in Cambodia and El Salvador*. Cambridge: Cambridge University Press.
- WFDD. (2012). *Buddhism and development: Communities in Cambodia working as partners*. Washington, DC: World Faiths Development Dialogue

- Hansen, A. R. (2007). *How to behave: Buddhism and modernity in Colonial Cambodia, 1860-1930*. Honolulu: University of Hawai'i Press.
- Hass, M. (1991a). *Cambodia, Pol Pot, and the United States: The Faustian Pact*. Praeger: New York.
- Hass, M. (1991b). *Genocide by proxy: Cambodian pawn on a superpower chessboard*. Praeger: New York.
- Heder, S. (2004) *Cambodian Communism and the Vietnamese Model. Volume 1. Imitation and Independence, 1930-1975*. Bangkok, Thailand: White Lotus Press.
- Kiernan (1985). *How Pol Pot came to power: Colonialism, nationalism, and communism in Cambodia, 1930-1975*. New York: Verso.
- Vickery, M. (1984). *Cambodia 1975-1982*, Boston: South End Press.
- Vickery, M. (2007). *Cambodia: A Political Survey*. Phnom Penh, Funan Press.

Class 4:

Topic: International Education Development in Cambodia

Required Readings:

- Kitamura, Y., Edwards, D.B., J.R., Sitha, C. and Williams, J.H. (2016). *The Political Economy of Schooling in Cambodia: Issues of Quality and Equity*. London: Palgrave Macmillan.

Recommended readings:

- Bray, M. and Bunly, S. (2005) *Balancing the books: Household financing of basic education in Cambodia*. Hong Kong: Comparative Education Research Centre, The University of Hong Kong and Washington DC: The World Bank.
- Brehm, W.C., Silova, I. and Tuot, M. (2012). *The public-private education system in Cambodia: The impact and implications of complementary tutoring*. Budapest: Open Society Institute.
- Clayton, T. (2000). *Education and the politics of language: Hegemony and pragmatism in Cambodia, 1979–1980*. Hong Kong: Comparative Education Research Centre, The University of Hong Kong.
- Dawson, W. (2009). “The tricks of the teacher: Shadow education and corruption in Cambodia” in (pp. 51—74) S. P. Heyneman (ed.), *Buying your way into heaven: Education and corruption in international perspective*, Rotterdam: Sense Publishers.
- Williams, J.H., Kitamura, Y., and Zimmerman T. 2012. *Privatization and teacher education in Cambodia: Implications for equity*. London: Open Society Foundations.
- Benveniste, L., J. Marshall and M.C. Araujo (2008). *Teaching in Cambodia*, Washington, DC: World Bank.
- Hughes, C. (2009). *Dependent Communities: Aid and Politics in Cambodia and East Timor*. Ithaca: Southeast Asia Program Publications.
- Bilodeau, C., Pathammavong, S. and Lê, Q.H., (1955). *Compulsory education in Cambodia, Laos, and Viet-Nam*. Paris: UNESCO.

Reimer, J.K. (2012) Local negotiation of globalized educational discourses: The case of child friendly schools in rural Cambodia. Unpublished PhD dissertation. The University of British Columbia (Vancouver).

Class 5:

Topic: Developing a Research Project

Required Readings:

- Kane, E. (1995). [*Seeing for yourself. Research Handbook for girls' education in Africa*](#). World Bank (pages 15-92).
- O'Donoghue, T. (2007). *Planning your qualitative research project: An introduction to interpretivist research in education*. Routledge. (Chapters 1, 2, and 3)
- Howe, K. & Moses, M. (1999). [*Ethics in educational research*](#). *Review of Research in Education*, 24, 21-60.

Recommended Readings:

- Anfara, V. A., Jr., Brown, K. M., & Mangione, T. L. (2002). [*Qualitative analysis on stage: Making the research process more public*](#). *Educational Researcher*, 31(7), 28-38.
- Bartlett, L., and Vavrus, F. (2017). *Rethinking Case Study Research: A comparative Approach*. Routledge (Chapters 1, 2, and 6).
- Masemann, V. L. (1982). Critical ethnography in the study of comparative education. *Comparative Education Review*, 26(1), 1-15.
- Kenway, J. (2015). "Ethnography 'is not what it used to be': Rethinking space, time, mobility, and multiplicity." In Bolling, S., Honig, M.S., Neumann, S., and Sele, C. (Eds). *Multipluritrans in Educational Ethnography: Approaching the multimodality, plurality and translocality of educational realities* (pp. 37-55). Bielefeld, Germany: Transcript Verlag

Recommended Podcasts:

- Multi-sited ethnography: <http://www.freshedpodcast.com/janekenway/>
- Case Study Research: <http://www.freshedpodcast.com/vavrus-bartlett/>
- Southern Theory: <http://www.freshedpodcast.com/raewynconnell/>

Class 6:

Topic: Selecting Research Methods

Required Readings:

- Kane, E. (1995). [*Seeing for yourself. Research Handbook for girls' education in Africa*](#). World Bank (Pages 95-188)

O'Donoghue, T. (2007). *Planning your qualitative research project: An introduction to interpretivist research in education*. Routledge. (Chapters 5 and 6)

Recommended readings:

Saldana, J. (2009). *The coding manual for qualitative researchers*. Sage. (Pages 1-31)

Law, J. (2004) *After method: mess in social science research*. (pp. 1-17, 157-164)
London: Routledge.

Class 7:

Topic: Presentations of Draft Research Plans

Groups must come to class prepared to give 15 minute presentations on their research project, followed by 15 minutes of questions.

Class 8:

Topic: Final Trip Preparations

Come to class with your final research plans. We will conduct mock interviews with each other. Also, please bring any questions you have about the research trip.

Field Work in Cambodia

Final Presentation