

**ELPS 447 / HIST 438
Modern European Education
Fall 2013**

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Course Description

This course will examine the historical development of pedagogy and schooling in Europe, together with current trends and transformations in European education. The course aims to cover the period from 1800-2013, which means that we will move from examining the emergence of universal public education in the nineteenth century to also looking at education reforms associated with post-communist transition in Central and Eastern Europe as well initiatives connected with the EU and the formation of a "European educational space". Two main questions frame this course: (1) **how are schools governed?** and (2) **how do schools govern people?** Issues of governance and identity and questions about the formation and perpetuation of "nations" and "states" are themes that will run across this course. In the view of certain strands of scholarship, what has just been described would indicate that in one sense this course is about the rise and fall of national systems of education. Indeed, one of our tasks this semester is to discern whether we can in fact identify fundamental transformations in how the nation and the state (as well as notions of identity and citizenship) are allied to schooling practices. The course will also set in the foreground the question of how "Europe" has been, and is at present, variously defined. The inscription of conceptual and topographic borders is a recurring and pressing issue and we will examine the ways that European schooling is caught up in and affected by this. The course will also devote some attention to European colonial empires as one of the sites of "modern European education" – both because of the enduring significance that colonial projects have had for people(s) around the globe and because there are critical ways in which European identities and schooling have been formed through European interactions with other parts of the world. Educational issues connected with migration, immigration and cultural diversity also enter the course as historical and contemporary topics. Course assignments are designed to sharpen students' analytic skills and capacity for undertaking original research projects.

Reading List

The following books are available at the Loyola University Bookstore (Water Tower).

Detlef Müller, Fritz Ringer and Brian Simon, The Rise of the Modern Educational System: Structural Change and Social Reproduction 1870-1920, New York: Cambridge University Press, 1990. ISBN 978-0-521-36685-4

Marc Depaepe Order in Progress: Everyday Educational Practice in Primary Schools Belgium 1880-1970, Ithaca NY: Leuven University/Cornell University Press, 2000 ISBN 978-90-5867-034-2

Martin Lawn and Sotira Grek Europeanizing Education: Governing a New Policy Space, Symposium Books, 2012 ISBN 978-1-873927-61-8

You also will be required to acquire one additional book for a group project, as described below. Additional required readings will be posted on Blackboard as PDF files. There are also several readings available through the Loyola library website.

Course Requirements, Evaluation & Grading

Attendance at scheduled class sessions is required; if you have to miss a class, you are required to write a reaction paper discussing one of the readings / issues we are tackling that week – please email me in advance, whenever possible, if you will be missing a class. Please also contact me to get specific guidance on the make-up assignment. The idea is that the make-up assignment will afford you the chance to have some interaction with the professor regarding the topics and discussions covered in class. These 500-750 word papers should be submitted to the professor within two weeks of the missed class. Failure to write make-up reaction papers for any class absences will result in your grade being lowered one letter grade.

Students are expected to come to class having carefully read the required readings, prepared to discuss them and prepared to participate in class activities related to them. Participation in class discussions will be graded and will compose 20% of your final grade in this course. In many instances I will provide specific suggestions for how to go about reading a particular piece. In general, however, you are requested to be sympathetic but critical readers. You may find it useful to take notes as you read. Please bring readings to class. In instances where the assigned readings are available electronically please either print or have them loaded onto your electronic device at the start of class.

The next 20% of your grade will be determined in connection with a group book assignment that will require you to work with 2-3 fellow classmates. Your group will be assigned to read and then lead a 50-60 minute class session on one of the books listed below. On the first day of class I will ask you to rank your interest in each of the following books and I will then form appropriate groups. You are required to get ahold of the book – purchasing your own copy, using a library copy, or accessing electronically (at least in one case). Your group should plan to meet outside of class time several times over the course of the semester and you should plan to have completed reading the book well before the date on which you will lead a segment of the class. One week in advance of the class in which your book is to be featured, you are to have collectively decided upon a 20-40 page excerpt that the instructor will take charge of distributing to other students in the class. This need not necessarily be the first or last chapter, though it could be. Ideally it is a segment of the piece (or compilation of segments) that includes some 'meaty' analysis and relates to the topics or other readings to be covered that day. You are also expected to prepare a 1-2 page handout (again, one week in advance) that will be made available for your classmates to read in conjunction with the selected 20-40 pages of text. Your group will be charged with leading an hour-long class session, in which you include some presentation or information on the piece as a whole and also generate a productive, whole-group discussion. Powerpoint or similar presentation software is not to be used, though you should feel free to prepare an additional handout or two if you feel it necessary. How the class session is organized is entirely up to you and your group. Subsequent to the class I will be asking each group member to email me answers to a set of questions about how you felt the session went and what you felt your best individual contributions were to the entire group project. Half of the grade for this assignment will be a team grade, the same for all members; the other half will be specific to the individual, according to your role in setting up & running the class session and your reflections on the project. The book options for this activity are:

Sanjay Seth Subject lessons: the Western education of colonial India (Durham, NC, Duke University Press, 2007) [**October 1st**]

<http://www.dukeupress.edu/Catalog/ViewProduct.php?productid=16094>

Ann Laura Stoler Carnal Knowledge and Imperial Rule: Race and the Intimate in Colonial Rule (Berkeley: Univ. of California Press, 2002) [**October 22nd**]

<http://www.ucpress.edu/book.php?isbn=9780520262461>

Jonathan Larson Critical Thinking in Slovakia (Rochester, NY: Univ Rochester Press, 2013) also available electronically through Loyola Libraries EBL [**November 5th**]

<http://www.urpress.com/store/viewItem.asp?idProduct=14123>

There are three written assignments in the course the first two of which are research-oriented papers. The first paper is to be an 8-10 page historical report on the development of education in a given European country that covers the period 1800-1990. You can feel free to choose from the Council of Europe membership and you should choose one that we don't cover in detail in either the Depaepe or the Ringer et al. books (e.g. a someplace besides Belgium, France, Germany or England). This paper will be due by midnight on Sunday October 27th and you will be required to make a presentation related to the paper in class on Tuesday October 29th. This paper will compose 20% of your course grade and additional information on it will be distributed in class.

The second assignment is a brochure assignment. We will be experimenting with an alternative format for undertaking a "research paper assignment". You are asked to extensively research the impact of EU Europeanization initiatives in a European country of your choice – any Council of Europe countries eligible and you may choose to write on the same country as with paper 1 (or you may choose a different country). This assignment will involve use of a shared class wiki space on Sakai to share resources and it will culminate you producing a single-page, double-sided tri-fold brochure for the December 3rd class. This assignment will compose 20% of your course grade and additional information on it will be distributed in class.

The third assignment is an 8-10 page EU Education Policy Document Analysis paper that is due Friday December 13th. Though you will be asked to provide some historical context for the policy document that you choose to analyze, this is more of an analytic than a research paper. This paper will compose 20% of your course grade and additional information on it will be distributed in class.

In summary, the assignments are designed to evaluate – and the course overall is designed to particularly emphasize – your learning to analyze and critically evaluate ideas, arguments, and points of view; your learning fundamental principles, generalizations, or theories; and, your gaining factual knowledge (in terms of terminology, classifications, methods, trends).

Student Dispositions

Each course in the School of Education focuses on one or more professional dispositions. In this course students are offered opportunities to receive feedback on their dispositional growth in the area of professionalism. The specific descriptions for expected professional behavior can be found on the rubric posted in LiveText for this course.

Accessibility

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: <http://www.luc.edu/sswd>. Any information shared with me will be held in strict confidentiality to the greatest degree possible.

Harassment (Bias Reporting)

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias. In order to uphold our mission of being Chicago's Jesuit Catholic University – a diverse community working to expand knowledge in the service of humanity through learning, justice and faith – any incident(s) of

bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: <http://webapps.luc.edu/biasreporting/>

Academic Honesty

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. A student's failure to practice academic honesty, depending upon the seriousness of the misconduct, will result in a sanction ranging from the grade of F for the assignment to expulsion from the university. For specific policies and procedures see: http://www.luc.edu/education/pdfs/academics_policies_grad.pdf (M.Ed and Ed.D students) or http://www.luc.edu/gradschool/academics_policies.shtml#academic_integrity (M.A. and PhD. students). To plagiarize is to present someone else's writing or ideas as your own and will not be tolerated. There are several good "How not to plagiarize" guides available on the web, such as <http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize>. In class we will discuss how to cite and include the work of others in your own writing. Please also note that submitting the same paper or pieces of the same papers to meet the course requirements for two or more LUC courses is also academic dishonesty and will not be tolerated.

Course Schedule and Readings

Tuesday August 27

Introduction

Film *To Be and To Have [Être et avoir]* (2004) to be shown in class

Tuesday September 3

Assembling Mass Schooling in the 19th Century

Required Reading:

- Anne-Marie Chartier and Jean Hébrard (2001) "Literacy and Schooling from a Cultural Historian's Point of View", p. 263-284.
- Ian Hunter (1996) "Assembling the School" from Barry et al. (Eds.) *Foucault and Political Reason*, p. 143-166
- Shuttleworth (1832) *Condition of the Working Classes of Manchester*, p. 3-15, 40-45, 58-69
- Sharif Gemie (2006) "Schooling: Culture and the State" from Steffan Berger (Ed.) *A Companion to Nineteenth-Century Europe*, p. 304-315

Tuesday September 10

The School and State Formation

Required Reading:

- Andy Green (1994) "Education and State Formation Revisited" *Historical Studies in Education / Revue d'histoire de l'éducation* 6 (3), p. 1-17.
- James C. Scott, *Seeing Like a State: How Certain Schemes to Improve the Human Condition have Failed*, p. 1-102.
- Nikolas Rose and Peter Miller (1992) "Political Power beyond the State: Problematics of Government" *The British Journal of Sociology* 43(2) p. 173-205 [LUC Libraries – Electronic Journals]

Recommended Reading:

- Francisco O. Ramirez and John Boli (1987) "The Political Construction of Mass Schooling: European Origins and Worldwide" *Sociology of Education* 60(1) p. 2-17 [LUC Libraries – Electronic Journals]

Tuesday September 17

Education, Merit, Social Class and Social Reproduction

Required Reading:

- Detlef Müller, Fritz Ringer and Brian Simon, *The Rise of the Modern*

Educational System: Structural Change and Social Reproduction 1870-1920
entire book

- Kenneth Hultqvist (2004) "The traveling state, the nation, and the subject of education" in Baker & Heyning (Eds.) *Dangerous Coagulations: The Uses of Foucault in Educational Scholarship*, p. 153 – 179

Tuesday September 24

Education, the Nation and National Identity

Required Reading:

- Ernest Renan (1882/1996) "What is a Nation?" in Eley & Suny (Eds.) *Becoming National: A Reader*, p. 42-56.
- Benedict Anderson (1991/1996) "Census, Map, Museum" in Eley & Suny (Eds.) *Becoming National: A Reader*, p. 243-259.
- Grosvenor, I. (1999). 'There's no place like home': education and the making of national identity. *History of Education*, 28(3), 235-250. [LUC Libraries – Electronic Journals]

Recommended Reading:

- Etienne Balibar (1990/1996) "The Nation Form: History and Ideology" in Eley & Suny (Eds.) *Becoming National: A Reader*, p. 132-150.

Tuesday, October 1

European Education Outside Europe, Part 1

Student-run discussion of Seth text

Required Reading:

- David Scott (2005) "Colonial Governmentality" from Jonathan Xavier Inda (Ed) *Anthropologies of Modernities: Foucault, Governmentality and Life Politics*, p. 23-49
- Fanny Colonna (1997) "Educating Conformity in French Colonial Algeria" from Cooper and Stoler (Eds.) *Tensions of Empire: Colonial Cultures in a Bourgeois World*, p. 346-370
- Sanjay Seth, *Subject lessons: the Western education of colonial India*, selection to be determined

Recommended Reading:

- Homi Bhabha "Of Mimicry and Man: The Ambivalence of Colonial Discourse", p. 152-159

Tuesday, October 8

In-person Class Cancelled – Loyola Fall Break

Required Reading:

- Marc Depaepe (2000) *Order in Progress: Everyday Education Practice in Primary Schools – Belgium 1880-1970* p. 1-120
- Online discussion of Depaepe book*

Tuesday October 15

Consistency and Change in Primary Education 19th and 20th Centuries

Required Reading:

- Marc Depaepe (2000) *Order in Progress* p. 121-248
- Marc Depaepe (2013) "The Endless Task of Demythologising the Educational Past - 2: An attempt to assess the "power of education" in the Congo (DRC) with a nod to the history of interwar pedagogy in Catholic Flanders", unpublished ISCHE Keynote address [PDF on Sakai]

Tuesday, October 22

European Education Outside Europe, Part 2

Student-run discussion of Stoler text

Required Reading:

- Sobe & Caruso (Editors) special issue of *European Education* vol. 44, no. 4

(Winter 2012–13) [LUC Libraries – Electronic Journals], entire issue.
• Selection from Ann Laura Stoler *Carnal Knowledge and Imperial Rule: Race and the Intimate in Colonial Rule*, to be determined

Sunday, October 27

Paper 1 due at midnight (submitted through Sakai)

Tuesday, October 29

Education across 19th and 20th Century Europe
Student presentations in class.

Tuesday, November 5

Cold War and Post-Communist Transitions

Student-run discussion of Larson book

Required Reading:

- Vasilina Antoniou and Yasemin Soysal "'Europe' in Bulgarian conceptions of nationhood" and Tim Pilbrow "Learning about Europe and the world : schools, teachers, and textbooks in Russia after 1991" from Soysal (Ed.) *The Nation, Europe, and the World: Textbooks and Curricula in Transition*, p. 122-137
- Additional reading to be determined.
- Selection from Larson *Critical Thinking in Slovakia*, to be determined.

Tuesday, November 12

The Europeanization of European Education

Required Reading:

- Brian Holmes (1992) "The Common Origins of and Modern Difference Between European Systems of European Education: A Comparative Perspective", p. 128-145
- Martin Lawn and Sotiria Grek, (2012) *Europeanizing Education*, p. 7-50 (Chapters 1-3)
- Deborah Reed-Danahay "Europeanization and French Primary Education: Local Implications of Supranational Policies" from Kathryn Anderson-Levitt (Ed.) *Local Meanings, Global Schooling: Anthropology and World Culture Theory*, p. 201-218

Tuesday, November 19

New Governance in the New Europe

Required Reading:

- Kathryn Mitchell (2006) "Neoliberal governmentality in the European Union: education, training, and technologies of citizenship" *Environment and Planning D: Society and Space* 24(3) p. 389-407
- Lawn and Grek, (2012) *Europeanizing Education*, p. 51-116 (Chapters 4-7)

Recommended Reading:

- Walters and Haahr *Governing Europe: Discourse, Governmentality and European Integration*, p. 1-64

Tuesday, November 26

Immigration in Europe

Required Reading to be determined

Tuesday, December 3

The Future of European Education

Student "brochure assignment" presentations /distribution

Required Reading:

- Lawn and Grek, (2012) *Europeanizing Education*, p. 51-116 (Chapters 4-7)

Friday, December 13

EU Policy Analysis Paper Due