

BOWLING GREEN STATE UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
EDUCATIONAL FOUNDATIONS AND INQUIRY
SCHOOL OF LEADERSHIP AND POLICY STUDIES

COURSE SYLLABUS
EDFI 601: COMPARATIVE EDUCATION
(Call number 73414)

Fall Semester 2008
Tuesdays, 6:00-9:00 PM
Education Bldg., Rm. 210

Instructor: Dr. Patricia K. Kubow, Professor
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Education, at its best, challenges the structure from which it was created.
-Author unknown

Course Description

Comparative study and critique of the role of education in national and global development. Emphasis on the interrelationship between cultural, economic, and political factors and the roles of education in selected developed and developing nations.

College's Vision Statement

The College of Education and Human Development focuses on educating professionals who will have a positive impact on the development of individuals, families, communities, schools, and other institutions in society. The college vision is to promote a dynamic community of lifelong learners and leaders that provides educational opportunities across the life span.

Educational personnel must be well prepared with regard to content knowledge and practical skills as well as understanding of learners and the influences on them. Educators must understand the factors that impact educational success, be sensitive to cultural, linguistic, and socioeconomic factors as expressed in the diverse individuals they encounter, work to construct inclusive environments in which all can succeed, skillfully utilize the educational and technological tools available to them, collaboratively engage with colleagues and the community, and systematically reflect and act on the effectiveness of their practice. They must exhibit appropriate professional dispositions, concern themselves with the ethics of their actions, be accountable for their performance, and be committed to ongoing improvement of their own personal capabilities.

The BGSU goal is to empower our educator professionals to act in various capacities to positively impact the future of learners, clients, and colleagues. Toward that end, we hold the following statements as guiding core concepts:

P = An effective educator is broadly and thoroughly **prepared**.

R = An effective educator is a **reflective** practitioner.

E = An effective educator is actively **engaged** within the larger educational community.

P = An effective educator is foremost a **professional**, with a lifelong commitment to learning and to all learners.

The following dispositions constitute the expectations for educator professionals:

Professionalism

It is expected that you will demonstrate professionalism throughout this course. This means compliance with the BGSU Academic and Student Codes of Conduct (see Student Handbook) as well as evidencing accepted behaviors and attitudes appropriate to the educational circumstances, including but not limited to punctuality, personal appearance, speech, preparation, and quality of work.

Technology

Aspects of this course require evidence of students' technology competency and utilization. Should you encounter difficulties with technology knowledge/skills, it is your responsibility to consult with the instructor and/or assistants in the Student Technology Center at BGSU.

Diversity/Exceptionality

Any student who requires accommodation based on the impact of a disability should contact the instructor privately to discuss specific needs. Educator professionals are expected to respect all individuals, regardless of characteristics or background, and endeavor to accommodate communications and actions to learning differences arising from cultural, linguistic, and disability origins.

Collaboration

Throughout the course, you will be expected to work and communicate with faculty, other students, and others in an effective, collegial, and professional manner at all times.

University's Core Values

BGSU aspires to six core values: respect for one another, cooperation, creative imaginings, intellectual and spiritual growth, and pride in a job well done.

Purpose of the Course

Comparative education is useful for all individuals engaged in the task of educating learners. As an introductory course in comparative education, the goal is to acquaint students with knowledge of the field of comparative education, some theories guiding comparative study, and major educational issues impacting teaching and learning worldwide.

Required Text (available in the BGSU bookstore)

Kubow, P. K., & Fossum, P.R. (2007). *Comparative education: Exploring issues in international context* (2nd ed.). Upper Saddle River, NJ: Pearson, Merrill Prentice Hall. (ISBN 0-13-171980-7)

Book overview: The text details the development of the field of comparative education and theories of national development, pursues educational issues germane to comparative inquiry, and employs analytic frameworks to study these educational issues in eight regions/countries (i.e., Hong Kong, Israel, Brazil, South Africa, England, Germany, Japan, & the United States).

Additional Required Course Readings (available as PDF full-text files on Blackboard in the "Documents" folder for the course)

Allison, A. (1997). Japanese mothers and obentos: The lunch-box as ideological state apparatus. In C.B.

Brettell & C.F. Sargent (Eds.), *Gender in cross-cultural perspective* (2nd ed.) (pp. 298-314).
Upper Saddle River, NJ: Prentice Hall.

Al-Mahadin, S. (2004). Jordanian women in education: Politics, pedagogy and gender discourses.
Feminist Review, 78, 22-37.

Boyle, H.N. (2006). Memorization and learning in Islamic schools. *Comparative Education Review*,
50(3), 478-495.

Freire, P. (1970). *Pedagogy of the oppressed*. New York: Penguin Books.

Human Development Report. (2003). *Millennium development goals: A compact among nations to end
human poverty*. United Nations Development Programme (pp. 27-32).

Kobayashi, V. (2007, August). Recursive patterns that engage and disengage: Comparative education,
research, and practice. *Comparative Education Review*, 51(3), 261-280.

Larsen, M.A. (2008, August). North American insecurities, fears and anxieties: Educational implications.
Comparative Education, 44(3), 265-278.

Moruzzi, N.C. (2008). Trying to look different: Hijab as the self-presentation of social distinctions.
Comparative Studies of South Asia, Africa and the Middle East, 28(2), 225-234.

Reagan, T. (2005). Non-Western educational traditions: Indigenous approaches to educational thought
and practice (3rd ed.). Mahwah, NJ: Lawrence Erlbaum Associates.

Ch. 3: “‘A Wise Child is Talked to in Proverbs’: Indigenous African Educational Thought and
Practice” (pp. 55-89)

Ch. 9: “‘No Gift is Better than Education’: The Islamic Educational Enterprise” (pp. 217-245)

Paige, K., Chartres, M., & Kenyon, A. (2008). Using teacher stories to reveal quality educational practice:
An Eastern Cape experience. *International Journal of Educational Development*, 28, 524-533.

UNICEF. (2007). *The State of the World's Children: A call for equality*.

Watson, R.S. (1997). The named and the nameless: Gender and person in Chinese society. In C.B.
Brettell & C.F. Sargent (Eds.), *Gender in cross-cultural perspective* (2nd ed.) (pp. 137-150).
Upper Saddle River, NJ: Prentice Hall.

Note: The instructor reserves the right to require additional readings, as needed.

Moreover, it is highly recommended that students take notes during each class session, noting particular
concepts/ideas/information that contribute(s) to your cross-cultural learning about education. Your notes
will aid your paper writing efforts in this course.

Course Objectives

- To examine what is meant by ‘comparison’ or ‘comparative’ as related to the study of education and to examine the factors (cultural, social, economic, political) to be considered in drawing comparisons
- To explore the application of these factors via course readings, class discussions, and in relation to one’s own research and writing

- To use analytical frameworks to gain skills in reflection and critique, to identify theories and underlying assumptions about education, and to apply these skills to one's own educational context
- To conduct research on a topic of interest to the student, to address the topic in a comparative manner, to write the comparative final paper, and to present major findings to the class

Course Requirements/Assignments

1. Class attendance, advanced preparation, and participation is required and part of the grading for this course. Class participation necessitates completing the assigned course readings and preparing insights in advance of class to enable informed, thoughtful class discussion characteristic of a professional learning community. Each student will also lead discussion on a selected course reading.
2. Each student will write two Reflection and Inquiry (R&I) Papers. Each paper is to be 5 (full) to 6 (maximum) typed pages (double-spaced). Use 12-point, Times font, and one-inch margins. The purpose of R&I Papers is to provide an avenue for students to examine their own learning of course material.
3. Each student will be expected to complete a major final paper on a selected educational issue from a comparative perspective. The educational issue is to be identified early to allow one sufficient time to research the topic adequately. If you should have questions concerning the appropriateness of the topic, please contact the instructor before beginning the research. A number of smaller required written and oral assignments will enable each student to complete the major final paper. These smaller steps include: 1) identification of the educational topic and brief write-up of literature search conducted; 2) working bibliography; and 3) brief informal presentation on research themes from research conducted for the final paper.
4. Each student will make a formal class presentation of his/her final paper.

About the Major Comparative Education Final Paper

Students should choose an educational issue which: (1) holds their interest; (2) has some comparative aspect to it, and (3) cuts across national boundaries (i.e., international in character). Choose an educational issue of concern locally or nationally and explore it in a more international context. The issue must be explored via at least two countries. Students from other nations might choose a significant educational issue from their own nation and examine it in terms of its currency in the United States and/or other countries. Other variations are possible.

Whatever issue is chosen, however, it should not merely be reported in descriptive or summary fashion. Rather, one should take considerable care to critically analyze the issue/topic from a combination of historical, contemporary, social, cultural, political, and/or economic perspectives.

Paper requirements: 15 (full)-18 pages of text (typed, double-spaced, 1 inch margins, and 12 point Times font). In addition, be sure to attach a cover/title page AND a works-cited bibliography in APA format (i.e., references actually used and cited in your paper). Papers are considered incomplete if a cover/title page and works-cited bibliography are not attached.

Five Grading Criteria for the Final Paper (see rubric):

1. The clarity of the educational issue or topic you choose to examine;
2. The degree to which you provide evidence to support your point of view;
3. The cross-national and comparative nature of the paper;
4. The clarity of your writing, including proper grammar and spelling; and
5. The completeness of the works-cited bibliography.

[NOTE: The instructor does take into account those students who are working in a second language and will assist them in every possible manner to achieve a quality paper.]

The final paper is due on Tuesday, December 9, 2008 at the beginning of the class session (i.e., 6:00 PM).

To assist you in the completion of the major paper for this course, a number of smaller assignments will constitute process-oriented steps toward the final paper. Specifically, each student will:

- 1) identify an educational topic in international context;
- 2) conduct a thorough literature search via computer data bases, library research, and world wide web;
- 3) create a working bibliography, citing the works you found from your literature search that you are likely to use for your paper;
- 4) obtain actual articles, book chapters, and other materials to read;
- 5) share your research themes and some preliminary findings via an informal class presentation;
- 6) write your final comparative education paper organized via these themes; and
- 7) present your final comparative education paper via a formal class presentation.

Grading for the Course

Grading for this course will be done on an A-F basis and will conform to Bowling Green State University's grading policies. All students are responsible for following BGSU's Academic Honesty Policy and the Academic Code of Conduct as outlined in the Student Handbook. "The minimum penalty for academic dishonesty including, but not limited to plagiarism, is to receive no credit for the assignment paper or academic activity. Every instance of academic dishonesty will be reported to the dean."

Grading Weights:

Class Attendance, Advanced Preparation, and Professional Contributions (1 pt. per class session)	15
Reflection and Inquiry (R&I) Papers (two R&I Papers; each paper is worth 25 points; 5 (full)-6 (maximum) typed pages, double-spaced; Use 12-point, Times font, one-inch margins)	50
Identification of Educational Topic in International Context & Brief Write-up of Literature Search Conducted (i.e., computer data bases used, subject descriptors used, world wide web sites visited, library materials gathered, topic and countries chosen, rationale for choice)	15
Working Bibliography (working bibliography, citing in APA format the works found from literature search that will likely be used in your final paper)	15
Discussion Leadership (each student will lead discussion on a course reading, pose 2-3 salient questions to facilitate peer discussion, and prepare and facilitate a brief classroom activity to introduce or reinforce relevant aspects from the reading)	20
Informal Presentation on Research Themes (each student will give a brief informal presentation on themes emerging from her/his research on the comparative education paper)	15
Comparative Education Final Paper (organized by major themes found in your research)	75
Formal Class Presentation of Final Paper	20
Total possible points:	225

90-100%	(203-225 points)	A
80-89%	(180-202)	B

70-79%	(158-179)	C
60-69%	(135-157)	D
Below 60%	(Below 135)	Failing

NOTE: Any student needing special learning accommodations, please contact the instructor at the conclusion of the first class session.

COURSE OUTLINE AND READINGS

August 26
(Session 1) **Introducing the Course/Building a Learning Community**
(Guiding questions: What is education's role in society? What interests you about education?)

September 2
(Session 2) **Defining Comparative Education and Critiquing Globalization**
(Guiding questions: What is comparative education? What value does it hold for educators and students? What is globalization? How does globalization implicate what today's students need to learn? How does globalization influence local environments? How might cultures and local knowledge influence globalization?)

Readings:

Kubow & Fossum (2007), Ch. 1: Comparative Education

Kubow & Fossum (2007), Ch. 8: Globalization and Implications for Education

DISCUSSION LEADERSHIP

September 9
(Session 3) **Considering the Purposes of Schooling**
(Guiding questions: What are some purposes of schooling? How does curriculum shape national consciousness, history, social memory, and identity?)

Geographical Emphases: Hong Kong and Israel

Readings:

Kubow & Fossum (2007), Ch. 3: Purposes of Schooling

Watson (1997): "The Named and the Nameless: Gender and Person in Chinese Society"

DISCUSSION LEADERSHIP

September 16
(Session 4) **Japanese Guest, Professor Atsushi Hamana, President, Kansai University of International Studies**

Examining Teacher Professionalism and the Influences of Cultural and Political Values on Education

(Guiding questions: How do differing conceptions of the teacher and the learner shape schooling in other societies? How do societal norms and cultural expectations influence education? What is the appropriate balance between state control and teacher autonomy? How do socializing practices impact teachers?)

Geographical Emphases: Japan and the United States

Readings:

Kubow & Fossum (2007), Ch. 6: Teacher Professionalism

Allison (1997): "Japanese Mothers and Obentos: The Lunch-Box as Ideological State Apparatus"

DISCUSSION LEADERSHIP

IDENTIFICATION OF TOPIC AND LITERATURE SEARCH DUE

(One-page write-up of literature search conducted; rationale for educational topic and countries selected; Identification of data bases and computer descriptors used and journals, books, and other materials consulted)

September 23
(Session 5)

Investigating Theories of National Development and Education's Role in Development

(Guiding questions: What is the role of education in national development? What are some indicators of development?)

Reading:

Larsen (2008): "North American Insecurities, Fears, and Anxieties: Educational Implications"

Kubow & Fossum (2007), Ch. 2: Theory in Comparative Education

DISCUSSION LEADERSHIP

September 30
(Session 6)

Identifying the Social Concerns that Cross Cultures

(Guiding questions: What are your views on the Millennium Development goals? What are some underlying assumptions and values in relation to those goals?)

Readings:

Human Development Report (2003): The Millennium Development Goals

The State of the World's Children (2007): A Call for Equality

DISCUSSION LEADERSHIP

R&I PAPER #1 DUE

October 7
(Session 7)

Examining Educational Equality/Inequality

(Guiding question: What responsibilities do educators, governments, and others have in educating citizens?)

Geographical Emphasis: South Africa and Brazil

Readings:

Kubow & Fossum (2007), Ch. 4: Educational Access and Opportunity

Freire (1970, 1993): *Pedagogy of the Oppressed* (Ch. 2)

DISCUSSION LEADERSHIP

October 14
(Session 8)

Considering Indigenous Knowledge Through African Educational Thought and Practice

(Guiding questions: What are some similarities and differences in the kinds of knowledge and approaches to education and learning between African and Western societies?)

Reading:

Reagan (2005), Ch. 3: “‘A Wise Child is Talked to in Proverbs’: Indigenous African Educational Thought and Practice”

Paige, Chartres, & Kenyon (2008): “Using Teacher Stories to Reveal Quality Educational Practice: An Eastern Cape Experience”

DISCUSSION LEADERSHIP

WORKING BIBLIOGRAPHY DUE

(Complete listing of the resources you have found from your literature search that will most likely be used in your paper. Be sure to follow APA style thoroughly.)

October 21
(Session 9)

Considering Education Accountability and Authority

(Guiding question: What is the appropriate balance between authority and responsibility in relation to education?)

Geographical Emphases: England and Germany

Readings:

Kubow & Fossum (2007), Ch. 5: Education Accountability and Authority

DISCUSSION LEADERSHIP

October 28
(Session 10)

INFORMAL PRESENTATIONS

(Class period devoted to guided informal presentations of emergent research themes)

November 4
(Session 11)

Examining Islamic Schooling: Philosophy of Education and Educational Practice

(Guiding questions: What kinds of knowledge are valued in Islamic schooling? What kinds of teaching and learning approaches are emphasized?)

Geographical Emphasis: The Middle East

Readings:

Reagan (2005), Ch. 9: “‘No Gift is Better than Education’: The Islamic Educational Enterprise”

Boyle (2007) article: “Memorization and Learning in Islamic Schools”

DISCUSSION LEADERSHIP

R&I PAPER #2 DUE

November 11

NO CLASS/Veteran’s Day; Examining Ideology, Identity, and Curriculum

November 18
(Session 12)

Women's Experiences: Public Representation, Education, and Gender Politics

Geographical Emphasis: Jordan

Readings:

Moruzzi (2008): "Trying to Look Different: Hijab as the Self-Presentation of Social Distinctions"

Al-Mahadin (2004): Jordanian Women in Education: Politics, Pedagogy, and Gender Discourses"

DISCUSSION LEADERSHIP

November 25
(Session 13)

Applying Analytic Frameworks to Study Educational Issues

(Guiding questions: Which analytic frameworks are of most interest to you? Why?)

Readings:

Kubow & Fossum (2007), Ch. 7: Applying Frameworks to Analyze Educational Issues

December 2
(Session 14)

Comparative Perspective Taking: A Retrospect

(Guiding questions: What has been gained from a comparative perspective? What recursive patterns have you considered and examined throughout the semester?)

Reading:

Kobayashi (2007) article: "Recursive Patterns That Engage and Disengage: Comparative Education, Research, and Practice"

December 9
(Session 15)

FORMAL CLASS PRESENTATIONS OF COMPARATIVE EDUCATION FINAL PAPERS

COMPARATIVE EDUCATION FINAL PAPERS DUE

(at 6:00 PM, beginning of class period)

December 16

FINAL APPOINTMENT

Rather than a final exam, students will meet individually with the instructor during the scheduled exam time (between 6:00-8:00 PM) to return graded comparative education papers and to inform students of their final course grade.