

Education 301: Comparative Education

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Office Hours T 10:30-11; T,Th 2:30-4.00

Course Description

This class is designed as an introduction to comparative education theory, practice, and research methodology. We will examine educational issues and systems in a variety of cultural contexts, and explore those aspects of education which are held in common in different cultures, as well as those unique to specific cultural or historical contexts. We will be asking many of the same questions you have already begun to explore in other education classes. Can schools simultaneously achieve excellence and equality? Should schools serve individual needs or the interests of the state? Is education always a form of coercion or can it lead to emancipation? In this class, however, our challenge is to understand how disparate cultural, social, and political traditions lead to different answers to these questions. The on-going questions for you to keep in mind as we analyze different educational settings is: Can different countries' answers to educational questions inform our own educational practice? Does an increased understanding of the educational policy and practice of others, and the ethical/moral issues confronted by teachers and students in other educational systems, help us solve our own educational problems?

Required TextsPreschool in Three Cultures Tobin, Wu, and DavidsonThe Child and the State in India WeinerImages of Childhood Hwang and LambGirls and Schools in Sub-Saharan Africa Odaga and HeneveldPursuing Excellence PeakSecondary School Examinations Eckstein and Noah**Course Requirements** (220 pts)

- 1.) in-class, mid-term exam (35 pts)
- 2.) interview and analysis project (30 pts)
- 3.) 2 6-8 page critical reading essays (30 pts each)
- 4.) 2 group presentations (25 pts each)
- 5.) 3-4 page reflective essay--What's comparative education? (20 pts)
- 6.) active class participation, regular attendance, short assignments (25 pts)

These assignments must all be completed to pass this course. Assignments will not be accepted if handed in more than one week late. The completion of reading prior to class meetings is of paramount importance. I take a constructivist approach in the classroom, and I believe that our exploration of materials and our learning will happen dialogically, in community-learning from one another. Thus, since our discussions will be developed around our reading materials, the success of all sessions will be determined by the care and thoughtfulness with which you read assignments. Likewise, active class participation is expected and evaluated accordingly. This means that you must enter into class discussions and if you must miss class, please let me know. DON'T hand in any of your paper assignments by email.

Tentative Course Outline

Week 1 Jan 18-21 Comparative Education and Culture

Monday: introduction to class, participants

Tuesday: Preschool in Three Cultures, chapt 1--what's culture?

Thursday: Preschool in Three Cultures, chapt 2--Komatsudani

Week 2 Jan 26-28: Preschool in Three Cultures, continued

Tuesday: Preschool in Three Cultures, chapt 3--Dong Feng

Thursday: Preschool in Three Cultures, chapt 4-5--St. Timothy's, conclusion

Week 3 Feb 2-4: Childhood in Historical and Cultural Perspective

Tuesday: What's Comparative Education? reserve reading
reflective essay due for discussion in class

Thursday: Images of Childhood--What's a Child? Chapt 1,2, and 4
required guest lecture by Amy Schutt this week--time to be announced

Week 4 Feb 9-11: Childhood in Comparative Perspective

Tuesday: Images of Childhood **group presentations (Japan and Zambia)**

Thursday: Images of Childhood **group presentations (Brazil and Navajo)**

Week 5 Feb 16-18: Children, Compulsory Schooling, and the State

Tuesday: read on-line The State of the World's Children

Thursday: The Child and the State in India pp 1-75

Week 6 Feb 23-25: The State, Schooling, and Literacy in India

Tuesday: The Child and the State in India pp 77-153

Thursday: The Child and the State in India 154-208

Critical Reading Essay #1 due

Week 7 Mar 2-4: The Challenges of Girls' and Women's Education in Africa

Tuesday: Female Education in Africa

reserve readings to be announced

Thursday: Girls and Schools in Sub-Saharan Africa foreword to p. 50
required guest lecture to be scheduled this week

Week 8 Mar 9-11: Girls' education, concluded

Tuesday: Girls and Schools in Sub-Saharan Africa p. 51-98

Thursday: **in-class midterm**

Week 9 Mar 16-18: no class, Spring Break

Week 10 Mar 23-25: Education and Development: the EPICS Simulation

Tuesday: Class begins at 11:30 for simulation game called EPICS

Thursday: EPICS continued

Week 11 Mar 30-Apr 1: Secondary Schooling: the School to Work Connection

Tuesday: Secondary School Examinations

Thursday: Secondary School Examinations,

Week 12 Apr 6-8: Secondary Schooling, continued

Tuesday: Secondary School Examinations **group presentations (choose countries)**

Thursday: Secondary School Examinations **group presentations (choose countries)**

Week 13 Apr 13-15: no class professor--Ross has to attend the Comparative and International Education Society annual conference

Tuesday: work on interview project and finishing individual essays

Thursday: working on interview project and finishing individual essays

Week 14 Apr 20-22: Schools and Globalization: can we get past the rhetoric of competition?"

Tuesday: Pursuing Excellence

Thursday: Pursuing Excellence

Critical Reading Essay #2 due

Week 15 Apr 27-29: The Global University

Tuesday: view "Cold Water" and discussion of interview findings
reserve reading to be announced

Thursday: an analysis of Colgate's globalization initiative

interview and analysis project due May 3rd