

COMPARATIVE EDUCATION 1 -- EDUC 426/4 -- Winter 2011

Instructor: Prof. A. Cleghorn **Office location:** LB 545-1 **Tel:** 848-2424-2041

Office hours: Mondays 12:00 – 2:00 or by appointment (ailie@education.concordia.ca)

Time: Mondays 2:45 – 5:30 **Location:** H XX **Teaching assistant:** Gabrielle Breton-Carbonneau (LB 545-2)

COURSE DESCRIPTION AND OBJECTIVES

This course undertakes the study of the impact of political and cultural differences upon educational systems (for example, the impact of language differences, nationalism, colonialism, neocolonialism, political socialization). The approach is comparative, with particular emphasis on contrasting educational systems and practice in selected countries. The **learning objectives and expected competencies** are:

- (1) to demonstrate the ability to read, analyze, discuss, and write critically about local and global issues in education;
- (2) to discuss and write about the range of educational issues, policies and practices in industrialized and still-developing regions of the world;
- (3) to show understanding of one's own and others' educational experience within a local and/or global framework.

Classes 1 to 5 will outline the core concepts and issues of Comparative Education. This will include discussion of the historical, social and political factors underlying the structure and goals of selected education systems, including Canada's.

Classes 6 to 13 will include the following topics: Comparative perspectives on early education; language and literacy; education, change and globalization; the education of girls and women. Examples will be drawn mainly from the still-developing regions of the world.

REQUIRED TEXTS: (1) Coursepack (2) **Book: Cleghorn & Prochner, *Shades of globalization...***

ASSIGNMENTS AND EVALUATION (see detailed instructions page 2)

Short essay #1 DUE Class 5–Jan. 31	Write a short 4-5 page essay describing your own, a relative's or a friend's schooling or teaching experience in another part of the world. Relate the content of the essay to one or more concepts from classes 1 – 4, showing a clear understanding of the concept(s).	25%
5 assignments linked to weekly readings DUE: student choice - any 5 classes	Five (5) assignments on the weekly readings. These must be completed on the template found at the end of this syllabus. They are to be handed in at the end of the class on the day that the reading is assigned. When more than one reading is assigned for a particular week, you are to complete this assignment on the ONE reading of your choice. THIS ASSIGNMENT REQUIRES PLANNING AHEAD.	50%
Short essay #2 DUE Class 12	Write a short 4-5 page essay in which you discuss at least one concept or issue dealt with in this course, drawing from a minimum of four of the course readings.	25%
Class participation	When class participation is exceptionally good the final grade <u>may</u> be increased 1 grade point (e.g. B to B+). Class participation includes: regular attendance, no use of electronic devices,¹ active contribution to discussions, assignments completed as expected and handed in on time.	

¹ Exceptions will be made for students who have been referred to the instructor by the Office for Students with Disabilities.

ASSIGNMENT INSTRUCTIONS

Short Essay #1 (DUE Class 5, January 31)

The purpose of this assignment is to start you thinking comparatively and globally with a short, 4-5 page essay describing your own, a relative's or a friend's schooling experience in another part of the world, including the Canadian north or an aboriginal community in North America. You are to relate what you find out from this experience to one or more of the concepts or issues read about or discussed during the first four classes, demonstrating a clear understanding of the concepts or issues. Here are some points to think about. Feel free to add others.

- Where and when did the person go to school?
- Were there important historical, political, or economic events occurring at the time?
- What was life and learning like outside of school?
- Who got to go to school, for how long, and who did not?
- What were the conditions of schooling; were they impoverished, well resourced?
- Was religion, culture (ethnicity) or language an issue in schooling?
- What were the teachers like? What sort of discipline was experienced? Was teaching child or teacher centered?
- What subjects were offered in school – to boys, to girls? Were textbooks available? How important were examinations?

Five (5) assignments linked to five different week's readings. Students are to choose which of five week's readings these assignments will be completed for. When more than one reading is assigned for a class, select ONE for the assignment. The assignments are to be handed in at the end of the class that the reading was assigned for. They will NOT be accepted any other time. This means if you miss the class that the assignment is to be handed in, you must do an additional one. These assignments must be typed and completed on copies of the template, attached to this course description. Kindly number each assignment (1/5, 2/5 etc) and keep a copy for your own files. **THIS ASSIGNMENT REQUIRES PLANNING AHEAD!**

Essay # 2 – Write a short 4-5 page essay in which you discuss at least one concept or issue dealt with in this course, drawing from a minimum of four of the course readings. Consult the instructor when choosing your topic, which must be linked directly to this course. Suggested topic: "What in your mind is the most important social, political or historical influence on the organization and/or practice of schooling today, either in Canada or in a still-developing country?" Remember to draw comparisons to other settings in terms of similarities and/or differences.

IMPORTANT INFORMATION

1. The COURSEPACK and the Cleghorn/Prochner book are to be purchased in the bookstore. The assigned readings are to be read BEFORE each class in order to facilitate discussion. You are expected to come to class prepared to summarize the main points of the readings and with at least ONE question (written down) that the reading or readings have raised for you. When more than two readings have been assigned for a particular week, you are expected to have read at least two, thoroughly.

2. WRITTEN WORK requires attention to form as well as to content (ideas). When there are problems with form the content cannot be accessed easily by the instructor. Form includes:

- organization of ideas
- clarity of expression
- use of complete, grammatical sentences
- correct use of vocabulary (avoid slang)
- correct spelling, use of punctuation, use of paragraphs

3. It is easy to underestimate how long short assignments can take to complete well. EDITING AND RE-WRITING always pays off!! Proof-reading is essential because spell-check is not enough. It does not know the correct usage of such words as: *there/their/they're, then/than, its/it's, which/witch, here/hear, where/wear/were, bear/bare, whether/weather, no/know, write/right.*

4. All written work must be in your own words with quotes and near quotes cited using the APA or other standard style for doing so. See the undergraduate calendar for information on PLAGIARISM. Acts of plagiarism can result in expulsion from the university.

5. Essays must be double spaced using a 12 point font with one inch margins.

Students with learning, health, family or other special circumstances that might affect their work in this course are asked to meet with the instructor EARLY in the term so that arrangements can be discussed. Please advise the instructor if any such circumstances arise during the term.

GRADING SCHEME

<u>Percentile</u>	<u>Letter Grade</u>	<u>Grade Point</u>
90-100	A+	4.3
85-89	A	4.0
80-84	A-	3.7
77-79	B+	3.3
73-76	B	3.0
70-72	B-	2.7
67-69	C+	2.3
63-66	C	2.0
60-62	C-	1.7
57-59	D+	1.3
53-56	D	1.0
50-52	D-	0.7
0-49	F	0.0

A + to B+ = exceptional to very satisfactory work
 B to B - = satisfactory but areas for improvement are evident
 C or less = serious problems. The student is advised to see the instructor or TA for help.

- Students must put REQUESTS FOR RE-CONSIDERATION OF A GRADE in writing to the instructor. Normally, when a grade is 'B' or better such requests will not be granted.
- Marks will not be taken off for problems in written work that are clearly due to English-as-a-second-language, unless meaning is not clear. Then the student will be given appropriate advice.
- In a 400 level course students should expect to spend on average 3 hours per week for every hour of class time on their preparation for class (readings and written assignments) – i.e. 6+ hours per week.
- ATTENDANCE will be taken from time to time. Only medical and similar valid excuses will be accepted. More than two documented absences from class is considered non-participation.
- Students are responsible for finding out from other students the content of classes that have been missed.

CLASS SCHEDULE AND WEEKLY ASSIGNMENTS AND READINGS

CLASS SCHEDULE Assignments and Topics	COURSE PACK	READINGS: TO BE READ BEFORE EACH CLASS
Class 1 - Jan. 3 Introduction and overview of the course: Core concepts and vocabulary Political and cultural influences on education system differences/similarities.	Item #1	Course outline
Class 2 – Jan. 10 Topic: The purposes and goals of education	Item #2 Item #3	Class Notes/basic concepts Kubow, P.K. & Fossum, P. R. (2007). The purposes and goals of education. In P.K. Kubow and P.R. Fossum, <i>Comparative education: Exploring issues in international context.</i> (pp.73-123) Columbus, Ohio: Merrill Prentice-Hall.
Class 3 – Jan. 17 Topic: What do we know about education in Canada?	Item #4	Barakett, J & Cleghorn, A. (2008). <i>Sociology of education: An introductory view from Canada.</i> Toronto: Pearson-Prentice-Hall. p. 8-21 & p. 66-71.
Class 4 – Jan. 24 Topic: Canada’s First Nations’ education experience. What does this tell us about the concepts of equality, access and opportunity? Guest speaker: Linda David-Cree	Item #5 Item #6	Battiste, M. (1999). Enabling the Autumn seed: Toward a decolonized approach to aboriginal knowledge, language, and education. <i>Canadian Journal of Native Education</i> , 22 (1), 16-27. Wotherspoon, T. (2006). Teachers’ work in Canadian aboriginal communities. <i>Comparative Education Review</i> , 50 (4), 672-694.
Class 5 – Jan. 31 Topic: Issues in early education in non-Western settings - Introduction SHORT ESSAY # 1 DUE	Item #7 Item #8	Cleghorn, A. & Prochner, L. (2010). <i>Shades of globalization in three early childhood settings: Views from India, South Africa, and Canada.</i> Rotterdam: Sense Publishers. Chapter 1: Three preschools: Three countries Myers, R. (1992). Understanding cultural differences in child rearing practices and beliefs. In R. Myers, <i>The twelve who survive.</i> (pp. 341-366). New York: Routledge. Chan, E.Y.M. (2004). Narratives of experience: How culture matters to children’s development. <i>Contemporary Issues in Early Childhood</i> , 5 (2), 145-159.
Class 6 -- Feb. 7 Topic: Issues in education in non-Western settings, continued In what ways do culture, poverty and conceptions of intelligence affect learners in Canadian classrooms?	Item # 9 Item #10	Cleghorn, A. & Prochner, L. (2010). Chapter 2: Legacies of Colonization. Serpell, R. (1997). Cultural models of childhood in indigenous socialization and formal schooling in Zambia. In L.P. Hwsany, M.E. Lams and I.E. Sigel (Eds.). <i>Images of childhood.</i> (pp. 129-142). New Jersey: Lawrence Erlbaum. Stern, P. R. (1999). Learning to be smart: An exploration of the culture of intelligence in a Canadian Inuit community. <i>American Anthropologist</i> , 101 (3), 502-514.
Class 7 – Feb. 14 Topic: The original and updated videos: Pre-school in three cultures	Item #11	Cleghorn, A. & Prochner, L. (2010). Chapter 3: Early childhood policy and curriculum landscapes Tobin, J., Karasawa, M., & Hsueh, Y. (2004). Komatsudani then and now: Continuity and change in a Japanese pre-school. <i>Contemporary Issues in Early Childhood</i> , 5 (2), 128-144.
Reading week -- Feb. 21 NO CLASS		

<p>Class 8 – Feb. 28</p> <p>Topic: Language and literacy issues in education – at home and abroad</p>	<p>Item #12</p> <p>Item #13</p>	<p>Cleghorn, A. & Prochner, L. (2010). Chapter 4: Social relations: Participants in each setting</p> <p>Phillips, L. (2005). Look and see: Using the visual environment as access to literacy. Honolulu: Pacific resources for education and learning.</p> <p>Low, M., Penland, D. & Heine, H. (2005). The language question in Pacific education. Honolulu: Pacific resources for education and learning.</p>
<p>Class 9 – March 7</p> <p>Topic: Language and literacy issues continued</p>	<p>Item #14</p> <p>Item #15</p>	<p>Cleghorn, A. & Prochner, L. (2010). Chapter 5: Material culture and spatial considerations Chapter 6: Paediatric and pedagogical dimensions</p> <p>Van Broekhuizen, L.D. (2000). <i>Literacy in indigenous communities</i>. Honolulu: Pacific resources for education and learning.</p> <p>Crago, M. B., Annahatak, B., & Ningiuruvik, L. (1993). Changing patterns of language socialization in Inuit homes. <i>Anthropology and Education Quarterly</i>, 24 (3), 205-223.</p>
<p>Class 10 – March 14</p> <p>Topic: The education of girls and women</p> <p>In what way does the schooling of girls and women bring about social change?</p>	<p>Item #16</p> <p>Item #17</p>	<p>Cleghorn, A. & Prochner, L. (2010).Chapter 6: Paediatric and pedagogical dimensions</p> <p>Kendrick, M. & Jones, S. (2008). Girls’ representations of literacy and identity in a rural Ugandan community. <i>Canadian Journal of Education</i>, 31 (2), 371-404.</p> <p>Usman, L. (2005). Quandaries, prospects, and challenges of nomadic educational policy for girls in sub-Saharan Africa. In A. Abdi and A. Cleghorn, <i>Issues in African education: Sociological perspectives</i>. (pp. 193-218). New York: Palgrave.</p>
<p>Class 11 – March 21</p> <p>Topic: The education of girls and women, cont’d</p>	<p>Item #18</p>	<p>Cleghorn, A. & Prochner, L. (2010). Chapter 7: The meaning of difference</p> <p>LeVine, R. A. (2003). Education and mother-child interaction: A Mexican case study. In R. A. LeVine, <i>Childhood socialization: Comparative studies of parenting, learning and educational change</i>. (pp. 273-286). The Comparative Education Research Centre, The University of Hong Kong: Hong Kong.</p>
<p>Class 12 – March 28</p> <p>Topic: Globalization: What does it mean and for whom is it a concern?</p> <p>SHORT ESSAY # 2 DUE</p> <p>These will be presented voluntarily and informally in class.</p>		<p>Cleghorn, A. & Prochner, L. (2010). Chapter 8: Globalization revisited</p> <p>Afterword by Professor Jessica Ball</p>
<p>Class 13 – April 4</p> <p>Topic: What have we learned? Reflections on the content of this course.</p> <p>Continue with short essays presented in class.</p>		<p>General discussion</p>

WELCOME TO COMPARATIVE EDUCATION!!!

SHORT WRITTEN ASSIGNMENT: NUMBER (out of five) _____

NAME OF STUDENT _____

TITLE OF THE READING: _____

NOTE: The answers to this assignment should not exceed three pages. Please be very succinct and to the point, however, it is imperative to use complete sentences in order to convey complete ideas. Kindly type your single spaced answers in the spaces provided, having copied the template on to your computer desktop.

1. What was this reading about?	
2. Mention two concepts, issues or ideas that the author was dealing with, indicating briefly your understanding of them.	
3. What was one of the reading's <u>main</u> conclusions?	
4. What new knowledge did you gain from this reading?	
5. Did the reading raise any controversial issues, at least from your perspective?	
6. What did you find interesting about the reading? Say why.	
7. If you were to meet the author, what question or questions would you ask him or her?	
8. Was this reading worth your time? Say why, or why not.	

Do you have any additional comments to offer about this reading?

COURSEPACK CONTENTS ²-- EDUC 426/4 2011

CLASS 1 Jan.3	Item #1	Course outline
CLASS 2 Jan. 10	Item #2 Item #3	Notes for class 2 Kubow, P.K. & Fossum, P. R. (2003). The purposes and goals of education. In Kubow, P.K. and Fossum, P. R. (pp. 73-123) <i>Comparative education: Exploring issues in international context</i> . Columbus, Ohio: Merrill Prentice-Hall.
CLASS 3 Jan. 17	Item #4	Barakett, J. & Cleghorn, A. (2007). <i>Sociology of education: An introductory view from Canada</i> . Toronto: Pearson-Prentice-Hall. Pages 8-21 and 66-71.
CLASS 4 Jan. 24	Item #5 Item #6	Battiste, M. (1999). Enabling the Autumn seed: Toward a decolonized approach to aboriginal knowledge, language, and education. <i>Canadian Journal of Native Education, 22</i> , 1, 16-27. Wotherspoon, T. (2006). Teachers' work in Canadian aboriginal communities. <i>Comparative Education Review, 50</i> (4), 672-694.
CLASS 5 Jan.31	Item #7 Item #8	Myers, R. (1992). Understanding cultural differences in child rearing practices and beliefs. In R. Myers, <i>The twelve who survive</i> . (pp. 341-366). New York: Routledge. Chan, E. Y. M. (2004). Narratives of experience: How culture matters to children's development. <i>Contemporary Issues in Early Childhood, 5</i> (2), 145-159.
CLASS 6 Feb. 7	Item #9 Item #10	Serpell, R. (1997). Cultural models of childhood in indigenous socialization and formal schooling in Zambia. In L.P. Hwsany, M.E. Lams and I.E. Sigel (Eds.). <i>Images of childhood</i> . (pp. 129-142). New Jersey: Lawrence Erlbaum. Stern, P. R. (1999). Learning to be smart: An exploration of the culture of intelligence in a Canadian Inuit community. <i>American Anthropologist, 101</i> (3), 502-514.
CLASS 7 Feb. 14	Item #11	Tobin, J., Karasawa, M., & Hsueh, Y. (2004). Komatsudani then and now: Continuity and change in a Japanese pre-school. <i>Contemporary Issues in Early Childhood, 5</i> (2), 128-144.
Feb. 21		READING WEEK – NO CLASS
CLASS 8 Feb. 28	Item #12 Item #13	Phillips, L. (2005). Look and see: Using the visual environment as access to literacy. Honolulu: Pacific resources for education and learning. Low, M., Penland, D. & Heine, H. (2005). The language question in Pacific education. Honolulu: Pacific resources for education and learning.
CLASS 9 March 7	Item #14 Item #15	Van Broekhuizen, L.D. (2000). <i>Literacy in indigenous communities</i> . Honolulu: Pacific resources for education and learning. Crago, M. B., Annahatak, B., & Ningsiuruvik, L. (1993). Changing patterns of language socialization in Inuit homes. <i>Anthropology and Education Quarterly, 24</i> (3), 205-223.
CLASS 10 March 14	Item #16 Item #17	Kendrick, M. & Jones, S. (2007). Girls' representations of literacy and identity in a rural Ugandan community. <i>Canadian Journal of Education, 31</i> (2), 371-404. Usman, L. (2005). Quandaries, prospects, and challenges of nomadic educational policy for girls in sub-Saharan Africa. In A. Abdi and A. Cleghorn, <i>Issues in African education: Sociological perspectives</i> . (pp. 193-218). New York: Palgrave.
CLASS 11 March 21	Item #18	LeVine, R. A. (2003). Education and mother-child interaction: A Mexican case study. In R. A. LeVine, <i>Childhood socialization: Comparative studies of parenting, learning and educational change</i> . (pp. 273-286). The Comparative Education Research Centre, The University of Hong Kong: Hong Kong.
CLASS 12 March 28		See course outline
CLASS 13 April 4		See course outline

² Be sure to consult the course outline/syllabus for weekly reading expectations that are not included in this course pack.

