

**EDLF 662**  
**International and Comparative Education**  
**Course Outline**

Tuesdays 4:00 - 6:40 p.m.  
340 MCKB

**Instructor:** Brad Cook  
Office 310 MCKB  
Phone: 378-9033 (office), 356-7292 (home)

Office hours: Monday, Wednesday - 1:00 p.m. - 2.30 p.m. or anytime by appointment.

**Required Readings:**

- \* Feinberg, & Soltis, School and Society, (New York: Teachers College Press, 1998).
- \* Arnove & Torres, Comparative Education, (Lanham: Rowman & Littlefield, 1999).
- \* Reagan, Timothy, Non-Western Educational Traditions, (New Jersey: Lawrence Erlbaum, 1996).
- \* Various articles and essays in packet and as assigned.

**Objectives:** This course is designed to:

1. Introduce students to the discipline of international and comparative education and identify some of the major issues shaping the field.
2. Examine from both a macro and micro perspective various national systems of education and assist the student in gaining a broader perspective and appreciation of other educational approaches.
3. Assist students in developing a keener awareness of the important role education plays in national development, national identity and citizenship through informal and formal means.
4. Examine the important role education plays on the global stage and how it relates to us here in Provo, Utah.
5. Compare and contrast - where possible - U.S. strategies of education with that of other nation-states.
6. Gain a greater appreciation of non-Western educational traditions, definitions and learning modalities.
7. Gain a better appreciation of how other countries accommodate their multi-cultural contexts in order to assist our own understanding of cultural identity and participation in a multilayered or multidimensional way.

**Method of Evaluation:**

Mid-term exam	200
Final exam	300
Research paper	200
Class presentation	200
Attendance, participation	100
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<b>Total points possible:</b>	<b>1000</b>

Exams: The mid-term exam will cover the first half of the semester while the final will cover the full semester with an emphasis on the second half. Questions may be multiple choice, matching, definitional or short essay. All exams will be administered in class and on the day they are scheduled. If you miss an exam and have not notified me prior to the exam, a ten-point penalty will be levied on the make-up test.

Class Presentations: Students will be working in teams throughout the semester to present various issues facing international education. Each student will be giving a 15-20 minute presentation on subjects relating to international education. Note: these presentations can also be the basis for your research paper.

Research Paper: A research demonstrates a degree of competency in finding, organizing and writing factual data on a given subject. Students may write this paper on anything relating to international and comparative education. It should be five to eight pages in length, double spaced and typewritten. Please discuss the topic with me before you proceed.

Attendance and Participation: Class attendance will be carefully and thoughtfully considered as grades are determined at the end of the term. We will have on-going class discussions on various topics and your observations will be invaluable and will add to our collective insights.

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**I. INTRODUCTION: Definitions and Theories**

- August 31
- a. Introduction to course: course outline, objectives, grading policy, etc. review.
  - b. Defining international and comparative education, divide into teams.
- Education in a Changing World

**Reading Assignment for next class:**

- \* Noah, H., & Eckstein, M., "Toward a Science of Comparative Education," pp. 15-29 (in packet).
- \* Arnove & Torres, pp. 1-18.
- \* Brint, Steven, Chapter 1: "Schools as Social Institutions" pp., 1-28 (in packet).

- September 7
- a. Search for a definition of International Education
  - b. A Comparative Look at School and Society

**Reading Assignment for next class:**

- \* Feinberg, & Soltis, pp. 43-58.

- September 14
- a. Schools as Socializers
  - b. Comparative Theory: Structuralist-Functionalist, Marxist, neo-Marxist, post-modern.

**Reading Assignment for next class:**

- \* Feinberg & Soltis, pp. 59-77.
- \* Noah, H. & Eckstein, M., "Use and Abuse of Comparative Education," pp. 57-66 (in packet).

- September 21
- a. Hidden Curriculum
  - b. Making Comparisons

**Reading Assignment for next class:**

- \* Brint, Steven, "Schooling in the Industrialized World" pp. 29-39 (in packet).
- \* Arnove & Torres, pp. 257-279.
- \* Heyneman, Stephen, "American's Most Precious Export," in The American School Board Journal, pp. 23-26 (in packet).

**II. COMPARATIVE EDUCATION: The Industrialized World**

- September 28
- a. Schooling in the Industrialized World
  - b. U.S., England, Germany

**Reading Assignment for next class:**

- \* Arnove & Torres, pp. 329-342.
- \* Arnove & Torres, pp. 371-390.

- October 5
- a. Asian Education
  - b. Russia and Eastern Europe

October 12

Mid-Term Exam  
Research Paper Proposal due

**Reading Assignment for next class:**

- \* Arnove & Torres, pp. 115-130
- \* Reagan, pp. 15-36.

**III. NON-WESTERN EDUCATIONAL TRADITIONS**

- October 19
- a. Role of Culture in Education
  - b. Traditional African Educational Tradition

**Reading Assignment for next class:**

- \* Reagan pp. 73-103

- October 26
- a. Confucian Educational Thought
  - b. Hindu Educational Tradition

**Reading Assignment for next class:**

- \* Cook, B., "Islamic Versus Western Conceptions of Education pp. 1-23 (in packet).

**IV. COMPARATIVE EDUCATION: Education in the Developing World**

- November 2
- a. Islamic Educational Theory
  - b. Video: "School Story"

**Reading Assignment for next class:**

- \* Arnove & Torres, pp. 135-145.
- \* Brint, Steven, Chapter 3 "Schooling in the Developing World," pp. 65-99.

- November 9
- a. Education and Schooling in the Developing World
  - b. Colonialism and Neo-Colonialism

**Reading Assignment for next class:**

- \* Arnove & Torres, pp. 393-428.
- \* Arnove & Torres, pp. 305-325

- November 16
- a. Education in Africa
  - b. Education in Latin America

**Reading Assignment for next class:**

- \* As assigned (India)
- \* Arnove & Torres, pp. 345-364.

- November 23
- a. Education in India
  - b. Education in the Middle East

**Reading Assignment for next class:**  
\* Arnove & Torres, pp. 283-301.

- November 30
- a. Education and Globalization
  - b. Final Review
- Final Paper due**

December 7            No Class

December ??         Final