



SCAE 566: Themes in Comparative International Education

Fall 2010
California State University, Long Beach
Wednesdays, 4:30-6:50 pm
LA2-200

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College of Education Vision and Mission Statements

Vision: Equity & Excellence in Education

Mission: The College of Education at CSULB is a learning and teaching community that prepares professional educators and practitioners who promote equity and excellence in diverse urban settings through effective pedagogy, evidence-based practices, collaboration, leadership, innovation, scholarship, and advocacy.

Course Description and Student Learning Objectives

Catalog Description: Examination of the historical and theoretical foundations, as well as current debates, tensions and themes in the field of comparative international education; discussion of practical applications to address social and educational inequalities that exist around the world.

Additional Information: This course covers the complex (and contested) field of comparative international education (CIE), which includes comparative education, international education, development education, and other research strands. Many different views exist regarding the organization and sub-sets of the field (and whether it constitutes a field at all). No matter how it is conceived, comparative international education, broadly speaking, covers education in an international scope. Scholars may study issues across national contexts, focus in-depth on one country, or conduct analyses of broader global processes. In this course, we cover the historical and theoretical foundations of the field and three key current, interrelated themes: globalization; education and development; and neocolonialism and the influence of international organizations. The existing literature in comparative and international education is decidedly critical of global influences, particularly those of Western countries and bilateral or multinational donor agencies. Yet, humanitarian, international aid, and development projects, when done responsibly, offer hope and possibility for mitigating the structured social and educational inequalities that exist around the world. Thus, we will conclude the course by focusing on empowering, transformative aid and development projects instituted by international organizations that are situated locally, nationally, and internationally.

Student Learning Objectives: Upon successful completion of this course, students will be able to:

1. Identify the historical and theoretical foundations of the comparative international education field.
2. Identify current trends and debates in the comparative international education field.

3. Analyze themes in the comparative international education field.
4. Synthesize themes in the comparative international education field.
5. Demonstrate understanding of the benefits and consequences of international development.
6. Analyze how broader international influences, organizations, and processes impact education worldwide.
7. Demonstrate understanding of strategies for effecting social and educational justice in international contexts.
8. Analyze theories, concepts, and themes related to comparative international education.
9. Assess the extent to which their work meets expectations for sophisticated graduate-level academic writing.
10. Engage in critical dialogue related to analysis of education.

Teaching and Learning Environment

Drawing on the work on Paulo Freire, I strive to foster a collaborative, inclusive and open learning environment in which the teacher-student and student-teacher interact on the same level and all participants contribute to the course content. To achieve this aim, I dispense with the traditional “banking” system of education in which the instructor deposits information into the students, who receive knowledge uncritically and later recite it. As an alternative, I present ideas and pose problems through the structure of the course and readings, and expect that students process the readings critically and contribute fully to the knowledge production and learning environment of the course. The critical engagement of all course participants is necessary for authentic dialogue to occur. Furthermore, I welcome that students bring their own knowledge and experience to the classroom, and encourage them to share these with the group in conjunction with course material.

Required Texts

Phillips, D., & Schweisfurth, M. (2007). *Comparative and international education: An introduction to theory, method, and practice*. London: Continuum.

The textbook is available at the CSULB bookstore. Additional required texts listed in the course schedule are available electronically through e-reserves (except as noted below). Go to <http://coast.library.csulb.edu/search/p?SEARCH=port> to access e-reserves. Select SCAE 566 and the document you wish to download. The password is “international.”

Course Policies and Requirements

Requirements for Written Assignments

All written assignments must be spell-checked, typed, and double-spaced (except the reading log) with a standard 12-point font and one inch margins. In addition, written work must be original and created for the purposes of this course. Whenever references are used, they must be properly cited using the American Psychological Association (APA) format. The university library has the full APA style guide in its reference collection. In addition, a quick guide and other resources regarding APA formatting are available on the course BeachBoard site.

All written assignments must be submitted **electronically** in Microsoft Word format to the instructor via BeachBoard *prior to the start of class* on the date due. No late assignments will be accepted. The relevant key expectations list must be appended at the conclusion of the assignment. Full details on the submission procedures for electronic assignments are provided on BeachBoard.

Class Participation and Attendance

This seminar is highly participatory. Students are expected to complete all reading assignments prior to the course meeting in a thorough and critical manner. Thoroughly and critically reading texts involves

taking notes while reading, writing down questions and points of disagreement, and preparing to be an active contributor to the discussion of the readings and the topics they engage.

Students are also expected to be present for all course meetings. As outlined in the SCA Absence and Tardiness Policy (available on BeachBoard), each student is allowed a maximum of *one* missed course meeting this semester for personal, family, or work obligations not included in the university's policy on excused absences (see below). While the learning environment cannot be recreated, students must complete a "make-up" assignment (see the requirements on the course BeachBoard site) *within two weeks* of any absence, including excused absences, over the one allotted in order to maintain a satisfactory mark for attendance. Students are responsible for keeping track of their own absences and will not be notified if they need to complete a make-up assignment.

Arriving more than ten minutes late for the course meeting (or departing early) constitutes an absence for the day. In addition, three tardy occasions (or early departures) of less than ten minutes equal one absence. An absence due to tardiness/early departure may count as the one allotted absence, and therefore may not impact the student's grade, provided that the student has no other absences. Students who have more than one absence (for reasons not listed in the excused absence policy below) and who do not complete a make-up assignment for each additional absence beyond the maximum of one allotted will not receive an "A" for the course.

University Policy on Excused Absences

Excused absences include:

1. Illness or injury to student;
2. Death, injury, or serious illness of an immediate family member or the like;
3. Religious reasons (California Code section 89320);
4. Jury duty or government obligation;
5. University sanctioned or approved activities (such as research competitions, intercollegiate athletic events, or participation in artistic performances).

Faculty members are not obligated to consider other absences as excused. Documentation is required for each excused absence. Again, while the learning environment cannot be recreated, students must complete a "make-up" assignment (see the requirements on the course BeachBoard site) *within two weeks* of an excused absence.

Academic Integrity

The CSULB *Catalog* contains detailed information on policies relating to cheating, plagiarism and academic integrity. Students should be sure to review these policies carefully.

University Withdrawal Policy

It is the student's responsibility to withdraw from classes. Instructors have no obligation to withdraw students who do not attend courses, and may choose not to do so. Withdrawal from a course after the first two weeks of instruction requires the signature of the instructor and department chair, and is permissible only for serious and compelling reasons. During the final three weeks of instruction, withdrawals are not permitted except in cases such as accident or serious illness where the circumstances causing the withdrawal are clearly beyond the student's control and the assignment of an incomplete is not practical. Ordinarily, withdrawals in this category involve total withdrawal from the university. For deadlines for dropping and withdrawing from classes, please see the Academic Calendar section of the CSULB website.

Students with Disabilities

Students with disabilities who need reasonable modifications, special assistance, or accommodations in this course should promptly direct their request to the course instructor. If a student with a disability

feels that modifications, special assistance, or accommodations offered are inappropriate or insufficient, s/he should seek the assistance of the Director of Disabled Student Services on campus.

Grading

Throughout the course, students will receive the following marks on their written assignments: Developing, Meets Expectations, or Exceeds Expectations. A Developing mark indicates that the expectations for the assignment have not yet been met, and details will be provided regarding ways in which the assignment may be improved. An assignment that garners a Developing mark may be revised and resubmitted *within two weeks* of the date on which the assignment was returned in order to strive toward a mark of Meets Expectations. *Students who would like to resubmit a Developing assignment must also track their changes and submit a summary of the specific types of changes that have been made in the revised draft and why the changes were made* (see the BeachBoard site for more details). A mark of Meets Expectations denotes that the work submitted sufficiently addresses the expectations of the assignment and is written in clear, well-developed prose. An Exceeds Expectations mark signifies that the student has demonstrated high proficiency in all aspects of the assignment, has gone beyond the expectations of the assignment, or has produced a “model” assignment.

Final grades for the course will be assessed based on the university scale of A-F (with no pluses or minuses). Receiving an “A” as the final course grade requires completing and meeting the expectations of the sum of all projects for the course, listed under “Assignments” below—in other words, receiving a Meets (or Exceeds) Expectations mark on *all* course assignments, **including attendance and submitting a complete reading log weekly.**

Please note that students who do not complete all assignments, have more than one absence without completing a make-up assignment, or have a Developing (or incomplete) mark on any part of their course record will not receive an “A” for the course. Students who have more than two Developing (or incomplete) marks on their course record will not receive a “B” for the course. Students who have three or more Developing/incomplete marks will not pass the course.

Incomplete grades will only be given under exceptional circumstances, must be arranged in advance, and require that two thirds of the work for the course is already complete.

Assignments

Attendance and Engagement in Critical Dialogue – In order for effective learning and teaching to take place in our classroom, it is vitally important that all course participants are present and prepared to engage in critical dialogue in small and large group settings. Preparation requires thoroughly reading the texts for each class session, as well as developing questions and ideas regarding the readings and the topics and themes they cover. Please see the SCA rubric for Engagement in Critical Dialogue regarding specific expectations.

Critical Reading Log – Students will develop a weekly reading log using the SCA worksheet provided on Beachboard. Other formats may be used, provided that the four areas of the worksheet are covered. Specifically, the critical reading log should incorporate the main theories and topics covered by the author(s), analysis and critique regarding evidence and argumentation, questions raised by the readings and questions to pose to the group for discussion, and implications. The log does not need to be exhaustive, and the purpose of using a *critical* reading log is to develop a more sophisticated understanding of the readings that goes beyond summary information. Typewritten logs should be single-spaced and submitted each week via BeachBoard. Students may submit one log for all readings each week, though additional pages may be added if desired. In lieu of typewritten logs, students may submit handwritten logs at the beginning of class each week. A maximum of two critical reading log submissions may be missed during the semester to maintain a “Meets Expectations” mark for this assignment.

Critical Responses Papers (Four)— Students will write a critical response paper of 3-4 pages for each of the thematic sections of the course—historical and theoretical foundations; the global context of education; education and development; and neo-colonialism and the influence of international organizations. In the papers, students should provide a response to **one significant** issue encountered in the texts (readings, films, multimedia clips, etc.) for the section. Students should display their understanding of and reflection upon the texts without summarizing; moreover, they should react to the readings as critical observers with a specific frame of reference—derived from the course, outside reading, students’ backgrounds, and their own experience. It is not necessary to respond to the entire array of texts directly; rather, students should focus on an issue that cuts across various sources. In essence, students should choose one major issue from the readings that captures their attention and develop a discussion around it. This discussion may include critique, but being “critical” also involves questioning established norms and views and considering alternative perspectives. Students may make connections with other things they know in the response papers, but should be sure to draw on the set of readings for a substantial part of their evidence, ideas, or examples. Students’ critical response papers should demonstrate thoughtfulness, depth of understanding of the issues, and analytical insight. Though citations are not required outside of the course texts, they are welcome. All sources consulted, including course texts, must be cited in APA format.

International Organization Case Study – In order to investigate transformative, empowering projects, students will conduct a case study involving a humanitarian, international aid, or development organization that may be based locally, nationally, or internationally. This organization may be of any type, and its funding sources may be private and/or governmental. **Multiple sources of evidence are required** for the case study, and students should consider the availability of such information when choosing a case. Depending on the selected organization, the resources for the case study may involve scholarly articles, newspaper or magazine articles, agency reports or evaluations, organizational websites or documents, and personal communications—in-person or via email, telephone, or skype. In some cases, extensive information may be available electronically, while in others (especially for locally-based organizations) in-person communication may be a central aspect of information gathering. Students are encouraged to use creativity in researching the selected organizations and projects. In a **5-6 page paper**, students should cover the following areas: 1) Introduction (~1 page); 2) Analysis of Project (~3-4 pages); 3) Reflection (~1 page). First, in the introduction, students should provide an informative overview of the **issue or problem** (not the project itself) that the organization seeks to address in a particular country. Students should include sufficient contextual information about the problem/issue and country to frame the remainder of the paper. In the central part of the paper, the analysis section, students should first provide a brief overview of the international organization. Then, they should offer an overview of the project the organization created to address the problem outlined in the first part of the paper. Next, they should provide a detailed analysis and discussion of the project and its implementation that draws upon multiple sources of information. In the final section of the paper, students should consider what they have learned and reflect on how and why the project was transformative and empowering in addressing social and educational inequalities in the particular context.

Students will also present their case studies in a **poster session** on December 8, using a traditional poster board or multimedia. The presentations should convey sufficient context, but students should focus on their analysis of transformative and empowering projects for the poster session.

Assessment of Engagement in Critical Dialogue – Using the program-level rubric, students will assess the various qualities of their engagement in critical dialogue over the course of the semester, and set goals for the future. A narrative assessment of no more than one page that addresses the expectations listed on the rubric should accompany the completed rubric. The rubric is available on BeachBoard.

Assessment of Academic Writing – Using the program-level rubric, students will assess their own academic writing abilities, focusing on skills possessed, skills developed and areas for improvement or refinement. A narrative assessment of no more than one page that addresses the expectations listed on the rubric should accompany the completed rubric. The rubric is available on BeachBoard. *Please*

note that the Assessment of Engagement in Critical Dialogue and Assessment of Sophisticated Academic Writing should be submitted together as one continuous Microsoft Word document.

Assignment Due Dates

Assignment	Date Due
Critical Reading Logs	Weekly
Critical Response Papers	
Section I: Historical and Theoretical Foundations	Monday, September 27, 2010
Section II: The Global Context of Education	Monday, October 11, 2010
Section III: Education and Development	Monday, November 1, 2010
Section IV: Neocolonialism/International Organizations	Monday, November 22, 2010
International Organization Case Study Paper	Wednesday, December 1, 2010
International Organization Case Study Poster Session	Wednesday, December 8, 2010
Assessments of Critical Dialogue and Writing	Monday, December 13, 2010

COURSE SCHEDULE AND READING ASSIGNMENTS

SECTION I: HISTORICAL AND THEORETICAL FOUNDATIONS

Wednesday, September 1 – Welcome and Overview of Course

- Introduction of course participants
- Overview of course, its purposes and functions, key assignments and procedures
- Establishing an open, collaborative learning environment
- What is comparative international education?

Wednesday, September 8 – Framing the Field

- “Fuzzy” boundaries – comparative education, international education, and development education (among others)
- Purposes of comparative inquiry
- Doing comparativist work – do comparative educators really compare (and should they)?
- History and development of comparative education
- Levels of comparative analysis
- Organizations and publishing outlets in comparative education

Readings:

Arnove, R. et al. (2006). Commentary on Carnoy. *Comparative Education Review*, 50(4), 571-580.
[OPTIONAL]

Carnoy, M. (2006). Rethinking the comparative—and the international. *Comparative Education Review*, 50(4), 551-570.

Cummings, W. (1999). The institutions of education: Compare, compare, compare! *Comparative Education Review*, 43(4), 413-437.

Phillips, D., & Schweisfurth, M. (2007). *Comparative and international education: An introduction to theory, method, and practice*. London: Continuum. [Introduction, Chapters 1 and 2; see also typology on p. 154]

Wednesday, September 15 – Practice and Inquiry in (Comparative) International Education

- Comparative and international education – continued discussions on the boundaries and components of the field
- Internationalization of education/schools/curricula
- Global citizenship education
- Types of research in (comparative) international education

Readings:

Dolby, N., & Rahman, A. (2008). Research in international education. *Review of Educational Research*, 78, 676-726.

Phillips, D., & Schweisfurth, M. (2007). *Comparative and international education: An introduction to theory, method, and practice*. London: Continuum. [Chapter 3]

Wilson, D. N. (1994). Comparative and international education: Fraternal or Siamese twins? A preliminary genealogy of our twin fields. *Comparative Education Review*, 38(4), 449-486.
[OPTIONAL]

Wednesday, September 22 – Theory and Method in Comparative International Education

- Approaches to comparative inquiry

- Policy borrowing or transfer
- Historical debates on comparative approaches
- Grand theories: Structural Functionalism (Consensus or Equilibrium), Marxism (Conflict) and Poststructuralism/Postmodernism
- Theoretical assumptions and approaches – how is theory used in CIE?
- Peer Review and Debriefing Session: Section I

Readings:

Kubow, P. K., & Fossum, P. R. (2006). Theory in comparative education. In *Comparative Education: Exploring Issues in International Context* (pp. 31-70). Upper Saddle River, NJ: Prentice Hall.

Phillips, D., & Schweisfurth, M. (2007). *Comparative and international education: An introduction to theory, method, and practice*. London: Continuum. [Chapter 5]

Assignments Due Today:

Critical Response Paper, Section I – due by Monday, September 27

SECTION II: THE GLOBAL CONTEXT OF EDUCATION

Wednesday, September 29 – The Parameters and Impact of Globalization

- What is globalization (or what are globalizations)?
- Understanding the impact of globalization on society, culture, economics, and education
- Film screening: *Darwin's Nightmare*

Readings:

Sklair, R. (2005, March 1). The silent qualifiers of globalization. Public lecture given at the London School of Economics and Political Science on March 1, 2005. Retrieved from <http://www.lse.ac.uk/collections/sklair>

Wednesday, October 6 – Globalization Processes in Depth; Resistance to Globalization

- Forms and modes of globalization
- Competing approaches and theories regarding globalization
- Globalization, capitalism, and neoliberalism
- The contradictions of globalization
- Resistance and anti-globalization
- Peer Review and Debriefing Session: Section II

Readings:

Kellner, D. (2002). Theorizing globalization. *Sociological Theory*, 20(3), 285-305.

Prempeh, E. O. K. (2004). Anti-globalization forces, the politics of resistance, and Africa: Promises and perils. *Journal of Black Studies*, 34, 580-598.

Assignments Due Today:

Critical Response Paper, Section II – due by Monday, October 11

SECTION III: EDUCATION AND DEVELOPMENT

Wednesday, October 13 – Overview of Education and Development

- What is constitutes development? What are the various types of development?
- Assumptions about education and development
- Issues of power and hegemony in the development narrative
- Theoretical approaches, or lenses, in education and development—theory and practice
- Developmental assistance and aid to education
- Education and development for poverty reduction?
- Challenges of conducting research in developing countries

Readings:

Phillips, D., & Schweisfurth, M. (2007). *Comparative and international education: An introduction to theory, method, and practice*. London: Continuum. [Chapters 4 and 6]

Tarabini, A. (2010). Education and poverty in the global development agenda: Emergence, evolution and consolidation. *International Journal of Educational Development*, 30, 204-212.

Young, Y-R. (1990). Development through education: myth or reality? *International Journal of Educational Development*, 10(2-3), 227-230.

Wednesday, October 20 – Discourses and Conceptions of Sustainable Development and Poverty Reduction

- Development for sustainability and sustainable growth
- The role of education in sustainable development
- Economic growth and development
- Development and poverty reduction
- Differing discourses and conceptions of development

Readings:

Little, A. W., & Green, A. (2009). Successful globalisation, education and sustainable development. *International Journal of Educational Development* 29(3), 166-174.

Nordtveit, B. H. (2009). Western and Chinese development discourses: Education, growth and sustainability. *International Journal of Educational Development*, 29(2), 157-165.

Tilak, J. B. G. (2007). Post-elementary education, poverty and development in India. *International Journal of Educational Development*, 27, 435-445.

MONDAY, October 25, 7-9:30 pm in AS 244 – Special Class Session

Today we will join students from SCAE 5550 and SCAE 695 to watch the documentary *The End of Poverty?* SCAE 695 students will lead the discussion following the film.

Wednesday, October 27 – Models and Actors in Education and Development

- The corporate social responsibility (CSR) agenda
- Business and development: competing agendas?
- CSR, hegemony and the changing nature of development
- Soft power and cooperation
- Non-traditional donors
- Donor harmonization and alignment
- Program-based approaches
- Peer Review and Debriefing Session: Section III

Readings:

Ashford, R. A. (2009). Negotiating donor participation in the Sri Lankan educational sector. *Comparative Education Review*, 53(3), 355-378.

Blowfield, M. (2005). Corporate social responsibility: Reinventing the meaning of development? *International Affairs*, 81, 515-524.

King, K. (2010). China's cooperation in education and training with Kenya: A different model? *International Journal of Educational Development*, 30, 488-496.

Assignments Due Today:

Critical Response Paper, Section III – due by Monday, November 1

SECTION IV: NEOCOLONIALISM AND THE INFLUENCE OF INTERNATIONAL ORGANIZATIONS

Wednesday, November 3 – Neocolonialism and the New Imperialism

- Colonialism, neocolonialism, and the new imperialism
- Hegemony and global inequality
- New imperialism and the changing discourse on education and development
- Education, imperialism, and neoliberalism
- Dependency, poverty, and “development”
- Structural adjustment and colonialism
- The influence of Western education in the development narrative
- Podcast from the Brookings Institution

Readings:

Geo-Jaja, M. A., & Mangum, G. (2002). Economic adjustment, education and human resource development in Africa: The Case of Nigeria. *International Review of Education*, 49(3/4), 293-318.

Shah, A. (2010). Foreign aid for development assistance. Downloaded from <http://www.globalissues.org/article/35/foreign-aid-development-assistance> [Available through “websites” on BeachBoard]

Tikly, L. (2004). Education and the new imperialism. *Comparative Education*, 40(2), 173-98.

Wednesday, November 10 – The Influence of International Organizations Part 1

- Neoliberalism and structural adjustment programs
- Contextualizing international aid
- The concept of developmental association
- Neocolonialism and national sovereignty
- Prescription of international aid
- Conformity and legitimization?
- Film Screening: *The Price of Aid*
- Peer Review: Section IV

Readings:

Kempner, K., & Juerma, A. L. (2002). The global politics of education: Brazil and the World Bank. *Higher Education*, 43(3), 331-54.

McNeely, C. L. (1995). Prescribing national education policies: The role of international organizations. *Comparative Education Review*, 39(4), 483-507.

Wednesday, November 17 – The Influence of International Organizations Part 2

- Guest instructor: Jolene McCall
- International organizations and education and development
- Changing foci of development agencies
- Multilateralism and neoliberalism
- Educational multilateralism and power/inequality
- Counter-hegemonic forces and rejecting the influence of international organizations
- Peer Debriefing Session on Section IV; peer review of International Organization Case Study paper

Readings:

Jones, F. (2006). UNDP and educational development: An institutional policy analysis. *International Journal of Educational Development*, 26(4), 605-617.

Mundy, K. (1998). Educational multilateralism and world (dis)order. *Comparative Education Review*, 42, 448-478.

Assignments Due Today:

Critical Response Paper, Section IV – due by Monday, November 22

Wednesday, November 24 – No class meeting (Thanksgiving holiday)

SECTION IV: RESPONSIBLE HUMANITARIAN, AID, AND DEVELOPMENT PROJECTS

Wednesday, December 1 – Parameters of Responsible Aid and Development

- How can aid and development be done responsibly?
- Guest speaker: Dr. Richard Marcus, Associate Professor and Program Director, International Studies, CSULB

Readings:

To be announced

Assignments Due Today:

International Organization Case Study Paper

Wednesday, December 8 – Reflections: Responsible Aid and Development and Course Themes

- Poster session on responsible humanitarian, aid, and development projects
- What strategies may be used for empowering and transformative international education projects? What is necessary for such projects to be successful?
- What have we learned about education in international contexts this semester?

Assignments Due Today:

- Poster or multimedia display on international organization case study
- Assessment of Academic Writing and Assessment of Engagement in Dialogue [may be submitted through Monday, December 13.]

Please note that the instructor reserves the right to change the syllabus and/or course schedule during the semester if situations arise that necessitate doing so.