ELPS 455
Comparative Education
Department of Cultural & Educational Policy Studies
Loyola University Chicago

Fall 2016 ~ Online

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Course Platforms
1) Sakai entry page (for pdfs of readings (not available through Loyola’s library), submitting assignments, and class announcements): https://sakai.luc.edu
2) Edmodo page (for weekly discussions): https://www.edmodo.com (you need to create an account for this)

COURSE DESCRIPTION

This course provides an overview of the field of Comparative Education. Although a great deal of educational research engages in comparison, comparative education scholars utilize diverse observation techniques to extend our ability in explaining educational activities and their effects within and across nations. By studying education comparatively, educators are able to identify divergent and convergent trends in policies, performances, strategies, and programs. Comparative education: (a) engages various intellectual tools to understand who and what affects current educational issues; (b) is a cross-system approach that explores why educational systems and processes vary and; (c) focuses on how education relates to global social factors and forces. Thus, comparative research facilitates the enhancement of education at different levels and in
diverse contexts. As we will explore in this course, comparative education can be pursued methodologically, conceptually, historically, and philosophically or through the social sciences disciplines (such as sociology, anthropology, political science, or economics). Thus, this course will help students to develop the essential research and writing skills needed for scholarly work in comparative and international education.

Harold J. Noah (1985),\(^1\) states that comparative education has four purposes: (i) to describe educational systems, processes, or outcomes; (ii) to assist in the development of educational institutions and practices; (iii) to highlight the relationships between education and society; and (iv) to establish generalized statements about education that are valid in more than one country. Thus, this class will explore “What does it means to compare?” and “What are the different types of comparisons that exist in education?” In exploring these themes, this course will explore how comparativists have engaged in some of the theoretical, methodological, and ideological debates that characterize this type of research.

**Course Objective:** In keeping with the School of Education’s conceptual framework of advancing “Social Action through Education”, this class aims at:

- Helping students comprehend the contributions of Comparative Education to the general field of education;
- Allowing students to grasp why we should compare education programs, performances, policies, and processes within and across countries, along with an understanding of the current issues surrounding social justice and inequity within the context of education;
- Providing students with the tools needed to demonstrate an understanding of the current body of literature and the ability to critically evaluate new practices and research in the field;
- Equipping students with the necessary critical skills needed to undertake research projects in the field of comparative and international education;
- Providing diverse delivery methods and student assignments are enriched with the aid of additional technological tools (such as Edmodo) to enhance the overall learning experiences;
- Assessing a student’s ability to compare, measured through their ability to write a clear, logical, and concise literature review; and
- Creating an online multi-cultural classroom environment that respects issues of diversity including but not limited to disability, race, gender, sexual orientation, social class, and ethnicity.

**IDEA Course Evaluation Link for Students**
Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that

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you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: [http://luc.edu/idea](http://luc.edu/idea) and click on **STUDENT IDEA LOGIN** on the left-hand side of the page. This course is designed to provide students with the opportunity of:

- Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
- Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures
- Learning to analyze and critically evaluate ideas, arguments, and points of view

**Dispositions**

All students are assessed on one or more dispositional areas of growth across our programs: **Professionalism, Fairness, and the Belief that All Students Can Learn.** The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

**LiveText**

All students, except those who are non-degree, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: [LiveText](http://luc.edu/education/syllabus-addendum/)

This link directs students to statements on essential policies regarding **academic honesty, accessibility, ethics line reporting** and **electronic communication policies and guidelines.** We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – **Social Action through Education.**

**COURSE RULES**

1) All weekly class discussion will take place on **Edmodo** ([https://www.edmodo.com](https://www.edmodo.com)) and will be structured across 14 modules. Course reading materials will be available via [Loyola libraries](http://libraries.luc.edu/) Assignment (not weekly discussions) should be submitted through Sakai, where Turnitin will be used to check for academic plagiarism.

- A post, a summary, a forum discussion, and a discussion, are all the same thing but it all occurs on **Edmodo.**
- Use APA and the Oxford or Harvard comma for all of your writings.
- Treat Edmodo like your Facebook page, respond to posts through threads to stimulate discussion, pose questions, and/or ask for clarification, further explanations or examples. If you have a new idea or take on the readings or you have a great external resource that illustrates your point, state a new post. The incorporation of outside materials is highly suggested.
- If you read something and you do not understand it, post it in the discussion thread on Edmodo and ask if anyone else is not getting what the author is trying to convey.
- Use Thursday through Sunday to post and reply to posts on Edmodo.
- The questions we post are just to help you think. You do not need to respond to the questions directly. We would rather you use Edmodo to express your thoughts based on your experiences and connections to the readings.
- If you are traveling and not able to post on Thursday, you may post earlier, but let us know in the post you are traveling. Use your traveling experiences to think and reflect on the readings.
- You do not have to make your own post for it to count towards participation. Replies count as well; just make sure they are substantial.
- Students do not need write summaries of all of the questions listed in the syllabus. We are interested in you using the readings as a way to provide your informed opinion, with the aid of citations and references to the readings, as to how you interpret the readings or discuss what points the readings evokes for you. The aim is to create a discussing thread in this manner, example:

**Edmodo Example**

**Module 1 Readings**


First Post (John) – Of the three questions assigned to this module, I found the question on bananas most intriguing in that the way Jules (2012) discusses its relationship to strawberries. In fact, I did not realize that there were ten different categories of bananas and as Barton (2016) notes, “what all bananas have in common is a fairly starchy texture, relatively mildly sweet flavor (as compared to other tropical fruits), and the wonderful ability to keep ripening after they’ve been plucked (well, hacked off) from the trees on which they grow” (p. 329). In line with this argument, Jules (2012) also suggests that they are a range of banana possibilities. Blah Blah Blah

Second Post (Mary) – John, I found your assumptions around bananas intriguing and what I most gleaned from the readings was choice of banana possibilities that exists in “a banana-growing climate” (Barton, 2016, p. 320). In fact, blah blah

Third Post (Tom) – Mary interesting assumptions you make, however, I want to draw your attention to the fact that ….. Blah Blah

Fourth Post (Mary) – Blah Blah
In other words, take responsibility for making the discussion (via Edmodo) useful and exciting. Nine out of ten times your first post on Edmodo will be a response to another student’s previous posting. The aim is to have a discussion informed by the readings and your experiences and not just summaries of the reading or explicated tangents. You must respond to thoughts of other classmates in a clear, logical and sync manner (here no response limit or word limit is set, should this be needed we will institute one). Your post ought to:

- demonstrate an understanding of the topic being discussed;
- highlight connections you are making between readings and discussion;
- relate new information with material previously covered and/or with prior knowledge;
- discuss at a critical level (in other words, not just reciting facts from the reading, discussion, etc.); and
- offer reasons for your opinions.

Posts that appear after the deadlines will not be graded.

2) This document is a contract between you and us and it spells out our expectations. It is a living document, and we are open to suggestions to create a better online learning environment. Getting back into graduate school can be daunting, so I will randomly assign you to a study group so that you can talk through your assignments, your readings, and any other issues that may challenge you. Also, from time to time, I am happy to meet with you, virtually, as a group. The aim of these study groups is to provide support for you during your first semester, please take advantage.

Because of the online modality, timeliness is of the utmost importance. Meeting deadlines is not just a part of calculating your participation grades, but helps to enrich the entire online experience for all of us, making sure we are all part of the ongoing conversation. We will respond to all emails within 24 hours of receiving them Monday through Friday (9 AM to 6 PM CST).

3) This course uses Central Standard Time (CST) as its benchmark, so please set your clocks appropriately.

4) A module contains everything that you need to do or read or know for a week. We will post weekly PowerPoint slides under Resources within each Module’s folder.

Students are expected to post (not summarize) and respond to posts (in responding you can summarize aspects of the readings) between 12 AM CST Thursdays and 12PM CST Sunday. This can be done anytime during that duration, but be considerate in giving your classmates enough time to read and respond. Students will receive a one-point deduction for every day that a post is late. Students are expected to comment at least twice each week on their colleagues posting. Please note that you should strive to keep the discussion rich and lively. Either Sunday or Monday Dr. Jules or Ms. Barton (If we have not done so already) will make
comments on your posts and it is your responsibility to respond to these before 12PM CST Tuesday. Students should try to include evidence in their comments that shows that they have read this week’s readings. For example, by citing the weekly readings or other published work in APA.

5) Using **All CAPITAL LETTERS** implies that you are screaming at someone so please be mindful of your online etiquette. Please note that all in class etiquette rules apply to the online classroom.

6) Please note that for the duration of this class you will be working individually and in randomly assigned groups.

7) Check your Loyola email daily and log into Sakai and **Edmodo** at least 2 to 3 times a week so that you can respond to posts and follow the discussions threads.

8) All recommended readings are for your own edification and can be used as part of your final assignment. Readings listed under the "recommended sections" can be found using the library’s search engine [http://libraries.luc.edu/](http://libraries.luc.edu/)

9) Familiarize yourself with the library facilities at LUC. The assigned librarian for this course is Tracy Ruppman <truppman@luc.edu>.

10) This class uses the American Psychological Association (APA) 6th Edition citation guide. Please familiarize yourself with this. All assignments including Discussion Boards posts on **Edmodo** should follow APA citation guidelines.

11) **THIS IS IMPORTANT:**
You will be assigned around a minimum of 4 required readings (articles or chapters) per week. The official online class is on Thursdays. Therefore, we recommend reading from Monday through Wednesdays, ensuring you taking notes. Use Thursday through Sunday to comment on Edmodo. Note that the recommended readings are just that, recommended. However, I have assigned them in case you are having trouble with a required reading; sometimes the recommended readings help tremendously.

- Please pace your reading and do not do them all the night before, this does not work.
- Before you begin to read for the week, skim all the readings (read the abstracts), then give them numbers with “1” being the most important in your mind. Subsequently, read from number 1 onwards. Some weeks you may find it easier to start with one of the recommended readings.
- Take notes of what you are readings as it will help you to link concepts and arguments together.
- Figure out what time, position, and place works best for you to read and always read there.
Like everything else, academic reading is a skill that you have to train yourself to be confident and comfortable doing.

Try to relate the readings to current events/education issues. This helps you to understanding the reading and also makes the readings more practical.

10 Tips for Academic Reading

1) Know your purpose: Though you may read instructions word-by-word, you really should not read a complex journal article one word at a time. Understanding the purpose of your reading is critical to the development of effective reading strategies.

2) Develop sound note-taking skills: Taking notes as you read a text improves your understanding of the material. Keep the purpose of the reading in mind and use a note-taking style that works for you.

3) Concentrate on what’s being done, and not only on what’s being said: Pay attention to both the author’s purpose for writing (which is often different than your purpose for reading) and the organizational structure of the writing. For example, is the author making an argument or comparing two things? If arguing, what are the sub-arguments and supporting points?

4) Get to know the genre: Understanding the type of text you’re reading gives you a better idea of where the key information is located, which will save you time by speeding up the reading process.

5) Read actively: Engage with the text by asking yourself questions as you read and by trying to figure out what’s coming up next. Is information missing or are your questions unanswered? Do you understand the key points? Do you feel the author’s ideas are clear and well supported?

6) Keep a dictionary on hand: Avoid simply guessing at a word’s meaning if you’ve never come across it before or are unsure of its meaning in a new context. Look it up in a dictionary!

7) Set aside blocks of reading time: It takes a considerable amount of time to read an academic text. Give yourself enough time to complete your weekly readings and be realistic about how long it usually takes.

8) Read material before class, not after: Reading assigned articles or chapters before class puts you ahead of the game.

9) Summarize your readings: Many textbooks have chapter summaries and most journal articles have abstracts that detail their contents. Look for a synopsis in your reading and review it closely to make sure that you’ve understood the central points. Jotting down a summary of your own will improve your chances of remembering key ideas.

10) Use the academic support available to you: Effective reading strategies for university-level texts aren’t always self-evident. Drop by Learning Support Services for more information.

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information on reading techniques that can save you time and help you retain content. Loyola’s writing center information can be found at: http://www.luc.edu/writing/home/

ASSIGNMENTS

This course primarily uses lectures; however, depending on the number of student enrolled, student-led discussions and presentations will be done. All assignments will be graded for: (i) the clearness, logic, and succinctness of your writing; (ii) your command of the intellectual content; (iii) your use of the comparative method for analysis; and (iv) your ability to propose a way forward.

All assignments are based on a formative assessment, that is, if you show great improvement in your final assignment you will be assigned that grade as your final class grade. ALL ASSIGNMENTS ARE DUE BY MIDNIGHT.

ASSIGNMENT DUE DATES AT A GLANCE

1) Module 3 – September 15 (Reflective paper)
2) Module 5 – September 29 (Optional extra credit first essay)
3) Module 6 – October 6 (Literature Review) – large assignment
4) Module 7 – October 13 (Reflective Paper)
5) Module 8 – October 20 (Optional extra credit second essay)
6) Module 10 – November 3 (Reflective Paper)
7) Module 11 – November 10 (One page outline)
8) Module 12 – November 17 (Optional extra credit final essay)
9) Module 13 – December 1 (Research Paper) – very large assignment
10) Module 14 – December 8 (Reflective Paper)

1) PARTICIPATION (25 points – Weekly Discussion via Edmodo): A rubric will be circulated. There is no word limit attached to weekly posts on Edmodo since the aim is to have a clear, logical and succinct discussion informed by the readings and your experiences and not just summaries of the reading or explicated tangents. If you like writing or write a lot, then a good gauge for a post would be between 150-200 words. Note that posting a summary, making weekly posts, and answering the discussion questions for each Module are the same thing.

A total of 5 possible points will be awarded each week for postings. Active weekly participation of all students is a core requirement of this class. This includes reading the weekly coursework before responding on Edmodo to class posts, and being ready to discuss required readings in your communications. Moreover, class participation involves writing and discussing in a
knowledgeable manner about the texts based on your analysis of them. We will be assessing the
degree to which your contribution online demonstrates that you have read the readings and
reflected on them and not the absolute amount of times you post or respond to the posts of
others. In other words, it is the quality of your remarks, informed by the readings, and not the
quantity of words that matters most. All written comments should be done in APA format, as it is
very important that you get a sense of APA. You can choose the medium to respond to your
colleague’s posts.

Additionally, we may post announcement or conduct quizzes or take polls in Edmodo, in which
you are expected to participate in these in a timely fashion.

2) LITERATURE REVIEW (25 points, 3000 words double-spaced due Module 6 at
Midnight CST via Sakai): A rubric will be circulated. For your first assignment, you are
expected to write a literature review in which you discuss and review two of the current
intellectual debates in the field of CIE. Please relate all discussions back to education. The role
here is for students to understand how various theoretical debates have impacted educational
developments globally. We will provide students with an example of Assimilative Colonialism
verses Adoptive Colonialism. Students are prohibited from making a comparison of Assimilative
Colonialism verses Adoptive Colonialism. Some common comparisons, but you are not limited
to these, that students have done include but are not restricted to:

- Structuralism and Functionalism
- Dependency and World system
- Colonialism and Neocolonialism
- World System and World Society
- Colonialism and Post-colonialism
- Post-colonialism v. neo-colonialism
- Policy Borrowing and Lending / Externalization and World Society / World Culture / Neo-
institutionalism
- Modernization and Postmodernism or Post-structuralism / Feminist theories (Women in
  Development, Women and Development, and Gender and Development)

There are three ways to organize a literature review, chronologically, thematically, or
methodologically. Chronological literature reviews discuss materials based on when they were
published (either by publication date or the rise of a specific trend). Thematic literature reviews
focus on organizing a topic around an issue rather than the progression of time. Methodological
literature reviews only focus on the methods used by the author(s) to conduct their studies.

Your literature review should be outlined in the following way:
1) Include a Problem Statement that presents the research question as well as explains why this issue is relevant for the study or practice of comparative and international education research;

2) Select and compare two theoretical debates within the field in the form of a literature review (e.g. Assimilative Colonialism verses Adoptive Colonialism);

3) Discuss your hypothesis;

4) Draw conclusions based on your problem statement; and

5) Provide an agenda for further research.

A literature review can be written in numerous ways, however, for this class, students’ literature reviews must use a comparative perspective where you need to choose two theoretical perspectives and compare and contrast them. Students are encouraged to read: [http://www.unc.edu/depts/wcweb/handouts/literature_review.html](http://www.unc.edu/depts/wcweb/handouts/literature_review.html) in addition to the list of texts that will be provided to the class. Students are expected to use a minimum of 12-refereed primary sources (book chapters, articles or books) for their literature review and are expected to consult the list of refereed journals provided at the end of the syllabus. In many instances, theoretical pieces may use case studies to explain various theoretical paradigms; therefore, in some cases you may need to engage in extensive research. Additional details on how to write a literature review can be found in the Ridley (2010) book.

3) REFLECTION PAPERS (20 points [5 points per paper] 500-800 words double-spaced due Module 3, Module 8, Module 10, and Module 14 before Midnight CST via Sakai). Four reflective papers are due during the semester. These papers should not merely summarize what different authors say, but develop and present a critical synthesis and reaction to a particular issue, position, or argument arising from the literature read in class. The reflective papers are open; therefore students should feel free to take the papers in whichever direction they choose. They should be submitted via Sakai under assignments.

4) RESEARCH PROJECT: (30 points, 7000 words double-spaced)

1) A one page single-spaced outline with the structure below is due on Module 11 before Midnight CST via Sakai

2) Your final research project builds upon your literature review (due Module 13 before Midnight CST via Sakai). A rubric will be circulated. For this project, students will select a cross-national comparative study or issue (such as language education) that we have read and discussed in class or a study discussed with me during office hours.

For example, if your literature review was written on Assimilative Colonialism (employed by the French) verses Adoptive Colonialism (used by the British) then in
your final paper in the findings and conclusion section (see below), you would discuss
the role of language education from an assimilative position or adoptive position.

Once the comparison has been selected, you will present the research design as well as
the main findings and arguments, discuss ten additional texts that address the topic of
your selected study and compare the findings of your selected study with those of the
other authors/texts, and draw conclusions and identify an agenda for further research.

The final paper should employ the following structure:

1) introduction (containing a problem statement, problmatique, research question,
and roadmap of the paper);
2) background section, this is a description of the context cross-national study
selected (usually a country);
3) theory section (the literature review of the two paradigms selected);
4) methodology
5) findings and conclusions; and
6) agenda for further research.

5) EXTRA CREDIT ASSIGNMENT: (10 extra points, [5 points per paper] 1200 words
double-spaced due Module 5, Module 8, and Module 12 before Midnight CST via Sakai):
Students wishing to earn additional points towards their weekly participation via Edmodo can
earn extra points by reading and critically reflecting on the work of Peet and Hartwick (2009) in
light of three different theoretical paradigms. All three essays must be submitted in a timely
manner to gain the points associated with this assignment. Email instructor for additional
information and the rubric.

PLEASE NOTE:
- If a student misses a class post, they are required to write a 1000 word summary of that
  week’s reading and submit it to me within 48 hours by 5 PM. I understand that in
  instances that you may be traveling, or you may lose Internet connection; however,
  please make the necessary provisions in advance.
- If you miss more than two weekly posts (in whatever format) this will automatically
  result in a grade point reduction.
- All written assignments should use 1-inch margins, Times New Roman 12pt, include
  references in APA style, and place the student’s name in top margin. Include in your
  bibliography all the literature that you have referenced in your written assignments and
  final project. For more information on APA style, see:
  http://owl.english.purdue.edu/owl/resource/560/01/.
- All assignments are due on the dates listed in the syllabus. Late assignments will be penalized one point for each day that they are late. Late assignments due to medical or family emergencies will be exempted from penalties on a case-by-case basis, but there will be no exception made as the result of poor planning.

**TEXTBOOKS**

A few of the book below are available electronically (links posted below). You can highlight books online. However, if you download a book, your notes and highlights will NOT WORK once the book has expired. The average book can only be on loan for seven days. Visit here for more information: [http://libraries.luc.edu/books/ebooks](http://libraries.luc.edu/books/ebooks)

**REQUIRED BOOKS**


**RECOMMENDED BOOK**

EXTRA CREDIT BOOK

**MODULE 1: WHAT IS COMPARATIVE EDUCATION?** (September 1) – Discussion View: DVD Comparatively Speaking: 50 Years of CIES (2006) [WEB] https://www.youtube.com/watch?v=RZXKr7lSOnY

Learning outcomes for this Module. Upon completing this module, students should be able to:

- Elucidate the history of the Comparative and International Education
- Determine whether or not CIE is a discipline or a field and why?
- Identify why social scientists undertake CIE.
- Understand the historical foundations of CIE.

Questions to stimulate your thinking about the readings and/or jump-off discussion points for postings on Edmodo:

1. From the video, what was the most salient point that stuck with you?
2. In light of the rise of the development project, how would you describe comparative education and what do you feel is its purpose?
3. In your opinion, what is the purpose of comparative education?

**REQUIRED READINGS**

- Carnoy, M. (2006). Rethinking the comparative - and the international. *Comparative Education Review, 50*(4), 551-570. (*Please also read the commentaries to Carnoy’s address written by Arnove, Stromquist, Fox, Levin, Masemann, & Epstein, which are published in the same issue, pp. 551-570.*)

**RECOMMENDED READINGS**

MODULE 2: WHY COMPARE? (September 8)

Class Notes –
- As you look at this week’s reading begin to think about the comparisons for your final assignment.
- Take a look at the recommended readings, search the library for these readings.
- Set up an appointment with the instructors for two weeks out to discuss your research project.
- Read for Extra credit assignment that is due by midnight CST on September 29
- IMPORTANT – Begin to read Ridley (2012)

Learning outcomes for this Module. Upon completing this module, students should be able to:

- Explain the purpose of comparison.
- Recognize when and why we compare educational systems?
- Ascertain when comparison is necessary.

Questions to stimulate your thinking about the readings and/or jump-off discussion points for postings on Edmodo:
1. Why do we compare?
2. When is comparison warranted?
3. How does comparison differ today from its original inception?
4. How did classical and neoclassical economic theory contribute to CIE?

REQUIRED READINGS (NOTE THIS IS A HEAVY WEEK OF READING)

RECOMMENDED READINGS


**EXTRA CREDIT READING**


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**MODULE 3: FOUNDATIONAL DEBATES – FUNCTIONALISM AND STRUCTURALISM**

*(September 15)*

**Class notes –**

- **FIRST REFLECTIVE PAPER DUE VIA SAKAI**
- Reach out to other students to see how they are doing and what challenges they are facing.
- Send check-in email to instructors to meet if several things are unclear. The instructor can only help you if you ask for help.
- Read for Extra credit assignment that is due by midnight CST on September 29
- **IMPORTANT – Begin to read Ridley (2012)**

Learning outcomes for this Module. Upon completing this module, students should be able to:

- Explain the theoretical paradigms of functionalism and structuralism and how they have been applied to education.
- Describe why functionalism and structuralism gained prominence in education and what has led to their demise.
- Pinpoint why social scientists undertake research in CIE.

**Questions to stimulate your thinking about the readings and/or jump-off discussion points for postings on Edmodo:**

1. Why is functionalism still so attractive to comparativists?
2. What place does functionalism hold today in the forthcoming era of the fourth industrial revolution or Industry 4.0?
3. What are the merits of functionalism for today’s comparative and international education?
4. What are positivists approaches to comparative education and why?

**REQUIRED READING**

RECOMMENDED READINGS

EXTRA CREDIT READING

MODULE 4: IMPERIALISM AND COLONIALISM (September 22)
Class Notes –
- Literature Review due in two weeks
- Read for Extra credit assignment that is due next week by midnight CST on September 29
- Should be halfway through reading Ridley (2012)

Learning outcomes for this Module. Upon completing this module, students should be able to:
- Explain how the theoretical paradigms of imperialism and colonialism have been applied to education.
- Explain the role of colonial education and apply it to different case studies based on this week’s readings.
- Identify current case studies that contain elements of colonialism and explain the purpose of education in these settings.
- Distinguish between adoptive and assimilative colonial education.

Questions to stimulate your thinking about the readings and/or jump-off discussion points for postings on Edmodo:
1. How does modern day colonial education differ from colonial education at the beginning of the 19th century?
2. What is the purpose of knowledge, as a commodity, within the colonial setting? Who owns it, who controls it, and who has access to it?
3. Respond to the following quote by Ian Smith, “I would say colonialism is a wonderful thing. It spread civilization to Africa. Before it they had no written language, no wheel as we know it, no schools, no hospitals, not even normal clothing”.

REQUIRED READINGS

RECOMMENDED READINGS

EXTRA CREDIT READING

**MODULE 5: MODERNIZATION, POST-MODERNIZATION, NEOCOLONIALISM & POSTCOLONIALISM (September 29)**

**Class notes** –
- EXTRA CREDIT ASSIGNMENT IS DUE VIA EMAIL BY MIDNIGHT CST.
- Literature Review due by midnight CST October 6
- Next week is a heavy reading week
- Finish reading Ridley (2012)

Learning outcomes for this Module. Upon completing this module, students should be able to:

- Explain the origins of modernization and post-modernizations theories and its application to education.
- Explain the origins of neo-colonialism and post-colonialism theories and its application to education.
- Explain the origins of the BRICs Countries.

Questions to stimulate your thinking about the readings and/or jump-off discussion points for postings on Edmodo:

1. What is the purpose of development as modernization?
2. What do critical theorists argue is the role and function of education?
3. How do these theories discuss/view the role of gender in education?
4. Respond to the following quote by Bill Clinton, “The Cold War is gone. Colonialism is gone. Apartheid is gone. Yet remnants of past troubles remain”.

**REQUIRED READINGS (NOTE THIS IS A HEAVY WEEK OF READING)**

RECOMMENDED READINGS


EXTRA CREDIT READING


MODULE 6: WORLD SYSTEMS THEORY & DEPENDENCY THEORY (October 6)

Class notes

- LITERATURE REVIEW DUE – SUBMIT LITERATURE REVIEW VIA SAKAI BEFORE MIDNIGHT. EVERY TWENTY-FOUR HOURS YOUR ASSIGNMENT IS LATE YOU LOSE HALF A GRADE POINT.
- Next week is a heavy reading week

Learning outcomes for this Module. Upon completing this module, students should be able to:

- Discuss the theories that arose in Latin America during the lost-decade of the 1980s and the rise of a unipolar world.
- Identify and explain the theoretical developments that are critical of the World System and Dependency paradigm.

Questions to stimulate your thinking about the readings and/or jump-off discussion points for postings on Edmodo:
1. What were the key motivating factors behind world system and dependency theory?
2. What are some of the positive and negative aspects of international development?

REQUIRED READINGS


RECOMMENDED READINGS

EXTRA CREDIT READING

MODULE 7: NEOINSTITUTIONALISM, EDUCATIONAL BORROWING AND LENDING, & EDUCATIONAL TRANSFER (October 13)

Class notes –
- SECOND REFLECTIVE PAPER DUE VIA SAKAI
- Next week is a heavy reading week
- Begin to think about case study for final assignment

Learning outcomes for this Module. Upon completing this module, students should be able to:
- Explain the differences between structural isomorphism and perceived similarities in national educational systems
- Identify and explain the theoretical developments that are critical to arguments used neoinstitutionalism and externalization theorists.

Questions to stimulate your thinking about the readings and/or jump-off discussion points for postings on Edmodo:
1. What were the key motivating factors behind the rise of mass school or mass education?
2. Do you agree with Coombs’s (1968) arguments about the expansion of schooling?
3. In today’s interconnected world, is there any originality that still exists in national systems?

REQUIRED READINGS (NOTE THIS IS A HEAVY WEEK OF READING)


**RECOMMENDED READINGS**


**EXTRA CREDIT READING**


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**SHIFT FROM THEORIES IN COMPARATIVE AND INTERNATIONAL EDUCATION TOWARDS HOW THESE THEORIES HAVE BEEN APPLIED TO LOOK AT BROADER GLOBAL PHENOMENA**

**MODULE 8: NEOLIBERALISM, GLOBALIZATION, KNOWLEDGE-BASED SOCIETIES, LIFELONG LEARNING SOCIETY, & THE GATS/ WTO (October 20)**

**Class notes** –
- **EXTRA CREDIT ASSIGNMENT IS DUE VIA EMAIL BY MIDNIGHT CST.**
- **Setup meeting with instructors to discuss final assignment**

Learning outcomes for this Module. Upon completing this module, students should be able to:
Identify the rise of the New Public Management, Washington Consensus, Post-Washington Consensus Neoliberalism and their characteristics.

Explain the history of globalization and its numerous waves.

Differentiate and explain the difference between the various forms of globalization.

Identify the key characteristics of the so-called knowledge-based economy.

Identify the purpose and funding of international knowledge banks such as the World Bank, the International Monetary Fund, The Paris Club, UNESCO, and USAID.

Identify different indices (democracy, participation, anti-corruption, governance, and poverty reduction) and tools used to measure development, such as, Structural Adjustment Programmes (SAP)s, Poverty Reduction Strategy Paper (PRSP), Poverty and Social Impact Assessment (PSIA), Sector Wide Adjustment Approach (SWAp) and the Enhanced Heavily Indebted Poor Countries Initiative (HIPIC).

Explain the consequences of the Uruguay Round of General Agreement on Tariffs and Trade (GATT) and the creation of the World Trade Organization.

Questions to stimulate your thinking about the readings and/or jump-off discussion points for postings on Edmodo:

1. What are the key characteristics needed for the transition from the manufacturing economy to a service-based economy?
2. What are the drawbacks of market failures in education?
3. Respond to the following quote by Kofi Annan, “Globalization is a fact of life. But I believe we have underestimated its fragility.”

REQUIRED READINGS (NOTE THIS IS A HEAVY WEEK OF READING)


RECOMMENDED READINGS


**EXTRA CREDIT READING**


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**MODULE 9: POST SOCIALISM, POST AUTHORITARIAN, & POST APARTHEID SPACES (October 27)**

**Class notes** –
- Setup meeting with instructors to discuss final assignment
- Go over feedback in literature review

Learning outcomes for this Module. Upon completing this module, students should be able to:

- **Explain the impact of post-socialism and the Cold War upon education.**
- **Discuss the benefits and consequences of alternative models of education and systems of education**
- **Identify how economic and democratic transitions affects national educational systems**
- **Explain the rise of the post-cold war development project.**

Questions to stimulate your thinking about the readings and/or jump-off discussion points for postings on Edmodo:

1. What are the first steps, with regards to education, that countries should take when transitioning from one module to another?
2. In an era of failed states, sectarian strivings and a caliphate how do we study transitologies?
3. What is the purpose of education during times of transitions?

**REQUIRED READINGS**


**RECOMMENDED**

**EXTRA CREDIT READING**

**MODULE 10: REGIONALISM (November 3)**

**Class notes** –
- THIRD REFLECTIVE PAPER DUE VIA SAKAI
- Setup meeting with instructors to discuss final assignment
- Work on outline for final paper due on November 20
- Final Extra Credit due paper due on November 20 before midnight CST

Learning outcomes for this Module. Upon completing this module, students should be able to:
- Explain how regionalization is reshaping national educational systems
- The role of regional projects shaping global agenda setting norms
- Discuss the background and current status of educational regionalism
- Explain the expansion of regional initiatives in different educational sectors.
Questions to stimulate your thinking about the readings and/or jump-off discussion points for postings on Edmodo:
1. How is regionalism changing the shape of national educational systems?
2. Some have argued that globalization has paused, as such, discuss the role of regionalism in shaping and reshaping national educational systems.

REQUIRED READINGS

RECOMMENDED READINGS

EXTRA CREDIT READING
Class notes –
- ONE PAGE OUTLINE OF FINAL PAPER DUE VIA SAKAI
- Familiarize yourself with Education for All: The Millennium Development Goals (MDGs), Sustainable Development Goals (SDGs)

Learning outcomes for this Module. Upon completing this module, students should be able to:
- Explain the purpose of development
- Explain how development is defined by donors, international knowledge banks and donors.

Questions to stimulate your thinking about the readings and/or jump-off discussion points for postings on Edmodo:
1. Who should benefit from aid?
2. What do critical theorists argue is the role and function of education for development?

REQUIRED READINGS

RECOMMENDED

**EXTRA CREDIT READING**

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**MODULE 12: INTERNATIONAL ASSESSMENT, LEAGUE TABLES & EDUCATION INC. (November 17)**

**Class notes –**
- EXTRA CREDIT ASSIGNMENT IS DUE VIA EMAIL BY MIDNIGHT CST.
- Research Paper due before midnight on December 1
- Familiarize yourself with the following international education achievement tests:
  - Programme for International Student Assessment (PISA), at [http://www.pisa.oecd.org/pages/0,2987,en_32252351_32235731_1_1_1_1_1,00.html](http://www.pisa.oecd.org/pages/0,2987,en_32252351_32235731_1_1_1_1_1,00.html) and examine PISA sample questions at [http://pisa-sq.acer.edu.au/](http://pisa-sq.acer.edu.au/)
  - Trends in International Math and Science Study (TIMSS), and Progress in International Reading and Literacy Study (PIRLS) at [http://timss.bc.edu](http://timss.bc.edu) and [http://www.iea.nl](http://www.iea.nl)

Learning outcomes for this Module. Upon completing this module, students should be able to:
- Explain the rise of standardization and assessment culture in education
- Explain the so-called Finnish success story
- Understand the rise of international assessments in education.
- Explain the role of international assessments in education.

Questions to stimulate your thinking about the readings and/or jump-off discussion points for postings on Edmodo:
- What is behind international rankings and global league tables?
- How does the idea of development fan the flames of the international rankings?
- What is the purpose of international assessments?
- Why do countries partake in international assessment? What do they gain and what do they lose based on their participation?

**REQUIRED READINGS**


RECOMMENDED


MODULE 13: GENDER AND COMPARATIVE EDUCATION (December 1)

Class notes –
- RESEARCH PAPER DUE BEFORE MIDNIGHT ON DECEMBER 1
- Reflection paper due before midnight on December 8

Learning outcomes for this Module. Upon completing this module, students should be able to:
- Explain how gender in viewed within national education systems

Questions to stimulate your thinking about the readings and/or jump-off discussion points for postings on Edmodo:
1. How should we address the question of gender in education?

REQUIRED READINGS
  http://dx.doi.org/flagship.luc.edu/10.1080/03050068.2013.872321

MODULE 14: THE STATE OF THE FIELD AND FUTURE PROSPECTS (December 8)

- LAST REFLECTIVE PAPER DUE VIA SAKAI
- Throw a party for yourself

Learning outcomes for this Module. Upon completing this module, students should be able to:
- Understand the future direction of comparative and international education in a post-2015 climate.

Questions to stimulate your thinking about the readings and/or jump-off discussion points for postings on Edmodo:
1. What is the future of Comparative and International Education in the Post-2015 climate?

REQUIRED READINGS


**RECOMMENDED**


**Additional Information**

**Refereed Print Journals**

Students are expected to undertake supplemental readings for their final papers. Below are some relevant journals in our field and those in **bold** are particularly useful for research ideas and understanding the major trends and interests of comparative and international education.

- Alternatives
- Anthropology of Education
- Asia Pacific Journal of Education
- *Comparative Education*
- *Comparative Education Review* (the premier journal in the field)
- Compare
- Community College Review
- Convergence
- Discourse: Studies in the Cultural Politics of Education
- Economics of Education Review
- European Education
- Gender and Education
- Harvard Educational Review
- Higher Education
- Higher Education Policy
- History of Education Quarterly
- International Education
- International Higher Education
- International Journal of Early Childhood
- International Journal of Educational Research
- International Journal of Qualitative Studies in Education
- International Journal of Qualitative Studies in Education
- International Journal of Science Education
- International Organization
- International Review of Education
- International Studies in Sociology of Education
- Journal of African Studies
- Journal of Educational Policy
- Journal of Moral Education
- Journal of College Student Development
- Journal of Student Affairs Research and Practice
- Journal of College Student Retention
- Journal of College Admissions
- Oxford Review of Education
- Prospects (UNESCO)
- Race, Ethnicity, and Education
- Review of Higher Education
- Research in Higher Education
- Sociology of Education
- Studies in International Education
- Third World Quarterly
- Women's Studies International Forum
- World Development
- World Studies in Education

On-line Journals
- CICE "Current Issues in Comparative Education" http://www.tc.columbia.edu/cice/
- Education Review http://www.ed.asu.edu/edrev
- CIE "Current Issues in Education" http://cie.ed.asu.edu/
- In Focus: Journal of the International Institute of Educational Development, Florida International University http://www.fiu.edu/~iied/web/journal.html

Handbooks and Monographs:
- New Directions for Institutional Research
- New Directions for Teaching and Learning
- New Directions for Community Colleges