ELPS 457:  
Comparative Theory  
Department of Cultural & Educational Policy Studies  
Loyola University Chicago  

Thursday: 4.15PM – 6.45PM  
Fall 2014 ~ Maguire Hall – Room 401  

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Sakai entry page: https://sakai.luc.edu/  

COURSE DESCRIPTION  

This advance seminar combines the study of international relations with comparative and international education to provide students with an understanding of the educational consequences and realities of the political dynamics of contrasting systems within the larger settings of state and society, international political economy, interstate and regional relations. It explores a variety of theoretical approaches as well as a series of issue areas, including integration, international organization, non-governmental organization, the environment, development, food and governance. The goals of the course are: to facilitate a deeper understanding of the economic, political, and cultural dynamics that influence education and knowledge production processes across the globe; a deeper awareness of the impact of global trends and issues upon the field of education; and to critique the current roles and approaches in comparative and international educational research.

Students will focus on understating the broader dynamics of changing and contesting state relations (i.e. regionalization, balkanization, and standardization) in an emerging post-financial crisis world that is now categorized by four distinctive polarities: (a) the emergence of the ’gated global economy’ that is tied to state capitalism and stems from the pausing/cooling down of globalization as measured by trade; (b) the fortification of the post-Washington consensus module that moves away from a focus on minimal government intervention, neolibralism, and market-friendly approaches and places emphasis on sustainable, egalitarian, and democratic development; (c) the demise of the orthodox BRICs economies (Brazil, Russia, India and China and South Africa) and the rise of the N-11 or NEXT 11 (Bangladesh, Egypt, Indonesia, Iran, Mexico, Nigeria, the Philippines, Turkey, South Korea, and Vietnam) emerging and frontiers markets; and (d) the US’s Asia ’pivot’ by the Obama administration under the Trans-Pacific Partnership (TPP) in the post-Arabic Spring era.

This seminar allows student to select two or more case studies across these four areas above to identify how these new trajectories and paradigmatic shifts will influence national agendas, regional institutions, and international donors spending. Core questions resolve around notions as to whether or not (a) The Finnish module, that is currently held up on a pedestal as the beacon of success, has reached its tipping point?; (b) Is donor aid and development comatose?/ is education experiencing ‘Aid-Fatigue’; (c) Do league tables still matter with the rise of regionalization?; and (d) What does a realistic post-2015 development agenda looks like in an increasingly gated globalized world?

In focusing on these questions above, students will employ a comparative lenses to design a research paper, the final output of this class, around the existing theoretical modules and paradigms that currently exist within comparative and international education. Students will assess what existing modules may be beneficial to our understanding of the current educational climate, described as ‘educational fragmentation’ or ‘educational controls’, and perhaps predict the future educational trends in a world that now focuses on shaping globalization in pursuit of broader goals. Students will leave this class with a deeper understanding of: (a) how they can shape educational agendas in new global market places that preference labor benchmarks and environmental and intellectual-property protection; (b) the ability to apply theoretical modules developed in the class to real-world settings and contexts; and (c) the ability to analyze and write about national or international educational politics.
Course Objective: In keeping with the School of Education’s conceptual framework of advancing “professionalism in the service of social justice”:

- This seminar aims at helping students comprehend the contributions of comparative and international education to the general field of education.
- It allows students to grasp why we should compare educational 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.
- Students will be able to demonstrate an understanding of the current body of literature and will be able to critically evaluate new practices and research in the field.
- The major assessment tool for this class is the student’s ability to compare, measured through their ability to write a clear, logical, and concise final paper.
- This course equips students with the necessary critical skills needed to undertake research projects in the field of comparative and international education.
- The course delivery methods and student assignments are enriched with the aid of additional technological tools to enhance the overall learning experiences.
- This course is committed to creating a multi-cultural classroom environment that respects issues of diversity including but not limited to disability, race, gender, sexual orientation, social class, and ethnicity.

Upon successfully completing this course, students should be able to:

- Gain factual knowledge (terminology, classifications, methods, trends);
- Learn fundamental principles, generalizations, or theories; and
- Analyze and critically evaluate ideas, arguments, and points of view.

Academic Honesty: Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. A student’s failure to practice academic honesty, depending upon the seriousness of the misconduct, will result in a sanction ranging from the grade of “F” on the assignment to expulsion from the university. For specific policies and procedures see: http://www.luc.edu/education/pdfs/academics_policies_grad.pdf (M.Ed and Ed.D students) or http://www.luc.edu/gradschool/academics_policies.shtml#academic_integrity (M.A. and Ph.D students). To plagiarize is to present someone else’s writing or ideas as your own and will not be tolerated. There are several good ‘How not to plagiarize’ guides available on the web, such as http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize. In class we will discuss how to cite and include the work of others in your own writing. Please also note that submitting the same paper or pieces of the same papers to meet the course requirements for two or more LUC courses is also academic dishonesty and will not be tolerated.

Accessibility: Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: http://www.luc.edu/sswd

Harassment (Bias Reporting): It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the university’s aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago’s Jesuit Catholic University – a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the

Page 2 of 12 of ELPS 457 ~ Spring 2014  Prof. T. D. Jules
attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: http://webapps.luc.edu/biasreporting.

Disposition: In line with the SOE dispositions Professionalism, Fairness, and the Belief that all students can learn, of indicators of growth for different levels in the program, students in this class will be assessed on Professionalism.

ASSIGNMENTS

This course uses primarily 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 comparative method for analysis; and (iv) your ability to propose a way forward.

1) Participation (50 points). Class participation will be graded based on the criteria below:
   a. Active weekly participation of all students is a core requirement of this class. This includes: coming to all sessions, reading the weekly assignments before class, and being ready to discuss all of the readings. Moreover, class participation entails speaking in an informed manner about the texts based on your analysis of them. I will be assessing the extent to which your participation in class discussions demonstrates that you have read the assignments and reflected on them and not the absolute amount of time you speak in class. In other words, it is the quality of your comments, informed by the readings, and not the quantity of words uttered in class that matters most. To help facilitate a discussion of the readings, you should come to class each week with a key quotation – several sentences or an entire paragraph – highlighted from each required reading and be prepared to explain to the class why this quotation was meaningful to you. You might explain how the quotation helped you to understand the author's major argument, to reflect on your own education, or to develop your own opinion on the topic because you agree or disagree with the sentiments conveyed in the quotation. I will randomly call on people to share their key quotations, so you should be prepared every week to participate in this way.
   b. Beginning in Module 4 and then every other week, A student will select 3 case studies from the (Pain, 2010) book and present these cases and comparisons. More details will be given in class.
   c. Beginning in Module 3 and then every other week, students will write reflective papers examining the methodological, theoretical and epistemological developments, moods and choices. These should be critical reflections that should build upon each other while self-reflecting on your weekly progression. These are not just summaries, but they should be in-depth think pieces where you chronicle your challenges and conquests.

2) Research Project: (50 points, 20-25 pages double-spaced): Due at the beginning of Module 13/ A one page single-spaced outline of the Research Paper and a reference list is due at the beginning of Module 4. A first draft of your paper is due at the beginning of Module 8. More details will be given in class…

PLEASE NOTE:

- If a student misses a class, they are required to write a 1000 word summary of that week's reading and submit it to me within 5 PM on the following Monday.

- More than two unexcused absences from class 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 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/.
Basic APA Format

- for Books
  Author, A. A. (Year of publication). Title of work: Capital letter also for subtitle. Location: Publisher.

- for Articles

- 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 exceptions made as the result of poor planning.

- 10 Tips for Academic Reading
  1) Know your purpose: Though you may read instructions word by word, you really shouldn’t 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 is being done, and not only on what is 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 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 about 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/

TEXTBOOKS

The library has made available electronically, all of the books for this class. However, you have to read the books online and you can highlight books online. However, if you download a book, your notes and highlights will

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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

REQUIRED


STRONGLY RECOMMENDED


**MODULE 1: THE FOUNDATIONS OF SOCIAL RESEARCH PART I (January 16)**

Learning outcomes for this Module: students should be able to:

1. Explain through which theoretical lenses that they make sense of the world around them
2. Determine whether or not CIE is a discipline or a field and why?
3. Identify why social scientists undertake CIE.
4. Understand the historical foundations of CIE.

Discussion Questions:

1. This week’s readings, what was the most salient epistemological framework that stuck with you? Explain how so.
2. What do you think the purpose of research should be? What is the purpose of your research?
3. How do you ask a research question?

**REQUIRED READINGS**


**MODULE 2: THE FOUNDATIONS OF SOCIAL RESEARCH PART I (January 23)**

Learning outcomes for this Module: students should be able to:

1. Identify and explain their methodological choices for designing a research study.
2. Identify and explain their theoretical choices for designing a research study.
3. Identify and explain their epistemological choices for designing a research study.

Discussion Questions:

1. This week’s readings, what was the most salient epistemological framework that stuck with you? Explain
2. How do you choose a research methodology? Explain the factors that you will consider in choosing a research methodology.
3. What theoretical perspective lies behind your methodological choice?
4. What epistemology informs your theoretical perspective?

REQUIRED READINGS

MODULE 3: THEORETICAL COMPONENTS OF RESEARCH (January 30)
FIRST REFLECTIVE PAPER DUE
Learning outcomes for this Module: students should be able to:
1. Understand research paradigms and their purpose
2. How to effectively use particular research paradigms
3. Ingredients for paradigms research
4. The purpose of research

Discussion Questions:
1. Answer all the questions that are found in Egbert and Sanden (2013).

REQUIRED READING

RECOMMENDED READING

MODULE 4: POST-COLONIALISM IN EDUCATION I (February 6)
STUDENT LED DISCUSSION OF THREE CASE STUDIES
Paper Outline Due
Learning outcomes for this Module: students should be able to:
1. Understand the underpinning of post-colonialism and various responses to it
2. Recognize key terms and concepts within post-colonial literature
3. Understand how to use post-colonialism as a theoretical framework to frame a research project

Discussion Questions:
1. How can post-colonial theory help us to understand the efficacy of the rise of twin forces of globalization and technological innovation?
2. How does a post-colonial lens help us to understand nationalism, regionalization/regionalism and globalization?
3. Does a post-colonial lens still have merit in an age of gated globalization categorized by the increase of protectionism and the rise of regional trading agreements?

REQUIRED READING

CASE STUDIES

DISCUSSION PRESENTATION:
- With the aid of a PowerPoint Presentation, identify the methodological, theoretical and epistemological choices in the three studies in Paine (2010).
• Student’s Name: 

• Case Studies
  (i)
  (ii)
  (iii)

MODULE 5: POST-COLONIALISM IN EDUCATION II (February 13)
SECOND REFLECTIVE PAPER DUE
JOHN WOZNIAK LECTURE SERIES AND MEMORIAL by Dr. Gloria Ladson-Billings 5:30-7:30pm Regents Hall, 16th Floor  Lewis Towers, Water Tower Campus

Learning outcomes for this Module: students should be able to:
1. Understand the underpinning of post-colonialism and various responses to it
2. Recognize key terms and concepts within the post-colonial literature
3. Understand how to use post-colonialism as a theoretical framework to frame a research project

Discussion Questions:
1. How does post-colonialism influence our current conceptualizations of education?
2. How has post-colonial identities been shaped or hindered by neoliberalism?
3. What characteristics do globalization and post-colonialism share?

REQUIRED READINGS

RECOMMENDED READING

MODULE 6: POSTMODERNISM I (February 20)
STUDENT LED DISCUSSION OF THREE CASE STUDIES

Learning outcomes for this Module: students should be able to:
1. Understand the underpinning of post-modernism and various responses to it
2. Recognize key terms and concepts within post-modern literature
3. Understand how to use post-modernism as a theoretical framework to frame a research project

Discussion Questions:
1. How can post-modern theory help us to understand the efficacy of the rise of twin forces of globalization and technological innovation?
2. How does a post-modern lens help us to understand nationalism, regionalization/regionalism and globalization?
3. Does a post-modern lens still have merit in an age of gated globalization categorized by the increase of protectionism and the rise of regional trading agreements?

REQUIRED READING

CASE STUDIES

Discussion Presentation:
• With the aid of a PowerPoint Presentation, identify the methodological, theoretical and epistemological choices in the three studies in Paine (2010).
MODULE 7: POSTMODERNISM II (February 27)

THIRD REFLECTIVE PAPER DUE

Learning outcomes for this Module: students should be able to:
1. Understand the underpinning of post-modernism and various responses to it
2. Recognize key terms and concepts within the post-modern literature
3. Understand how to use post-modernism as a theoretical framework to frame a research project

Discussion Questions:
1. How does post-modernism influence our current conceptualizations of education?
2. How has post-modern identities been shaped or hindered by neoliberalism?
3. What characteristics do globalization and post-modernism share?

REQUIRED READINGS

Recommended READINGS

SPRING BREAK – NO CLASS (March 6)

MODULE 8: POST-STRUCTURALISM (March 13) CIES

STUDENT LED DISCUSSION OF THREE CASE STUDIES

DRAFT OF FINAL PAPER

Learning outcomes for this Module: students should be able to:
1. Explain the concepts of discourse
2. Identify binary juxtapositions
3. Explain how to deconstruct and reconstruct binary juxtapositions and discourse

Discussion Questions:
1. What are the benefits of a using post-structuralism in educational research?
2. How does post-structuralism inform the emergence of globalization, global governance and global citizenship?

REQUIRED READING

Case Studies

Discussion Presentation:
- With the aid of a PowerPoint Presentation, identify the methodological, theoretical and epistemological
choices in the three studies in Paine (2010).

- Student’s Name: ------------------------

- Case Studies
  (i)
  (ii)
  (iii)

MODULE 9: ALTERATIVE DEVELOPMENT TRAJECTORIES: LIBERATION THEOLOGY
(March 20)
FOURTH REFLECTIVE PAPER DUE
Learning outcomes for this Module: students should be able to:
1. Understand the historical unpinning of liberation theology
2. Understand the theological development of liberation theology

Discussion Questions:
3. How does liberation theologians make sense of globalization?
4. What is the role of social institutions for liberation theologians?
5. How does liberation theology helps us to understand social justice?

REQUIRED READINGS

MODULE 10: Alterative Development Trajectories: Rastafarian Movement (March 27)
STUDENT LED DISCUSSION OF THREE CASE STUDIES
Learning outcomes for this Module: students should be able to:
3. Understand the historical unpinning of Rastafarian
4. Understand the aims of Rastafarian and its recontextualizations

Discussion Questions:
6. This week’s readings, what was the most salient epistemological framework that stuck with you? Explain how so.
7. What do you think the purpose of research should be? What is the purpose of your research?
8. How do you ask a research question?

REQUIRED READINGS

Case Studies

Discussion Presentation:
- With the aid of a PowerPoint Presentation, identify the methodological, theoretical and epistemological choices in the three studies in Paine (2010).

- Student’s Name: ------------------------

- Case Studies
  (i)
  (ii)
MODULE 11: THE COLD WAR, NEOLIBERALISM AND RISE OF THE BRICS (April 3)

FIFTH REFLECTIVE PAPER DUE

Learning outcomes for this Module: students should be able to:
1. Understand the factors that led to the demise of the Cold War
2. Explain the rise of neoliberalism
3. Understand the stalemate of the BRICs and the rise of Next11 economies.

Discussion Questions:
1. What was the original role of neo-liberalism?
2. How has the end of the Cold War reshaped our notion of scale and spaces within national educational systems?

REQUIRED READINGS


MODULE 12: Financialization and the 2008 Economic Crisis (April 10)

STUDENT LED DISCUSSION OF THREE CASE STUDIES

Learning outcomes for this Module: students should be able to:
1. Understand the history of financialization
2. Explain how global structural reforms informed financialization and their consequences upon national educational systems.

Discussion Questions:
1. How has greater financialization influenced educational reforms?
2. During the past thirty years, financialization was one three megatrends that swept the world—the others being free markets and globalization, has financialization succeeded where free markets and globalization have failed national educational systems?

REQUIRED READINGS


Case Studies


Discussion Presentation:

- With the aid of a PowerPoint Presentation, identify the methodological, theoretical and epistemological choices in the three studies in Paine (2010).

- Student’s Name: ------------------------

- Case Studies
  (i)
  (ii)
  (iii)
EASTER HOLIDAY – NO CLASS (April 17)

MODULE 13: Post-Revolutionary Settings (April 24)

RESEARCH PAPER DUE

Learning outcomes for this Module: students should be able to:
1. Understand the political, economic and cultural backlash of economic globalization
2. Identify the role of an education in pre- and post-revolutionary settings and contexts.
3. Explain the rise of state-capitalism and its impact upon education

Discussion Questions:
1. How does the slowing pace of world trade influence national reforms?
2. Can we learn anything from the recent waves of revolutions in the Arab World?

REQUIRED READINGS


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 Educational Development
- 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 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/

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