Loyola University Chicago  
School of Education

ELPS 455  
Comparative Education

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Course Description  
In this course we will explore the field of comparative education which is a vibrant, multi-faceted, multi-disciplinary scholarly enterprise. Although a great deal of education research engages in comparison, the field of comparative education is a distinct academic area wherein researchers use a range of techniques to better understand educational policies and practices within and across different local, national, regional and global settings. We will begin by looking at the field’s purposes and methods as they have been variously constituted over time, both as popular practice and a scientific approach. We will take up some of the theoretical frameworks that have been adopted and debated along the way, including functionalism, modernization theory, human capital theory, Neo-Marxism, dependency theory, feminist theory, as well as post-structuralism and post-modernism. Our journey will take us through a number of contemporary research problematics and paradigms in the field including policy borrowing/lending, neoinstitutionalist sociology, decolonization, and international development. In the final weeks of the semester we will reassemble the work of comparative education by examining particular ways that the field appears to be moving forward in the coming years. Diversity is a central concern of this course in that we will directly engage with the different and similar educational experiences of diverse groups of people around the world as well as the political, cultural, social and economic contexts that both enable and disable educational opportunity and achievement. The assignments in the course are designed to develop your analytic writing ability, as well as to allow you to advance and demonstrate your understanding of important issues, theories and problems in comparative education.

This Fall 2017 online section of ELPS 455 is being taught specifically for students enrolled in Loyola’s International Higher Education MEd program. While comparative education scholarship on higher education will be a consideration, this course presents a broad introduction to the field of comparative education inclusive of early childhood, PK-12, post-secondary education and adult education.

Course Objectives  
Students will demonstrate a sound grasp of the field's major issues and perspectives, the nature of comparativist research, and the work of major figures. Toward this end this course will emphasize your learning to analyze and critically evaluate ideas, arguments, and points of view; your developing knowledge and understanding of diverse perspectives, global awareness, or other cultures; as well as, your gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories).
Learning Outcomes

This course advances the International Higher Education Master’s program’s overall outcomes (http://www.luc.edu/education/masters/international-higher-ed/course-sequence/) by advancing the following specific learning objectives and respective competencies:

**Analytical Inquiry.** Graduates will demonstrate the following competencies related to analytical inquiry:

- The ability to develop and support reasonable and logically sound interpretations;
- The ability to analyze various organizational, curricular, fiscal, legal, cultural, and historical structures, models, policies, and professional practices from multiple points of view and theoretical perspectives;
- The ability to use theoretical and empirical research to address and solve administrative and instructional problems in colleges and universities; and
- The ability to continually assess and improve one’s own analytical abilities.

**Research and Assessment Competence.** Graduates will demonstrate the following outcomes related to research and assessment competence:

- A thorough understanding of different paradigmatic assumptions and how they influence the research process; and,
- The ability to read and critically review various types of research studies.

**Communication Skills.** Graduates will demonstrate the following communication competencies:

- Effective written communication skills that demonstrate high levels of clarity, comprehension, synthesis and critical thinking and analysis.

These outcomes and objectives are infused across this course with the intent of enacting and advancing the vision that *The School of Education of Loyola University Chicago is a community that transforms its members to impact urban and global communities through the principles of social justice*.

This is also encapsulated in the SOE Conceptual Framework “Our mission is social justice, but our responsibility is social action through education,” which is similarly an orienting perspective in the design of this course. From this Conceptual Framework SOE faculty have developed four conceptual framework standards (CFS) (http://www.luc.edu/education/mission/). CFS2 *Candidates apply culturally responsive practices that engage diverse communities* is specifically assessed in this course via the final course paper, which is to be submitted via Sakai and also uploaded to Livetext. In relation to the course, this paper will be graded according to the evaluative criteria included in the paper assignment; in relation to the student’s meeting of the CFS standard this assessment will be evaluated according to the rubric posted on Livetext.

The Loyola SOE expects its students to exhibit a commitment to *professionalism, social justice and inquiry*. In this course students will be assessed on the degree to which they meet these dispositional expectations, rubrics for which can be found 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.

At the end of the semester you will receive a request to evaluate the professor’s teaching using the online IDEA Campus Labs system. Please promptly respond to any emails you receive indicating that the evaluation is available. To learn more about IDEA or to access the website directly to complete your course evaluation go to: http://luc.edu/idea/ and click on “Student IDEA Login” on the left hand side.

**Reading List**
The following book is available for order from the Loyola University Bookstore.

Additional required readings will be posted on Sakai as PDF files. There are also a number of journal articles that are available through the Loyola library website.

**Course Requirements**

Participation in all the online course assignments is required to successfully complete this course. All online activities must be completed by the deadlines noted – work cannot be made up after the fact. Please refer to the course’s Sakai site for a definitive listing of required course activities. Any changes to deadlines and assignments that are instituted by the instructor after the class has commenced will be noted on Sakai in red text and will be emailed out & posted as “Announcements” on the Sakai course site.

This course is a graduate seminar type of course and as such students are expected to invest a significant amount of time engaging with the required readings. Some form of notetaking as you read is recommended so that you can easily raise questions about the text, objections and the like when you participate in online discussions and/or blog and write about the texts and ideas raised. You should read intelligently and critically: hold authors to the claims that they make about what they intend to accomplish; hold them accountable for faulty logic and unexamined assumptions; consider alternate explanations and views to the ones presented.

Use of online instructional technology is an essential part of this course, however beyond this there are no specific technological learning objectives attached to this course. In addition to the assignments listed below, this course requires regular participation in Discussion Board conversations and completion of Blog Posts as required in each Weekly Unit. Please note that in this course I am making a significant distinction between a Discussion Board post and a Blog Post. Here we will consider a Blog Post to be a polished piece of writing in the 500-1000 word range that has something resembling an introduction and a conclusion. A Blog Post will use APA citation format for any sources you wish to discuss and it will include a reference list at the end. In contrast, we will consider a Discussion Board Post to be a shorter and much more informal piece of writing (perhaps 100-300 words). Typically you will keep your discussion board posts to one idea per post and while I do expect you to use something that resembles grammatical, standard English (!), please do not treat your Discussion Board posts as entries that need extensive revision or wordsmith editing. A considerably more informal tone is acceptable and if you make reference to any texts, simply include a page number for any quoted material and skip the APA formalities as all of us will know what you are referring to. For both Discussion Board and Blog Post assignments I will be providing specific prompts each week.

Please also note that the professor will post additional narrated powerpoints / commentary – sometimes at the conclusion of a week and sometimes at the outset. Your careful viewing of and reflection on these recordings is an additional course requirement.

Over the course of the semester, in addition to discussion board and blog posts, you will be responsible for four written assignments. The first paper will be a 4-6 page paper (1000-1500 words) paper that asks you to analyze three recent scholarly articles on Marc-Antoine Jullien’s *Plan for Comparative Education*. A full assignment sheet is posted on Sakai; please note that this assignment will not require additional research beyond the assigned three texts. This paper is due by 11:59pm CST on Saturday September 16th. The second paper will be a 6-8 page (1500-2000 word) critical analysis of one particular mapping of educational comparisons (Mark Bray and R. Murray Thomas’ 1995 *Harvard Education Review* article “Levels of Comparison in Educational Studies: Different Insights from Different Literatures and the Value of Multilevel Analyses”). The paper will be due by 11:59pm on Saturday October 28th and will ask you to analyze the Bray and Thomas piece in light of the various theories and methods discussed in the course up to that point. As with paper 1, this paper will not require additional research beyond the course readings; a full assignment sheet and grading criteria will be posted on Sakai. The third and fourth written assignments relate to one another. As part of furthering your analytic skills and developing particular
areas of expertise, this course requires you to research the existing academic scholarship on a particular comparative education topic of your choice and prepare an annotated bibliography (of at least 15 separate sources) and then a 16-20 page (4000-5000 words) literature review of this same scholarship. A non-exhaustive list of possible topics could include: inclusive education, citizenship education, education finance, education in emergencies, language of instruction policies, gender and girls education, international student mobility, human rights education, LGBTQ students, religion and education, education for all, international large-scale assessments, teacher preparation. Your topic is to be chosen in consultation with the professor and you will be responsible for locating scholarship on the topic you choose. The annotated bibliography is due by 11:59pm on Saturday November 18th. Then this same set of scholarship will furnish the basis for your literature review, which will be due by 11:59pm on Saturday December 15th. Both an annotated bibliography and a literature review represent distinct genres of academic writing and require particular modes of writing. A detailed assignment sheet, including grading criteria, will be posted on Sakai.

Evaluation & Grading
Papers one, two and the annotated bibliography will each compose 10% of your final grade in the course. The Literature review will compose 30% of your grade in the course, and your class participation grade will make up the remaining 40% of your final course grade. The participation grade will be reflective of your engagement in online class discussions and activities. Letter grades will be provided on blog posts and these will factor into the participation portion of your final course grade. Individual discussion board posts and comments will not be graded but will collectively factor into your final course grade. One-third of the way through the course (at the start of October) the Professor will provide you with feedback on your class participation to-date. Except in very unusual circumstances, relating to family problems, health problems and the like, grades of "Incomplete" will not be given in this course.

Pedagogical Orientation
This class is structured as a student-centered, collaborative course. I see us as a community of scholars who are both teachers and learners at varying stages of development. As such, the class will be focused around the following learning principles:

- We all share a responsibility as learners (both teachers and students) for constructing and making sense of knowledge within our particular community of practice;
- We strive to appreciate and support multiple perspectives on knowledge and practice; and,
- We place great emphasis on the important role that peers play in the learning process, especially as it relates to helping one another decode, make meaning, and promote understanding of the subject.

I expect each of you to take an active role in your learning and to join in making this a dialogic learning experience. As you may know, there are particularly significant visions of dialogic learning in the work of the Russian philosopher of language, Mikhail Bakhtin and in the work of the Brazilian philosopher and education Paolo Freire. Bakhtin held that any socio-cognitive event requires not just “taking turns” as in a conversation, but also a tension or conflict between interlocutors that is focused on the struggle to make meaning from various perspectives. Freire argued that a “banking” model of instruction devalues students, seeing them as mere receptacles in which to deposit information, rather than recognizing them as full human beings with the capacity to inquire and to contribute to meaning-making. In our online interactions I aim to create learning environments where teachers and students ask questions and figure things out together. This requires a high level of engagement and thus I encourage you through discussion boards, blog and our various other interactions to:

- Pose questions, interpret and construct knowledge through your interactions with everyone in the cohort, myself included.
- Strive to pick up on, elaborate and question what your colleagues are saying.
- Ask authentic questions for which you do not have a prespecified answer.
- Be willing to express disagreement with peers and with the professor in a respectful manner.
—Seek to engage one another’s responses by incorporating them into your further questions or comments.
—Take responsibility for making the discussion useful and interesting.

Communication Protocols
The professor and the TA will do our best to answer emails within 24 hours, possibly longer on weekends. For course-related communication with you we will be using the email function on Sakai as this allows us each to have an archived record of all the course-related communication in one spot. When you use Sakai to send emails, please make sure to check the box “Send a copy of this message to the recipient’s email address”. We are happy to schedule skype sessions or phone calls on 1-2 days notice if you have questions or even just want to chat generally about items related to the course. Please contact us by email to schedule a conversation.

SOE and University Policies
At the following link http://luc.edu/education/syllabus-addendum/ you may find the SOE and Loyola University Chicago policies relating to Accessibility, Conceptual Framework, EthicsLine Reporting Hotline, and Electronic Communication Policies and Guidelines.

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. The university’s policies on academic honesty are located in the syllabus addendum link above. 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.

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<th>Course Schedule and Readings</th>
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The course schedule below shows required readings for each weekly unit. URLs, PDFs and additional instructions and discussion board / blog post requirements for each week will be posted on Sakai. Typically, one batch of work for the week will be due by 11:59pm CST on Thursdays and a second task will need to be completed by 11:59pm CST on Sundays.

Week 1 – Monday Aug 28 to Sunday Sept 3
The Popularity of Comparison and the Definition of an Academic Field
- Phillips & Schweisfurth, prefaces, forwards and Chapter 1
Week 2 – Monday Sept 4 to Sunday Sept 10
The Historical Emergence of Comparative Education

- Phillips & Schweisfurth, Chapter 2
- Jullien, M-A (1816/17) Plan for Comparative Education, Selections
- de Tocqueville (1835) Democracy in America, Selection

Week 3 – Monday Sept 11 to Sunday Sept 17
National Forces and Factors


PAPER 1 DUE 11:59PM CST SATURDAY SEPTEMBER 16

Week 4 – Monday Sept 18 to Sunday Sept 24
Modernity, Social Science, and Functionalism

- Philips & Schweisfurth, Chapter 6

Week 5 – Monday Sept 25 to Sunday Oct 1
Human Capital Theory, Modernization Theory and Development

- Philips & Schweisfurth, Chapter 5

Week 6 – Monday Oct 2 to Sunday Oct 8
Dependency Theory, Conflict Theory and Neo-Marxism

- Additional reading TBD.
Week 7 – Monday Oct 9 to Sunday Oct 15
Interpretivist, Feminist and Ethnographic Paradigms

Week 8 – Monday Oct 16 to Sunday Oct 22
Understanding Post-Modernism, Post-Structuralism and Post-Positivism
- Comparatively Speaking CIES Presidents Oral History Video https://youtu.be/RZXKr7lSOoY
- CIES 60th Anniversary Video https://youtu.be/zrwQWw0XoAU

Week 9 – Monday Oct 23 to Sunday Oct 29
Neo-Institutionalist Sociology and Comparative Education

**PAPER 2 DUE 11:59PM CST SATURDAY OCTOBER 28**

Week 10 – Monday Oct 30 to Sunday Nov 5
International Education and Development
- Philips & Schweisfurth, Chapters 4 & 7

Week 11 – Monday Nov 6 to Sunday Nov 12
Policy Transfer and Criss-Crossing Comparison
- Philips & Schweisfurth, Chapter 3

Week 12 – Monday Nov 13 to Sunday Nov 19
Decolonizing Comparative Education
- Additional readings TBD
ANNOTATED BIBLIOGRAPHY DUE 11:59PM SATURDAY NOVEMBER 18

Week 13 – Monday Nov 20 to Sunday Nov 26
No reading / online engagement requirements (US Thanksgiving holiday)

Week 14 – Monday Nov 27 to Sunday Dec 3
International Assessments, Indicators and Impacts of Comparative Education
- Philips & Schweisfurth, Chapter 8 & 9

Week 15 – Monday Dec 4 to Friday Dec 8
Comparative Education Futures
- Philips & Schweisfurth, Conclusions
- Antonio Novoa, CIES 2017 George F. Kneller Lecture "Comparative Education Disillusions: Politics & Knowledge" https://youtu.be/FZ4T7QAq1OI
- Draft of Prof. Sobe’s 2018 CIES Presidential Address

LITERATURE REVIEW PAPER DUE 11:59PM FRIDAY DECEMBER 15
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 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/ and click on STUDENT IDEA LOGIN on the left hand side of the page.

Dispositions
All students are assessed on one or more dispositional areas of growth across our programs: Professionalism, Inquiry, and Social Justice. 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. For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform. 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.

Syllabus Addendum Link

- www.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.