

ELPS 455

Comparative Education

Department of Cultural & Educational Policy Studies
School of Education, Loyola University Chicago

Thursday 16.15 – 18.45
Corboy Law – Room 303
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Going Green: This class is committed to reducing our carbon and ecological footprints, and thus students are encouraged to bring laptops and tablets to class to facilitate class readings and discussions

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 can identify divergent and convergent trends in policies, performances, strategies, and programs.

Comparative Education: (i) engages various intellectual tools to understand who and what affects current educational issues; (ii) is a cross-system approach that explores why educational systems and processes vary and; (iii) 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 mean 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 Objectives: 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;
- In line with the Loyola School of Education Conceptual Framework Standards (CFS), which reflect our commitment to promote transformational learning within each student across all programs, this class assesses students on CFS2, which is the ability for **candidates to apply culturally responsive practices that engage diverse communities.**
- 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 to enhance the overall learning experiences;
- The course will rely on **Twitter (#elps455)** and Sakai as part of the students’ learning objectives.
- Assessing a student’s ability to compare, measured through their ability to write a clear, logical, and concise literature review; and
- Creating a multicultural 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 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**

¹ Noah, H. J. (1985). Comparative education. In T. Husén & T. N. Postlethwaite (Eds.), *The international encyclopedia of education: Research and studies* (pp. 869-872). New York, NY: Pergamon.

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, 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. 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

1. 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***.

COURSE SUGGESTIONS

Course Reading – Students will be assigned around a minimum of 4 required readings (articles or chapters) per week. 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.

1. Please pace your reading and do not do them all the night before, this does not work.
2. 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

3. Take notes of what you are readings as it will help you to link concepts and arguments together.
4. Figure out what time, position, and place works best for you to read and always read there.
5. Like everything else, academic reading is a skill that you must train yourself to be confident and comfortable doing.
6. Try to relate the readings to current events/education issues. This helps you to understand the reading and makes the readings more practical.

10 Tips for Academic Reading²

- 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.

² The tips were adopted from Carleton University (2009). *10 Tips for Academic Reading*. Available at <http://www1.carleton.ca/sasc/ccms/wp-content/ccms-files/191-09-Ten-Tips-for-Academic-Reading.pdf>.

- 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 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 students 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 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

- Module 4 – **FEBRUARY 9** (1st Reflective paper)
- Module 5 – **FEBRUARY 16** (*1st part of the optional extra credit first essay*)
- Module 7 – **MARCH 2 (Literature Review)** – **large assignment** (**minimum of 15-refereed, non-class, additional primary sources**)
- Module 8 – **MARCH 16** (*2nd part of the optional extra credit second essay*)
- Module 9 – **MARCH 23** (2nd Reflective Paper)
- Module 10 – **MARCH 30** (One page outline)
- Module 11 – **APRIL 6** (*3rd part of the optional extra credit final essay*)
- Module 13 – **APRIL 27 (Research Paper)** – **very large assignment** (**minimum of 30-refereed, non-class, additional primary sources**)

- 1) **Participation (15 points)**: Active weekly participation is a core requirement of this class. This includes: coming to and being on time for all sessions, reading the weekly coursework before class, and being ready to discuss **all** the required readings. Use class discussions to ask questions, seek clarity, or provide insight to the readings. It is a way for your colleagues to understand how you are synthesizing and processing the readings and themes presented. **Class participation** involves speaking and discussing in a knowledgeable manner about the texts based on your analysis of them. If you have difficulty speaking in class, a good method to employ is to come to class each week with a **key quotation**—several sentences or an entire paragraph—highlighted from the reading and be prepared to

explain why this quotation was meaningful to you. You might explain how the quotation helped to understand the author's major argument, reflect on your education, or develop your opinion on the topic. Your participation will be evaluated on the degree to which your contributions to class discussions demonstrate that **you have read the readings and reflected on them** and not the absolute amount of time you speak in class. In other words, it is the quality of your remarks, informed by the readings, and not the quantity of words uttered in class that matters most.

- 2) **LITERATURE REVIEW (25 points, 3000 words double-spaced due Module 7 at Midnight CST via Sakai): A rubric and example is available on Sakai.** 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 versus Adoptive Colonialism. **Students are prohibited from comparing Assimilative Colonialism versus Adoptive Colonialism or any comparison that uses colonialism. Literature Reviews should be written** either thematically, chronologically, or methodologically. **Select two theoretical paradigms and focus on explaining how these theoretical paradigms view the role, scope, and function of education (broadly defined).** Some common comparisons, but you are not limited to these, that students have done includes:

- Structuralism *versus* Functionalism
- Dependency *versus* World system
- Dependency *versus* Neocolonialism
- World System *versus* World Society
- Post-colonialism *versus* Dependency
- Post-colonialism *versus* Neo-colonialism
- Policy Borrowing and Lending / Externalization *versus* World Society / World Culture / Neo-institutionalism
- Modernization *versus* Postmodernism / Post-structuralism / Feminist theories (Women in Development; Women and Development; and Gender and Development)
- Or any other combination of any of the above

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 to 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 versus 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://writingcenter.unc.edu/handouts/literature-reviews> in addition to the list of texts that will be provided to the class. Students are expected to use a minimum of 15-refereed additional primary sources (book chapters, articles or books), not listed in the syllabus (required or recommended readings) 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 [10 points per paper] 900-1200 words double-spaced due Module 4 and Module 9 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 an 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. You should use reflective papers to demonstrate breath across the areas covered. In your reflective papers, you should link the content from the various talks back to what you have read in class. Pay attention to the comprehensive reference list in this paper and how the student weaves previous ideas from the different class session into their overall reflective problem statement."

4) RESEARCH PROJECT: (40 points, 6000 words double-spaced)

- **A one-page single-spaced outline with the structure below is due on Module 10 before Midnight CST via Sakai**
- **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 either (i) cross-national comparative study or issue/topic areas (such as Education for

All; higher education; language education) that we have read and discussed in class or a study discussed with me during office hours. For this project your guiding question/area of focus “given the two theoretical paradigms selected for literature review, for the final paper examine in light of how these two theoretical paradigms view the role, scope, and function of education then focus on explaining/exploring how would these same theoretical paradigms view the role, scope, and function of education in the context of the case study(ies) or topic chosen”, **Students are expected to use a minimum of 30-refereed additional primary sources (book chapters, articles or books)**, not listed in the syllabus (required or recommended readings) for their literature review and are expected to consult the list of refereed journals provided at the end of the syllabus. 12 of the 30 articles should come for your literature review.

For example, if your literature review was written on Assimilative Colonialism (employed by the French) versus 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) Abstract
- 2) Keywords
- 3) Introduction (containing a problem statement, problématique, research question, and roadmap of the paper);
- 4) Background section, this is a description of the context cross-national study selected (two countries) or overview of the topic selected (such as Education for All);
- 5) The Literature section (review of the two theoretical paradigms selected (written either thematically, chronologically or methodologically);
- 6) Methods and Methodology
- 7) Findings and Conclusions; and
- 8) Agenda for further research.

Remember that your focus for the final paper is: Given how the two theoretical paradigms (from your literature review) view the role, scope, and function of education, then how do these theoretical paradigms then view education (broadly defined) with regards to the specific case study (country or topic) or country chose. If you are choosing a country, then you background section is an overview of education in that country. If you are focusing on a topic (such as language education), then your history section is on this topic. Note that if you have chosen the topical angle, then you can use multiple countries, where needed, to support your arguments.

5) EXTRA CREDIT ASSIGNMENT: (10 extra points, [5 points per paper] 1200 words double-spaced due Module 5, Module 8, and Module 11 before Midnight CST via Sakai):

Students wishing to earn additional points towards their assignments above, earn extra points by reading and critically reflecting on the work of Peet and Hartwick (2009) in light of three different theoretical paradigms. Students are required to read the full book. All three essays must be submitted in a timely matter 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>

Course reading materials (articles and book chapters) can be found using **Loyola's online library** (<http://libraries.luc.edu>) search engine. Assignments should be submitted through Sakai, where Turnitin will be used to check for academic plagiarism. **All recommended readings** are for your 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. Familiarize yourself with the library facilities at LUC. The assigned librarian for this course is Tracy Ruppman <truppman@luc.edu>.

REQUIRED BOOKS

- 📖 Elliot, A & Lemert C., (2014). *Introduction to contemporary social theory* (first edition). Routledge. ISBN-13: 978-0415525732.
- 📖 Feinberg, W. & Soltis, F (2009). *School and society* (fifth edition). Teachers College Press. ISBN-13: 978-0807749852.
- 📖 Memmi, Albert. *The colonizer and the colonized*. Routledge. ISBN-13: 004-6442003018)
- 📖 Ridley, D. (2012). *The literature review: A step-by-step guide for students* (second edition). Sage. ISBN-13: 97814446201435.
- 📖 Stromquist, N. P., and Monkman, K. (2014). eds. *Globalization and education: Integration and contestation across cultures*. Rowman and Littlefield. ISBN-13: 978-1-4758-0528-4
- 📖 Memmi, A. (1991). *The Colonizer and the colonized: With the original introduction by Jean-Paul Satre and a new Afterword by Susan Gilson Miller*. Boston: Beacon Press

RECOMMENDED BOOKS

- 📖 APA. (2010). *Publication manual of the American Psychological Association*, (6th ed.). Washington, DC: American Psychological Association. ISBN-13: 978-1433805592
- 📖 Thomas, G. (2010). *Education: A very short introduction*. OUP Oxford. ISBN-13: 978-0199643264.

EXTRA CREDIT BOOK (must read full book)

1. Peet, R. & Hartwick, E. (2009). *Theories of development: Contentions, arguments, alternatives*. Guilford Press. ISBN-13: 978-1606230657 (available as free eBook through the EBL Owned Collection at:
<http://luc.ebib.com.flagship.luc.edu/patron/FullRecord.aspx?p=426100>

SUGGESTED ELECTRONIC RESOURCES

1. Citation Mangers - <http://www.educatorstechnology.com/2014/02/10-of-best-bibliography-and-citation.html>
2. Free Citation Mangers via Loyola <http://libraries.luc.edu/tools>
3. Student discount and purchase of software at
LUC https://luc.onthehub.com/WebStore/ProductsByMajorVersionList.aspx?cmi_mnuM ain=2b4 [More...](#)

MODULE 1: WHAT IS COMPARATIVE EDUCATION? (JANUARY 19)

View: DVD Comparatively Speaking: 50 Years of CIES (2006) [WEB]
<https://www.youtube.com/watch?v=RZXKr7lSOuY>

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

- Elucidate the history of the Comparative and International Education
- Determine if 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

1. From the video, what was the most salient point that stuck with you?

2. Considering 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

1. 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.)
2. Wilson, D., N. (1994). Comparative and international education: Fraternal or Siamese twins? A preliminary genealogy of our twin fields. *Comparative Education Review*, 38(4), 449-486.
3. Elliot, A & Lemert C., (2014). *Introduction to contemporary social theory* (Chapters 1 and 2). Routledge.

RECOMMENDED READINGS

- Brickman, W. W. (1966). Prehistory of comparative education to the end of the eighteenth century. *Comparative Education Review*, 10, 30-47. Chicago, IL: University of Chicago Press.
- Crossley, M. (2000). Bridging cultures and traditions in the reconceptualisation of comparative and international education. *Comparative Education*, 36(3), 319-332.

MODULE 2: WHY COMPARE? (JANUARY 26)

Class Notes –

- Begin to read Peet & Hartwick (2009) for Extra credit assignment due Module 5
- Begin to read Ridley (2016) for Literature Review Assignment
- View: DVD Comparatively Speaking: 60 Years of CIES (2006) [WEB]
<https://www.youtube.com/watch?v=zrwQWw0XoAU>

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:

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

1. Bereday, G. Z. F. (1964). Sir Michael Sadler's "Study of foreign systems of education." *Comparative Education Review*, 7(3), 307-314.
2. Farrell, J., P. (1979). The necessity of comparisons in the study of education: The salience of science and the problem of comparability. *Comparative Education Review*, 23(1). pp. 3-16.
3. Phillips, D. (2014). 'Comparatography', history and policy quotation: some reflections. *Comparative Education*, 50(1), 73-83.
4. Sobe, N. W. (2002). Travel, social science and the making of nations in early 19th century comparative education. In M. Caruso & H. Tenorth (Eds.), *Internationalisierung: Semantik und bildungssystem in vergleichender perspektive [Internationalisation: Comparing educational systems and semantics]* (pp. 141-166). Frankfurt: Peter Lang Publishing.

STUDENT PRESENTATION

- 4 student presentation of 5-minutes each with an accompanying handout

RECOMMENDED READINGS

- Phillips, D., & Schweisfurth, M. (2008). *Comparative and international education: An introduction to theory, method, and practice* (pp. 27-41). London and New York, NY: Continuum.
- Sherman Swing, E. (2008). The comparative and international education society. In V. Masemann, M. Bray, & M. Manzon (Eds.), *Common interests, uncommon goals: Histories of the world council of comparative education societies and its members, CERC Studies in Comparative Education* (1st ed.), 21 (pp. 94-115). Hong Kong: Springer.
- Bu, L. (1997). International activism and comparative education: Pioneering efforts of the International Institute of Teachers College, Columbia University. *Comparative Education Review*, 41(4), 413-434.
- Noah, H. J., & Eckstein, M. (1969). The development of comparative education. *Toward a science of comparative education* (pp. 3-84). London: MacMillan

EXTRA CREDIT READING

- Peet, M., & Hartwick, E. (2009). *Theories of development: Contentions, arguments, alternatives*. New York, NY: Guilford Press. (Chapters 1, 2, and 3).

MODULE 3: FOUNDATIONAL DEBATES – FUNCTIONALISM AND STRUCTURALISM (FEBRUARY 2)

Class Notes –

- Peet & Hartwick (2009) due Module 5
- 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:

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 (NOTE THIS IS A HEAVY WEEK OF READING)

1. Feinberg, W., & Soltis, J. F. (2009). *School and society*. Teachers College Press. (Full Book).
2. Elliot, A & Lemert C., (2014). *Introduction to contemporary social theory* (Chapters 5 and 6). Routledge.
3. Hoyle, E. (1985). *British Journal of Educational Studies*, 33(2), 183-185. doi:10.2307/3121513

STUDENT PRESENTATION

- 4 student presentation of 5-minutes each with an accompanying handout

RECOMMENDED READINGS

- Barber, B. R. (1972). Science, salience and comparative education: Some reflections on social scientific inquiry. *Comparative Education Review*, 16(3), 424-436.
- Eckstein, M. A. (1983). The comparative mind. *Comparative Education Review*, 27(3), 311-322.
- Foster, P. (1998). Foreword. In H. J. Noah & M. A. Eckstein (Eds.), *Doing comparative education: Three decades of collaboration*. CERC Studies in Education. Hong Kong: University of Hong Kong.
- Epstein, E. H., & Carroll, K. T. (2005). Abusing ancestors: Historical functionalism and the postmodern deviation in comparative education. *Comparative Education Review*, 49(1), 62-88.
- Noah, H. J., & Eckstein, M. A. (1998a). Defining comparative education: Conceptions. In H. J. Noah & M. A. Eckstein (Eds.), *Doing comparative education: Three decades of collaboration*. CERC Studies in Education. Hong Kong: University of Hong Kong.
- Noah, H. J., & Eckstein, M. A. (1998c). The darling young. In H. J. Noah & M. A. Eckstein (Eds.), *Doing comparative education: Three decades of collaboration*. CERC Studies in Education. Hong Kong: University of Hong Kong.
- Pollack, E. (1993). Isaac Kandel (1881-1965). *Prospects*, 23(3-4), 775-787.
- Welch, A. R. (1985). The functionalist tradition and comparative education. *Comparative Education*, 21(1), 5-19.

EXTRA CREDIT READING

- Peet, M., & Hartwick, E. (2009). *Theories of development: Contentions, arguments, alternatives*. New York, NY: Guilford Press. (Chapters 1, 2, and 3).

MODULE 4: IMPERIALISM AND COLONIALISM (FEBRUARY 9)

Class Notes –

- **FIRST REFLECTIVE PAPER DUE VIA SAKAI**
- Read for Extra credit assignment that is due next week
- 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

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

1. Memmi, A. (1965). *The colonizer and the colonized*. Boston, MA: Bacon Press.
2. White, B. W. (1996). Talk about school: Education and the colonial project in French and British Africa (1860-1960). *Comparative Education*, 32(1), 9-25.

STUDENT PRESENTATION

- **4 student presentation of 5-minutes each with an accompanying handout**

RECOMMENDED READINGS

- Fry, H. T. (1997). The breakdown of the American democratic experiment in the Philippines: A historical analysis of a crisis in modernization. *Australian Journal of Politics and History*, 23, 383-402.

- Heggoy, A. A. (1984). Colonial education in Algeria: Assimilation and reaction. In P. G. Altbach & G. P. Kelly (Eds.), *Education and the colonial experience* (pp. 97-115). New Brunswick, NJ: Transaction.
- Whitehead, C. (2005a). The historiography of British imperial education policy, Part I: India. *History of Education*, 34(3), 315-329.
- Whitehead, C. (2005b). The historiography of British imperial education policy, Part II: Africa and the rest of the colonial empire. *History of Education*, 34(4), 441-454.
- Wray, H. (1991). Change and continuity in modern Japanese educational history: Allied occupational reforms forty years later. *Comparative Education Review*, 35(3), 447-475.
- Steiner-Khamsi, G., & Quist, H. O. (2000). The politics of educational borrowing: Reopening the case of Achimota in British Ghana. *Comparative Education Review*, 44(3), 272-299.

PODCASTS

- Motha, S (2016, July 21). *The empire of English language*. [Audio podcast]. Retrieved from <http://www.freshedpodcast.com/suhanthiemotha>

EXTRA CREDIT READING

- Peet, M., & Hartwick, E. (2009). *Theories of development: Contentions, arguments, alternatives*. New York, NY: Guilford Press. (Chapters 1, 2, and 3).

MODULE 5: MODERNIZATION, POST-MODERNIZATION, NEOCOLONIALISM & POSTCOLONIALISM (FEBRUARY 16)

Class Notes –

- EXTRA CREDIT ASSIGNMENT IS DUE VIA EMAIL BY MIDNIGHT CST.
- 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

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)

1. Elliot, A & Lemert C., (2014). *Introduction to contemporary social theory* (Chapters 9, 10, 11 13). Routledge.

Neo Colonialism and Education

2. Altbach, P. G. (1971). Education and neocolonialism. *Teachers College Record*, 72(4), 543-558.

Post-colonialism and Education

3. Hickling-Hudson, A. (2004). Towards Caribbean 'knowledge societies': dismantling neo-colonial barriers in the age of globalisation. *Compare*, 34(3), 293-300.

Modernity

4. Cowen, R. (1996). Last past the post: comparative education, modernity and perhaps post-modernity. *Comparative education*, 32(2), 151-170.

Postmodernism and Education

5. Paulston, R. G., & Liebman, M. (1994). An invitation to postmodern social cartography. *Comparative Education Review*, 38(2), 215-232

STUDENT PRESENTATION

- 4 student presentation of 5-minutes each with an accompanying handout

RECOMMENDED READINGS

1. Paulston, R. G. (1999). Mapping comparative education after postmodernity. *Comparative Education Review*, 43(4), 438-463.
2. Ramirez, F. O., & Meyer, J. W. (1980). Comparative education: The social construction of the modern world system. *Annual Review of Sociology*, 369-399.
3. Rust, V. D. (1991). Postmodernism and its comparative education implications. *Comparative Education Review*, 35(4), 610-626.
4. Tikly, L. (1999). Postcolonialism and comparative education. *International Review of Education*, 45(5-6), 603-621.
5. Crossley, M., & Tikly, L. (2004). Postcolonial perspectives and comparative and international research in education: A critical introduction. *Comparative Education*, 40(2), 147-156.
6. Takayama, K., Sriprakash, A., & Connell, R. (2016). Toward a Postcolonial comparative and international education. *Comparative Education Review*. doi:10.1086/690455
7. Thomas, E. & Clegg, P. (2016). Transformative Agendas and Educational Demands in the British and Dutch Overseas Territories of the Caribbean (pp.241 – 264) in T. D. Jules (ed.) *The Global Educational Policy Environment in the Fourth Industrial Revolution*. Emerald Group Publishing Limited.
8. Rust, V. D. (1991). Postmodernism and its comparative education implications. *Comparative Education Review*, 35(4), 610-626.
- 9.

PODCASTS

1. Lauder, H (2016, July 21). *The end of Human Capital Theory?* [Audio podcast]. Retrieved from <https://soundcloud.com/freshed-podcast/freshed-29-hugh-lauder>

EXTRA CREDIT READING

- Peet, M., & Hartwick, E. (2009). *Theories of development: Contentions, arguments, alternatives*. New York, NY: Guilford Press. (Chapters 4, 5 and 6)

MODULE 6: WORLD SYSTEMS THEORY, DEPENDENCY THEORY & NEO-Marxism (FEBRUARY 23)

Class notes

- Literature Review Due by midnight CST March 2
- 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

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

- Elliot, A & Lemert C., (2014). *Introduction to contemporary social theory* (Chapter 3, 4, and 14). Routledge.

World System and Education

- Griffiths, T. G. (2015). Critical education for systemic change: A world-systems analysis perspective. *Journal for Critical Education Policy Studies*, 13(3), 163-177

Dependency and Education

- 1985. Dependence and interdependence in education (*Michel Debeauvais, Benno Sander, Jacques Velloso, Max A. Eckstein and Harold J. Noah, Carlos E. Olivera, E. Ayotunde Yoloje, Ruth Hayhoe, Patricia Broadfoot*). *Prospects* Vol. XV. No. 2, 1985

Neo-Marxism and Education

- Griffiths, T. G. (2015). Editorial: Critical Education, Critical Pedagogies, Marxist Education. *Journal for Critical Education Policy Studies*, 13(3).

STUDENT PRESENTATION

- **4 student presentation of 5-minutes each with an accompanying handout**

RECOMMENDED READINGS

- Altbach, P. (1977). Servitude of the Mind? Education, Dependency and Neo-Colonialism, *Teachers College Record*, No. 79, pp. 187-203.
- Arnove, R. F. (1980). Comparative education and world-systems analysis. *Comparative Education Review*, 24(1), 48-62.
- Kelly, G. P. (1987). Setting state policy on women's education in the Third World: Perspectives from comparative research. *Comparative Education*, 23(1), 95-102.

- Masemann, V. L. (1982). Critical ethnography in the study of comparative education. *Comparative Education Review*, 26(1), 1-15.
- Massón Cruz, R. M. (2015). A Marxist focus on Comparative Education in Cuba. *Journal for Critical Education Policy Studies (JCEPS)*, 13(3).
- Clayton, T. (1998). Beyond mystification: Reconnecting world-system theory for comparative education. *Comparative Education Review*, 42(4), 479-496.
- Noah, H. J., & Eckstein, M. A. (1998a). Dependency theory in comparative education. In H. J. Noah & M. A. Eckstein (Eds.), *Doing comparative education: Three decades of collaboration*. CERC Studies in Education. Hong Kong: University of Hong Kong.
- Noah, H. J., & Eckstein, M. A. (1998b). Dependency theory in comparative education. In H. J. Noah & M. A. Eckstein (Eds.), *Doing comparative education: Three decades of collaboration*. CERC Studies in Education.

EXTRA CREDIT READING

- Peet, M., & Hartwick, E. (2009). *Theories of development: Contentions, arguments, alternatives*. New York, NY: Guilford Press. (Chapters 4, 5, and 6)

MODULE 7: NEOINSTITUTIONALISM, EDUCATIONAL BORROWING, AND LENDING, & EDUCATIONAL TRANSFER (MARCH 2)

Class notes –

- **LITERATURE REVIEW DUE – SUBMIT LITERATURE REVIEW VIA SAKAI BEFORE MIDNIGHT. EVERY TWENTY-FOUR HOURS YOUR ASSIGNMENT IF LATE YOU LOSE HALF A GRADE POINT.**
- 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

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?^{2,3}
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)

³ See Taiwo, C. (1971). *International Review of Education / Internationale Zeitschrift Für Erziehungswissenschaft / Revue Internationale De L'Education*, 17(2), 227-229. Retrieved from <http://www.jstor.org/stable/3442779> and http://pdf.usaid.gov/pdf_docs/Pnaar713.pdf

1. Carney, S., Rappleye, J., Silova, I. (2012). Between faith and science: World Culture theory and comparative education. *Comparative Education Review*, Vol. 56 (3) pp. 366-393.
2. Kendall, N., & Silver, R. (2014). The consequences of global mass education: Schooling, work, and well-being in EFA-era Malawi. In N. P Stromquist & K. Monkman (Eds.), *Globalization and Education*. New York, NY: Palgrave.
3. Jules, T. D. (2015). Educational exceptionalism in small (and micro) states: Cooperative educational transfer and the case of TVET. *Research in Comparative and International Education*, 10(2), 202-222. doi:10.1177/1745499915571706
4. Ramirez, F. O., & Boli, J. (1987). The political construction of mass schooling: European origins and worldwide institutionalization. *Sociology of Education*, 60(1), 2-1
5. Griffiths, T. G., & Arnove R. F. (2015). World culture in the capitalist world-system in transition. *Globalisation, Societies and Education*, 13(1), 88-108. Doi: 10.1080/14767724.2014.967488

STUDENT PRESENTATION

- 4 student presentation of 5-minutes each with an accompanying handout

RECOMMENDED READINGS

- Elliot, J. G. (2014). Lessons from abroad: Whatever happened to pedagogy. *Comparative Education*, 50(1), 27-44.
- Rappleye, J. (2010). Compasses, maps, and mirrors: Relocating episteme (s) of transfer, reorienting the comparative kosmos. *New Thinking in Comparative Education: Honouring Robert Cowen*. Rotterdam: Sense, 57-79.
- Sobe, N. W. (2015). All that is global is not world culture: accountability systems and educational apparatuses. *Globalisation, Societies and Education*, 13(1), 135-148.
- Ramirez, F. O., & Meyer, J. W. (1980). Comparative education: The social construction of the modern world system. *Annual Review of Sociology*, 369-399.
- Mundy, K., & Manion, C. (2014). Globalization and global governance in education. In N. P Stromquist & K. Monkman (Eds.), *Globalization and Education*. New York, NY: Palgrave
- Crossley, M. (2014). Global league tables, big data and the international transfer of educational research modalities. *Comparative Education*, 50(1), 15-26. <http://dx.doi.org/10.1080/03050068.2013.871438>

Podcasts

- Beech, J (2016, July 21). *New Spatial thinking*. [Audio podcast]. Retrieved from <http://www.freshedpodcast.com/jasonbeech/>

EXTRA CREDIT READING

- Peet, M., & Hartwick, E. (2009). *Theories of development: Contentions, arguments, alternatives*. New York, NY: Guilford Press. (Chapters 4, 5 and 6)

SPRING BREAK– NO CLASSES (March 6-10)

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 (MARCH 16)

Class notes –

- **EXTRA CREDIT ASSIGNMENT IS DUE VIA EMAIL BY MIDNIGHT CST.**

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

1. **Identify the rise of the New Public Management, Washington Consensus, Post-Washington Consensus Neoliberalism and their characteristics.**
2. **Explain the history of globalization and its numerous waves.**
3. **Differentiate and explain the difference between the various forms of globalization.**
4. **Identify the key characteristics of the so-called knowledge-based economy**
5. **Identify the purpose and funding of international knowledge banks such as the World Bank, the International Monetary Fund, The Paris Club, UNESCO, and USAID**
6. **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).**
7. **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

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)

1. Carnoy, M. (2014) Globalization, educational change, and the national state. In N. P Stromquist & K. Monkman (Eds.), *Globalization and Education*. New York, NY: Palgrave

2. Jarvis, P. (2014). From adult education to lifelong learning and beyond. *Comparative Education*, 50(1), 45-57.
3. Robertson, S. L., & Dale, R. (2015). Towards a 'critical cultural political economy' account of the globalising of education. *Globalisation, Societies and Education*, 13(1), 149-170.
4. Verger, A. (2009). The Merchants of Education: Global Politics and the Uneven Education Liberalization Process within the WTO. *Comparative Education Review*, 53(3), 379-401.. Retrieved from <http://www.jstor.org/stable/10.1086/599341> doi:1
5. Stromquist, N. P. & Monkman, K. (2014). Defining globalization and assessing its implications for knowledge and education. In N. P Stromquist & K. Monkman (Eds.), *Globalization and Education*. New York, NY: Palgrave.

STUDENT PRESENTATION

- 4 student presentation of 5-minutes each with an accompanying handout

RECOMMENDED READINGS

- Buenfil, R. N. (2014). Global encounters of the universal and the particular in educational policies in Mexico 1988-2006. In N. P Stromquist & K. Monkman (Eds.), *Globalization and Education*. New York, NY: Palgrave
- Currie, J. & Vidovich, L. (2014). Globalizations responses from European and Australian university sectors. In N. P Stromquist & K. Monkman (Eds.), *Globalization and Education*. New York, NY: Palgrave
- Dale, R. (2005). Globalisation, knowledge economy and comparative education. *Comparative Education*, 41(2), 117-149.
- Parmenter, L. (2014). Globalization in Japan: Education policy and curriculum. In N. P Stromquist & K. Monkman (Eds.), *Globalization and Education*. New York, NY: Palgrave.

EXTRA CREDIT READING

- Peet, M., & Hartwick, E. (2009). *Theories of development: Contentions, arguments, alternatives*. New York, NY: Guilford Press. (Chapters 7, and 8).

MODULE 9: POST-SOCIALISM, POST AUTHORITARIAN, & POST-APARTHEID SPACES (MARCH 23)

Class Notes –

- SECOND REFLECTIVE PAPER DUE VIA SAKAI

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

8. Explain the impact of post-socialism and the Cold War upon education.
9. Discuss the benefits and consequences of alternative models of education and systems of education
10. Identify how economic and democratic transitions affects national educational systems

11. Explain the rise of the post-cold war development project.

Questions to stimulate your thinking about the readings and/or jump-off discussion

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 strife and a caliphate how do we study transnationalities?
3. What is the purpose of education during times of transitions?

REQUIRED READINGS

1. Jules, T. D. (2013). Ideological pluralism and revisionism in small (and micro) states: the erection of the Caribbean education policy space. *Globalisation, Societies and Education*, 11(2), 258-275. doi.org/10.1080/14767724.2013.782194
2. Jules, T. D., & Barton, T. (2014). Educational governance activities and the rise of educational contagion in the Islamic Maghreb. The case of Tunisia. *InterDisciplines. Journal of History and Sociology*, 2, 1–29. doi:10.2390/indi-v5-i2-121
3. Mead, M., & Silova, I. (2013). Literacies of (post)socialist childhood: Alternative readings of socialist upbringings and neoliberal futures. *Globalisation, societies & education*, 11(2), 194–222. doi: 10.1080/14767724.2013.783314
4. Vally, S., & Spreen, C. A. (2014). Globalization and education in Post-Apartheid South Africa: The narrowing of education's purpose. In N. P Stromquist & K. Monkman (Eds.), *Globalization and Education*. New York, NY: Palgrave

STUDENT PRESENTATION

- 4 student presentation of 5-minutes each with an accompanying handout

RECOMMENDED

- Cowen, R. (1996). Last past the post: comparative education, modernity and perhaps post-modernity. *Comparative education*, 32(2), 151-170.
- Cowen, R. (2000). Comparing futures or comparing pasts?. *Comparative Education*, 36(3), 333-342.
- Cowen, R. (2009). Then and now: Unit ideas and comparative education. In *International handbook of comparative education* (pp. 1277-1294). Springer Netherlands.
- Crossley, Michael. "Reconceptualising comparative and international education." *Compare* 29, no. 3 (1999): 249-267.
- Fryer, L.G., & Jules, T. D. (2013). Transitory policy spaces and educational development in the Maghreb region: Higher education in post-revolutionary Tunisia. In A. W. Wiseman & C. C. Wolhuter (Eds.), *The development of higher education in Africa: prospects and challenges* (pp. 401-426). Bingley, UK: Emerald Publishing
- Silova, I. (2010). » Rediscovering Post-socialism in Comparative Education.«. *Post-socialism is not dead:(Re) reading the global in comparative education*, 1-24.

PODCASTS

- Epstein, S (2016, July 21). *Texting and youth protests*. [Audio podcast]. Retrieved from <http://www.freshedpodcast.com/irvepstein>
- Choudry, A. (2016, July 21). Activism and social movements. [Audio podcast]. Retrieved from <http://www.freshedpodcast.com/azizchoudry>
- Silova, I (2016, July 21). *Textbooks in Latvia before and after the Soviet Union* [Audio podcast]. Retrieved from <http://www.freshedpodcast.com/ivetasilova/>

EXTRA CREDIT READING

- Peet, M., & Hartwick, E. (2009). *Theories of development: Contentions, arguments, alternatives*. New York, NY: Guilford Press. (Chapters 7, and 8).

MODULE 10: REGIONALISM (MARCH 30)

Class notes –

- **ONE PAGE OUTLINE OF FINAL PAPER DUE VIA SAKAI**
- 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

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

1. Dale, R., & Robertson, S. L. (2002). The varying effects of regional organizations as subjects of globalization of education. *Comparative Education Review*, 46(1), 10-36. doi: 10.1086/324052
2. Jules, T. D. (2015). 'Educational Regionalization' and the Gated Global: The Construction of the Caribbean Educational Policy Space. *Comparative Education Review*, 59(4). 638-665. doi: 10.1086/683025
3. Jules, T. D. (2014). Open regionalism and education in small (and micro) state: The Caribbean Community revisited. *Globalisation, Societies and Education* 12(4), 474-497. doi:10.1080/14767724.2013.861708.
4. Jules, T. D. (2016). Mature Regionalism. *Globalisation, Societies and Education*
5. Robertson, S. L. (2010). The EU 'regulatory state regionalism' and new modes of higher education governance. *Globalisation, Societies and Education*, 8(1), 23-37.

STUDENT PRESENTATION

- **4 student presentation of 5-minutes each with an accompanying handout**

RECOMMENDED READINGS

- Muhr, T. (2010). Counter-hegemonic regionalism and higher education for all: Venezuela and the ALBA. *Globalisation, Societies and Education*, 8(1), 39-57.
- Jayasuriya, K., & Robertson, S. L. (2010). Regulatory regionalism and the governance of higher education. *Globalisation, Societies and Education*, 8(1), 1-6.
- Jayasuriya, K. (2010). Learning by the market: regulatory regionalism, Bologna, and accountability communities. *Globalisation, societies and education*, 8(1), 7-22.
- Jones, P. (2010). Regulatory regionalism and education: The European Union in central Asia. *Globalisation, Societies and Education*, 8(1), 59-85.
- Verger, A., & Hermo, J. P. (2010). The governance of higher education regionalisation: comparative analysis of the Bologna Process and MERCOSUR-Educativo. *Globalisation, Societies and Education*, 8(1), 105-120.
- Jules, T. D. (2016). CARICOM regionalism and higher education. In S. Robertson, K. Olds, R. Dale, and Q. Dang (Eds.), *Global regionalisms and higher education: Projects, processes and politics*. United Kingdom: Edward Elgar Publishing.

PODCASTS

- Jules, T. (2016, July 21). *Regionalism in the Caribbean*. [Audio podcast]. Retrieved from <http://www.freshedpodcast.com/tavisjules/>
- Robertson, S (2016, July 21). *The rise of regionalisms*. [Audio podcast]. Retrieved from <http://www.freshedpodcast.com/susanrobertson>

EXTRA CREDIT READING

- Peet, M., & Hartwick, E. (2009). *Theories of development: Contentions, arguments, alternatives*. New York, NY: Guilford Press. (Chapters 7 and 8).

MODULE 11: AID, DEVELOPMENT & COOPERATION (APRIL 6)

Class notes –

- **EXTRA CREDIT ASSIGNMENT IS DUE VIA EMAIL BY MIDNIGHT CST.**
- Familiarize yourself with Education for All, The Millennium Development Goals (MDGs), Sustainable Development Goals SDG

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

1. Who should benefit from aid?
2. What do critical theorists argue is the role and function of education for development?

REQUIRED READINGS

1. Heyneman, S. P. (2003). The history and problems in the making of education policy at the World Bank: 1960-2000. *International Journal of Educational Development*, 23, 315-337.

2. Klees, S. J. (2010). Aid, education, and development. *Current Issues in Comparative Education*. Retrieved from <http://www.tc.edu/cice/>
3. Mundy, K. (1998). Educational Multilateralism and World (Dis)Order. *Comparative Education Review*, 42(4), 448-478. Retrieved from <http://www.jstor.org/stable/1188855>
4. Jules, T. D., & de Sá e Silva, M. M. (2008). How different disciplines have approached South-South cooperation and transfer. *Society for International Education Journal*, 5(1), 45-64.
5. Samoff, J. (2008). Foreign aid to education: Managing global transfers and exchanges. In L. Chisholm & G. Steiner-Khamsi (Eds.), *South-south cooperation in education and development* (pp. 123-156). New York, NY: Teachers College Press.
6. Steiner-Khamsi, Gita (2007). International Knowledge Banks and the Production of Educational Crises. *European Educational Research Journal*, 6 (3), 285-293.

STUDENT PRESENTATION

- 4 student presentation of 5-minutes each with an accompanying handout

RECOMMENDED

- Chabbott, C., & Ramirez, F. (2006). Development and education. In M. T. Hallinan (Ed.), *Handbook of the sociology of education* (pp. 163-187). New York, NY: Kluwer Academic Publishers.
- Elfert, M. (2013). Six decades of educational multilateralism in a globalising world: The history of the UNESCO Institute in Hamburg. *International Review of Education*, 59(2), 263-287.
- Mundy, K. (2007). Education for all and the new development compact. *International Review of Education*, 52(1), 23-48.
- Mundy, K. (2016). "Leaning in" on Education for All. *Comparative Education Review*, 60(1), 1-26.
- King, K. (2007). Multilateral agencies in the construction of the global agenda on education. *Comparative Education*, 43(3), 377-391.
- Tikly, L. (2004). Education and the new imperialism. *Comparative Education*, 40(2), 173- 198.

EXTRA CREDIT READING

- Peet, M., & Hartwick, E. (2009). *Theories of development: Contentions, arguments, alternatives*. New York, NY: Guilford Press. (Chapters 4, 5, and 6).

EASTER BREAK– NO CLASSES (March 13)

MODULE 12: INTERNATIONAL ASSESSMENT, LEAGUE TABLES & EDUCATION INC. (APRIL 20)

Class notes –

- Research Paper due before midnight on April 27
- 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 and examine PISA sample questions at <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> and <http://www.iea.nl>
 - Teaching and Learning International Survey at <https://www.oecd.org/edu/school/talis.htm>

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

1. What is behind international rankings and global league tables?
2. How does the idea of development fan the flames of the international rankings?
3. What is the purpose of international assessments?
4. Why do countries partake in international assessment? What do they gain and what do they lose based on their participation?

REQUIRED READINGS

1. Kamens, D. H., & McNeely, C. L. (2010). Globalization and the growth of international educational testing and national assessment. *Comparative Education Review*, 54(1), 5-25.
2. Verger, A., Lubienski, C & Steiner-Khamsi, G/ (2016). The Emergence and Structuring of the Global Education Industry: Towards an Analytical Framework. In World Yearbook of Education 2016: The Global Education Industry. New York: Routledge, pp. 3-24
3. Sorensen, T. B (2016). Teachers and the Global Educational Policy Field (pp.59 – 84), in T. D. Jules (ed.) *The Global Educational Policy Environment in the Fourth Industrial Revolution*. Emerald Group Publishing Limited.
4. Steiner-Khamsi, Gita (2016). Standards are good (for) business: standardised comparison and the private sector in education. *Globalisation, Societies and Education*, 14(2), 161-182.
5. Steiner-Khamsi, G. (2003). The politics of league tables. *JSSSE-Journal of Social Science Education*, 2(1).

STUDENT PRESENTATION

- 4 student presentation of 5-minutes each with an accompanying handout

RECOMMENDED

- Husen, T. (1992). Policy impact of IEA research. In R. F. Arnove, P. G. Altbach, & G. P. Kelly, (Eds.) *Emergent issues in education: Comparative perspectives* (pp. 249-266).
- Mullis, I. V. S., & Martin, M. O. (2007). TIMSS in perspective: Lessons learned from IEA's four decades of international mathematics assessments. In T. Loveless (Ed.), *Lessons learned: What international assessments tell us about math achievement* (pp. 9-36). Washington, DC: Brookings Institution Press.
- Simola, H. (2005). The Finnish miracle of PISA: Historical and sociological remarks on teaching and teacher education. *Comparative Education*, 41(4), 455.
- Takayama, K. (2010). Politics of externalization in reflexive times: Reinventing Japanese education reform discourses through "Finnish PISA success". *Comparative Education Review*, 54(1), 51-75.
- UNICEF (2007). *Child poverty in perspective: An overview of child well-being in rich countries*. Innocenti Report Card 7. Florence: UNICEF Innocenti Research Centre.
- UNESCO (2009). *Education for all global monitoring report: Executive summary*. Paris: UNESCO.
- Naumann, J. (2005). TIMSS, PISA, PIRLS and low educational achievement in world society. *Prospects*, 35(2), 229-248.
- 6. Hutchison, D., & Schagen, I. (2007). Comparisons between PISA and TIMSS - Are we the man with two watches? In T. Loveless (Ed.), *Lessons learned: What international assessments teach us about math achievement* (pp. 227-261). Washington, DC: Brookings Institution Press.
- 7. Fleischman, H. L., Hopstock, P. J., Pelczar, M. P., & Shelley, B. E. (2010). *Highlights from PISA 2009: Performance of U.S. 15-year-old students in reading, mathematics, and science literacy in an international context* (No. NCES 2011-004). Washington, DC: US Department of Education, National Center for Education Statistics. Retrieved from [WEB] (*Scan the Executive Summary*).

MODULE 13: GENDER AND COMPARATIVE EDUCATION (APRIL 27)

Class notes –

- RESEARCH PAPER DUE BEFORE MIDNIGHT

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

- Explain how gender is viewed within national education systems

Questions to stimulate your thinking about the readings and/or jump-off discussion

1. How should we address the question of gender in education?

REQUIRED READINGS

1. Blackmore, J. (2014). Chapter 18 “Still hanging of the edge”: An Australian case study of gender, universities, and globalization. In N. P Stromquist & K. Monkman (Eds.), *Globalization and Education*. New York, NY: Palgrave.
2. Kelly, P. & Kenway, J. (2014). Chapter 11 Growing up the Great Recession: Revisiting the restructuring of gender, schooling, and work. In N. P Stromquist & K. Monkman (Eds.), *Globalization and Education*. New York, NY: Palgrave
3. Moeller, K. (2014). Chapter 5 “The girl effect”: U.S. transnational corporate investment in girls’ education. In N. P Stromquist & K. Monkman (Eds.), *Globalization and Education*. New York, NY: Palgrave
4. Unterhalter, E. (2014). Thinking about gender in comparative education. *Comparative Education*, 50(1), 112-126.
<http://dx.doi.org.flagship.luc.edu/10.1080/03050068.2013.872321>

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.

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| ▪ <i>Alternatives</i> | ▪ <i>International Journal of</i> |
| ▪ <i>Anthropology of Education</i> | ▪ <i>Educational Research</i> |
| ▪ <i>Asia Pacific Journal of Education</i> | ▪ <i>International Journal of</i> |
| ▪ <i>Comparative Education</i> | ▪ <i>Educational Development</i> |
| ▪ <i>Comparative Education Review*</i> | ▪ <i>International Journal of Qualitative</i> |
| ▪ <i>(the premier journal in the field)</i> | ▪ <i>Studies in Education</i> |
| ▪ <i>Compare</i> | ▪ <i>International Journal of Science</i> |
| ▪ <i>Community College Review</i> | ▪ <i>Education</i> |
| ▪ <i>Convergence</i> | ▪ <i>International Organization</i> |
| ▪ <i>Discourse: Studies in the Cultural</i> | ▪ <i>International Review of Education</i> |
| ▪ <i>Politics of Education</i> | ▪ <i>International Studies in Sociology of</i> |
| ▪ <i>Economics of Education Review</i> | ▪ <i>Education</i> |
| ▪ <i>European Education</i> | ▪ <i>Journal of African Studies</i> |
| ▪ <i>Gender and Education</i> | ▪ <i>Journal of Educational Policy</i> |
| ▪ <i>Harvard Educational Review</i> | ▪ <i>Journal of Moral Education</i> |
| ▪ <i>Higher Education</i> | ▪ <i>Journal of College Student Development</i> |
| ▪ <i>Higher Education Policy</i> | ▪ <i>Journal of Student Affairs Research and</i> |
| ▪ <i>History of Education Quarterly</i> | ▪ <i>Practice</i> |
| ▪ <i>International Education</i> | ▪ <i>Journal of College Student Retention</i> |
| ▪ <i>International Higher Education</i> | ▪ <i>Journal of College Admissions</i> |
| ▪ <i>International Journal of Early</i> | ▪ <i>Oxford Review of Education</i> |
| ▪ <i>Childhood</i> | ▪ <i>Prospects (UNESCO)</i> |

- *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