**ELPS 455: Comparative Education**

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

Thursday 16.15 – 18.45  
Corboy Law – Room 301  
Spring 2018

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**Professor: Tavis D. Jules**  
Lewis Towers, Suite 1107  
Phone: (312) 915-6616  
Email: tjules@luc.edu  
Remind: ELPS455-SPRING2018  
Class Twitter: #ELPS455; @tavisjules  
Skype: tavis.jules  
Office Hours: [http://tavisdjules.setmore.com](http://tavisdjules.setmore.com)  
Sakai entry page: [https://sakai.luc.edu/](https://sakai.luc.edu/)

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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

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**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), 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 (@elps445 & @tavisjules) 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

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

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

**DISPOSITIONS**

All students are assessed on one or more dispositional areas of growth across our programs: *Professionalism, 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/](http://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 Reading

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

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

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

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

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

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

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

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

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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 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 8 (1st Reflective paper)
- Module 5 – FEBRUARY 15 (1st part of the optional extra credit first essay)
- Module 7 – MARCH 1 (Comparative Literature Review and Peer-Feedback Rubrics) – large assignment (minimum of 15-refereed, non-class, additional primary sources)
- Module 8 – MARCH 15 (2nd part of the optional extra credit second essay)
- Module 9 – MARCH 22 (2nd Reflective Paper)
- Module 10 – APRIL 5 (One-page outline)
- Module 11 – APRIL 12 (3rd part of the optional extra credit final essay)
- Module 13 – APRIL 26 (Research Paper) – very large assignment (minimum of 30-refereed, non-class, additional primary sources)

1) COURSE PARTICIPATION (25 points): Class Participation (10 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.

**Collaborative Group Work and Peer Rubric (10 points).** This will take the form of peer-sharing feedback with colleagues during the semester for the Literature Review and Research Paper assignments. Students should submit as one document their full assignment and a peer review rubric that they have received from a colleague. While more details will be during class sessions, the Online Writing Lab has an excellent Rubric and Video that can be found here: [http://owlt.exelsior.edu/writing-process/revising-and-editing/revising-and-editing-peer-review/](http://owlt.exelsior.edu/writing-process/revising-and-editing/revising-and-editing-peer-review/) or an example of this Rubric can be found on Sakai.

**Student Presentations (5 Points).** Students presentation consisting of elevator-pitches, of the reading(s), of no more than 5 minutes should use a handout that follows the structure below. Students should email these 48 hours before their presentations to the class via Sakai.

a. **Core/Main Question** – explain or identify what is the author(s)’s central point(s) in the book, chapter or article. Summarize succinctly, in non-jargon terms, the main points of the readings.

b. **Illustration** – give examples of author(s)’s main points using imagery, videos, TED Talks, data visualizations, and Podcasts.

### Sample Reading Notes Table

<table>
<thead>
<tr>
<th>Core/Main Question</th>
<th>Twitter Prompt for the you to think about</th>
<th>Key terms / Authors</th>
<th>Illustration</th>
<th>Practicability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main/Key themes</td>
<td>1.</td>
<td>2.</td>
<td>3.</td>
<td></td>
</tr>
</tbody>
</table>

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Search the FreshEd Podcast Database (https://soundcloud.com/freshed-podcast) for suggestions without using the same Podcast twice in the semester. Don’t forget to Tweet at the FreshEd host.

c. **Twitter Prompt** – what would you like the class to consider or delve deeper into via Twitter. Tweet thoughts that can stimulate debates and conversations among your peers.

d. **Key terms / Authors** – what items does one needs to know to understand the central arguments that are addressed in the book, chapter or article

e. **Practicability** – (important) where possible and with the aid of examples, what is the relevance of what I am reading in today's changing context.

f. **Main/Key themes** – what are the three takeaways, bulleted points, that I need to remember about this book, chapter or article and how is it linked to education’s role, scope, and function (and/or the learning outcomes list at the beginning of the module or class in general).

2) **COMPARATIVE LITERATURE REVIEW** (25 points, 3000 words double-spaced due Module 7 at Midnight CST via Sakai): A rubric and example are 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 verses 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 verses Adoptive Colonialism);
3) Discuss your hypothesis;
4) Draw conclusions based on your problem statement; and
5) Provide an agenda for further research.

A literature review can be written in numerous ways, however, for this class, students’ literature reviews must use a comparative perspective where you need to choose two theoretical perspectives and compare and contrast them. Students are encouraged to read: http://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. Also consult, the Online Writing Lab on How to write a research paper: http://owl.excelsior.edu/research.

3) REFLECTION PAPERS: (10 points [5 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 breadth 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." The Rubric for this assignment can be found on Sakai.
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) verses Adoptive Colonialism (used by the British) then in your final paper in the findings and conclusion section (see below), you would discuss the role of language education from an assimilative position or adoptive position.

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

The final paper should employ the following structure:

1) Abstract  
2) Keywords  
3) Introduction (containing a problem statement, problmatique, 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 your 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. The Rubric for this assignment can be found on Sakai.

5) EXTRA CREDIT ASSIGNMENT: (5 extra points, [for all three 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 for this assignment can be found on Sakai.

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>.

Some readings, for example book chapters and items no longer in print are on Sakai. However, 90 percent of the articles, particularly those that are recommended can be found though the library.

REQUIRED BOOKS

Available via Ebookcentral

Available via Sakai

RECOMMENDED BOOKS

**EXTRA CREDIT BOOK (must read full book)**

**SUGGESTED ELECTRONIC RESOURCES**
2. Free Citation Managers via Loyola http://libraries.luc.edu/tools
3. Student discount and purchase of software at LUC https://luc.onthehub.com/WebStore/ProductsByMajorVersionList.aspx?cmi_mnuMain=2b4 More...

**MODULE 1: WHAT IS COMPARATIVE EDUCATION? (JANUARY 18)**

View: DVD Comparatively Speaking: 50 Years of CIES (2006) [WEB] https://www.youtube.com/watch?v=RZXKr7lSOnY

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

- Elucidate the history of the Comparative and International Education
- Determine 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.)

**RECOMMENDED READINGS**


**MODULE 2: WHY COMPARE? (JANUARY 25)**

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=zwQWwXoAU

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**


**RECOMMENDED READINGS**


**EXTRA CREDIT READING**


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

_February 1_

Class Notes –
- Peet & Hartwick (2009) due Module 5
- Read Ridley (2012)
- Look on Sakai for example of Reflective Paper due next week

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**EXTRA CREDIT READING**


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**REQUIRED READING**


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

**RECOMMENDED READINGS**

**EXTRA CREDIT READING**

**MODULE 4: IMPERIALISM AND COLONIALISM (FEBRUARY 8)**

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)

**STUDENT PRESENTATION**
- 4 student presentation of 5-minutes each with an accompanying handout
RECOMMENDED READINGS


PODCASTS


EXTRA CREDIT READING


MODULE 5: MODERNIZATION, POST-MODERNIZATION, NEOCOLONIALISM & POSTCOLONIALISM (FEBRUARY 15)

Class Notes –
- EXTRA CREDIT ASSIGNMENT IS DUE VIA EMAIL BY MIDNIGHT CST.
- Next week is a heavy reading week
- Work on peer sharing rubric and send your literature review to your colleagues for comments. Look at example of Literature Review on Sakai.
- 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)

Neo Colonialism and Education

Post-colonialism and Education

Modernity

Postmodernism and Education

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

RECOMMENDED READINGS
PODCASTS

EXTRA CREDIT READING

MODULE 6: WORLD SYSTEMS THEORY, DEPENDENCY THEORY & NEO-Marxism (FEBRUARY 22)
Class notes
- Literature Review Due by midnight CST Next Week
- Work on peer sharing rubric and send your literature review to your colleagues for comments. Look at example of Literature Review on Sakai.
- 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

World System and Education

Dependency and Education

Neo-Marxism and Education

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

RECOMMENDED READINGS

EXTRA CREDIT READING

MODULE 7: NEOINSTITUTIONALISM, EDUCATIONAL BORROWING, AND LENDING, & EDUCATIONAL TRANSFER (MARCH 1)
Class notes –
- LITERATURE REVIEW DUE – SUBMIT LITERATURE REVIEW (and feedback rubric from class mates) 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?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)

RECOMMENDED READINGS

Podcasts

EXTRA CREDIT READING

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

MODULE 8: EDUCATIONAL TRANSITLOGIES (MARCH 15)
Class Notes –
- EXTRA CREDIT ASSIGNMENT IS DUE VIA EMAIL BY MIDNIGHT CST.
- Peer-feedback in class (walk with rubrics and your literature review)

Learning outcomes for this Module. Upon completing this module, students should be able to:
1. Explain the impact of post-socialism, post-communism and post-authoritarianism and the Cold War upon education.
2. Discuss the benefits and consequences of alternative models of education and systems of education
3. Identify how economic and democratic transitions affects national educational systems
4. 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 once module to another?
2. In an era of failed states, sectarian strives and a caliphate how do we study transitologies?
3. What is the purpose of education during times of transitions?

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

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

RECOMMENDED

PODCASTS

EXTRA CREDIT READING

MODULE 9: REGIONALISM (MARCH 22)

Class notes –
- SECOND REFLECTIVE PAPER DUE VIA SAKAI
- Peer-feedback in class (walk with rubrics and your literature review)

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

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

RECOMMENDED READINGS

PODCASTS

EXTRA CREDIT READING


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CIES Annual Conference, Mexico City – NO CLASSES (March 26-30)
EASTER BREAK
Work on Outline for Final Paper

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MODULE 10: POVERTY REDUCTION, EDUCATION, AND THE GLOBAL DIFFUSION OF CONDITIONAL CASH TRANSFERS (APRIL 5)

GUEST LECTURE – DR. MICHELLE MORAIS DE SAE SILVA, UNIVERSITY OF OKLAHOMA
Class notes –
- ONE PAGE OUTLINE OF FINAL PAPER DUE VIA SAKAI

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

1. Identify the purpose and funding of international knowledge banks such as the World Bank, the International Monetary Fund, The Paris Club, UNESCO, and USAID
2. 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).
3. 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 is a best practice in education? How does a policy become considered a best practice?
2. How do policies diffuse internationally?
3. What are the connections between poverty-reduction policies and education policies?
4. What will happen to policies such as CCT’s if poverty is no longer considered a priority policy issue?

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

**EXTRA CREDIT READING**

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**MODULE 11: AID, DEVELOPMENT & COOPERATION (APRIL 12)**

Class notes –
- **FINAL EXTRA CREDIT ASSIGNMENT IS DUE VIA EMAIL BY MIDNIGHT CST.**
- Peer-feedback in class (walk with rubrics and your literature review)

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**

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


EXTRA CREDIT READING


### MODULE 12: INTERNATIONAL ASSESSMENT, LEAGUE TABLES & EDUCATION INC. (APRIL 19)

**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_3225781_1_1_1_1_1_1_00.html](http://www.pisa.oecd.org/pages/0,2987,en_32252351_3225781_1_1_1_1_1_1_00.html) and examine PISA sample questions at [http://pisa-sq.acer.edu.au](http://pisa-sq.acer.edu.au)
  - Trends in International Math and Science Study (TIMSS), and Progress in International Reading and Literacy Study (PIRLS) at [http://timss.bc.edu](http://timss.bc.edu) and [http://www.iea.nl](http://www.iea.nl)
  - Teaching and Learning International Survey at [https://www.oecd.org/edu/school/talis.htm](https://www.oecd.org/edu/school/talis.htm)
  
  • Peer-feedback in class (walk with rubrics and your literature review)

**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

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

RECOMMENDED


**MODULE 13: GENDER AND COMPARATIVE EDUCATION (APRIL 26)**

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**


**Additional Information**

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

- Compare
- Comparative Education
- Comparative Education Review *(the premier journal in the field)*
- Current Issues Comparative Education (CICE)
- Comparative and International Education (formerly known as Canadian and International Education)
- International Journal of Educational Development
- International Review of Education
- Forum for International Research in Education *(FIRE)*
- Nordic Journal for Comparative Education
- Prospects *(UNESCO)*
- European Education
- Globalization Societies and Education
- History of Education Quarterly
- International Journal for Human Rights
- International Journal of Educational Development
- International Review of Education
- Journal for Supranational Policies of Education *(JoSPoE)*
- Journal of Education in Emergencies
- Third World Quarterly
- World Development

Disciplinary Journals

- African Studies
- Alternatives
- Anthropology & Education Quarterly
- Asia Pacific Journal of Education
- Community College Review
- Convergence
- Discourse: Studies in the Cultural Politics of Education
- Economics of Education Review
- Gender and Education
- Harvard Educational Review
- Higher Education
- Higher Education Policy
- International Journal of Early Childhood
- International Journal of Educational Research
- International Journal of Qualitative Studies in Education
- International Journal of Science Education
- International Studies in Sociology of Education
- International Higher Education
- International Organization
- Journal of College Admissions
- Journal of College Student Development
- Journal of College Student Retention
- Journal of Education Policy
- Journal of Moral Education
- Journal of Student Affairs Research and Practice
- Journal of Studies in International Education
- Oxford Review of Education
- Race, Ethnicity, and Education
- Review of Higher Education
Data Bases

- ERIC
- Education Index Retrospective
- Education Research Complete
- Educational Administration Abstracts