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

Thursday 17.30 – 20.00
Online
Spring 2021

Professor: Tavis D. Jules
Lewis Towers, Suite 1028B
Phone: (312) 915-6616
Email: tjules@luc.edu
Class Twitter: #ELPS455; @tavisjules
Zoom ID can be found in Sakai
Office Hours: Thursdays 2–4 (Appointments can be made at: https://tavisdjules.setmore.com)

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

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 disciplines of the social sciences (such as sociology, anthropology, political science, or economics). Thus, this course will help students 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 evaluate new practices and research in the field critically;
- 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 diversity issues, including but not limited to disability, race, gender, sexual orientation, social class, and ethnicity.

SOE VISION

The School of Education of Loyola University Chicago is a community that seeks to transform members to impact local and global communities through the principles of social justice.

SCHOOL OF EDUCATION MISSION

The School of Education at Loyola University Chicago, a Jesuit Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision, the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers who work across the developmental continuum, and by conducting research on issues of professional practice and social justice.

School of Education Commitment - COVID-19: Loyola’s School of Education (SOE) recognizes that this is an unprecedented time. We understand that moving into the 2020-2021 academic year while living in the context of the COVID-19 pandemic may stir feelings of uncertainty, fear, or anxiousness. We want you to know that your safety, health, and well-being, as well as that of our faculty and staff, remain our primary concern. We want to be able to support you in any way that we can. We ask you to embody the Jesuit value of Cura Personalis, or care for the whole person, as we prepare to learn together. We ask that you consider your way of being in this community, to act with care, and treat all with dignity to keep yourself and others safe.

The University understands that you may encounter obstacles that make reaching academic goals more difficult. We strongly encourage you to access the Student Resources on Loyola’s COVID-19 Response webpage for information, supports, and resources on basic needs such as housing, food, financial aid, and medical and mental health. This web page also offers information on official University communications, access to technology, and student services. All Loyola University Chicago administrators, faculty, and advisors are also here for you.

The SOE is committed to working with all students to address any challenges that may arise during the semester. Please reach out to your professor as early as possible to discuss any accommodations you think may be necessary in order for you to successfully complete your coursework. We know this will be a semester like none other, but through collaboration, communication, and shared responsibility, we will not only get through this difficult time; we will thrive.
COVID-19 Reporting Protocol: In preparation for our upcoming semester, Loyola University Chicago’s Emergency Response Management team has been working to develop protocols in accordance with Centers for Disease Control and Prevention (CDC) guidelines that help ensure the health and safety of our community. Given the rising number of COVID-19 cases across our country, it is very likely that incidence within our community will occur in the fall.

Students, faculty, and staff who have tested positive for COVID-19 must report their case to the University as soon as possible. If you have tested positive for the virus, please contact us at covid-19report@LUC.edu or by calling 773-508-7707. All COVID-19-related questions or feedback should continue to be sent to covid-19support@LUC.edu, not the new case reporting email address.

DISPOSITIONS

All courses in the SOE assess student dispositions. As a result, your syllabus is required to have a statement describing which SOE dispositions will be assessed in the course: Professionalism, Inquiry, and Social Justice. Full transparency is critical to ensure that students are able to meet the expectations in this area. Please be sure to state the disposition or dispositions that are assessed in the course and direct students to where they can locate the Rubric on LiveText. A description of how we use disposition data in the SOE is included in the SOE syllabus addendum.

SMART EVALUATION

Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness reminding them to provide feedback on the course. They will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once they have completed the evaluation.

- The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback.
- Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student’s grade.

The feedback is important so that the instructor can gain insight in to how to improve their teaching and the department can learn how best to shape the curriculum.

The 13 possible objectives you will select from are listed below:

1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures
3. Learning to apply course material (to improve thinking, problem solving, and decisions)
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
5. Acquiring skills in working with others as a member of a team
6. Developing creative capacities (inventing; designing; writing; performing in art, music drama, etc.)
7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
8. Developing skill in expressing oneself orally or in writing
9. Learning how to find, evaluate and use resources to explore a topic in depth
10. Developing ethical reasoning and/or ethical decision making
11. Learning to analyze and critically evaluate ideas, arguments, and points of view
12. Learning to apply knowledge and skills to benefit others or serve the public good
13. Learning appropriate methods for collecting, analyzing, and interpreting numerical information

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

ADDITIONAL ONLINE COURSE POLICIES

In this class, Zoom software will be used to record live class discussions. As a student in this class, your participation in live class discussions will be recorded. These recordings will be made available only to students enrolled in the class to assist those who cannot attend the live session or serve as a resource for those who would like to review the content presented. All recordings will become unavailable to students in the class when the Sakai course is unpublished (i.e., shortly after the course ends, per the Sakai administrative schedule). Students who prefer to participate via audio only will be allowed to disable their video camera, so only audio will be captured. Please discuss this option with your instructor.

*Privacy Statement

Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments
made within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Students will be informed of such recordings by a statement in the syllabus for the course in which they will be recorded. Instructors who wish to make subsequent use of recordings that include student activity may do so only with informed written consent of the students involved or if all student activity is removed from the recording. Recordings including student activity that have been initiated by the instructor may be retained by the instructor only for individual use.

*Class Conduct

One important aspect of a Jesuit education is learning to respect the rights and opinions of others. Please respect others by (1) allowing all classmates the right to voice their opinions without fear of ridicule, and (2) not using profanity or making objectionable (gendered, racial or ethnic) comments, especially comments directed at a classmate.

*Student Support

Special Circumstances – Receiving Assistance

Students are urged to contact me should they have questions concerning course materials and procedures. If you have any special circumstance that may have some impact on your course work, please let me know so we can establish a plan for assignment completion. If you require assignment accommodations, please contact me early in the semester so that arrangements can be made with Services for Students with Disabilities (SSWD) (http://www.luc.edu/sswd/).

*Center for Student Access and Assistance (CSAA)

Should you encounter an unexpected crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc.), I strongly encourage you to contact the Office of the Dean of Students by submitting a CARE Referral for yourself or a peer in need of support: www.LUC.edu/csaa. If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf.

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.

SYLLABUS ADDENDUM LINK

https://www.luc.edu/education/studentlife/resources/syllabi/.
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.

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 significant 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 18** (1st Reflective paper)
- Module 5 – **FEBRUARY 25** (*1st part of the optional extra credit first essay*)
- Module 7 – **MARCH 11** (Comparative Literature Review and Peer-Feedback Rubrics) – large assignment (minimum of 15-refereed, non-class, additional primary sources)
- Module 8 – **MARCH 18** (*2nd part of the optional extra credit second essay*)
- Module 8 – **MARCH 18** (One-page outline)
- Module 9 – **MARCH 25** (2nd Reflective Paper)
- Module 10 – **APRIL 8** (*3rd part of the optional extra credit final essay*)
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 into the readings. It is a way for your colleagues to understand how you synthesize and process the readings and themes presented. **Class participation** involves speaking and knowledgeably discussing 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 **critical 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 number 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://owl.excelsior.edu/writing-process/revising-and-editing/revising-and-editing-peer-review/](http://owl.excelsior.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. **Given the size of this class, students will present twice during the semester. You will do it alone for one presentation, and for the other presentation, you will do it with a partner.**
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 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. 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 include:
- 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 publication dates (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 author’s methods (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](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](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). Two reflective papers are expected during the semester based on attending an event at the Chicago Council on Global Affairs and the CEPS Policy Forum (mandatory attendance). These papers should not merely summarize what different speakers say, but develop and present a critical synthesis and reaction to an issue, position or argument arising from the literature read in class and what is discussed at the talk attended. 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. Attention will be paid to the use of a comprehensive reference list 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 8 before Midnight CST via Sakai

- Your final research project builds upon your literature review (due April 27 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 – 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 10 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, 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 you may be traveling in instances, or you may lose Internet connection; however, please make the necessary provisions in advance.
- All written assignments should use 1-inch margins, Times New Roman 12pt, include references in APA style. Include in your bibliography all the literature that you have
referenced in your written assignments and the 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 due to poor planning.

TEXTBOOKS

A few of the books 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 through the library.

REQUIRED BOOKS


Available via Ebookcentral

Available via Sakai
RECOMMENDED BOOKS


EXTRA CREDIT BOOK (must read the full book)


SUGGESTED ELECTRONIC RESOURCES

2. Free Citation Managers via Loyola [http://libraries.luc.edu/tools](http://libraries.luc.edu/tools)

MODULE 1: WHAT IS COMPARATIVE EDUCATION? (JANUARY 21)

View: DVD Comparatively Speaking: 50 Years of CIES (2006) [WEB] [https://www.youtube.com/watch?v=RZXKr7lSOvY](https://www.youtube.com/watch?v=RZXKr7lSOvY)

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 research
- 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 development project’s rise, 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 28)**

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](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 educational 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 4)**

**Class Notes –**

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

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 2021 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)

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

**RECOMMENDED READINGS**

**EXTRA CREDIT READING**
SPRING BREAK– NO CLASSES (FEBRUARY 10 TO 14)

MODULE 4: IMPERIALISM AND COLONIALISM (FEBRUARY 18)
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 the theoretical paradigms of imperialism and colonialism and how they have been applied to education

Questions to stimulate your thinking about the readings and/or jump-off discussion points:
1. How have colonialist and imperialist projects shaped the current reforms that governments seek to undertake?

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

REQUIRED READING (THIS IS A HEAVY WEEK OF READING)

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

RECOMMENDED READINGS


**PODCASTS**


**EXTRA CREDIT READING**


**MODULE 5: MODERNIZATION, POST-MODERNIZATION, NEOCOLONIALISM & POST-COLONIALISM (FEBRUARY 25)**

*Class Notes –*

- EXTRA CREDIT ASSIGNMENT IS DUE VIA EMAIL BY MIDNIGHT CST.
- Next week is a heavy reading week
- Work on the peer sharing rubric and send your literature review to your colleagues for comments. Look at the example of a 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 their application to education
- Explain the origins of neo-colonialism and post-colonialism theories and their 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

STUDENT PRESENTATION
- 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 (MARCH 4)**

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 the example of a 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**

**STUDENT PRESENTATION**
- 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 11)
Class notes –
- LITERATURE REVIEW DUE – SUBMIT LITERATURE REVIEW (and feedback rubric from classmates) 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 a case study for the 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 neo-institutionalism 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. In today’s interconnected world, is there any originality that still exists in national systems?

**REQUIRED READINGS**


**RECOMMENDED READINGS**


**Podcasts**


**EXTRA CREDIT READING**


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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 affect 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 one 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 (THIS IS A HEAVY WEEK OF READING)


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

**RECOMMENDED**

**PODCASTS**

**EXTRA CREDIT READING**
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
- 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. Who should benefit from aid?
2. What do critical theorists argue is the role and function of education for development?
3. How is regionalism changing the shape of national educational systems?
   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

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

RECOMMENDED


EXTRA CREDIT READING


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**EASTER BREAK - NO CLASSES (APRIL 1-5)**

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**MODULE 10: GENDER (APRIL 8)**

Class notes –

- 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_32257531_32257531_1_1_1_1,00.html](http://www.pisa.oecd.org/pages/0,2987,en_32257531_32257531_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 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


RECOMMENDED


STUDENT PRESENTATION

Student presentation of 5-minutes each with an accompanying handout
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_1_00.html](http://www.pisa.oecd.org/pages/0,2987,en_32252351_32235731_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


RECOMMENDED


STUDENT PRESENTATION

- student presentation of 5-minutes each with an accompanying handout
_CIES Annual Conference, Online – (APRIL 25-29)_
Students are expected to attend the presentation at CIES 2021 as it is virtual.
The class will meet for one hour to debrief attended presentations
Research Paper due before midnight

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**

**Disciplinary Journals**

- **African Studies**
- **Alternatives**
- **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**
- 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
- 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
- Research in Higher Education
- Sociology of Education
- World Studies in Education
- Women's Studies International Forum

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**Databases**

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