ELPS 458:
International Education
Program in Cultural and Educational Policy Studies
Loyola University Chicago

May 18 - June 26, 2020
Mon & Wed, 4:00-6:30 PM
Summer 2020 ~ Online

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Going Green: This class is committed to reducing our carbon and ecological footprints, and thus students are encouraged to bring laptops and tablets to class to facilitate class readings and discussions

COURSE DESCRIPTION
This Advanced Seminar, which is both theoretical and applied, introduces students to issues and institutions involved in international educational development. This course will provide students with a deep understanding of the changing role of educational development projects in light of the post-2015 development agenda, post-financial crisis and global recession, post-Ebola epidemic, and post-Arabic Spring periods. Students will spend time exploring and understanding how these many ‘post-contexts and settings’ are changing the nature of development and the educational responses that are now coordinated across different scales and spaces (national, regional, and global levels). With the aid of class readings and paying particular attention to endogenous and exogenous challenges that Africa and the Middle East confront, discussions will be framed through a comparative and international educational perspective that exposes students to how different theories of education and development influence policy, priorities, and programs of international, national, and local institutions in these regions.

Course Objectives: In keeping with the School of Education’s conceptual framework of advancing “Social Action through Education,” this class aims at:

- Giving students familiarity with the evolution of international development and its impact on global educational systems;
- Equipping students with the ability and skills needed to challenge the role of education in different settings and contexts;
- Familiarizing students with the different forms, issues, and challenges that development practitioners face;
- Using technology, such as Sakai, to enhance students’ learning objectives. Thus, course delivery methods and student assignments are enhanced with the aid of additional technological tools to improve their overall learning experiences; and
Creating a multi-cultural environment that respects issues of diversity, including, but not limited to, disability, race, gender, sexual orientation, socio-economic status, and ethnicity.

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 essential so that the instructor can gain insight into how to improve their teaching, and the department can learn how best to shape the curriculum. 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 Live Text. For those students in non-degree programs, the rubric for dispositions may be available through Sakai, Task Stream 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 Live Text 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 Live Text here: Live text.

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.

Syllabus Addendum Link
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*.

Coronavirus (COVID-19) – in light of the Coronavirus pandemic, all summer school courses will be held synchronously via Zoom online via https://luc.zoom.us/j/98935903803

Students should note that they may be recorded during course activities such as synchronous sessions.

**Syllabus Statement**
In this class, 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 to serve as a resource for those who would like to review content that was 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.

The use of all video recordings will be in keeping with the University Privacy Statement shown below:

**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 has been initiated by the instructor, may be retained by the instructor only for individual use.

### ASSIGNMENTS
This course uses lectures primarily; however, depending on the number of students enrolled, student-led discussions and presentations will occur. 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 a comparative method for analysis; and (iv) your ability to propose a way forward.
1) **PARTICIPATION (25 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 of the required readings. Use class discussion to ask questions, seek clarity, or provide insight into the readings. It is a way for your colleagues to understand how you are synthesizing and processing the readings and themes presented. Basically, 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 own education, or develop your own opinion on the topic. At times I will randomly call on people to share, so be prepared every week to participate. Your participation will be evaluated on the degree to which your contribution in class discussions demonstrates that you have read the readings and reflected on them and not the absolute amount of time you speak in class. In other words, it is the quality of your remarks, informed by the readings, and not the quantity of words uttered in class that matters most.

2) **STUDENT-LED DISCUSSION (25 points):** Students will be responsible for preparing a 7-10 minute PowerPoint or Prezi and presenting it to the class on the readings for that week. You should prepare at least a one-page handout (ideas include: printing slides, summary statements, etc.) and set the stage for the class discussion. As you wrap up the presentation, be prepared to ask your classmates questions, which synthesize major themes or point to issues that cut across the literature. NOTE: You can draw upon readings from previous weeks. Please **SUBMIT YOUR PRESENTATION AND QUESTIONS TO ME BY 5PM THE DAY BEFORE CLASS.** This will give me time to review, provide feedback, and return it to you before you present in class the following day.

3) **FINAL RESEARCH PROJECT (50 points, 15-20 pages double-spaced):** Due June 26, 2020. For the research paper, students must demonstrate their in-depth understanding of the role/purpose of education for international development within a selected country or geographic area. The final paper should critically analyze the impact of an international organization/actor/institution on an educational reform project, program, or policy on a topic. The paper should include a concise review of the literature on the topic, an explanation of why the particular reform was implemented by a certain institution, an analysis of the conceptual framework that guided the reform effort, a discussion of the strengths and weaknesses, and future prospects for the program/reform. More specific guidelines on the final assignment will be provided in class.

The final paper should employ the following structure:

1) Abstract
2) Keywords
3) Introduction (containing a problem statement, problematique, research question, and roadmap of the paper);
4) Background section, this is a description of the context of the cross-national study selected or overview of the topic selected (such as Education for All);
5) The Literature section (review of a theoretical paradigm selected)
6) Methods and Methodology  
7) Findings and Conclusions; and  
8) Agenda for further research.

4) If a student misses a class, they are required to write a 1,000 word summary of that week’s reading and submit it by 5 PM CST the Monday following class.

- More than two unexcused absences from class will automatically result in a grade point reduction.
- All written assignments should use 1-inch margins, Times New Roman 12pt, include references in APA style, and student’s name in top margin. Include in your bibliography all the literature that you have referenced in your written assignments and the final project. For more information on APA style. (See recommended text)
- 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.

ASSIGNMENTS AT A GLANCE

Module 5 – Outline for Final Paper – June 1  
Module 12 – Final Paper – June 26

COURSE BOOKS (查看全文)

REQUIRED


RECOMMENDED


MODULE 1: WESTERNIZATION AND DEVELOPMENT (MAY 18)

MODULE OBJECTIVE: Upon attending this class and completing the readings, students should be able to explain the different components of the development project, Western views of development, and the role of democracy, globalisation, and counter movements.
READING


**QUESTIONS FOR DISCUSSION:**

1. What is colonialism? Is it good or bad? How did it affect international education?
2. Do you think McMichael is coming from a Marxist or Hegelian perspective?
3. What is development and how is it tied to international education?
4. What is the difference between Westernization and development?

**MODULE 2: RETHINKING THE PURPOSE OF DEVELOPMENT (MAY 20)**

**MODULE OBJECTIVE:** Upon attending this class and completing the readings, and with the aid of case studies, students should be able to explain the historical trajectory, education for development its possible futures.

**READINGS**


**QUESTIONS FOR DISCUSSION:**

1. What are some significant issues in comparative and international education today?
2. How do these challenges affect gender and race in education?
3. What are some future challenges that can become present in international education?
4. How can we be proactive and address some of the future challenges?

**RECOMMENDED READING:**

Kosack, S. (2012). *The education of nations: How the political organization of the poor, not democracy, led governments to invest in mass education*. Oxford: Oxford University Press. (Chapter 4 -7)

**MODULE 3: HISTORY OF INTERNATIONAL EDUCATION (MAY 25)**

**CLASS PRESENTATIONS START**

**MODULE OBJECTIVE:** Upon completion of the readings, students should be able to explain the relationship between education and development and the importance of international education.

**READINGS:**


**QUESTIONS FOR DISCUSSION:**

1. Explain the goals of international education? Is the goal being met today? Why or why not?
2. What are some challenges facing international education? What are some American Education policies that can be adapted to address some of these challenges?

**RECOMMENDED READING:**


**MODULE 4: DECOLONIZATION (MAY 27)**

**MODULE OBJECTIVE:** After completing the readings, students should be able to understand decolonization and the process of undoing colonization practices as it relates to education.

**READINGS:**


**QUESTIONS FOR DISCUSSION:**

1. Is it possible to articulate a critical cosmopolitanism beyond nationalism and colonialism?
2. What are decoloniality and diversality? How can they fit into a global citizenship education practice?
3. How does cultural colonization and coloniality affect the fields of pedagogy and educational sciences?

**RECOMMENDED READING:**

### MODULE 5: EDUCATIONAL DIPLOMACY (JUNE 1)

**OUTLINE OF FINAL PAPER DUE**

**MODULE OBJECTIVE:** After completing readings for this module, students will understand the role education diplomacy plays in promoting cooperation across countries to solve education challenges and advance economic development.

**READINGS:**


**QUESTIONS FOR DISCUSSION:**

1. What is the linkage between international students and soft power/hard power?
2. What is educational diplomacy? Why is it necessary?
3. What are some challenges in educational diplomacy? How does this affect international education?
4. Why is diplomacy important in the 21st century?

**RECOMMENDED READING:**


### MODULE 6: STUDENTS ABROAD (JUNE 3)

**MODULE OBJECTIVE:** After completing readings for this module, students will understand the possibilities and challenges in creating a global citizen through international education.

**READINGS:**


QUESTIONS FOR DISCUSSION:

1. What are some challenges students face studying abroad? How is COVID-19 affecting students abroad?
2. How does the U.S. benefit from having international students?
3. What racial and language challenges do international students face?
4. Do American students need to study abroad to become global citizens?

RECOMMENDED READING:


MODULE 7: STUDENT MOBILITY (JUNE 8)

MODULE OBJECTIVE: Upon completing the readings, students should be able to highlight the complexity and ambiguity of student mobility.

READINGS:


QUESTIONS FOR DISCUSSION:

1. What are some patterns international in student mobility? Describe good and bad patterns.
2. What are the main barriers to international mobility for students? How can these barriers be removed?
3. What are the main institutional factors driving or constraining student mobility?
4. What are some policies in America that affect the livelihood of international students?

RECOMMENDED READING:

**MODULE 8: GLOBAL ACTORS AND POLICYMAKERS (JUNE 10)**

**MODULE OBJECTIVE:** Upon attending this class and completing the readings, students should be able to know those involved in performing policy reform, and the roles and categories actors play in the policymaking process.

**READINGS:**

**QUESTIONS FOR DISCUSSION:**
1. Name the categories of actors involved in the policymaking process and the function of each category mentioned in the readings.
2. What are the goals of foreign policy? How do these goals compete with and reinforce one another?
3. Who are the major players that make, influence, and implement foreign policy? How do they interact with one another?

**RECOMMENDED READING:**

**MODULE 9: HUMAN RIGHTS AND INTERNATIONAL EDUCATION (JUNE 15)**

**MODULE OBJECTIVE:** Upon completing the readings, students should be able to understand the purpose of human rights education and how it fosters economic and student development in international education.

**READINGS:**
Comparative International Education: Issues for Teachers (211-36). Toronto, Canada: Canadian Scholars’ Press.


QUESTIONS FOR DISCUSSION:

1. What is the purpose of human rights in international education?
2. Has the inclusion of human rights international education affected classroom conditions in developing countries?
3. Are human rights being enforced in international education? Why or why not?
4. What skills do teachers need to foster a meaningful education for students that encourages social action?

RECOMMENDED READING:


MODULE 10: TEACHERS IN INTERNATIONAL EDUCATION (JUNE 17)

MODULE OBJECTIVE: Upon attending this class and completing the readings, students will understand the importance of teacher wellbeing and how it affects international education.

READINGS:


QUESTIONS FOR DISCUSSION:

1. What are some factors that contribute to teachers’ stress?
2. How does teacher wellbeing affect the pupil?
3. What policies and education reforms could address teacher wellbeing and conditions in international education?
4. What happens if the wellbeing of teachers is not addressed in international education?
5. How has COVID-19 affected teacher wellbeing?

RECOMMENDED READING:

**MODULE 11: ISSUES IN INTERNATIONAL EDUCATION: GENDER (JUNE 22)**

**MODULE OBJECTIVE:** Upon attending this class and completing the readings, students should be able to explain the dynamics around gender, development, and education.

**READING:**


**QUESTIONS FOR DISCUSSION:**

1. How does gender affect international education?
2. What role does gender play in international development?
3. What are some challenges girls face in international education?
4. What can be done to address the challenges girls face in international education?

**RECOMMENDED READINGS:**


**MODULE 12: EMERGING ISSUES AND CHALLENGES IN INTERNATIONAL EDUCATION (JUNE 26)**

**FINAL PAPER DUE**

**MODULE OBJECTIVE:** Upon attending this class and completing the readings, students should be able to analyze the lasting effects COVID-19 can have on education.

**READINGS:**


**QUESTIONS FOR DISCUSSION:**

1. How does the COVID-19 further create inequality in education?
2. What can be done to address the digital divide during the COVID-19?
3. How is the COVID-19 outbreak reshaping education policies?

**ADDITIONAL INFORMATION**

Students are expected to undertake supplemental readings for their final papers. Below are some relevant journals in our field, and those in **bold** are particularly useful for research Ideas and understanding the major trends and interests of comparative and international education.

✔ Alternatives
✔ Anthropology of Education
✔ Asia Pacific Journal of Education
✔ Comparative Education
✔ Comparative Education Review* (the premier journal in the field)
✔ Compare
✔ Community College Review
✔ Convergence
✔ Discourse: Studies in the Cultural Politics of Education
✔ Economics of Education Review
✔ European Education
✔ Gender and Education
✔ Harvard Educational Review
✔ Higher Education
✔ Higher Education Policy
✔ International Education
✔ History of Education Quarterly
✔ International Higher Education
✔ International Journal of Early Childhood
✔ International Journal of Educational Research
✔ International Journal of Educational Development
✔ International Journal of Qualitative Studies in Education
✔ International Journal of Science Education
✔ International Organization
✔ International Review of Education
✔ International Studies in Sociology of Education
✔ Journal of African Studies
✔ Journal of Educational Policy
✔ Journal of Moral Education
✔ Journal of College Student Development
✔ Journal of Student Affairs Research and Practice
✔ Journal of College Student Retention
✔ Journal of College Admissions
✔ Oxford Review of Education
✔ Prospects (UNESCO)
✔ Race, Ethnicity, and Education
✔ Review of Higher Education
✔ Research in Higher Education
✔ Sociology of Education
✔ Studies in International Education
✔ Third World Quarterly
✔ Women's Studies International Forum
✔ World Development
✔ World Studies in Education

Online Journals
✔ CICE “Current Issues in Comparative Education” http://www.tc.columbia.edu/cice/
✔ Education Review http://www.ed.asu.edu/edrev
✔ CIE “Current Issues in Education” http://cie.ed.asu.edu/
✔ In Focus: Journal of the International Institute of Educational Development, Florida International University http://www.fiu.edu/~iied/web/journal.html

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