

## 15:310:503:01 COMPARATIVE EDUCATION

Fall 2015 Thursdays 5:30-8:00 pm  
Frelinghuysen Hall, B3  
Professor Tanja Sargent

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### Course objectives:

This course investigates education in a wide variety of social, cultural, economic, and political contexts. Using a global perspective, the course exposes students to a range of topics including the organizational and institutional aspects of education systems; approaches to teaching and learning; issues in educational equity; the role of language, culture, and indigenous knowledge; and the lives of children and youth as they negotiate an increasingly globalized world. Students will collaborate in investigating questions such as: Why are Finnish students doing so well in international achievement tests? What should be the educational goals for students in refugee schools? What are the expectations of Chinese students who enter institutions of higher education in the West? What role can indigenous knowledge play in sustainable economic development in Kenya? What new skills, sensibilities and habits of mind do adolescents need in the face of current global transformations?

### Learning goals:

- I. Development of global competence (adapted from Asia Society <http://asiasociety.org/global-competence> ). Students will:
  1. Generate and explain the significance of globally focused researchable questions
  2. Identify, collect and analyze the knowledge and evidence required to answer questions using a variety of international sources and media.
  3. Weigh, integrate and synthesize evidence collected to construct coherent responses to an appropriately contextualized problem.
  4. Develop an argument based on compelling evidence that considers multiple perspectives and draws defensible conclusions.
  5. Recognize their capacity to advocate for and contribute to improvement locally, regionally or globally.
  
- II. Students will increase their awareness of and develop their capacity to articulate key educational issues from a comparative perspective, including:
  1. Implications of globalization for education
  2. Characteristics of education systems
  3. Key aspects of quality teaching and learning
  4. The internationalization of higher education
  5. The role of indigenous knowledge in curriculum development
  6. Gender and education
  7. The role of education in times of crisis
  8. World citizenship
  9. Educational inequality

**Readings:**

I. Readings are available online through the course website in the Library eReserves and in the Resources folder.

II. Required text:

Stigler, J. W., & Hiebert, J. (2009). *The Teaching Gap: Best Ideas from the World's Teachers for Improving Education in the Classroom*. Simon and Schuster.

III. Recommended texts: Chapters from these books that are included on the course syllabus will be made available electronically.

Adely, F. (2012). *Gendered Paradoxes: Educating Jordanian Women in Nation, Faith, and Progress*. University of Chicago Press.

Armove, R. F., Torres, C. A., & Franz, S. (Eds.). (2013). *Comparative education: The dialectic of the global and the local*. Rowman & Littlefield Publishers.

Burde, D. (2014). *Schools for Conflict or Peace in Afghanistan*. New York: Columbia University Press

Fong, V. (2011). *Paradise Redefined: Transnational Chinese students and the Quest for Flexible Citizenship in the Developed World*. Stanford University Press.

Lechner, F. & Boli, J. (Eds.) (2014) *The Globalization Reader*, West Sussex, UK: Wiley-Blackwell

Tobin, J., Hsueh, Y., & Karasawa, M. (2009). *Preschool in Three Cultures Revisited: China, Japan, and the United States*. University of Chicago Press.

**Course website:**

You can access the course website by logging in at <https://sakai.rutgers.edu/> . The website will be an integral part of the course and it is crucial that you become familiar with it as soon as the course begins. Please contact me immediately if you are having any difficulties. Class announcements are posted frequently on the course website. Announcement notifications are sent to your Rutgers email address. It is important to keep your email addresses in the Rutgers Online Directory up to date at all times. To review or update your email settings, please visit the Manage Email Addresses page ( <https://services.oit.rutgers.edu/services/manage.cgi?.State=Manage%20Email%20Addresses&argg=> )

**Assignments:**

Your grade in the course will be based on attendance, classroom participation, presentation and satisfactory completion of writing assignments.

	% of Grade
Attendance and participation	5%
10 Reading journal entries	20%
Writing assignment 1	15%
Writing assignment 2	15%
Writing assignment 3--Final project	40%

### *Reading journal entries*

Use your Sakai blog to keep your reading journal. Post your reading journal entries before the start of each class. I will grade your reading journal at the end of the course but will give you feedback on your first entry so that you know whether or not you are on the right track. Your journal entry for each reading should include the following:

- 1) Full citation of the readings (copy from syllabus).
- 2) Summary of the main ideas in the readings using the guiding questions for the week to focus your reading and writing.
- 3) Use your reading journals to prepare for class discussions and to work on ideas for your writing assignments and final paper. Use your reading journals as initial drafts for your writing assignments. Feel free to embellish your journal entries after we have discussed the readings in class, with ideas gleaned from discussion with classmates, and with your reading of other classmates' journals. Use the comment function in the Sakai blog to interact with each other around the readings. Comment at least five times on others' reading journal entries during the course of the semester. Comments must be friendly, supportive and encouraging so as to ensure that we keep the virtual space safe.
- 4) Reflect on how the readings apply to your own life experiences and to your scholarly interests.
- 5) Note down questions that the reading brings to mind for you and that you might like to raise for discussion in class.
- 6) Where possible, include links to news articles, videos, websites, files etc. that are relevant to the topic at hand.

### *Writing assignments*

There are three writing assignments for the course. Each assignment should build on the previous assignment. The third assignment is your final paper and should integrate all three assignments into a seamless paper on an educational issue in an international or comparative context.

Writing assignment #1: Anderson-Levitt (2003) and Carney (2009) argue that educational reforms are shaped by both national and global processes. Examine contemporary educational reforms in a country of your choice. Outline some of the main goals of the reforms. To what extent do these reforms reflect national, cross-national and global forces shaping education? (3-4 double spaced pages)

Writing assignment #2: Describe an issue related to equality of educational opportunity in your country/region of interest and link a discussion of the implications of this issue to the contemporary global and national educational policy context. (6-8 double spaced pages)

Writing assignment #3: Explore an issue related to equality of educational opportunity in a global or international context. Present specific examples of promising reforms, interventions or programs that have been designed to address this issue and propose some of your own solutions. (9-12 double spaced pages not including cover page and reference list)

### **Academic integrity:**

Breaches of academic integrity are very serious and I do take action in the case of a violation. You are responsible for familiarizing yourself with the university policy on these issues. This can be found online at <http://academicintegrity.rutgers.edu/>

Date		Readings	Reading journals and assignments
<b>Week 1 September 3</b>	Developing global competence	1. Arnové, R. (2013). Introduction: Reframing Comparative Education: The Dialectic of the Global and the Local. In Arnové, R., Torres, C. & Franz, S. (Eds.) <i>Comparative Education: The Dialectic of the Global and the Local</i> . Lanham, MA: Rowman & Littlefield, p. 175	
<b>Week 2 September 10</b>	Globalization, global context of education, education and the nation state, global competition	<ol style="list-style-type: none"> <li>1. Sen, A. (2002). How to judge globalism. <i>The American Prospect</i>, 13(1), 1-14.</li> <li>2. Wagner, T. (2008). <i>The Global Achievement Gap: Why even our best schools don't teach the new survival skills our children need and what we can do about it</i>. New York: Scribner, chapter 1.</li> <li>3. Anderson-Levitt, K. (2003). A world culture of schooling. In <i>Local meanings, global schooling: Anthropology and World Culture Theory</i>. New York: Palgrave Macmillan.</li> <li>4. Harvey, D. (2014) A brief history of neoliberalism. In Lechner, F. &amp; Boli, J. (Eds.) <i>The Globalization Reader</i>, West Sussex, UK: Wiley-Blackwell</li> </ol>	RJ1. Write a personal narrative of your life in the context of globalization. In your narrative, draw on the readings for the week to define globalization and neoliberalism. Also consider, in light of your own experiences and the readings, the following questions: What are the implications of globalization for education in the US and around the world? What skills, attitudes, capacities do <i>you</i> think are needed in the global age?
<b>Week 3 September 17</b>	Structure of education systems, centralization, decentralization, examinations and educational assessment	<ol style="list-style-type: none"> <li>1. Bray, M. (2013). Control of Education: Issues and Tensions in Centralization and Decentralization. In Arnové, R., Torres, C. &amp; Franz, S. (Eds.) <i>Comparative Education: The Dialectic of the Global and the Local</i>. Lanham, MA: Rowman &amp; Littlefield.</li> <li>2. UNESCO (2014) UNESCO Education Strategy 2014-2021. Paris: UNESCO</li> <li>3. Additional sources of information include</li> </ol>	RJ2. Choose a country and do research online to find out as much as you can about its education system. Drawing on the readings for this week, write about some of the aspects of this system such as, <b>for example</b> ,

Date		Readings	Reading journals and assignments
		<p>UNESCO website  <a href="http://www.unesco.org">www.unesco.org</a>  <a href="http://www.uis.unesco.org">www.uis.unesco.org</a>  <a href="#">World Bank Education</a></p>	<p>degree of centralization, access to preschool/higher education/vocational education, curriculum, examinations and assessment systems, shadow education. Link your descriptions to the issues raised in the UNESCO education strategy 2014-2021.</p>
<p><b>Week 4 September 24</b></p>	<p>Education policy and reform</p>	<ol style="list-style-type: none"> <li>1. Darling-Hammond, L. (2010). <i>The Flat World and Education: How America's Commitment to Equity will Determine our Future</i>. New York: Teachers College Press, chapter 6 (Finland, Korea and Singapore).</li> <li>2. Rotberg, I. C. (2006). Assessment around the world. <i>Educational Leadership</i>, 64(3), 58.</li> <li>3. Carney, S. (2009). Negotiating policy in an age of globalization: Exploring educational "policyscapes" in Denmark, Nepal, and China. <i>Comparative Education Review</i>, 53(1), 63-88.</li> <li>4. Choose at least one reading from the following list or find a reading on education reform in a country of your choice and have it approved by me:  Keating et al. (2013). The Political Economy of Educational Reform in Australia, Britain, and the United States. In Arnove, R., Torres, C. &amp; Franz, S. (Eds.) <i>Comparative Education: The Dialectic of the Global and the Local</i>. Lanham, MD: Rowman &amp; Littlefield, p. 247</li> </ol> <p><b>OR</b>  Zhao, Y. (2007). China and the whole child. <i>Educational</i></p>	<p><b>Writing assignment 1 due.</b></p> <p>Anderson-Levitt (2003) and Carney (2009) argue that educational reforms are shaped by both national and global processes. Examine contemporary educational reforms in a country of your choice. Outline some of the main goals of the reforms. To what extent do these reforms reflect national, cross-national and global forces shaping education?</p>

Date		Readings	Reading journals and assignments
		<p>Leadership, 64(8), 70-73.</p> <p><b>OR</b></p> <p>Valverde, G. A. (2004). Curriculum convergence in Chile: The global and local context of reforms in curriculum policy. <i>Comparative Education Review</i>, 48(2), 174-201.</p> <p><b>OR</b></p> <p>One chapter (available in Sakai/Resources) from the book:</p> <p>Rotberg, I. et al. (Ed). <i>Balancing Change and Tradition in Global Education Reform</i>. Lanham, MD: Rowman and Littlefield [China, South Africa, Russia, Germany, France, UK, Turkey, Sweden, Israel, Japan, Singapore, Canada, New Zealand, Australia, US]</p>	
<p><b>Week 5</b> <b>October 1</b></p>	<p>Teaching and learning</p>	<ol style="list-style-type: none"> <li>1. Stigler, J., &amp; Hiebert, J. (2009). <i>The Teaching Gap</i>. New York: Free Press. (sign up for your chapters on Sakai wiki)</li> <li>2. Darling-Hammond, L. (2010). <i>The Flat World and Education: How America's Commitment to Equity will Determine our Future</i>. New York: Teachers College Press, chapter 7.</li> <li>3. Farrell, J. (2008). Teaching and learning to teach: Successful radical alternatives from the developing world. In Mundy, K. E. et al. (Ed.). <i>Comparative and international education: Issues for teachers</i>. Canadian Scholars' Press, 107-133.</li> </ol>	<p>RJ3. On what basis do Stigler and Hiebert argue that there is a teaching gap? What solutions does Darling-Hammond propose to enhance the quality of teaching? What are some of Farrell's recommendations for radical teaching and learning activities in the developing world?</p> <p>Skim over two classroom videos available online from the <a href="#">TIMSS video study</a> and write a paragraph of comparative analysis of the two classrooms. One video</p>

Date		Readings	Reading journals and assignments
			must be of a US classroom and the other must be of a classroom in another country.
<b>Week 6</b> <b>October 8</b>	Higher education, transnational educational experiences	1. Altbach, P. G., & Knight, J. (2007). The internationalization of higher education: Motivations and realities. <i>Journal of studies in international education</i> , 11(3-4), 290-305. 2. Choose one of the following readings: Fong, V. (2011). <i>Paradise redefined: Transnational Chinese students and the quest for flexible citizenship in the developed world</i> . Stanford University Press, chapters 1, 2, 3.  <b>OR</b> Mir, S. (2013). Higher education in the Middle East. In Arnove, R., Torres, C. & Franz, S. (Eds.) <i>Comparative Education: The Dialectic of the Global and the Local</i> . Lanham, MD: Rowman & Littlefield, p. 369.  <b>OR</b> Jowi, J. O. (2009). Internationalization of higher education in Africa: Developments, emerging trends, issues and policy implications. <i>Higher Education Policy</i> , 22(3), 263-281.	RJ4. What are the dimensions of the internationalization of higher education in the US and around the world?
<b>Week 7</b> <b>October 15</b>	Education and inequality in global context, urban/rural, ethnic minorities, race, language, migration	1. Samoff, J. & Carrol, B. (2013). Education for All in Africa: Not Catching Up, but Setting the Pace. In Arnove, R., Torres, C. & Franz, S. (Eds.) <i>Comparative Education: The Dialectic of the Global and the Local</i> . Lanham, MD: Rowman & Littlefield, p. 247  <b>OR</b> Arnove, R., Franz, S. & Torres, C. (2013). Education in Latin America: From Dependency and Neoliberalism to Alternative Paths to Development. In Arnove, R.,	RJ5. Describe a dimension of educational inequality in a global or international context. Drawing on additional online resources if necessary, describe an educational reform or intervention that has been implemented to address

Date		Readings	Reading journals and assignments
		<p>Torres, C. &amp; Franz, S. (Eds.) <i>Comparative Education: The Dialectic of the Global and the Local</i>. Lanham, MA: Rowman &amp; Littlefield, p. 175</p> <p>2. Crouch, L. (2010). South Africa: Overcoming past injustice. In Rotberg, I. et al. (Ed). <i>Balancing Change and Tradition in Global Education Reform</i>. Lanham, MD: Rowman and Littlefield</p> <p>3. Jaffe-Walter, R. (2013). “Who would they talk about if we weren't here?": Muslim Youth, Liberal Schooling, and the Politics of Concern. <i>Harvard Educational Review</i>, 83(4), 613-635.</p>	<p>issues of educational inequality in your country or region of interest.</p>
<p><b>Week 8</b> <b>October 22</b></p>	<p>Education and the life course. Childhood and adolescence.</p>	<p>1. Brown, B.B. and R.W. Larson. (2002). The kaleidoscope of adolescence: Experiences of the world's youth at the beginning of the 21<sup>st</sup> century (Chapter 1). Brown, Larson, and Saraswathi (2002) <i>The World's Youth: Adolescence in Eight Regions of the Globe</i>. Cambridge, UK: Cambridge University Press.</p> <p>2. Bame, Nsamenang. (2002). Adolescence in Sub-Saharan Africa: An image constructed from African's Triple Inheritance. In Brown, Larson, and Saraswathi (Eds.) <i>The World's Youth: Adolescence in Eight Regions of the Globe</i>. Cambridge, UK: Cambridge University Press, 63-94.</p> <p>3. Tobin, J., Hsueh, Y., &amp; Karasawa, M. (2009). <i>Preschool in three cultures revisited: China, Japan, and the United States</i>. University of Chicago Press, chapters 1 and 5.</p>	<p>RJ6. What are some of the differences in cultural expectations and socialization practices for children and youth in countries around the world? What are the implications of these differences for education?</p>
<p><b>Week 9</b> <b>October 29</b></p>	<p>Curriculum, indigenous knowledge, religion and education, modern vs. traditional knowledge</p>	<p>1. Madjidi, K. &amp; Restoule, J.P. (2008). Comparative indigenous ways of knowing and learning. In Mundy, K. E. et al. (Ed.). <i>Comparative and international education: Issues for teachers</i>. Canadian Scholars' Press, 77-106.</p> <p>2. Woolman, D. (2001). Educational reconstruction and post-colonial curriculum development: A comparative study of four African countries. <i>International Education Journal</i>,</p>	<p>RJ7. Explore the dichotomies of indigenous/Western, religious/secular, traditional/modern, local/global, in relationship to the language, culture and</p>

Date		Readings	Reading journals and assignments
		<p>2(5), 27-46.</p> <p>3. Freire, P. (1985) <i>The Politics of Education: Culture, power and liberation</i>. South Hadley, MA: Bergin and Garvey Publishers, chapters 2 and 3.</p> <p>4. Kurzman, C. (2014) Bin Laden and other thoroughly modern Muslims. In Lechner, F. &amp; Boli, J. (Eds.) <i>The Globalization Reader</i>, West Sussex, UK: Wiley-Blackwell, 259-263</p>	<p>knowledge of the school curriculum in countries around the world. Use concrete examples in your writing.</p>
<p><b>Week 10</b> <b>November 5</b></p>	<p>Women and education</p>	<p>1. Stromquist, N. (2013). Women's Education in the Twenty-First Century. In Arnove, R., Torres, C. &amp; Franz, S. (Eds.) <i>Comparative Education: The Dialectic of the Global and the Local</i>. Lanham, MA: Rowman &amp; Littlefield, p. 175</p> <p>2. Adely, F. (2012). <i>Gendered paradoxes: educating Jordanian women in nation, faith, and progress</i>. University of Chicago Press, Introduction and chapters 1, 6 and conclusion.</p>	<p>RJ8. Stromquist writes that "feminist theory has highlighted the need to link analytically the symbolic and the material, the micro and the macro: the personal/intimate and the institutional, the family and the community, the individual and her society, the school and the state" (p. 177). How does recognition of these connections affect our understandings of women's choices in Jordan?</p>
<p><b>Week 11</b> <b>November 12</b></p>	<p><b>NO CLASS. Writing Assignment 2 due November 13 9:00 am.</b> Describe an issue of equality of educational opportunity in your country/region of interest and link a discussion of the implications of this issue to the contemporary global and national educational policy context.</p>		
<p><b>Week 12</b> <b>November 19</b></p>	<p>Education in times of crisis: war and conflict, the AIDS epidemic</p>	<p>1. Burde, D. (2014). <i>Schools for conflict or peace in Afghanistan</i>. New York: Columbia University Press, chapters 2 and 3.</p> <p>2. Davis, C. (2002). "A" Is for Allah, "J" Is for Jihad. World</p>	<p>RJ9. What is the relationship between education and conflict and crisis around the world?</p>

Date		Readings	Reading journals and assignments
		<p>Policy Journal, 90-94.</p> <p>3. Mundy, K. (2011). <i>Educating Children in Conflict Zones: Research, Policy, and Practice for Systemic Change--A Tribute to Jackie Kirk</i>. New York: Teachers College Press, chapters 1, 3, 6, 7.</p> <p>4. Waters, T., &amp; Leblanc, T. (2005). Refugees and Education: Mass Public Schooling without a Nation-State. <i>Comparative Education Review</i>, 49(2), 129-147</p> <p>5. Tufte, T. (2002). Edutainment in HIV/AIDS Prevention. Building on the Soul City Experience in South Africa. In Servaes, J. (Ed.), <i>Approaches to Development Communication</i>, Paris: UNESCO.</p> <p>6. Nolen, S. (2007). 28: Stories of AIDS in Africa. New York: Walker Publishing Company, selected chapters available in Sakai/Resources.</p>	<p>Prepare a story from one of the readings that puts a human face on conflict and crisis.</p>
<b>November 26</b>	<b>NO CLASS.</b> Happy Thanksgiving!		
<b>Week 13 December 3</b>	Citizenship education, world citizenship, education for peace, transformative education	<p>1. Murithi, T. (2009). An African perspective on peace education: Ubuntu lessons in reconciliation. <i>International Review of Education</i>. 55, 221-233.</p> <p>2. Bickmore, K. (2008). Education for Conflict Resolution and Peacebuilding in Plural Societies: Approaches from around the World. In Mundy, K. E. et al. (Ed.). <i>Comparative and international education: Issues for teachers</i>. Canadian Scholars' Press, 249-273.</p> <p>3. Ndura-Ouedraogo, E. (2011). Building a foundation for sustainable peace in Burundi: A Transformative Multicultural Education Approach. In Ndura-Ouedraogo, E., Meyer, M. &amp; Atiri, J. (Eds.). <i>Seeds Bearing Fruit: Pan-African Peace Action for the Twenty-First Century</i>. Trenton, NJ: Africa World Press.</p> <p>4. Reardon, B. (1988). <i>Comprehensive peace education</i>. New York: Teachers College Press, selected chapters.</p>	<p>RJ10. Draw on the readings to discuss the role education can play in the promotion of peacebuilding and wellbeing around the world?</p>

Date		Readings	Reading journals and assignments
<b>Week 14 December 10</b>	Putting it all together	What have we learned throughout the semester that will help us to promote greater equality of educational opportunity around the world? What implications can we draw for our own development as global citizens? What structure of education system do you recommend in your country/region of interest? What are the key issues we need to consider in promoting best practices in teaching, in teacher education, in learning and assessment? What issues do we need to consider in the design of curricula? What should be the approach to dealing with diversity? What role can education play in time of crisis? What actions can we take to promote high quality education around the world?	<b>Final presentation due today</b>
<b>Week 15 December 17</b>	<b>NO CLASS. Final paper (Writing Assignment 3) due in drop box at 9:00 am.</b> Explore an issue related to equality of educational opportunity in a global or international context. Present specific examples of promising reforms, interventions or programs that have been designed to address this issue and propose some of your own solutions.		