

15:310:503:01 COMPARATIVE EDUCATION

Spring 2018 Mondays 4:30-7:00 pm
Frelinghuysen Hall, B3
Professor Tanja Sargent

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Office hours: Wednesdays 1:30-4:30 ([sign up in advance](#))

Course objectives:

This course investigates education in a wide variety of social, cultural, economic, and political contexts. Students will use critical perspectives to examine 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 formulate their own regional and substantive research interests and be guided through the course in the development of a final paper which will identify key educational issues relevant to a particular national, regional or comparative context.

Learning goals:

1. Students will develop critical theoretical perspectives that enable them to analyze educational issues in the context of contemporary global society.
2. Students will identify, collect, evaluate and analyze materials from a variety of international sources, perspectives and media in order to construct an understanding of a particular educational issue in a specific national, regional or comparative context. They will present their findings in class as well as in a final paper.

Readings:

I. Required Text:

Darling-Hammond, L., Burns, D., Campbell, C., & Hammerness, K. (2017). *Empowered educators: How high-performing systems shape teaching quality around the world*. John Wiley & Sons.

II. Readings are available online through the Canvas course website.

II. Book review book: Select a book about education in a global, comparative or international context that is relevant to your final paper interests. Receive my approval on the book before you start. You will use this book to write a book review and present the book to the class.

Initial list of suggestions include:

[Aboulkacem, S., Gerber, H. R., & Mohamed, E. \(2016\). *Education, democracy and the Arab Spring*. Sense Publishers: Rotterdam.](#)

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

Bjork, C. (2015). *High-stakes Schooling: What We Can Learn from Japan's Experiences with Testing, Accountability, and Education Reform*. University of Chicago Press.

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

Cave, P. (2016). *Schooling selves: Autonomy, interdependence, and reform in Japanese junior high education*. University of Chicago Press.

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

Hansen, M. H. (2015). *Educating the Chinese Individual: Life in a Rural Boarding School*. University of Washington Press.

Ripley, A. (2013). *The smartest kids in the world: And how they got that way*. Simon and Schuster.

Sahlberg, P. (2014). *Finnish lessons 2.0: What can the world learn from educational change in Finland?*. Teachers College Press.

Seth, S. (2007). *Subject lessons: The western education of colonial India*. Duke University Press.

Wendland, C. L. (2010). *A Heart for the Work: Journeys through an African medical school*. University of Chicago Press.

Woronov, T. (2015). *Class work: Vocational schools and China's urban youth*. Stanford University Press.

Course website:

You can access the course website by logging into Canvas. 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.

Mandatory Office Hour Meeting

I have office hours on Wednesdays 1:30-4:30. Please sign up for a slot using my [Google sign up sheet](#). Meetings can be virtual or in person. At least one meeting is required during the semester to discuss your final paper topic and class presentation/facilitation.

Assignments:

Your grade in the course will be based on attendance, online discussion postings, class presentation/facilitation, a book review assignment and a final paper.

Attendance and participation	5%
10 Discussion Posts	25%
Class presentation and facilitation	10%
Book review	15%
Final paper version 1	10%

Final paper version 2	30%
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Attendance and participation

After the first excused absence, 5% will be deducted from the participation grade for every subsequent absence.

Discussion posts

A total of 10 discussion posts are required. Discussion posts for Weeks 2, 3 & 4 are mandatory. Choose a week to miss from weeks 5-13. Post in the Canvas discussion forum by Sunday midnight.

- Create a substantive title for your discussion post.
- Develop a discussion about educational issues in an international context that draws on a thorough reading of the course materials for the week.
- Endeavor to apply the week's readings to an education issue relevant to your geographic region of interest. Incorporate any additional readings you may have done. Feel free to include links to news articles, videos, websites, files etc. that are relevant to your discussion.
- Include two questions that you can raise for discussion in class.
- Use in-text APA citation style to cite all the readings used in your post. Include a list of references at the end of the post.
- Use your discussion posts to prepare to share your ideas during the class and as an initial draft of your final paper ideas.
- Each week Canvas will automatically assign you to read and comment on the discussion post of one classmate. Comments must be friendly, supportive and encouraging so as to ensure that we keep the virtual space safe.

Class presentation/facilitation

Once during the semester you will present on the class readings as applied to your final paper topic and region of interest. You will also assist in leading, stimulating, and facilitating the class discussion for that week. Try to read as much as possible on this week--the required readings, as many of the recommended additional readings as possible, additional materials related to your own work, and as many of the class discussion posts posted by your classmates for this week. Sign up on Canvas Pages for a week to present/facilitate.

Book Review

Select a book that is relevant to your interests and write a 500-1000 word review of the book that you would be willing to post on amazon.com or other similar website. Post your initial idea for your book selection on Canvas Pages by March 5 and receive my approval of your selection before beginning your book review project. Book Reviews are due April 30 when they will also be presented in class.

Final paper

Drawing on theories (e.g. postcolonial theory, world culture theory, policyscapes) that we have studied in the class, examine a particular education issue in a specific national, regional or comparative context of your choice.

You will turn in two versions of your final paper. The final paper should be 10-15 pages long and make meticulous use of APA citation format. Version 1 is due March 26. Version 2 is due May 7 and must incorporate feedback given on Version 1.

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/>

**denotes required readings

Week 1 January 22 Dimensions of the field of comparative and international education
Welcome and hello!
Week 2 January 29 Theoretical Perspectives in Comparative and International Education
<p>**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.</p> <p>**Takayama, K., Sriprakash, A., & Connell, R. (2017). Toward a Postcolonial Comparative and International Education. <i>Comparative Education Review</i>, 61(S1), S1-S24.</p> <p>Sen, A. (2002). How to judge globalism. <i>The American Prospect</i>, 13(1), 1-14.</p> <p>Appadurai, A. (1996). <i>Modernity at large: cultural dimensions of globalization (Vol. 1)</i>. U of Minnesota Press, chapter 2.</p> <p>Harvey, D. (2014) A brief history of neoliberalism. In Lechner, F. & Boli, J. (Eds.) <i>The Globalization Reader</i>, West Sussex, UK: Wiley-Blackwell</p> <p>Stromquist, N. P., & Monkman, K. (Eds.). (2014). <i>Globalization and education: Integration and contestation across cultures</i>. R&L Education, chapter 1.</p> <p>Shahjahan, R. A., Blanco Ramirez, G., & Andreotti, V. D. O. (2017). Attempting to Imagine the Unimaginable: A Decolonial Reading of Global University Rankings. <i>Comparative Education Review</i>, 61(S1), S51-S73.</p> <p>Ramirez, F. O., & Boli, J. (1987). The political construction of mass schooling: European origins and worldwide institutionalization. <i>Sociology of Education</i>, 2-17.</p>
Week 3 February 5 The Structure of Education Systems
<p>**Bray, M. (2013). Control of Education: Issues and Tensions in Centralization and Decentralization. In Arnove, R., Torres, C. & Franz, S. (Eds.) <i>Comparative Education: The Dialectic of the Global and the Local</i>. Lanham, MA: Rowman & Littlefield.</p> <p>**Conduct your own research to learn about an education system in a country outside the US.</p>
Week 4 February 12 Education Policy and Reform
<p>**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.</p> <p>**Darling-Hammond, L., Burns, D., Campbell, C., & Hammerness, K. (2017). <i>Empowered educators: How high-performing systems shape teaching quality around the world</i>. John</p>

<p>Wiley & Sons, chapters 1 & 2.</p> <p>**Additional readings on education policy and reform related to your selected national context in week 3.</p> <p>Rotberg, I. C. (2006). Assessment around the world. <i>Educational Leadership</i>, 64(3), 58.</p> <p>Keating et al. (2013). The Political Economy of Educational Reform in Australia, Britain, and the United States. In Arnové, R., Torres, C. & Franz, S. (Eds.) <i>Comparative Education: The Dialectic of the Global and the Local</i>. Lanham, MD: Rowman & Littlefield, p. 247 [Available upon request] Selected chapter from Rotberg, I. et al. (Ed). <i>Balancing Change and Tradition in Global Education Reform</i>. Lanham, MD: Rowman and Littlefield (South Africa, Russia, Germany, France, UK, Turkey, Sweden, Israel, Japan, Singapore, Canada, New Zealand, Australia, US)</p> <p>Zhao, Y. (2007). China and the whole child. <i>Educational Leadership</i>, 64(8), 70-73.</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>Week 5 February 19 Classroom teaching (Book selection due in Canvas Pages)</p> <p>**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.</p> <p>**Paine, L., Bloemeke, S., & Aydarova, O. (2016). Teachers and teaching in the context of globalization. <i>Handbook of research on teaching</i>, 717-786.</p> <p>Stigler, J., & Hiebert, J. (2009). <i>The Teaching Gap</i>. New York: Free Press, chapters 4 & 7.</p> <p>Paine, L. W. (1990). The Teacher as Virtuoso: A Chinese Model for Teaching. <i>Teachers college record</i>, 92(1), 49-81.</p> <p>Schendel, R. (2016). Adapting, not adopting: Barriers affecting teaching for critical thinking at two Rwandan universities. <i>Comparative Education Review</i>, 60(3), 549-570.</p>
<p>Week 6 February 26 Teacher education</p> <p>**Darling-Hammond, L., Burns, D., Campbell, C., & Hammerness, K. (2017). <i>Empowered educators: How high-performing systems shape teaching quality around the world</i>. John Wiley & Sons, chapters 3, 4, & 5.</p>
<p>Week 7 March 5 Internationalization of Education.</p> <p>**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.</p> <p>**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.</p> <p>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.</p> <p>Stein, S. (2017). The Persistent Challenges of Addressing Epistemic Dominance in Higher Education: <i>Considering the Case of Curriculum Internationalization</i>. <i>Comparative Education Review</i>, 61(S1), S25-S50.</p> <p>Mir, S. (2013). Higher education in the Middle East. In Arnové, R., Torres, C. & Franz, S. (Eds.) <i>Comparative Education: The Dialectic of the Global and the Local</i>. Lanham, MD: Rowman & Littlefield, p. 369.</p> <p>Schugurensky, D. (2013). Higher Education in the Era of Globalization: Toward a Heteronomous Model. In Arnové, R., Torres, C. & Franz, S. (Eds.) <i>Comparative Education: The</i></p>

<p><i>Dialectic of the Global and the Local</i>. Lanham, MA: Rowman & Littlefield, p. 175</p> <p>Sharma, S., Rahatzad, J., & Phillion, J. (2013). How preservice teachers engage in the process of (de) colonization: Findings from an international field experience in Honduras. <i>Interchange</i>, 43(4), 363-377.</p>
<p>Spring Break. Have Fun!!</p>
<p>Week 8 March 19 Education and Global Inequality</p>
<p>**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</p> <p>** (skim) UNESCO (2017) 2017/8 Global Educational Monitoring Report https://en.unesco.org/gem-report/</p> <p>Arnove, R., Franz, S. & Torres, C. (2013). Education in Latin America: From Dependency and Neoliberalism to Alternative Paths to Development. In Arnove, R., Torres, C. & Franz, S. (Eds.) <i>Comparative Education: The Dialectic of the Global and the Local</i>. Lanham, MA: Rowman & Littlefield, p. 175</p> <p>Chabbott, C. (2013). <i>Constructing education for development: International organizations and education for all</i>. Routledge.</p>
<p>Week 9 March 26 No class. Final paper version 1 is due.</p>
<p>Week 10 April 2 Education and the life course</p>
<p>**Brown, B.B. and R.W. Larson. (2002). The kaleidoscope of adolescence: Experiences of the world's youth at the beginning of the 21st century. In Brown, Larson, and Saraswathi (Eds.) <i>The World's Youth: Adolescence in Eight Regions of the Globe</i>. Cambridge, UK: Cambridge University Press.</p> <p>**Bame, Nsamenang. (2002). Adolescence in Sub-Saharan Africa: An image constructed from Africa'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>Tobin, J., Hsueh, Y., & 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>Week 11 April 9 Whose Knowledge?</p>
<p>**Madjidi, K. & 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>**Kurzman, C. (2014) Bin Laden and other thoroughly modern Muslims. In Lechner, F. & Boli, J. (Eds.) <i>The Globalization Reader</i>, West Sussex, UK: Wiley-Blackwell, 259-263</p> <p>**Roy, O. (2014) Globalised Islam: The Search for a New Ummah. In Lechner, F. & Boli, J. (Eds.) <i>The Globalization Reader</i>, West Sussex, UK: Wiley-Blackwell, 259-263</p> <p>**Freire, P. (1985) <i>The Politics of Education: Culture, power and liberation</i>. South Hadley, MA: Bergin and Garvey Publishers, chapter 3.</p> <p>Woolman, D. (2001). Educational reconstruction and post-colonial curriculum development: A comparative study of four African countries. <i>International Education Journal</i>, 2(5), 27-46.</p>
<p>Week 12 April 16 Women and Education</p>
<p>**Stromquist, N. (2013). Women's Education in the Twenty-First Century. In Arnove, R.,</p>

<p>Torres, C. & Franz, S. (Eds.) <i>Comparative Education: The Dialectic of the Global and the Local</i>. Lanham, MA: Rowman & Littlefield, p. 175</p> <p>**Adely, F. (2012). <i>Gendered paradoxes: educating Jordanian women in nation, faith, and progress</i>. University of Chicago Press, Introduction, chapters 1, 6 and Conclusion.</p>
<p>Week 13 April 23 Peace Education and Global Citizenship</p>
<p>**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>Reardon, B. (1988). <i>Comprehensive peace education</i>. New York: Teachers College Press.</p> <p>Burde, D. (2014). <i>Schools for conflict or peace in Afghanistan</i>. New York: Columbia University Press, chapters 2 and 3.</p> <p>Murithi, T. (2009). An African perspective on peace education: Ubuntu lessons in reconciliation. <i>International Review of Education</i>. 55, 221-233.</p> <p>Davis, C. (2002). "A" Is for Allah," J" Is for Jihad. <i>World Policy Journal</i>, 90-94.</p> <p>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>Waters, T., & Leblanc, T. (2005). Refugees and Education: Mass Public Schooling without a Nation-State. <i>Comparative Education Review</i>, 49(2), 129-147</p> <p>Ndura-Ouedraogo, E. (2011). Building a foundation for sustainable peace in Burundi: A Transformative Multicultural Education Approach. In Ndura-Ouedraogo, E., Meyer, M. & Atiri, J. (Eds.). <i>Seeds Bearing Fruit: Pan-African Peace Action for the Twenty-First Century</i>. Trenton, NJ: Africa World Press.</p>
<p>Week 14 April 30 Book Review Presentations</p>
<p>Week 15 May 7 No class. Final paper due.</p>