

**15:310:503:01 COMPARATIVE EDUCATION**

Spring 2019 Thursdays 4:30-7:00 pm

Murray Hall, 115

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Office hours: Tuesdays 1:30-4:30 ([sign up in advance](#))**Course Objectives:**

This course investigates education around the globe in a wide variety of social, cultural, economic, and political contexts. Students will use critical theoretical perspectives to examine topics in comparative and international education, including the global context of educational development; the structure of education systems; why educational norms, discourses and policies are so similar; and why practices are different; how high performing systems promote teaching quality; the internationalization of higher education; education in the context of poverty, migration and conflict; the geopolitics of knowledge production; and education for peace and global citizenship. 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 employ theoretical lenses to examine key educational issues relevant to a national, regional, comparative or global 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, comparative or global context. They will present their findings in class as well as in a final paper.

**Readings:**

I. All required readings are available online through the Canvas course website.

II. Book review book: Search for and 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 as part of your final presentation. Look for a list of possible book suggestions on Canvas pages.

III. Recommended Texts: Excerpts from the following books are included in the course readings. You might like to purchase these so that you can read the books in their entirety.

Adely, F. (2012). *Gendered paradoxes: educating Jordanian women in nation, faith, and progress*. University of Chicago Press.

Appadurai, A. (1996). *Modernity at large: cultural dimensions of globalization* (Vol. 1). U of Minnesota Press.

Bickmore, K., Hayhoe, R., Manion, C., Mundy, K., & Read, R. (Eds.). *Comparative and international education: Issues for teachers*. Canadian Scholars' Press.

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.

Fong, V. (2011). *Paradise redefined: Transnational Chinese students and the quest for flexible citizenship in the developed world*. Stanford University Press.

Said, E. (1994). *Orientalism*. 1979. New York: Vintage.

Stigler, J., & Hiebert, J. (2009). *The Teaching Gap*. New York: Free 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.

### Office Hours:

I have office hours on Tuesdays 1:30-4:30. Please sign up for a 30 min slot using my [Google sign up sheet](#). or speak with me after class. We can also arrange a phone or virtual meeting during office hours or at an alternate time. Be sure to speak with me at least once during the semester about your book review book and final paper.

### Assignments:

Your grade in the course will be based on attendance, participation, online reading discussion postings, final presentation, book review and a final paper.

Assignment	Percent of total grade	Due Dates
Attendance and participation	5%	One "free" excused absence per semester.
Current events	5%	By start of class each week
10 Reading Discussion Posts	25%	Midnight the day before class
Final paper version 1	10%	Preliminary final paper topic and one paragraph "proposal" due February 21 in Canvas pages. Final Paper Version 1 due April 18 midnight in Canvas assignments. My feedback on version 1 will be returned by May 2.

Book review	15%	Book selection due on Canvas March 6 Book review due online in Canvas at midnight May 2.
Final presentation	10%	May 2 in class
Final paper version 2	30%	May 9 midnight.

**Attendance and Participation:**

After the first excused absence, 5% will be deducted from the participation grade for every subsequent absence. Please let me know as early as you can if you will not be able to make it to class so that I can plan for classroom participation arrangements. Participation grade includes attendance, active engagement in reading groups and whole class discussion, and appropriate use of technology.

**Current Events:**

At the start of class every week we will spend a few minutes sharing education news from around the world. Please find some time every week to search for education news in international outlets such as: China Daily, AlJazeera, BBC, The Independent, AllAfrica.com, University World News, Helsinki Times, etc! Post a link to an article at least twice during the semester in the Current Events Page in Canvas and be prepared to share a little about the article in class.

**Reading Discussion posts:**

A total of 10 discussion posts are required. Post in the Canvas discussion forum by midnight the night before class.

- 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 course materials for the week in light of the guiding questions.
- Endeavor to apply the week’s readings to your investigation of education in 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. You are also encouraged to incorporate brief interesting excerpts from the readings that you could share in class.
- Include at least one question that you can raise in your reading group and in whole class discussion.
- 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 comment on the post of at least one of the members of your reading group. Comments must be friendly, supportive and encouraging so as to ensure that we keep the virtual space safe.

- Prior to the discussion of the readings in class each week, you will have the opportunity to discuss the readings in your reading group making use of the guiding questions and your own discussion questions in your post.

## **Book Review**

Select a book that is relevant to your final paper 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 6. Be sure to receive my approval of your selection before beginning your book review project. Book Reviews are due May 2 when they will also be presented in class.

## **Final paper**

Examine a particular educational issue in a specific national or regional context of your choice or make a comparison between two or more national/regional contexts. Alternatively you could consider the implications of a particular educational issue around the globe. Your paper should be supported by ample citations and resources from peer reviewed academic journals and books as well as reports and official documents from government sources and international non-governmental organizations. Aim for theoretical and substantive rigor in the development of your thesis. The final paper should be 10-15 pages long and make meticulous use of APA style and citation format.

Feb 6: Choose an initial geographic focus relevant to your final paper interests and, in your discussion post for the week, write about the education system of a particular nation.

Feb 21: “Proposal”-Post an initial embryonic title, thesis statement and rationale paragraph for your paper in Canvas Pages.

March 7: Sometime during the semester before this date have a conversation with me about your final paper and book review selection. This conversation could be brief or lengthy and could happen during class, on the phone, over email, or during office hours. Please take the initiative to set this up.

April 18: Version 1 is due in Canvas Assignments. You will receive feedback on the first version by May 2.

May 2: Final presentation in class on your final paper and book review.

May 9: Final version of final paper due in Canvas Assignments.

## **Final presentation**

In the final class meeting, you will have the opportunity to share what you have been researching for your final project. You will each have 10 min. Please also include a brief introduction to the book you read for your book review. Post a link to Google Slides presentation in Canvas Pages. **Don't forget to set permissions so that anyone with the link can view/edit.**

## 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/>

## Use of Technology

Off-task use of electronic devices is extremely distracting to your learning and the learning of those around you. Use of technology and devices in the class is limited strictly to conducting classroom work: accessing course materials and current events articles; referring to your reading discussion post to assist you in contributing in class; writing notes for group presentations etc. Please close email and all social media applications and silence and put phones away. Let me know at the start of the semester or before class if, for any reason, you might be expecting an emergency text or call that would require monitoring of your phone. Violations of these expectations will result in a lowered participation grade.

<p><b>Week 1 January 24 Dimensions of the field of comparative and international education</b></p> <p><i>Guiding questions: Why study Comparative Education? What are the major areas of interest in the field of comparative and international education?</i></p> <p>Sobe, N. W. (2018). Problematizing Comparison in a Post-Exploration Age: Big Data, Educational Knowledge, and the Art of Criss-Crossing. <i>Comparative Education Review</i>, 62(3).</p>
<p><b>Week 2 January 31 Globalization and Education</b></p> <p><i>Guiding questions: What are the dimensions of globalization? What is the impact of globalization on education?</i></p> <p>Stromquist, N. P., &amp; Monkman, K. (Eds.). (2014). <i>Globalization and education: Integration and contestation across cultures</i>. R&amp;L Education, chapter 1.</p> <p>Sen, A. (2002). How to judge globalism. <i>The American Prospect</i>, 13(1), 1-14.</p> <p>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</p> <p>Appadurai, A. (1996). <i>Modernity at large: cultural dimensions of globalization (Vol. 1)</i>. U of Minnesota Press, chapter 2.</p> <p>Schugurensky, D. (2013). Higher Education in the Era of Globalization: Toward a Heteronomous Model. 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>Roy, O. (2014) Globalised Islam: The Search for a New Ummah. In Lechner, F. &amp; Boli, J. (Eds.) <i>The Globalization Reader</i>, West Sussex, UK: Wiley-Blackwell, 259-263</p> <p>Meyer, H. D., &amp; Benavot, A. (Eds.). (2013, May). <i>PISA, power, and policy: The emergence of global educational governance</i>. Symposium Books Ltd.</p>
<p><b>Week 3 February 7 Human Capital Theory and Educational Development</b></p> <p><i>Guiding questions: What is Human Capital Theory (HCT)? What role has education played in individual and national economic development? How has development been conceived? Should wealthier nations assist poorer nations in educational development? What has been the impact of interventions by International Non-governmental organizations such as the World Bank and</i></p>

<p><i>UNESCO? What has been problematic about these interventions?</i></p> <p>Fägerlind, I., &amp; Saha, L. J. (2016). <i>Education and national development: A comparative perspective</i>. Elsevier.</p> <p>Heyneman, S. P., &amp; Lee, B. (2016). International organizations and the future of education assistance. <i>International Journal of Educational Development</i>, 48, 9-22.</p> <p>Hannum, E., &amp; Buchmann, C. (2003). <i>The consequences of global educational expansion</i>. American Academy of Arts and Sciences.</p> <p>[Skim] OECD. (2018). <i>Education at a Glance: 2018</i>.</p> <p>[Skim] World Bank. (2018). <i>The Human Capital Project</i>.</p> <p>[Skim] UNESCO (2019) 2019 <i>Global Educational Monitoring Report: Migration, displacement and education: building bridges, not walls</i>.</p>
<p><b>Week 4 February 14 The Structure of Education Systems</b></p> <p><b>Guiding questions:</b> <i>How are education systems organized? How do education systems vary in terms of centralization and decentralization? What implications does degree of centralization have for educational quality?</i></p> <p>Bray, M. (2013). Control of Education: Issues and Tensions in Centralization and Decentralization. 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> <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 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</p> <p>Kingdon, G. G. (2007). The progress of school education in India. <i>Oxford Review of Economic Policy</i>, 23(2), 168-195.</p> <p>Conduct your own research to learn about an education system in a country outside the US. Explore the official websites in the country of your choice as well as the websites of international organizations such as OECD, UNESCO and the World Bank to find information specific to your country. Discuss your findings in light of Bray’s chapter on decentralization. Which aspects of the education system in your country of choice are centralized and which are decentralized?</p>
<p><b>Week 5 February 21 Institutional Theory, World Educational Culture, Policyscapes and Traveling Reforms</b></p> <p><b>Guiding questions:</b> <i>In what sense can we say that there is a “world educational culture”? Why do education systems around the world look so similar? How and why do reforms travel across countries? How have global educational assessments, most notably PISA, facilitated the institutionalization of global educational norms? How has this improved education globally? In what ways has the influence of PISA been problematic? What is the Bologna process and how has it impacted higher education in Europe and around the world?</i></p> <p>Ramirez, F. O., &amp; Boli, J. (1987). The political construction of mass schooling: European origins and worldwide institutionalization. <i>Sociology of Education</i>, 2-17.</p> <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>Carney, S. (2009). Negotiating policy in an age of globalization: Exploring educational</p>

<p>“policyscapes” in Denmark, Nepal, and China. <i>Comparative Education Review</i>, 53(1), 63-88.</p> <p>Steiner-Khamsi, G., &amp; Waldow, F. (Eds.). (2012). <i>World yearbook of education 2012: Policy borrowing and lending in education</i>. Routledge.</p> <p>Sellar, S., &amp; Lingard, B. (2013). Looking East: Shanghai, PISA 2009 and the reconstitution of reference societies in the global education policy field. <i>Comparative Education</i>, 49(4), 464-485.</p> <p>Eta, E. A. (2015). Policy borrowing and transfer, and policy convergence: Justifications for the adoption of the Bologna Process in the CEMAC region and the Cameroonian higher education system through the LMD reform. <i>Comparative Education</i>, 51(2), 161-178.</p>
<p><b>Week 6 February 28 Teachers and Teaching around the World</b></p>
<p><b>Guiding questions:</b> <i>How do “high performing systems” promote teaching quality? What are some common agreed upon characteristics of high quality teaching around the world? What are some differences in ideas about quality teaching across different national and cultural contexts?</i></p>
<p>Paine, L., Bloemeke, S., &amp; Aydarova, O. (2016). Teachers and teaching in the context of globalization. <i>Handbook of research on teaching</i>, 717-786.</p> <p>Darling-Hammond, L., Burns, D., Campbell, C., &amp; Hammerness, K. (2017). <i>Empowered educators: How high-performing systems shape teaching quality around the world</i>. John Wiley &amp; Sons.</p> <p>Farrell, J., Manion, C., Rincon-Gallardo, S. (2017) Reinventing schooling: Successful alternatives from the global south. In Bickmore, K., Hayhoe, R., Manion, C., Mundy, K., &amp; Read, R. (Eds.). <i>Comparative and international education: issues for teachers</i>. Canadian Scholars’ Press.</p> <p>Stigler, J., &amp; Hiebert, J. (2009). <i>The Teaching Gap</i>. New York: Free Press</p>
<p><b>Week 7 March 7 Internationalization of Higher Education</b></p>
<p><b>Guiding questions:</b> <i>What are the dimensions of internationalization in higher education?</i></p>
<p>Altbach, P. G., &amp; 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>Mir, S. (2013). Higher education in the Middle East. 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. 369.</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><b>Week 8 March 14 Culture, Context and Research Methodologies in Comparative Education</b></p>
<p><b>Guiding questions:</b> <i>How does culture shape human development across the life course? What kinds of research methods can we use to take contextual and cultural factors fully into account when conducting research in comparative education?</i></p>
<p>Brown, B.B. and R.W. Larson. (2002). The kaleidoscope of adolescence: Experiences of the</p>

<p>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>Riaz, A. (2008). <i>Faithful Education: Madrassahs in South Asia</i>. Rutgers University Press.</p> <p>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.</p> <p>Bartlett, L., &amp; Vavrus, F. (2014). Transversing the vertical case study: A methodological approach to studies of educational policy as practice. <i>Anthropology &amp; Education Quarterly</i>, 45(2), 131-147.</p>
<p><b>March 21 Spring Break. Have Fun!!</b></p>
<p><b>Week 9 March 28 Dependency Theory, Poverty, Migration and Conflict</b></p>
<p><b>Guiding questions:</b> <i>What has been the impact of aid dependence on education systems in the global South? How has conflict and mass migration of human populations impacted access to a quality education? How can access to educational opportunities mitigate and exacerbate poverty and conflict?</i></p>
<p>Samoff, J. &amp; Carrol, B. (2013). Education for All in Africa: Not Catching Up, but Setting the Pace. 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</p> <p>Arnove, R., Franz, S. &amp; Torres, C. (2013). Education in Latin America: From Dependency and Neoliberalism to Alternative Paths to Development. 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>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, 7, 10.</p> <p>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><b>Week 10 April 4 Postcolonial Theory and the Geopolitics of Knowledge Construction</b></p>
<p><b>Guiding questions:</b> <i>How do the geopolitics of knowledge construction impact education in countries around the world? How do Eurocentric perspectives continue to persist even in efforts to promote global awareness and global citizenship education? How can education contribute to a project of decolonization and the promotion of social justice at the global level?</i></p>
<p>Said, E. (1994). <i>Orientalism</i>. 1979. New York: Vintage.</p> <p>Andreotti, V. D. O. (2011). (Towards) decoloniality and diversity in global citizenship education. <i>Globalisation, Societies and Education</i>, 9(3-4), 381-397.</p> <p>Shizha, E., &amp; Makuvaza, N. (Eds.). (2017). <i>Re-thinking Postcolonial Education in Sub-Saharan Africa in the 21st Century: Post-millennium Development Goals</i>. Springer. (selected chapter)</p>

<p>Stein, S. (2017). The Persistent Challenges of Addressing Epistemic Dominance in Higher Education: Considering the Case of Curriculum Internationalization. <i>Comparative Education Review</i>, 61(S1), S25-S50.</p> <p>Pashby, K. (2012). Questions for Global Citizenship Education in the Context of the ‘New Imperialism’: For Whom, by Whom? In Andreotti &amp; De Souza (Eds.) <i>Postcolonial perspectives on global citizenship education</i> (pp. 21–38). Routledge.</p> <p>Shultz, L. (2012). Youth Study Tour to Africa In Andreotti &amp; De Souza (Eds.) <i>Postcolonial perspectives on global citizenship education</i> (pp. 172-173). Routledge.</p>
<p><b>Week 11 April 11 Feminist Theory and Women’s Education</b></p>
<p><b>Guiding questions:</b> <i>How do feminist theories help us to understand global educational inequality? What challenges do girls and women continue to face around the globe in pursuing an education? What is problematic about the global construction of the notion of the oppressed “Third World Girl”? How do the perspectives of Jordanian women challenge the global discourses of women’s empowerment?</i></p>
<p>Stromquist, N. (2013). Women’s Education in the Twenty-First Century. In Arnone, 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>Adely, F. (2012). <i>Gendered paradoxes: educating Jordanian women in nation, faith, and progress</i>. University of Chicago Press.</p> <p>Desai, K. (2016). Teaching the Third World Girl: Girl Rising as a precarious curriculum of empathy. <i>Curriculum Inquiry</i>, 46(3), 248-264.</p> <p>Connell, R. (2014). Rethinking gender from the South. <i>Feminist Studies</i>, 40(3), 518-539.</p> <p>Connell, R. (2011). Southern bodies and disability: Re-thinking concepts. <i>Third World Quarterly</i>, 32(8), 1369-1381.</p>
<p><b>Week 12 April 18 No Class. Final paper VERSION 1 due</b></p>
<p><b>Week 13 April 25 Education for Peace and Global Transformation</b></p>
<p><b>Guiding questions:</b> <i>How can we harness both Northern and Southern perspectives to foster peace, liberation and social justice at the global and local level?</i></p>
<p>Madjidi, K. &amp; Restoule, J.P. (2017). Comparative indigenous ways of knowing and learning. In Bickmore, K., Hayhoe, R., Manion, C., Mundy, K., &amp; Read, R. (Eds.). <i>Comparative and international education: issues for teachers</i>. Canadian Scholars’ Press.</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>Murithi, T. (2009). An African perspective on peace education: Ubuntu lessons in reconciliation. <i>International Review of Education</i>. 55, 221-233.</p> <p>Reardon, B. (1988). <i>Comprehensive peace education</i>. New York: Teachers College Press.</p>
<p><b>Week 14 May 2 Final Presentations. Book Review Due.</b></p>
<p><b>May 9 Final Paper Final Version Due</b></p>