FALL 2014

COMPARATIVE AND INTERNATIONAL EDUCATION
EDUC 881

Professor:        Jacqueline Mosselson, Ph.D.  Day/time:  Tuesdays, 1-4
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Introduction and Course Objectives

In this course we will examine and critique the role of education in national and global development using comparative study. We will explore the methods, major concepts and current trends in comparative education and explore various facets of societies that impact the educational system, including, but not limited to, historical, economic, social, political, ethnic and religious forces as they relate to education. Starting with an overview of cultural and social theories of the purposes, structure and outcomes of education, we will develop our analytical skills in examining our assumptions surrounding schooling and international education. We will then start applying these theories, exploring practical applications and expressions of contemporary problems in international education, examining the remarkable diversity within contemporary educational systems that are subject to global political and economic forces.

We will look specifically to:
- Examine what is meant by ‘comparison’ or ‘comparative’ as related to the study of education;
- Examine the ways in which cultural, social, economic, historical, political facets of societies manifest themselves in schooling;
- Examine cross-national themes such as educational transfer, political and economic development, social stratification and globalization;
- Provide students with useful tools and concepts for comparing different school systems within the systems’ contexts;
- Sharpen analytic and research skills for students to be able to develop independent, comparative insights about education with the goal of improving schools anywhere;
- Develop students’ written, oral and research skills.

Course Materials

There are two required texts for this course as well as readings posted on Moodle. The texts are:


The course has multiple other readings, materials and resources available on Moodle.

Course Requirements

Attendance and Participation.................................................................10 points
This is a graduate level course and I expect students to come to class thoroughly familiar with the readings each week. In order to focus the class discussions directly on the specific interests of each participant, you are expected to formulate and submit orally a question on an issue that has arisen for you from the readings. The question should reflect a synthesis of at least two of the readings from the week’s assignment but can draw from any relevant materials. We will write the questions on the board at the start of class each week and do our best to ensure that the discussions that day answer your questions and cover the topics in which you are most interested.

Critical Commentary and discussion: .................................................................25 points
In groups of two or three, you will choose one session to come to class prepared to facilitate. This means that you will prepare questions to discuss the week’s readings (comparing, assessing, synthesizing, and analyzing the authors’ viewpoints), as well as prepared to lead one or two class activities to illustrate and apply the topic and issues of the session. Students do not necessarily all receive the same grade for the activity: students will be graded according to the overall quality of the class session (same grade), quality of individual sections (individual grade) as well as quality of engagement during their team members’ sections (individual grade). The classes available are listed on the syllabus.

Group Project.............................................................................................................65 points
In groups of 3 or 4, students will actively work together on a semester-long analysis of an educational development project, focusing on either an issue and institution, or issue and country, or institution and country. More details and instructions are provided in a separate handout. The project will be broken down into several components, each with their own associated due dates and points.

Grading Policy

Grades in this class will be a Letter Grade unless you notify me, in writing, by the end of September that you would prefer Pass/Fail. Letter Grades will be determined according to the rubrics included in the assignment handouts. The rubrics tell you exactly what I will be looking for in your assignments and will be used closely in grading. Please refer to the appropriate rubric while preparing your work.

Except under extremely unusual circumstances, there will be no incompletes or extensions for this class. Late assignments due to medical or family emergencies will be exempted from penalties on a case-by-case basis, but there will be no exceptions made as the result of poor planning. If you have an emergency, please set up an appointment with me to discuss your situation and request an incomplete. At this meeting, we will also set up a timeline to help you complete the requirements in a timely fashion.

We will use the current university grading framework. Grading Key:

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>94-100</td>
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<td>A-</td>
<td>90-93</td>
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<td>D</td>
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<td>0-59</td>
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Attendance

Because of the dialogic nature of the learning in class, you are expected to attend every session. However, I do understand that personal circumstances sometimes intervene. Please let me know in advance if you must miss a class (or as soon after the missed class as possible), and I expect that you will talk with classmates to gather their understanding of what they learned in class; you may find it helpful to talk with more than one person. In addition, I will accept no more than two absences.

University Policy Considerations

A word on plagiarism, per University policy:
The integrity of the academic enterprise of any institution of higher education requires honesty in scholarship and research. Academic honesty is therefore required of all students at the University of Massachusetts Amherst.

Academic dishonesty (cheating, fabrication, plagiarism, facilitating dishonesty) is prohibited in all programs of the University. Sanctions may be imposed on any student who has committed an act of academic dishonesty. Any student who has committed an act of academic dishonesty will be reported to the Department Chair, the Dean of the Graduate School and given an F in this course. Please visit http://www.umass.edu/dean_students/rights/acad_honest.htm for more details.

Accommodations

The University of Massachusetts Amherst is committed to providing an equal educational opportunity for all students. If you have a documented physical, psychological or learning disability on file with Disability Services (DS), Learning Disability Support Services (LDSS), or Psychological Disabilities Services (PDS), you may be eligible for reasonable academic accommodations to help you succeed in this course. If you have a documented disability that requires an accommodation, please notify me within the first two weeks of the semester so that we may make appropriate arrangements.
## COURSE SCHEDULE AND READINGS

### 2 September

**Introduction**
- Overview of the course, syllabus, requirements and expectations
- Why study education comparatively? What is the connection between international education and comparative education?
- Why is comparative/international education useful for American educators?

### 9 September

**Historical Overview**
- Differences and similarities between international education and comparative education
- Overview of changes in epistemologies in comparative and international education
- Noah’s four uses of comparative education
- Video Excerpt: *Comparatively Speaking*

**Readings:**

### 16 September

**Why educate? Part 1**
- Overview of modernization theory and human capital theory
- Consensus views on the role of schooling and the relationship between schooling and development.

**Readings:**

### 23 September

**Why educate? Part 2**
- Dependency theory and world systems theory.
- How do conflict approaches continue to influence the field of CIE?

**Readings:**

30 September  

### Ideology and International/Comparative Education

- What are the basic epistemological, conceptual and methodological contributions of sociocultural theories to the field of CIE?
- What approaches and critiques have feminists introduced to the field?
- Discuss post-structural critiques of consensus and conflict theories of education

**Readings:**


7 October  

### Culture and Comparative Education

- Introduction to the notion of culture and its relation to education
- Discussion of culture from the perspective of processes and practices
- Insights into education as a socio-cultural practice

**Readings:**


14 October  

### No class

21 October  

### Using Education to Understand Culture

- What can we learn about culture by comparing educational systems?
- What can we learn about our own cultures by looking at how education takes place in different contexts?
- Movie: Preschool in 3 Cultures

**Readings:**
28 October  

**Approaches to Comparative and International Education**

- **Critical Commentary Opportunity One**
  - How to do CIE?
  - Review the history and use of educational indicators
  - Discuss cross national educational indicators research in policy studies
  - Discuss the political impact of indicators

**Readings:**

4 November  

**Neo-institutional approaches to educational structures and policies**

- **Critical Commentary Opportunity Two**
  - What are the main tenets of neoinstitutionalist theory?
  - From a neo-institutionalist perspective, what explains the extension of basic education to the masses?

**Readings:**

11 November  

**No Class – Veteran’s Day**
12 November  (note this is a Wednesday)  Educational Exchange: Policy borrowing and lending

- CRITICAL COMMENTARY OPPORTUNITY THREE
- What are the main concepts in the policy borrowing and lending framework?
- How does this framework help us to understand international educational policy?
- How does the policy borrowing and lending framework contrast to frameworks from neoinstitutionalist theory?

Readings:

18 November  Globalization and Education

- Is schooling converging or diverging in this era of globalization?
- Are we becoming a global village or learning how different we are?

Readings:

25 November  NO CLASS  Thanksgiving Break

2 December  Class Presentations