EDUC 202: INTRODUCTION TO INTERNATIONAL AND COMPARATIVE EDUCATION

Autumn 2016

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Time: Thurs. 12:00-2:50pm,
Location: EDUC (Cubberley) 206
Office hours: By appointment

Teaching Assistant:
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Office location: Cubberley 330
Office hours: TBD

COURSE OVERVIEW

This course is designed to provide students with an overview of the academic field of international and comparative education (ICE). Through a combination of theoretical and applied readings, the course aims to provide an introduction to the various theoretical paradigms within ICE, and help students come to their own understanding of the field. This course is oriented primarily to students in International and Comparative Education. It is, however, open to students from other disciplines and backgrounds, particularly those with international or cross-cultural interests.

In the first part of the course, we familiarize ourselves with historical and contemporary understandings of the field (Week 1). Going deeper, we consider meanings of “international,” “comparative,” and “global” education, as well as the tension between global and local in comparative education research by discussing what is gained and lost by using comparative (Week 2) and cross-national lenses (Week 3). Students will come to their own understanding of these issues through reflection in two mini-essays (2 pages).

In the second part, we examine theoretical frameworks that contribute to international and comparative education. Specifically, we consider functional (Week 4) and critical (Week 5) theories of education, as well as a macro-cultural view (Week 6) and local post-modern or anthropological approaches (Week 7). Students will deepen their knowledge of the strengths/weaknesses of these worldviews through a short essay (4 pages) that discusses a topic in ICE from two or more approaches.

In the third part, we consider two timely topics of discussion in the field – the UN’s Sustainable Development Goals (Week 8) and Education in Emergencies (Week 9). Students will again deepen their understanding through two mini-essays (2 pages) on these topics.

COURSE MATERIALS

Required and supplementary readings for this course have been posted on the Canvas course website.
COURSE REQUIREMENTS

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
<th>Due Date(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Preparation/Participation</td>
<td>10%</td>
<td>Throughout</td>
</tr>
<tr>
<td>Team Reading Presentation</td>
<td>5% (CR/NC)</td>
<td>TBD</td>
</tr>
<tr>
<td>Mini-Essays (4 total, 2 pages each)</td>
<td>10% each</td>
<td>Before class by email to Julia on 10/6, 10/13, 11/17, 12/1</td>
</tr>
<tr>
<td>Short Essay (1 total, 4 pages)</td>
<td>15%</td>
<td>11/10</td>
</tr>
<tr>
<td>Final Research Project</td>
<td>30%</td>
<td>12/8 (5-7 minute presentation), 12/15 final report due to Julia by 5pm</td>
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Late policy: Assignments will lose one grade level for being less than 24 hours late (e.g. A to A-, A- to B+) and a full letter grade for anything more than 24 hours late (e.g. A to B, B to C). No outstanding assignments will be accepted after the final project is due.

Grading Rubric for the Mini-Essays and Short Essay

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>Outstanding. An “A” paper shows the student has (a) correctly understood the readings, (b) adds a layer of original critique, synthesis or insight (i.e. goes beyond paraphrasing the readings), and (c) conveys a main point in a well-written, well-organized, and compelling way. The best papers are organized around a single main point that is thoroughly described and supported.</td>
</tr>
<tr>
<td>A- or B+</td>
<td>Excellent. An “A-” or “B+” paper shows the student understands the readings and/or has some relevant reflection, but does not fully achieve both (e.g. the readings are understood, but the critical insight is poorly developed; or the piece is mainly belief and opinion with little link to the reading).</td>
</tr>
<tr>
<td>B</td>
<td>Good. The paper shows the student understands and can paraphrase the material, but there is little or no critical analysis.</td>
</tr>
<tr>
<td>B- or C+</td>
<td>Adequate. The paper shows the student understands some parts of the material, but there are some areas of misunderstanding. There is little or no critical thinking and the essay is poorly structured or poorly written.</td>
</tr>
<tr>
<td>C or lower</td>
<td>Inadequate. There is a fundamental misunderstanding of the material and/or assignment. Please make an appointment to see the instructor or TA.</td>
</tr>
</tbody>
</table>

Participation
Your participation is crucial to the success of the class and our learning as a group. Class participation means coming to class having completed all the readings, enhancing discussions by sharing your experiences and insights every session, and listening attentively to your classmates with the goal of understanding and learning from their perspective. Classroom discussions are most productive when many voices shape the dialogue. Each class member brings different experiences and perspectives to discussions. I ask you to come ready to participate as both a speaker and a listener. It is the responsibility of all class members to make room for, and to learn from, individuals with different views and different ways of engaging in conversation. Students are expected to respect, critique, and build on the ideas of those who have spoken before them. In order to do this, students must be active listeners. Checking email on laptops, Blackberries, or mobile phones or surfing the internet is not acceptable during class time, and will negatively impact your participation grade. Timely attendance is required. Attendance will be recorded, and factored into the assessment of participation if a student misses more than one session.

Team Reading Presentation
To facilitate your participation, you are expected to take the lead in generating student-led discussion. This involves preparing a handout with a short (2-3 sentence) overview of the readings and 1-2 questions, comments or reactions to trigger conversation. This part of the course is graded on a credit/no credit basis.
Mini-Essays (2 pages each)
Write four very short papers drawing on the readings to reflect on the assigned questions.
  o Mini-Essay 1. What is international and comparative education? Describe your understanding of the field of ICE, drawing on class material, the readings thus far, plus your own experiences.
  o Mini-Essay 2. Discuss some aspect of comparative versus global approaches to education. (For example, consider how the rise of a global education regime reshapes earlier definitions of ICE. Or discuss your view of how the on-going globalization of education will (and/or should) change the field. Or consider what aspects of comparative versus global approaches you find most/least useful and why.)
  o Mini-Essay 3. Reflect on this week’s special topic.
  o Mini-Essay 4. Reflect on this week’s special topic.

Short Essay (4 pages)
Pick any topic related to ICE where you can find articles from two or three views and discuss how you make sense of the divergent research positions. (As possible examples – you could identify the assumptions that underpin the positions, or if you identify strongly with one view discuss why and what evidence would be necessary to disprove your view, or you could talk about the different contexts that make it possible for divergent positions to both be true in some settings. Hint: Some areas where there are debates include testing/measurement, globalization, decentralization/privatization, the relationship between education and economic growth, and the use of student-centered pedagogy. You may use one of these if it helps, but you do not have to!)

Group Research Project
In line with the research orientation of the ICE program, the class will work together on a project that simultaneously gives experience with academic research while producing empirical evidence about the state of knowledge in ICE relevant to the substantive goals of this course. The project, described separately, will be a guided content analysis of the articles published in the flagship journal in ICE, *Comparative Education Review*. 
**PART I. UNDERSTANDING ICE**

**Week 1 (9/29): What is International & Comparative Education?**


For discussion:
- What is international and comparative education? Who are the main actors? What are the benefits and drawbacks of comparative research? What have been the major approaches and where is the field headed?

Practical discussion:
- Tips for academic reading
- What makes a good academic journal and/or article, and tips for finding them

For further reading (not required):

**Week 2 (10/6): How and why do we compare?*** MINI ESSAY 1 DUE BEFORE CLASS***


For further reading (not required):
Week 3 (10/13): Beyond Comparison: Global Education

*** MINI ESSAY 2 DUE BEFORE CLASS ***


**PART II. THEORETICAL LENSES**

Week 4 (10/20): Modernization, Human Capital


Week 5 (10/27): Dependency Theory, World Systems Theory


For further reading (not required):

Week 6 (11/3): World Society Theory


Practical discussion:
- The case of student-centered pedagogy from multiple theoretical frames (in preparation for the short essay due next week).

For further reading (not required):

Week 7 (11/10): Anthropology, Post-modernism

*** SHORT ESSAY DUE BEFORE CLASS ***

**Guest Lecturer: Lisa Yiu, Visiting Scholar at Stanford Graduate School of Education**

PART III. SPECIAL TOPICS IN COMPARATIVE EDUCATION

Week 8 (11/17): Education for All & the Sustainable Development Goals  
*** MINI ESSAY 3 DUE BEFORE CLASS ***

- Skim the most recent “Global Monitoring Report” (http://en.unesco.org/gem-report/) and the UN’s Sustainable Development Goals for education (http://www.un.org/sustainabledevelopment/education/).
- Browse the website for the Global Partnership for Education and skim their latest results report: http://www.globalpartnership.org/data-and-results/results-reports

Practical discussion:
- Tips for presenting data in tables and figures (in preparation for reporting findings of team research project).

Week 9 (12/1): Education in Conflict and Emergencies  
*** MINI ESSAY 4 DUE BEFORE CLASS ***

- Browse the website of the Inter-Agency Network for Education in Emergencies: http://www.ineesite.org/en/

Week 10 (12/8): Presentations

5-7 minute presentations. Provide feedback to your colleagues on their research findings and presentation.

Dec. 15 *** Final Project due at 5pm ***