

EDF3083 International and Comparative Education

Norman Hall : Classroom 1-121

Spring 2020 : Monday, Wednesday 10:40-11:30am, Friday online

Instructor: Leah Powers

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Office hours: By appointment

Course Description: While the adoption of neoliberal, free-market economic policies and the subsequent deregulation of education began in the 1980s, its influence in recent years has only continued to increase. Over the last decade, these trends have continued to put pressure on many education systems throughout Europe, North and South America, and Asia. As a result, the increasing gaps between rich and poor on the individual, school, national and international scales are obvious, and they continue to intensify ethnic conflict, cultural disputes, gender inequality, and social instability. In this class students will be able to discuss a wide variety of educational issues from a comparative, international, and even personal perspective; this will be achieved through two-way and interactive class and online discussions between the instructor and students around critical topics discussed in this course. This class will help students acquire knowledge/skills on comparative methodology and its use for educational policies/practices through a global lens.

Course Objectives: International and Comparative Education will examine the political, economic, and cultural contexts of schooling in various parts of the world. It will also introduce theoretical perspectives and comparative methods for interpreting the significance of educational policies and practices in light of globalization. This course will be understood as a systematic examination of other cultures and other systems of education deriving from these cultures in order to discover resemblances and differences and why variant solutions have been attempted to problems that are common to all.

Students will meet these objectives by:

- The development and understanding of comparative education as a field of inquiry.
- The examination of several key international educational contexts, with special emphasis on issues of race and gender cross-nationally.
- The introduction of theories and perspectives from the social sciences relevant to an understanding of the role of education in relation to structures of global differentiation, hierarchy, and power.
- Critically evaluating research on the status of children, adolescents, and young adults around the world and their participation patterns in various sectors of society, particularly in education.

The course content will be structured into four parts:

Part 1: What is Comparative and International Education?

Part 2: Education Around the Globe: Culture, Race, and Ethnicity

Part 3: Gender and Education in Global and Comparative Perspectives

Part 4: New Directions in Comparative Education

*Required Texts: Freire, P. (1970). Pedagogy of the Oppressed.

COURSE POLICIES:

Attendance and Due Dates: The quality of your contributions to class discussions and your involvement in class activities are vital for a constructive learning environment. Regular class attendance, punctuality, and completion of all reading assignments is expected. **Absences will be considered unexcused unless clarified beforehand and documentation has been provided.** Likewise, late assignments will not be accepted unless an extension has been granted ahead of time. For more on university attendance policies, see <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Class Norms: Because this course is primarily discussion-based, please come to class with an open mind and a willingness to share your *informed* point of view. When course content is available online, laptops and other devices will be permitted at the discretion of the instructor; otherwise, refrain from distracting yourself and others.

Academic Honesty Policy: Cheating (especially plagiarism) will not be tolerated. All work submitted implies the UF Honor Pledge:

“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: ‘On my honor, I have neither given nor received unauthorized aid in doing this assignment.’

The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel.

Accommodations: Students with disabilities requesting accommodations should provide appropriate documentation to the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) as early as possible. Once registered, students will receive an accommodation letter to present to the instructor when requesting accommodation.

Evaluations: Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Resources: The University offers a number of services designed to help students succeed such as Counseling and Wellness, Sexual Assault Recovery Services, Library Support, Career Resource Center and the Writing Studio. Please do not hesitate to reach out to me for support. Office hours are an ideal time to voice your needs or concerns.

ASSIGNMENTS:

Class Participation and Discussions 5%

Active student participation is a cornerstone of the course. You simply have to be present for all classes as scheduled.

Analysis/Policy Questions 10%

For each class period students will critically answer, develop, and (verbally) deliver responses to discussion questions concerning class materials, readings, or guest speaker presentations. These responses and questions will serve as the basis for class discussions and should provide a synthesis and analysis based on the articles’ relevance and contribution to the field of comparative and international education.

Book Talk 15%

Students will work in groups of 2-3 to read and present a chapter of Freire’s *Pedagogy of the Oppressed*. Student presentations of their selected book chapter will be conducted in the style of classroom discussion rather than lecture. Students will develop their own discussion questions based on their chosen chapter and lead their classmates in conversation regarding Freire’s work. Students may use visual aids to assist in their presentation, but will not lecture from a PowerPoint.

Reflection Papers 20%

Active student engagement in both class readings and assignments are necessary given the complex content, research, theoretical and methodological issues addressed in this course. As a result, students will complete 4 one-page reflection papers throughout the semester (on various topics, covered within course readings). Reflection paper writing prompts will be posted on selected Fridays and must be uploaded to Canvas by the midnight of the same day. Papers must be written formally and follow the standards as listed below:

Paper Submission Logistics:

- Papers should be written in the first person point of view and based on your own opinion, but must include direct quotes from the readings to support your ideas.

- These should be typed, double-spaced, in 12 pt Times New Roman font, with 1" margins in a professional writing style (APA/MLA/Chicago); include a cover page containing assignment title, author name, and date. Also include a works cited page.
- Save paper with your last name and title.

Midterm Group Project 25%

The Internationalization of Educational Institutions: Students will work in groups of three and will select one United States based educational institution and investigate the steps taken towards internationalization. These steps include plans, strategies, initiatives, and procedures that your chosen institution has undergone in order to take steps toward becoming a more globally focused and internationalized school. This project will include one 5-6 page research paper and a formal presentation during class. Additional information will be provided. **Due at the beginning of class: March 23rd and 25th**

Final Project: 25%

International Development Education: Students will work with a partner to prepare an analysis of an international educational project, either ongoing or recently completed, that is designed to promote modernization in a less developed country. You will investigate a major international education agency that is currently engaged in international development education. The project will require a 10-12 page research paper and a formal presentation during class. Additional information will be provided. **Presentation due: April 22nd / Final Paper due: by midnight April 28th**

Grading: The grading scale for this course is as follows:

93%-100%	A	73%-76%	C
90%-92%	A-	70%-72%	C-
87%-89%	B+	67%-69%	D+
83%-86%	B	63%-66%	D
80%-82%	B-	60%-62%	D-
77%-79%	C+	59%-below	E

SCHEDULE

Please check Canvas (<http://elearning.ufl.edu/>) for updates and revisions.

*I reserve the right to update and revise the course schedule at any time.

Date	Topic	Readings & Assignments
1/6	Introduction to EDF 3083	In-Class: Finland: Slow and Steady Reform for Consistently High Results, pp. 118-135 VIDEO: Why Finland has the best Education in the World In-Class: Syllabus Review
1/8	What is International and Comparative Education? CIE as an Interdisciplinary Field	HW: Dolby, N. & Rahman, A. (2008). Research in international education. <i>Review of Educational Research</i> , 78(3), 676-684. HW: Altbach, P.G. (2016). "Global Perspectives" Introduction and Chapter 2: pp.3-10, 15-27.
1/10		Canvas: Discussion Forum #1
1/13	Overview of International and Comparative Education as a Theory	HW: Lipset, S.M. (1963). The Value Patterns of Democracy: A Case Study in Comparative Analysis. <i>American Sociological Review</i> , 28(4), pp.515-531.
1/15	Overview of International and Comparative Education and Theory	HW: Kapoor, I. (2002). Capitalism, Culture, Agency: Dependency versus Postcolonial Theory. <i>Third World Quarterly</i> , 23(4), pp.647-664. HW: Hickling-Hudson, Matthews, & Woods. (2004). Education, Post-Colonialism, and Disruptions. pp.1-14

1/17		Canvas: Discussion Forum #2
1/20		MLK HOLIDAY - NO CLASS
1/22	Education Around the Globe: Global Citizenship Education	HW: Abdi, Shultz, & Pillay. (2015). Decolonizing Global Citizenship: An Introduction and Chapter 2: Decolonizing Global Citizenship Education. pp.1-4,11-24
1/24		Canvas: Reflection Paper #1
1/27	Education Around the Globe: Internationalization of Higher Education	HW: Altbach & Knight. (2016). The Internationalization of Higher Education: Motivations and Realities. Global Perspectives on Higher Education. Chapter 7, pp.105-119.
1/29	Education Around the Globe: International Exchange	HW: Sato, T., & Hodge, S. (2015). Japanese exchange students' academic and social struggles at an American university. Journal of International Studies, 5(3), 208-227.
1/31		Canvas: Discussion Forum #3
2/3	Book Talk: Group 1	Freire, Chapter 1 "Oppression and the Oppressors"
2/5	Education Around the Globe: Culture, Race, and Ethnicity (Human Rights Education)	HW: Spreen & Monaghan. (2016). Leveraging Diversity to Become a Global Citizen: Lessons for Human Rights Education. pp.1-23.
2/7		Canvas: Discussion Forum #4
2/10	Education Around the Globe: Culture, Race, and Ethnicity (Peace and Conflict Education)	HW: King, E. (2015). From Classrooms to Conflict in Rwanda. Cambridge: Cambridge University Press. pp. TBD.
2/12	Education Around the Globe: Culture, Race, and Ethnicity (Peace and Conflict Education)	HW: Moland, Naomi. (2014). Can multiculturalism be exported? Dilemmas of diversity on Nigeria's "Sesame Square." Comparative Education Review, 59(1), pp.1-23
2/14		Canvas: Discussion Forum #5
2/17	Education Around the Globe: Culture, Race, and Ethnicity (Ethnicity and Education)	HW: Hickling-Hudson, A., & Ahlquist, R. (2003). Contesting the curriculum in the schooling of indigenous children in Australia and the USA: From Eurocentrism to culturally powerful pedagogies. Comparative Education Review, 47(1), 64-89.
2/19	Book Talk: Group 2	Freire, Chapter 2 "Concept of Education as an Instrument of Oppression"
2/21		Canvas: Reflection Paper #2

2/24	Education Around the Globe: Agencies, Organizations, etc.	In-Class: Researching Agencies—UNESCO, USAID, World Bank, United Nations, etc.
2/26	Gender and Education: Global and Comparative Perspectives	HW: Stromquist, N. & Fischman, G. (2009). "Introduction - From Denouncing Gender Inequities to Undoing Gender in Education: Practices and Programmes Toward Change in the Social Relations of Gender." <i>International Review of Education</i> 55: 463-482
2/28	Canvas: Discussion Forum #6	
3/2-3/6	SPRING BREAK	
3/9	Gender and Education: Schooling Experiences	HW: Murphy-Graham, E., & Leal, G. (2015). Child marriage, agency, and schooling in rural Honduras. <i>Comparative Education Review</i> , 59(1), 24-49. HW: Assie-Lumumba, N. & Sutton, M. (2004). Global Trends in Comparative Research on Gender and Education. pp. 345-352.
3/11	Gender and Education: Schooling Experiences	HW: Rolón-Dow, R. (2004). Seduced by images: Identity and schooling in the lives of Puerto Rican girls. <i>Anthropology & Education Quarterly</i> , 35(1), 8-29.
3/13	Canvas: Discussion Forum #7	
3/16	Book Talk: Group 3	Freire, Chapter 3, "The Essence of Education as the Practice of Freedom"
3/18	Gender and Education: Empowerment and Development	HW: Hanmer, L. and Klugman, J. (2016). "Exploring Women's Agency and Empowerment in Developing Countries: Where Do We Stand?" <i>Feminist Economics</i> 22, 1: 237-263.
3/20	Canvas: Reflection Paper #3	
3/23	MIDTERM GROUP PROJECT PRESENTATIONS	
3/25	MIDTERM GROUP PROJECT PRESENTATIONS	
3/27	Canvas: Discussion Forum #8	
3/30	New Foundations in CIE: Political Understandings and US Interest	HW: Sturken, M. (2015). The 9/11 Museum and the Remaking of Ground Zero. <i>American Quarterly</i> , 67(2), pp.471-490.
4/1	New Foundations in CIE: Political Understandings and US Interest	HW: Hite, K. (2018). Revisiting the Cold War through Twenty First Century Museums of Memory of the Americas. pp.210-225. DUE: Final Paper Proposal (Canvas)

4/3		Canvas: Discussion Forum #9
4/6	New Foundations in CIE: Global Understandings of Immigration vs. Emigration	HW: Suárez-Orozco, M. (2001). Globalization, Immigration, and Education: The Research Agenda. <i>Harvard Educational Review</i> , 71(3), pp.345-359
4/8	Book Talk: Group 4	Freire, Chapter 4, "Antidialogics and Dialogics Towards Cultural Action"
4/10	Canvas: Discussion Forum #10	
4/13	New Foundations in CIE: Global Understandings of Refugee Education	HW: Monaghan, C. (2015). Educating for Durable Solutions? Schooling in Kenya's Dadaab and Kakuma Refugee Camps. Prologue, pp.vi-viii, & Introduction, pp.1-17.
4/15	New Foundations in CIE: Global Understandings of Refugee Education	VIDEO: "Why I Fight for the Education of Refugee Girls (Like Me)" (2018) HW: King & Monaghan. (2015). Peace Education & Peacebuilding in Dadaab Refugee Camp: Results and Lessons Learned. Introduction & Background, pp.1-16.
4/17	Canvas: Reflection Paper #4	
4/20	--NO CLASS--	
4/22	FINAL PRESENTATIONS	
4/28	Final Exam: Submit final paper via Canvas by midnight	