Course Overview

This course will present an overview of the main theoretical, policy, and practice-related issues affecting educational systems today. As globalization becomes more widespread, educational systems are receiving increasing attention as a tool for social inclusion and economic competitiveness as well as being subjected to common pressures. The course will examine the role of educational systems in the democratization of society through the universalization of basic education and the broadening of higher education. It will examine as well how issues of equality/equity are competing today with those of efficiency, quality, and parental choice. Since financing is a determinant factor in the existence and maintenance of educational programs, the role of two critical actors, the state and international development agencies, will be examined. The situation of disadvantaged groups, particularly women, and the promise of instructional and educational innovations will complete this review of international education.

Course Objectives

This course seeks to familiarize the student with the field of comparative and international education (CIE). This involves: (a) understanding the main educational issues facing efforts to apply education for national development today, (b) learning how various social science disciplines are used in the analysis of educational systems, (c) distinguishing the actual role of education in the transformation of developing societies, and (d) understanding the substance and reasoning behind CIE’s intellectual and professional identity.

Additional course objectives are those of fostering policy analysis skills and research abilities (particularly the conduct of comparative analysis) in the students. These objectives will be accomplished through the production of research papers and class discussions of assigned materials.

Course Format

This course will comprise four distinct and complementary activities: First, a number of key issues in the field of CIE will be pursued through lectures on selected conditions/problems. Second, students—who are expected to come to class prepared by reading the assigned documents for each session—will participate in class discussions and make presentations on various class readings. Third, toward the end of the course panel presentations based on two country case studies will be organized by students on system-wide policy challenges and
recommendations for their respective national education system. Fourth, students will produce a reflective essay and two research papers.

Since the course proceeds by issues rather than national systems, each student will be asked to adopt a country for further study and coverage through the mid-term assignment and course research paper.

**Required Readings**

One textbook has been assigned for the course:


To complement the understanding of pertinent issues, there will be additional readings accessible through Canvas. They are presented by the class date. Readings identified as “text” refer to those in the textbook.

**Recommended readings:**


**Student Evaluation**

Students will be evaluated on the basis of five outputs: their informed participation based on reading assignments in seminar discussions (10% of the grade); their performance in a reflection paper (15 points); their performance in a mid-term assignment (20 percent); and their performance in the course research paper (45 percent), and your contribution and performance in the country panel presentation (10 percent).

A critical understanding of the assigned readings calls for: discussing the key points of the paper, its strengths and weaknesses, an assessment of the importance of the topic, and an identification of new issues or questions for further debate.

The reflection paper (7 pages) will examine major educational accomplishments and persistent problems in a developing country of your choice. The mid-term assignment (10-12 pages) will compare educational statistics in two countries in terms of their efforts toward access,
equity, and efficiency. The course research paper (25-30 pages) will address a particular educational policy, project, or innovation being implemented in a developing country and which appears to be especially promising. Guidelines for all three papers as well as for the panel presentation will be distributed to the students in advance. Please, note that the outline for the course research paper is due on October 14th. All assignments should be emailed to me—no need for paper versions.

Honor Code

All students are expected to abide by the code of academic integrity throughout this course. Academic dishonesty, including cheating, fabrication, and plagiarism will not be tolerated and will be reported to the Student Honor Council. The full text of the code is available on the web at: http://www.inform.umd.edu/CampusInfo/Departments/JPO/code_acinteg.html.

Students with Disabilities

A student with a documented disability or any other special needs who wishes to discuss academic accommodations should contact the instructor as soon as possible.

Religious Observances

Students will not be penalized because of observances of their religious beliefs. Whenever possible, students will be given reasonable time to make up any academic assignment that is missed due to participation in a religious observance. It is the student’s responsibility to inform the instructor of any intended absences for religious observances in advance. Notice should be provided as soon as possible, but no later than the end of the schedule adjustment period. Prior notification is especially important in connection with final examinations, since failure to reschedule a final examination before the conclusion of the final examination period may result in loss of credits during the semester.

Course Evaluation

Your participation in the evaluation of courses through CourseEvalUM is a responsibility you hold as a student member of our academic community. Your feedback is confidential and important to the improvement of teaching and learning at the University as well as to the tenure and promotion process. CourseEvalUM will be open for you to complete your evaluations for fall semester courses between December 1 and Sunday, December 13. Go directly to the website (www.courseevalum.umd.edu) to complete your evaluation.

CLASS SCHEDULE

September 9—Discussion of Course Objectives. Overview of the Field of International Development Education. Theoretical Frameworks in IDE.

Text: Arnowe and Torres, Chapters 1 and 4.
--CIE international organizations, professional associations, and journals.
September 16—School Efficiency.

Text: Arnove et al., Chapter 10.
--Levin, "Effective Schools in Comparative Focus"
--Birdsall et al., "Education in Brazil: Playing a Bad Hand Badly."
--Plank, "Public Purpose and Private Interest in Brazilian Education."

September 23—Conceptions of Equality and Equity in the Distribution of Education.

Text: Arnove et al., Chapter 6 and 11.
--Carnoy. “Improving Equity and Quality in World Education.”
--Hallinan, “Equality in Education.”
--Weiss, "Educational Outcomes and School Processes."
--Thomsen et al., “The Educational Strategies of Danish University Students from Professional and Working-Class Backgrounds.”

September 30—Equality and Equity (cont’d).

Text: Arnove et al., Chapter 5 and 9.
--Zachariah, "Education for Status Improvement."
--Kubow, “Educational Access and Opportunity.”
--Nordtveit, “Schools as Agencies of Protection in Namibia and Swaziland.”

October 7—Education as a Human Right

--Tomasevsky. “Education as Human Rights.”
--Schugurensky and Silver, “Social Pedagogy.”

Due: Course research paper outline and preliminary bibliographic sources.

October 14— Parental Options and Vouchers

--Bray, "Issues in Parenting and Community Financing of Education in East Asia."
--McEwan and Carnoy, “The Effectiveness and Efficiency of Private Schools in Chile’s
Voucher System.”  

**Due:** Course research paper outline and preliminary bibliographic sources.

**October 21**—Education for All and the Millennium Development Goals

--UNDP et al., "World Declaration on Education for All.”
--UN, “Millennium Development Goals and Targets.”
--Mundy and Murphy, “Transnational Advocacy, Global Society?”
--UN, “A New Global Partnership.”
--DAWN, “From People’s Rights to Corporate Privilege.”

**Due:** Reflection paper to be e-mailed by 3 p.m.

**October 28**—Gender Issues in Education

Text: Arnove et al., Chapter 7.
--Rose, “Female Education and Adjustment Programs: Crosscountry Statistical Analysis.”
--Arnot and Dillabough, “Feminist Politics and Democratic Values in Education.”
--Stromquist, “Education as a means for empowering women.”

**November 4**—Education Systems in Various World Regions. Similarities and Differences. Causes.

Invited lecturer: Porsha Childs

Text: Arnove et al., Chapters 12 and 13.
Childs, “Affirmative Action Policies in Four National Contexts: An Analysis of Preferential Policies in India, the US, Brazil, and South Africa.”

**November 11**—Education Systems in Various World Regions (cont’d)

Invited lecturer: Kevin McClure

Text: Arnove et al., Chapters 14 to 16.
McClure, Yazan, and Selvi, “Reforming the National Narrative: Curricula Reform and History Textbooks in Turkey’s EU Era.”

**Due:** Mid-term paper to be e-mailed by 3 p.m.

**November 18**—Decentralization and Participation
Text: Arnove et al., Chapter 8.
--McLean and Lauglo, "Introduction: Rationales for Decentralization and a Perspective from Organizational Theory."
--Chapman et al., “Do Communities Know Best? Testing a Premise of Educational Decentralization: Community Members’ Perceptions of their Local Schools in Ghana.

**November 25**—Teachers in the Education Process

--Robert, “Incentives, Teachers, and Gender at Work”
--Ankrah-Dove. “The Deployment and Training of Teachers for Remote Rural Schools”

**December 2**—The Role of International Development Agencies. Their Role in Policy Borrowing.

Text: Arnove et al., Chapter 2.
--Mundy with Ghali, “International and Transnational Policy Actors in Education.”
--Rizvi and Lingard, “Globalization and the Changing Nature of OECD’s Educational Work.”
--Ashford, “Negotiating Donor Participation in the Sri Lankan Educational Sector.”
--Verger, “The Merchants of Education: Global Politics and the Uneven Education Liberalization Process within the WTO.”

**December 9**—The Role of the State in Educational Development. Globalization Forces in Education.

Text: Arnove et al., Chapters 3, 17, and 18.
--Carnoy, "Education and the Transitional State."
--Hanson, "Educational Change under Autocratic and Democratic Governments: The Case of Argentina."
--Green, “Education, Globalization, and the Nation State.”

**Due:** Course research paper to be e-mailed by 4 p.m. No exceptions, please.  
**Course evaluation:** Please participate in the online course evaluation. Instructions appear on p. 3 of this syllabus.

**December 16**—Country panel presentations.  
Discussion: Solutions, new issues, and persistent problems in education.