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. The situation of disadvantaged groups, particularly women, and the challenges of attending to personal and professional conditions of teachers will be considered. Since financing is a determinant factor in the existence and maintenance of educational programs, the role of two critical providers, the state and international development agencies, will complete the review of international and comparative 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 from the symbolic 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 three 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, students will produce a reflective essay and two (a mid-term and a final) research papers.

Since the course proceeds by issues rather than national systems, each student are encouraged to adopt a country or region for further study and coverage through the midterm 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 Elms. 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 (15% of the grade); their performance in a reflexive paper (15%); their performance in a midterm assignment (20%); and their performance in the course research paper (45%), and your contribution to and performance in the student presentation session panel (5%).

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 reflexive paper (about 7 pages) will examine a major educational accomplishment or a persistent problem in a developing country of your choice. The midterm 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 one or more developing countries and which appears to be especially promising. Guidelines for all three papers as well as for the panel presentation are listed under the course files in Elms.

Please, note that the outline for the course research paper is due on October 3rd. All assignments should be e-mailed to me—no need for paper versions. Using track changes I will make comments on your text and return it promptly to you.

Honor Code

All students are expected to abide by the Code of Academic Integrity throughout this course. Academic dishonesty, including cheating and facilitating academic dishonesty, 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:

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 <courseevalUM.umd.edu> 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 Tuesday, December 1 and Sunday, December 13. By completing all of your evaluations each semester, you will have the privilege of accessing the summary reports for thousands of courses online at Testudo.
CLASS SCHEDULE

August 29—Discussion of Course Objectives. Overview of the Field of International Development Education. Theoretical Frameworks in IDE.

Text: Arnove et al. Chapters 1, 4, and 18.
--CIE international organizations, professional associations, and journals.
--Hayhoe and Mundy. “Introduction to Comparative and International Education.”
--Classroom portraits around the world.

September 5—School Efficiency.

--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 12—The Logic and Use of Educational Indicators.
Class facilitated by Lauren DeCrosta (advanced doctoral student).

Exercises using and interpreting indicators.
--Stromquist. Handout on Educational Indicators
--Lewin. “Goals and Indicators for Education and Development: Consolidating the Architectures.”
--High Level Task Force. “Indicators for a Transformative SDG age.”

September 19—Conceptions of Equality and Equity in the Distribution of Education.

--Carnoy. “Improving Equity and Quality in World Education.”
--Hallinan. “Equality in Education.”
--Thomsen et al. “The Educational Strategies of Danish University Students from Professional and Working-Class Backgrounds.”
--Joint Reaction to World Bank Statement, “The World Bank will not end poverty by promoting fee-charging, for-profits schools in Kenya and Uganda.”

September 26 —Equality and Equity (cont'd).
---Zachariah. "Education for Status Improvement."
---Nordtveit. “Schools as Agencies of Protection in Namibia and Swaziland.”

October 3—Education as a Human Right.

---Tomasevski. “Human Rights Obligations.”
---Schugurensky and Silver. “Social Pedagogy.”
---Hanson. "Educational Change under Autocratic and Democratic Governments: The Case of Argentina.”

Due: Course research paper outline and preliminary bibliographic sources.

October 10—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.”

October 17—Education for All, the Millennium Development Goals, and the Sustainable Development Goals.

---UN. “EFA Goals and Indicators”
---UN. “Millennium Development Goals, Targets, and Indicators.”
---UNESCO. “Rethinking Education: Towards a global common good?”
---UN. “A New Global Partnership.”
---UN. “Sustainable Development Goals 4 and 5.”
---Burnett and Felsman. Post-2015 MDGs
---Mundy and Murphy. “Transnational Advocacy, Global Society?”
---DAWN. “From People’s Rights to Corporate Privilege.”

Due: Reflexive paper to be e-mailed by 3 p.m.
October 24—Gender Issues in Education.

--Arnot and Dillabough. “Feminist Politics and Democratic Values in Education.”
--Stromquist, “Women’s Empowerment and Education: Linking knowledge to transformative action.”
--Guinee. “Empowering Women through Education: Experiences from Dalit Women.”
--Findlow, “Higher education and feminism in the Arab Gulf.”
--Monkman and Hoffman: “Girls’ education: The power of policy discourse.”
--Women’s Major Group. Response to Item No. 1—Addressing Systemic Barriers to Achieving Sustainable Development.
--Women’s Major Group. Response to Item No. 2—Three cross-cutting issues for the 2030 Agenda.

October 31—Higher Education.

--Torres and Schugurenski. “The political economy of higher education in the era of neoliberal globalization.”
--Altbach, “Globalisation and the University. Myths and Realities in an Unequal World.”
--Acker and Armenti. “Sleepless in Academia.”

November 7 —Teachers in the Education Process.

--Andere. “Are Teachers Crucial for Academic Achievement?”
--Robert. “Incentives, Teachers, and Gender at Work”
--Ankrah-Dove. “The Deployment and Training of Teachers for Remote Rural Schools”

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

November 14 —No classes. Instructor attending EI conference in Accra, Ghana.

Text: Arnove et al. Chapters 14 to 16.
--Carnoy. "Education and the Transition State."

November 28—Decentralization and Participation.

--McLean and Lauglo. "Introduction: Rationales for Decentralization and a Perspective from Organizational Theory."

December 5—The Role of International Development Agencies.

--Rizvi and Lingard. “Globalization and the Changing Nature of OECD’s Educational Work.”
--Manion. “Power, knowledge and politics: Exploring the contested terrain of girl-focused interventions.”
--Arutyunova and Clark. “Watering the Leaves. Starving the Roots.”
--Fichtner. “A laboratory for education reform or a battlefield of donor intervention?”


Due: Course research paper to be e-mailed by 3 p.m. No exceptions, please.
Course evaluation: Please participate in the online course evaluation.

Happy Holidays!