Comparative & International Education
Yonsei International Summer School, 2011

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Course Description:

This course is designed for undergraduate students aspiring to become leaders in the field of education and beyond. The field of comparative education emerged out of the need to explore and understand different philosophies and approaches to education around the world. The questions we explore are situated in larger discussions about the purpose of education and development and the 'right' policies for both so-called developing, semi-developed, and core industrialized countries. In this course, we will attempt to answer the questions listed above as well as a range of historical and current educational issues centering on issues of access and quality of education throughout the world. Most of these issues will deal with social inequalities in the developing and semi-developed nations, but will also include gender, race, sexuality, physical ability, and other forms of discrimination in the field of education.

In order to engage in critical dialogue and understanding, students will be required to come to class ready to engage in the topics of discussion as outlined in this syllabus. The class will take a Socratic style approach where students' voices, thoughts, queries, experiences, etc. will be the core of our discussions. It is therefore important for students to read not only “content” but more so to engage the literature from their perspectives and experiences. In other words, I want our discussions to be lively, not regurgitations of the text. I will moderate, summarize, add other scholars' perspectives, and at times drive the conversation. I will challenge thoughts not because I think a student is wrong, but to enable the student to develop critical and creative thinking skills.

It is my intent that all students, regardless of background or perspective will be well-served by this course, that students' learning styles and needs will be addressed both in and outside of class, and that the cultural diversity and identity that each student brings to this class will be viewed as a resource, a strength, and a benefit to all. Please let me know of ways to improve the effectiveness of the course for you personally or for other students or student groups.

NOTE: The course will be taught solely in English and all assignments are required to be written in English (no exceptions).

Course Objectives

On completion of the course, each student will have developed a critical, complex and comparative understanding of:

1. the purpose of comparison of educational systems
2. multiple contexts – historical, social, political, economic etc. – that shape educational systems and the field of international development and education
3. key theoretical and ideological paradigms in the field of comparative education
4. key players as well as the ordinary person, institutions, organizational structures, policy- and decision-making processes that influence educational change in the field of international development and education
5. the challenges of providing a quality education to all students around the world
6. the meaning of equality and social justice in education in the context of a globalizing world and …
7. Be able to write and present a research paper that includes an in-depth literature review, research question(s), research methods, data analysis, and interpretation.
8. It is my hope that this course will contribute to your understanding of yourself as a global citizen in a forever changing 21st Century globalized world.

Course Format:
The structure of class activities will evolve as the semester unfolds, but generally, each class session will be divided between: 1) lectures, 2) group (small and whole) discussions, 3) guest speakers, 4) student presentations, and 5) films and media. I consider this to be a "working syllabus." Thereby, if changes in this syllabus are made during the semester, the process will be a democratic one, with each student voicing her or his opinion.

Attendance & Participation Policy:
All students are required to come to class prepared, on-time, and take an active role in contributing to the class discussions. If you are absent for more than 1/3 of the classes, you will receive an automatic F for the course. Tardiness is frowned upon. Three late arrivals will count as one full absence. I want to remind students that it is not the quantity, rather the quality of your contributions. If you must miss a class, it is your responsibility to inform me of your absence and discuss with me what needs to be done in order to make up the class.

Required Texts:

Course Requirements:
1) Class Participation (20%)
2) Midterm Examination (30%) 5-10 pages
3) Final Examination (30%) 15-20 pages
3) Group presentation (20%) scheduled for July 19 and 20

COURSE OUTLINE

WEEK 1: INTRODUCTION & WHY STUDY COMPARATIVE EDUCATION?

6.27

Required Readings

6.28

Required Readings

This week’s questions:

- What can we learn from comparing education systems in different cultures and countries over time?
- How do we perceive educational cultures that are different from our own?
- How do we make intellectually rigorous comparisons?
- Develop a set of themes to compare educational systems – e.g. the similarities and the differences in elementary and higher education, pedagogical practices, curricula, cultural constructions of children, etc.
- Develop a set of themes to compare the “culture of education.”

6.29

Required Readings

6.30

Required Readings

This week’s questions:

- What are the key institutions and who are the main players?
- What is the field of international education and development?
- Who are the key institutional players?
- What are Samoff’s critiques about the current distribution of power and decision-making within the field?

WEEK 2: WHO’S IN CONTROL OF EDUCATION?

July 4

Required Readings

July 5

Required Readings
*Current Issues in Comparative Education, 10* (1&2), 3-45

Questions:

- Power and control of the educational system?
- Who designs and implements educational philosophy? What purpose does the educational system serve for the elite vs. the working class?

July 6

Required Readings

July 7

Required Readings
Questions:
- What is meant by colonization?
- What are the characteristics of a colonial education system? A post-colonial education system?
- What is the difference between being literate and being schooled?

WEEK 3: GLOBALIZATION AND INTERNATIONALIZATION OF SCHOOLS

July 11

_required_readings

July 12

_required_readings

July 13

_required_readings

July 14

_required_readings


This week’s questions:
- Why is it important to gain an education?
- Indoctrination vs. Opening of the mind?
- Think about the students we met in Time for School and attempt to make comparisons to your own experiences.

WEEK 4: COMPARATIVE EDUCATION

July 18 – Two MILLION MINUTES

Viewing of Two Million Minutes

July 19 – Comparative Education presentations

_required_readings

July 20 – Comparative Education presentations

_required_readings
July 21 – Midterm Exam

✧ Questions:
  - What patterns do we observe about educational challenges in so-called developed and developing regions of the world today?
  - At which points in history did the Korea experience similar challenges?
  - What can we learn from comparisons and methodology?

WEEK 5: EQUITY AND EQUALITY EDUCATION

July 25 Human Rights Education

📖 Required Readings

✧ Questions:
  - Why is receiving an education considered a human right?
  - What should be included in a human rights education?

July 26 Women’s Education

📖 Required Readings

✧ Questions:
  - Why is important for women’s rights activist to fight for an equal education?
  - Why literacy? Why are women oppressed throughout the world, especially when it comes to education?
  - What can be done to provide better access and opportunity to educate women throughout the world?

July 27 Historically Oppressed Education

📖 Required Readings

July 28 Competing Schools

📖 Required Readings

✧ Questions:
  - Who benefits most from the accountability, high stakes testing era?
  - Why do we need accountability and national standards?
  - What is the purpose of “comparison” in this fashion?

WEEK 6 CULTURALLY RESPONSIVE PEDAGOGY

August 1

📖 Required Readings

**August 2**

- **Required Readings**

**August 3 The Case of Korea**

- **Required Readings**

**August 4 Final Examination**