Educational Leadership: EDLD 430/530 Comparative Education

CRN: 23250, 23253    Winter 2014    4 Credits

Class Times: 12:00 – 13:50 Monday and Wednesday
Location: 116 Lokey

Course Instructor: Surendra Subramani, Ph.D.
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Office Hours By appointment

PURPOSE
This course is a graduate and undergraduate level seminar, focusing on major educational issues of concern to scholars in the field of Comparative Education. Individual countries will be surveyed, but the major emphasis of the course will be upon educational concerns that transcend national boundaries, while also reflecting on the American educational system. The cultural transmission of education and its ensuing intellectual captivity, equity of education across social classes, access to education by disadvantaged groups, and other basic, political and social issues of education will provide the essential elements of the seminar. "The origins of these problems, both within and outside the school system, the range of solutions attempted in various countries, the outcomes of planned interventions in the school, and factors that may be associated with the success or failure of educational reform" will be addressed (Altbach et al, 1986:3)

OBJECTIVES
At the conclusion of the course students will:
1. Understand the basic concerns and benefits of Comparative Education as a field of inquiry;
2. Be able to identify major conceptual topics of concern to scholars in Comparative Education;
3. Be able to assess a country's educational system in relation to its role in the global political and economic arenas;
4. Be able to assess the equity of a country's educational system;
5. Understand the unique problems educational policymakers and practitioners confront in various countries;
6. Be able to suggest policy implications of educational interventions in selected countries, taking into account the respective political, economic and societal conditions;
7. Understand the political and social circumstances that contribute to the existing educational system within countries.

TEXTBOOK
COURSE REQUIREMENTS

1. Present, in-class, a lecture/discussion/class exercise focused on a country's or a region's educational system and its development, practices, benefits, and problems. To narrow the discussion, a specific and unique aspect of a country's educational system should be the focus. The text provides good models for preparing a critique of a nation's educational system. Students will be assigned to a group based on mutual interests in a country or region.

The purpose of this assignment is to allow students to explore and critique various aspects of a country’s education system, in the context of the theories presented in class and its impact on the national stage. Each member of the group also has to submit a 5-page double-spaced paper addressing a specific issue chosen as their own focus within the education system of the country. Date for the presentation will be assigned.

**Graduate:** This assignment is worth 45% of the term grade.

**Undergraduate:** This assignment is worth 45% of the term grade.

2. **Mid-term exam.** A policy paper (no more than 5 double-spaced, typed pages) is due on February 5th. This paper should be a prospectus of a policy recommendation regarding some aspect/issue of education for a country other than your own. Your paper should clearly articulate 1) the problem; 2) background information on this problem; 3) review of background literature on this problem--both for the country itself and the issue in general; 4) present the policy you recommend; and 5) justification for this proposed change.

Your discussion must necessarily be brief and to the point, since you only have five pages. Examples of a policy you might propose could be: charging tuition for public higher education in a country that does not currently charge tuition; decentralizing a country’s educational system; increasing the percentage of public support for education in a country; increasing the percentage of financial support for elementary education and decreasing support for higher education; increasing (or decreasing) support for technical education; or the elimination of testing for entry into higher education.

**Graduate:** This assignment will be worth 20% of the term grade.

**Undergraduate:** This assignment will be worth 20% of the term grade.

3. **Graduate students** will be further required to complete an additional assignment connecting the course content, namely the various theoretical
framework introduced in class, and the issues observed from their research on their selected country with the American education system. Comparisons can be made between both countries’ elementary, secondary or higher-education systems. The assignment will be graded as pass/no pass and must be passed to complete the course. This assignment should be within 7 pages, 12-point font, conforming to APA style.

4. **Graduate:** Finally, graduate students will be responsible for presenting and leading a class discussion on a specific assigned reading in the groups formed for assignment #1 above. You will be expected to pose some questions (and maybe answers) and summarize the key points from the day's reading. This assignment will be worth 20% of the term grade.

5. **Attendance:** Attendance is mandatory. Two un-notified absences will result in a failure in the course. It is the student’s responsibility to notify me about the absence before the class starts.

   **Graduate:** This will be worth 15% of the term grade.

   **Undergraduate:** This will be worth 20% of the term grade.

"This course will be taught in compliance with UO and COE guidelines;

a. Respect for Diversity: In this course, class discussions, projects/activities and assignments will challenge students to think critically about the impact of cultural, religious, gender, race, socioeconomic, physical and cognitive ability, and sexual differences. Students will be encouraged to develop or expand their respect and understanding of such differences.

b. Student Conduct: COE Policy Regarding Termination of Students from Programs is contained in the COE Academic Policies and Procedures Handbook in Section A. According to this policy, students can be terminated from programs for three types of reasons: behavioral, academic and legal/ethical. Each program is responsible for developing a specific set of policies in regard to student termination. In addition, the COE termination policy is contained in the UO Bulletin.

c. Students with Disabilities: Appropriate accommodations will be provided for students with documented disabilities. This documentation must come in writing from the Disability Services in the Office of Academic Advising and Student Services. To obtain this document contact Accessible Educational Center at 346-1155 or uoaecc@uoregon.edu. If you have a documented disability and require accommodation, please meet with me within the first two weeks of the term."
d. Conflict resolution: Several options, both informal and formal, are available to resolve conflicts for students who believe they have been subjected to or have witnessed bias, unfairness, or other improper treatment.

It is important to exhaust the administrative remedies available to you including discussing the conflict with the specific individual, contacting the Department Head, or within the College of Education you can contact Dr. Lauren Lindstrom, Associate Dean for Academic Affairs, at 346-1399 or lindstrm@uoregon.edu or Surendra Subramani, Diversity Coordinator, at 346-1782 or surendra@uoregon.edu.

Outside the College, you can contact:
* UO Bias Response Team: 346-1139 or http://bias.uoregon.edu/whatbrt.htm
* Conflict Resolution Services 346-0617 or http://studentlife.uoregon.edu/programs/crs/
* Affirmative Action and Equal Opportunity: 346-3123 or http://aaeo.uoregon.edu/
COURSE OUTLINE

Week 1
January 6th
Introduction to the course
- Uses and abuses of Comparative Education
- Approaches to the study of Comparative Education
- Form groups and select dates for class discussions and final presentations

January 8th
- Historical perspectives of higher education
  Reading: Chapter 8: Educational Systems in National Contexts p. 137 - 154

Week 2
January 13th
- Diffusion Theory, Dependency Theory,
  Reading: Chapter 2: Defining International Education p. 19 - 40

January 15th
- Theory of the Captive Mind
  Reading: Chapter 1: Education in a Changing World p. 3 - 16

Week 3
January 20th
Martin Luther King Day (no class)

January 23rd
- Politics, Education and the State
Third International Mathematics and Science Study (TIMSS) and PISA reports
  Reading: Chapter 6: Globalization and Education p. 99 - 112

Week 4
January 27th
- Politics, Education and the State
Sri Aurobindo System of Education in Pondicherry, India. And Infinite Vision
  Reading: Chapter 7: Nationalism, American Exceptionalism, and Ethnonationalism: Implications for Education p. 116 - 131

January 29th
Higher education and the Economy
- Presentation on Malaysian education system

Week 5
February 3rd
- Higher education and the Economy
  - Presentation on Tanzanian education system by Cleven Mmari

February 5th
- National and Organizational Context
  Reading: Chapter 4: National and International Security and Education p. 57 – 72
  Policy Paper due.

Week 6
February 10th
National and Organizational Context
  Colonialism and its impact on education and developing countries
  Reading: Chapter 3: The American Role in International Education p. 44 - 53

February 12th
Social Context of Higher Education
  Reading: Chapter 5: Changing Perspectives of International Development Education and Development Education p. 75 - 95

Week 7
February 17th
Women and their involvement in education
Reading: Chapter 9: Education in the United States
Context and History p. 158 - 182

February 19th
Reading: Chapter 10: Education in the United States
Administration, Organization and Structure p. 187 - 208

Week 8
February 24th China: Chapter 16: Education in the Peoples Republic of China p. 357 - 383
Japan: Chapter 15: Education in Japan p. 329 - 352

February 26th Mexico: Chapter 14: Education in Mexico p. 301 - 324
Russia: Chapter 13: Education in the Russian Federation p. 272 - 297

Week 9
March 3rd Group 1 -- Cuba

March 5th Group 2 - Burma

Week 10
March 10th Group 3 - Australia

March 12th Group 4 - Latvia