

# EFND 7010 Comparative and International Education SPRING Semester 2005

Call # 14-207

Class Meets: 625 Aderhold Hall, THURS 5:00pm - 7:45pm

Instructor:

Dr. Diane Brook Napier

Department of Social Foundations of Education,

217 Rivers Crossing

Telephone: 542-7399

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## The Course:

The course is an examination of education, education systems in different countries, ideological and theoretical underpinnings for education systems, practical manifestations, and key issues--in global and comparative context. We shall consider education on several levels: macro (national, ideological, policy); meso (intermediate, formal); and micro (local, implementational, school/class/practical). ***A significant aspect of the course is consideration of how American schools are impacted by internationalism.***

The focus will be on consideration of major features of- and issues impacting- American education relative to education in other systems and countries. The course is *not* meant to be merely descriptive, looking at features of system after system. The emphasis in this course will be on open and critical discussions of issues and dilemmas in development and education, and on interaction and sharing of ideas and readings to maximize the amount of information and insight for all participants. Topics include:

- Overview of the field of comparative education; approaches to studying education, factors impacting educational development and change, theoretical and ideological orientations, historical and national development contexts.
- Education and Power considerations of education's uses for development, control, liberation
- American and other education systems including Britain, Germany, France, Japan, Taiwan, Australia/New Zealand, other. Supranational and regional education systems (EC). Emergence of a global education system. NAEP, IAEP, TIMMS international comparisons
- Developing world education systems: Imported/imposed systems versus indigenous systems. Precolonial - Colonial - Postcolonial settings
- Returning to reflect on American Education in Comparative Perspective: Issues in American education compared to those in other countries, universal issues in education and educational reform, major challenges in contemporary American education, implications for teachers
- Research, Policy, and Practice: Issues of educational reform and the role of research in

influencing change in schools and education systems

Participants are encouraged to select projects complementing their own programs and interests. Activities include presentations, lectures, readings, video/slide presentations, and website visits.

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**Instructor:**

**Dr. Diane Brook Napier**

Dept. of Workforce Ed., Leadership, & Social Foundations

Office: 217 Rivers Crossing

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Office Hours/meetings: By appointment

### **The Course:**

The course is an examination of education, education systems in different countries, ideological and theoretical underpinnings for education systems, practical manifestations, and key issues--in global and comparative context. We shall consider education on several levels: macro (national, ideological, policy); meso (intermediate, formal); and micro (local, implementational, school/class/practical). The focus will be on consideration of major features of- and issues impacting- American education relative to education in other systems and countries. Participants will become acquainted with the field of scholarship known as Comparative and International Education, incorporating diverse approaches to inquiry, based on different theoretical and ideological orientations. The course is *not* meant to be merely descriptive, looking at features of system after system. The emphasis in this course will be on open and critical discussions of issues and dilemmas in development and education, and on interaction and sharing of ideas and readings to maximize the amount of information and insight for all participants. *A significant aspect of the course is consideration of how American schools are impacted by internationalism.*

### **Outcomes for the course:**

- a) Develop a well-grounded conception of universal issues in education
- b) Analyze the characteristics, issues, and status of American education in comparison with these in other major education systems,
- c) Survey general features of- and issues in other educational systems comparatively, to develop a global and comparative perspective,
- d) Consider alternative ideologies and theoretical approaches to study of education,

education systems, and their place in national development,

e) Critically evaluate issues of educational success/failure, relationships between education and power, and purposes of education.

**Required Texts:** (Sign up for selected chapters in # 1, 2,)

1. Arnone, R.F. & Torres, C..A. (Eds.) (2003, 2nd edition). **Comparative Education: The Dialectic of the Global and the Local**. Rowman and Littlefield. ISBN 074252381-0 paperback

2. Berliner, D.C. & Biddle, B.J. (1996). **The Manufactured Crisis: Myths, Fraud, and the Attack on America's Schools**. N.Y.:Addison-Wesley ISBN 0201441969 paperback

3. Reimers, F. & McGinn, N. (1997). **Informed Dialogue: Using Research to Shape Education Policy Around the World**. London/Westport: Praeger ISBN 0275954439 paperback (all to read this).

**Selected Required Readings:** (All to read these; to be distributed in class)

4. Selected Chapters in: a) Cummings, W.K. & McGinn, N. F. (Eds.) (1997). **International Handbook of Education and Development: Preparing Schools, Students, and Nations for the Twenty-First Century**. N.Y/Oxford: Elsevier Science, 907pp. And

b) Anderson-Levitt, K.M. (Ed.).(2003). **Local Meanings, Global Schooling: Anthropology and World Culture Theory**. New York:Palgrave McMillan. 263pp.

5. Selected articles on key issues, in **Comparative Education Review, Comparative Education, Curriculum Inquiry, Anthropology & Education Quarterly, Int'l J. of Educational Development, Social Education, Economist, etc.**

6. Consult reference volumes such as the **International Encyclopedia of National Systems of Education (2nd Edition)**, **Educational Research Methodology and Measurement: An International Handbook**, and the **Europa Yearbook** (Main Library Reference Room).

7. **ONLINE DATA SOURCES:** Significant amounts of information pertinent to this field are now on the WEB. Be sure to reference any of these sources used, ex.:

[www.ets.org](http://www.ets.org) (Educational Testing Service & many reports on issues)

[www.nces.org](http://www.nces.org) (National Center for Ed. Statistics)

[www.census.gov](http://www.census.gov) and [www.quickfacts.gov](http://www.quickfacts.gov) (Census data)

[www.doe.k12.ga.us](http://www.doe.k12.ga.us) (Georgia DOE and many links)

[www.ibe.unesco.org](http://www.ibe.unesco.org) (International Bureau of Education)

[www.iea.org](http://www.iea.org) (International Ed. Association and International AEP)

[www.naep.org](http://www.naep.org) (National Assessment of Educational Progress)

[www.cia.gov](http://www.cia.gov) (CIA Factbook, contains profiles and data on most countries)

## Activities:

- \* **Class discussions:** sign up for readings, participate in discussions.
- \* **Visual field trips:** of education in other countries...for reflection on issues, argument.
- \* **Presentations:** of chapter readings, book critiques, and final project (see below). This is a major learning component of the course.
- \* **Music:** manifestations of education, power, and resistance in music.
- \* **On line data searches:** you can expect to spend time online, obtaining data.

## Projects:

1. **Overall participation and contributions, attendance, and sign up for readings** (in A&T before midterm; B&B after midterm). Prepare to lead the class discussion on your chapter/s. Provide a 1 page overview of key points (typed), copies for class. **(15%)**

2. Select a **book** to read and write a **critical review**, following the guidelines you are given. Present your main review ideas to the class and provide a one-page overview of these for classmates **(25%)** **Due for presentation and submission around midterm**

3. Conduct an **online advanced search** to access literature available on educational reform /issues, as a preliminary exercise in advance of your final project (see ;#4 below). Around midterm, submit an annotated printout of the search **(10%)** **Due around W/WF**

4. *Select a country/education system (other than the USA) OR select a major project or issue in ed. development\* (25%) Develop a report on the country/system or the issue.* Address, ex. history of development, key philosophical and ideological underpinnings; goals/objectives, key features and organizational structure; data on size (#s); "success" of the system and outcomes; key issues and political context. NOTE: Include an analysis/conclusion in which you reflect on the system in comparison with American education, for similarities & differences, distinctive features, issues. (Report worth 25% of final grade, usual length 15-30 pp. Double spaced, 12 point, + downloaded materials, appended). Sample projects will be shown in class.

\*\* If you select a topic other than a country/system, consult with the instructor on structure and main topics to cover in your report.

\*\*\**Provide a 1 page overview* (due at time of presentation in last week) for distribution to class. *Present to class on last instructional day (5%).*

## Examination:

\* **Take-Home Final.** This will constitute an "*epilogue*" essay, of reflections on your major project and your experiences in the course. Specific subtopics will be given by the instructor. Turn this essay in with your major project **(20%)**

## Final Grade:

- Discussions led, chapter reports  
& attendance/participation 15%

- Book Review & presentation	25%
- Online search and annotation	10%
- Report & Presentation (25+5%)	30 %
- Final exam "epilogue" essay	20%
<b>Total:</b>	<b><u>100%</u></b>

### LIST OF TOPICS:

- Overview of the field of comparative education; approaches to studying education, factors impacting educational development and change, theoretical and ideological orientations, historical and national development contexts.
- Education and Power considerations of education's uses for development, control, liberation
- American and other education systems including Britain, Germany, France, Japan, Taiwan, Australia/New Zealand, other. Supranational and regional education systems (EC). Emergence of a global education system. NAEP, IAEP, TIMMS international comparisons
- Developing world education systems: Imported/imposed systems versus indigenous systems. Precolonial - Colonial - Postcolonial settings: South Africa, Cuba, other.
- Returning to reflect on American Education in Comparative Perspective: Issues in American education compared to those in other countries, universal issues in education and educational reform, major challenges in contemporary American education, implications for teachers
- Research, Policy, and Practice: Issues of educational reform and the role of research in influencing change in schools and education systems

### Miscellaneous

- # Consider yourself and other class members as part of a close-knit group
- # Clear all topics with instructor, work in consultation--throughout
- # Work alone; "legit" assistance is that from instructor only
- # Working in pairs (on same topic??) is OK: consult the instructor
- # No exam exemptions
- # Due dates to be confirmed in class, by agreement & as feasible
- !! Attend all sessions, notify instructor in advance of excusable absences, non-attendance will compromise your grade (see above); each class = 1 WEEK!
- PLEASE!** No food, caps or hats in class, cellphones off.

### UGA Academic Honesty Policy:

The UGA Honor Code *"I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others."*

You will be asked to sign an Honor Pledge when submitting your work Review the Honesty Policy at [www.uga.edu/ovpi/academic\\_honesty/culture\\_honesty.htm](http://www.uga.edu/ovpi/academic_honesty/culture_honesty.htm)

### Key Dates: 14 class meetings

- **Thursday January 13**      **First class of this course**
- Monday January 17      MLK Day holiday
- Tuesday January 18      Drop/Add ends
- **1/20, 1/27, 2/3, 2/10, 2/17, 2/24, 3/3, 3/10**      **Normal classes**
- Thursday March 3      Midterm
- Tuesday March 8      Midpoint w/wf withdrawal deadline
- *Sat. March 12 - Sun 20*      *Spring Break: NO CLASS*
- *Thursday March 24*      *Dr. Napier at CIES Stanford: NO CLASS*
- **Thursday March 31**      **Class resumes**
- **Thurs, April 7, 14**      **Normal class meetings**
- **SATURDAY April 16**      **DINNER @ DR. Napier's house**
- **Thurs, April 21**      **Last Class: Final Presentations**
- **April 28- May 10**      **Dr. Napier in Egypt\***
- Tuesday May 3      Reading Day
- Wed. May 4 - Tues 5/10      Exam week
- **Tuesday May 10**      **\*End of Semester Papers DUE**
- Friday May 13      Grades Due