

University of Wisconsin Oshkosh  
College of education & Human Services  
Dept. of Educational Foundations

Course Title: Intro Global and Comparative Education Credit: 3  
Course No: 18-765-001C Semester: Fall 2008  
Instructor: Dr. Alfred T. Kisubi Room: Clow 105  
Office /Tel: N/E 509/ 424-7236 Class Time: W 5:30pm - 8:30pm  
[kisubi@uwosh.edu](mailto:kisubi@uwosh.edu)  
Office Hrs: MWF 11:30AM-1:00 p.m.

Goal: The goal of this course is to develop an understanding of education systems that exist around the world with special emphasis on comparing the global education issues, and factors that have impacted the development of these systems including historical and current cultural traditions, mores and value systems.

The purpose of this course is for the student to be able to:

1. Identify the variety of education systems that exist in the world.
2. Compare and contrast global education systems with the system in the United States.
3. Explain the influence of colonization and other historical events on current educational systems around the world.
4. Identify issues that effect education from a global perspective such as institutional transfer, political and economic development
5. Identify religious, ethnic and gender inequality in global education

Required Texts:

1. *Comparative Education: The Dialectic of the Global and the Local: Third Edition.* (2007). Edited by Robert F. Arnove and Carlos Alberto Torres. Lanham: Rowman and Littlefield.
2. *Balancing Change and Tradition in Global Education Reform.* (2004). Edited by Iris C. Rotberg. Lanham: Scarecrow Education.
3. One of the six Book Club books (please choose only one):  
*Indian School Days* by Basil Johnston  
*Pedagogy of the Oppressed* by Paulo Freire  
*Katherine* by Anchee Min  
*Kite Runner* by Khaled Hosseini  
*Zlata's Diary* by Zlata Filipovic  
*Things Fall Apart* by Chinua Achebe

Journals: Eg.

Comparative Education Review, Compare, International Journal of Ed. Development, International Review of Education, International Education)

Teaching and learning strategy:

Active participation in discussions- Invest time in learning from current events, guest speakers, television, videos, textbooks, newspapers, magazines, journals, and the internet, etc. Be prepared to discuss how information that you have learned from these sources enriches your learning about education around the globe. Class will begin each week with a brief discussion on current events and how they are significant to others and relevant to us.

Tentative Course Schedule

WEEK	DATE	CLASS	READINGS + ASSIGNMENTS
Week 1	September 03	Introductions + Orientation Syllabus and activities	
Week 2	September 10	What is Comparative Education?	
Week 3	September 17	<b>On Campus</b> Why Global and comparative Ed.?	Arnové & Torres Ch 1 & 2
Week 4	September 24	<b>Online Discussion</b> Culture	Arnové & Torres Ch. 4 Journal Summary 1 due
Week 5	October 01	<b>On Campus</b> Identity and Equality in Education.	Arnové & Torres Ch. 5 & 6
Week 6	October 08	<b>Online Discussion</b> Gender and Education	Arnové & Torres Ch. 7 Journal Summary 2 due
Week 7	October 15	<b>On Campus</b> Who controls Education?	Arnové & Torres Ch. 8
Week 8	October 22	<b>Online Discussion</b> Education in Australia, England, New Zealand, Wales, Canada and U.S.	Arnové & Torres Ch. 10 Rotberg Ch. 12, 13, 14 or 15
Week 9	October 29	<b>On Campus</b> Education in Latin America Book Club Presentation 1: <i>Indian School Days</i>	Arnové & Torres Ch. 12 Rotberg Ch. 4
Week 10	November 05	<b>Online Discussion</b> Education in Asia	Arnové and Torres Ch. 13 Rotberg Ch. 1, 10, or 11
Week 11	November 12	<b>On Campus</b> Education in the Middle East Book Club Presentation 2: <i>Zlata's Diary</i>	Arnové and Torres Ch. 14 Rotberg Ch. 9
Week 12	November 19	<b>Online Discussion</b> Education in Eastern Europe	Arnové and Torres Ch. 15 Rotberg Ch. 2 or 7

	Nov. 26 -30	THANKSGIVING	
Week 13	December 03	<b>On Campus</b> Education in Africa Book Club Presentation 3: <i>Sarah's Book</i>	Arnové and Torres Ch. 13 Rotberg Ch. 3 Term Paper on Colonial Education due
Week 14	December 10	<b>Online Discussion</b> Future of Global & Comparative Education	Arnové and Torres Ch. 17 Rotberg <i>Concluding Thoughts</i>

Course Requirements:

1. Research paper on Colonial Education- (7-10 pages) Select a country that has been influenced by colonial power and analyze how the colonial and imperial forces have affected the historical development of the education system within this country. (Please use MLA or APA format for citations.) (25 pts)

Your research Paper on Colonial Education– Due December 3 will be graded for:

1. Content - substance of the argument and evidence presented in the introduction, body and conclusion of the paper -- 10 points
2. Organization -- logical relationships between sections of the paper (introduction, body and conclusion), between paragraphs, and within paragraphs -- 5 points.
3. Style -- clarity of expression -- 5 points
4. Mechanics -- correct grammar, punctuation, spelling, and footnoting -- 3 points.
5. Bibliography -- appropriate, sufficient and reliable sources -- 2 points

2. Book Clubs- Choose one of the six books and join a book club within the class. With your group develop a presentation that reflects the social, historical, and/or political issues in the book. Pay special attention to how the issues in the book affect the educational system within the respective country that the story takes place in. Presentations should be at least 30 minutes but not more than an hour. (25 pts)

3. Discussion Points on Reading- For one of the class sessions, you will be asked to prepare discussion points about the readings together with several of your classmates. The points are intended to stimulate your classmates' thinking about that week's readings and to facilitate discussion during class. These discussion points can take many different forms. For example, your group could write a few questions to discuss in pairs or in small groups. You could also design an activity to help us compare and contrast the viewpoints of the authors. The main purpose of these discussion points is to stimulate everyone's thinking on the subject matter at hand rather than to summarize the readings. The discussion point groups can also serve as on-going study groups that meet regularly to talk about the readings and assignments for the class. (Group 1-Arnove and Torres Ch. 2, Group 2- Arnove and Torres Ch. 3, Group 3- Arnove and Torres Ch. 4, Group 4- Arnove and Torres Ch. 5, Group 5- Arnove and Torres Ch. 7, Group 6-Arnove and Torres Ch. 8, Group 7-Arnove and Torres Ch. 9) (10 pts).

4. Final Examination- The examination is intended to test your knowledge of the assigned readings in class. Try to connect class discussions into the responses for the examination. The exam will be set up in essay format and further information will be provided towards the end of the semester. (30 pts).

Course Elective Assignments (Choose ONE):

1. Journal Summaries/Critique- Read 3 articles from International and Comparative Education journals and write summaries/critiques of the journal articles. Pay special attention to why this article is relevant to the students of the respective country and how it is relevant to us as students in a different country. Briefly describe what you learned from your research in class discussions. (More specific guidelines follow below). (10 pts)

Guidelines

1. Read an article from an international or comparative education journal.
2. Summarize the major points of the articles and write a critique.
3. Your summary and critique should not exceed two typed (double spaced) pages

2. Compare and Contrast Assignment- Complete a deep and thorough exploration of several education systems around the world. Compare and contrast 3-4 education systems drawing attention to similarities and differences while preparing an in depth comparative analysis. (10 pts)

3. International Educational Philosopher Paper- Complete a 4-5 page research paper on an educational philosopher who has contributed to education from an international perspective. Provide a biographical sketch of the individual, and discuss their contributions to education. Explain how we see their contributions in the present day in educational settings across the world. (examples of individuals include Maria Montessori, Jean-Jacques Rousseau, Paulo Freire, Jan Amos Comenius, Ivan Illich, Pierre Bourdieu, etc.) (10 pts)

ASSIGNMENTS	POINTS	GRADING SCALE
Research paper on Colonial Education-	25 pts	A - 95 - 100
Book Clubs-	25pts	AB - 89 - 94
Discussion Points on Reading	10pts	B - 83 - 88
Elective Assignment	10pts	BC - 77 - 82
		C - 71 - 76