

MISSISSIPPI STATE UNIVERSITY  
COLLEGE OF EDUCATION

DEPARTMENT of LEADERSHIP & FOUNDATIONS  
COURSE SYLLABUS

**Course Prefix and Number:** EDF 8323

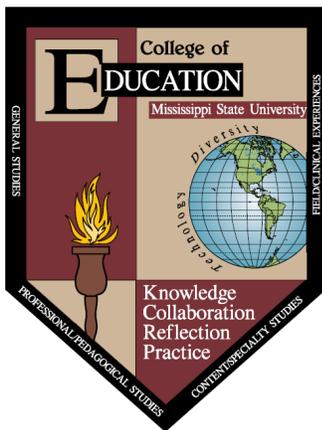
**Course Title:** Comparative Education

**Credit Hours:** 3 Hours

**Type of Course:** Lecture

**Catalogue description:** Contemporary educational movements in Denmark, France, Great Britain, India, the Soviet Union, and the United States; technical changes and their effects (taught every spring).

**College of Education Conceptual Framework:**



The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing superior learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students' educational experiences. The beliefs that guide program development are as follows:

1. **KNOWLEDGE** - Educational professionals must have a deep understanding of the organizing concepts, processes, and attitudes that comprise their chosen disciplinary knowledge base, the pedagogical knowledge base, and the pedagogical content knowledge base. They must also know how to complement these knowledge bases with the appropriate use of technology.
2. **COLLABORATION** - Educational professionals must continually seek opportunities to work together, learn from one another, forge partnerships, and assume positions of responsibility.
3. **REFLECTION** - Educational professionals must be willing to assess their own strengths and weaknesses through reflection. They must also possess the skills, behaviors, and attitudes necessary to learn, change, and grow as life-long learners.
4. **PRACTICE** - Educational professionals must have a rich repertoire of research-based strategies for instruction, assessment, and the use of technologies. They must be able to focus that array of skills on promoting authentic learning by all students or clients, while exhibiting an appreciation and commitment to the value and role of diversity.

## Course Objectives:

1. Review current periodicals to make cross-cultural comparisons on approaches for solving universal problems in education. **CFPO 8**
2. Compare the advantages and disadvantages of national control and local control, respectively, of schools by developing specific examples from existing conditions in countries studied. **CFPO 8**
3. Determine how different countries in the world answer the questions, "Who should be educated?" and "What is an education?" **CFPO 11**
4. Demonstrate how the pedagogy and educational theory practiced in a country are related to the political and social ideology of that country. **CFPO 3, 11**
5. Analyze several countries' criteria for establishing priority items in the curriculum. **CFPO 1**
6. Contrast the training and professional status of teachers relative to other professions in selected countries. **CFPO 1**
7. Examine existing models of educational finance practiced throughout the world to compare their relative effectiveness. **CFPO 3**
8. Evaluate the potential strengths and weaknesses which emerging nations might discover in the educational systems of the U.S.A., Russian Federation, Great Britain, and France if the developing country decided to adopt one of these models as a pattern for its schools. **CFPO 11**
9. Discuss unique class-related practices or approaches in education in other countries which may be worthy of consideration in developing educational programs in the United States. **CFPO 5**
10. Compare educational programs in the various countries relative to underlying philosophy, organization, and effectiveness. **CFPO 5**
11. Compare demographic data relative to ethnicity, race, and class structures in major industrial countries. **CFPO 3**
12. Compare sociological phenomenon associated with race and ethnicity in third world countries. **CFPO 9**
13. Discuss the gender issue and governmental policies that pertain to women in education in third world countries. **CFPO 7**
14. Research employment practices and educational opportunities for children and adolescents in third world countries. **CFPO 7**
15. Research the effect of religious ideology on issues related to women in the home, employment, and education. Make reference to constraining cultural practices which limit opportunity. **CFPO 7**

## Topics to Be Covered:

- Introduction to Comparative Education/Theory (3 hours)
- Purpose shapes curriculum: Hong Kong and Israel (6 hours)
- Access and Opportunity: Brazil and South Africa (6 hours)
- Accreditation and Authority: England and Germany (6 hours)
- Teacher Professionalism: Japan and US (6 hours)
- Study up/Groton curriculum/Bullying (6 hours)

- Color/Resisting Privilege/Elites and College Courses/Parent college-child college (6 hours)
- Social class world view/Southern Belle/Privilege and Girls (6 hours)

### **Required Texts:**

American Psychological Association. (2009). *Publication manual of the American psychological association, 6<sup>th</sup> ed.* Washington, DC: Author.

Howard, A., & Gazambide-Fernandez, R. A. (2010). *Educating elites: Class privilege and educational advantages.* Lanham, MD: Rowman & Littlefield.

Kubow, P. K., & Fossum, P. R. (2007). *Comparative education: Exploring issues in international context, 2<sup>nd</sup> ed.* Upper Saddle River, NJ: Pearson.

### **Methods of Instruction:**

- a. Lecture
- b. Presentations
- c. Projects
- d. Written Examinations
- e. Small Group Sessions

### **Suggested Student Activities:**

- 1) The student will read all assignments. (Course objectives 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, & 15)
- 2) The student will prepare appropriate materials for class discussion. (Course objectives 1, 2, 3, 6, & 9)
- 3) Students will work in small groups to prepare responses to questions generated in class. (Course objectives 2, 3, 5, 6, 7, & 10)
- 4) Students will work in small groups to research topics of interest. (Course objectives 6, 7, 8, 9, 11, 12, 14, & 15)
- 5) The student will present findings on topics of interest. (Course objectives 9, 10, 11, 12, 13, 14, & 15)

### **Assignments:**

**REFLECTION:** Due each week by noon of the day before class. Reflection is considered to be a vital part of your professional growth and is to be submitted electronically. Your reflection is a reflection on your reading assignment for that class period and, perhaps, a reflection of the discussion in the previous class period. Each reflection is to have a header with your name, date, and chapters assigned; line numbers; pagination; and 1” margins all around. Each reflection should be about two pages in length.

**PROJECT:** Your project assignment is to conduct a comparative education analysis of some educational issue/event of concern/interest to you. Successful projects will include the words, terms, and phrases used in your readings and in class. The paper will be written to APA standards, will contain a table of contents, pagination, appropriate headers, citations, appropriate

appendices, etc. The project would probably be 12-15 pages in length.

**PRESENTATION:** You will present your project to the class. The presentation will reflect the expectations of presentations for educational professionals as practitioners and as researchers, and for graduate students. You will be expected to present your comparative educational analysis so that it can be understood by your colleagues.

**MSU Honor Code:**

**"As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do."**

The Mississippi State Honor Code can be found at <http://www.honorcode.msstate.edu/>.

**Technology:**

Technology uses include video, audio recordings, PowerPoint, emails, and texting.

**Diversity:**

The history of education is a story of diversity.

**Disability:**

Students with disabilities will be afforded appropriate accommodations. For more information, contact Student Support Services (<http://www.sss.msstate.edu/disabilities/>, 136 Etheredge Hall, 325-3335).

**Field Component:**

The course has no field component.

**Evaluation of Student Progress:**

10 daily exams @ 10 points each	= 100 points
Midterm	= 100 points
Presentation	= 100 points
Project	= 100 points
<u>Final</u>	<u>= 100 points</u>
Total	= 500 points

A = 450-500 points

B = 400-449 points

C = 350-399 points

## **Bibliography:**

- Echo-Hawk, R. (2010). *The magic children: Racial identity at the end of the age of race*. Walnut Creek, CA: Left Coast Press.
- Freilich, M. (Ed). (1989). *The relevance of culture*. New York: Bergin & Garvey.
- Hendrix, E., & Flowers, M. (2009). *Educators learning to be socially just through critical field experiences*. Boston: McGraw-Hill.
- Hesse-Biber, S. N., & Yaiser, M. L. (2004). *Feminist perspectives on social research*. New York: Oxford University Press.
- Kubow, P. K., & Fossum, P. R. (2007). *Comparative education: Exploring issues in international context*. Upper Saddle River, NJ: Pearson.
- Mazurek, K., & Winzer, M. A. (2006). *Schooling around the world: Debates, challenges, and practices*. Boston: Allyn and Bacon.
- Mazurek, K., Winzer, M. A., & Majorek, C. (2000). *Education in a global society: A comparative perspective*. Boston: Allyn and Bacon.
- Reagan, T. (2005). *Non-western educational traditions: Indigenous approaches to educational thought and practice (3<sup>rd</sup> Ed)*. Mahwah, NJ: Lawrence, Erlbaum Associates.
- Rotberg, I. S. (2010). *Balancing change and tradition in global education reform (2<sup>nd</sup> Ed)*. Lanham, MD: Roman & Littlefield Education.