Renison University College Land Acknowledgement

With gratitude, we acknowledge that Renison University College is located on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe, and Haudenosaunee peoples, which is situated on the Haldimand Tract, the land promised to the Six Nations that includes ten kilometres on each side of the Grand River.

Fall 2018

Course Code: SDS 450R
Course Title: Comparative and International Education
Class Times/Location: Thursdays, 11:30 AM to 2:20 PM, REN 2918

Instructor: Lifang Wang, PhD
Office: REN 1621
Office Hours: Thursdays, 2:30 PM to 4:30 PM or by appointment
Email: l448wang@uwaterloo.ca

Catalogue Description
This course examines schooling systems, policies, contexts, and outcomes across countries and regions of the world. It applies comparative-education theories and approaches in exploring student academic performance, teacher quality, and second-language education. It also addresses interrelationships between comparative education and culture, social development, gender equity, and peace on a global scale.

Course Description
Some of you may want to be teachers, guidance counsellors, academic advisors, higher education administrators, or other kinds of workers concerned with furthering and improving educational endeavors. It is important to understand that you (we) always enter schools and classrooms in midstream. This means that institutions of education are continually being (re)shaped by history, politics, economic investments, dominant ideas about what education is and whom it should serve, competing ideologies regarding whose knowledge counts as legitimate and whose knowledge is discounted, as well as the question of how we value those who work in and attend schools. This course is designed to engage you in conversations about the nature of education in a global context so that you will better understand the social and cultural dynamics that shape the
educational settings in which you will soon work. We will look at the shifting political, economic, humanitarian, educational, and geographic landscapes of the world and how they impact the field of comparative and international education.

In this course, you will sharpen your critical thinking, analytical, and research skills as you compare the ways in which different educational systems shape the day-to-day practices of people. We will grapple with such questions as: What is comparative and international education? What does “comparative” or “comparable” mean in the study of education? Why do we study education comparatively? How do we make comparisons? What can we learn about different cultures and societies by comparing their educational systems? How is education internationally organized? In what ways have the cultural, structural, economic, and political dimensions of globalization affected the international organization of education? What is the future of comparative education like? In addition, we will explore connections between comparative/international education and such concerns as peace, sustainable development, social justice, and gender equity.

**Course Objectives and Learning Outcomes**

At the end of this course, students should be able to:

1. Identify ways in which cultural, structural, economic, historical, and political facets of societies shape educational systems and dynamics;
2. Compare and analyze different schooling systems, processes, and outcomes across countries and regions;
3. Critically examine your own social locations to understand what role power and privilege play in making educational opportunities (in)accessible to you and others, based on country of origin, race, ethnicity, gender, class, language, and culture;
4. Explain cross-national and cross-cultural themes, such as international education for peace and sustainable development, and education for social justice and gender equity;
5. Develop strategies and skills needed to work toward social and cultural transformation for equity and justice in the field of comparative and international education.

**Readings Available on LEARN**


**Resources on Reserve at the Lusi Wong Library**


Course Requirements and Assessment

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**Attendance and Active Participation: 15%**
This is an upper-level seminar course, and I expect students to come to class prepared to discuss the readings with their peers. Your physical presence, attentive listening, and intellectual engagement throughout the course are valuable both for your own learning and the learning of your peers. I see the classroom as a space for collective and collaborative knowledge making, so your participation in class discussion is important! Attendance will take up 5% of the total score and active participation will be 10%.

A guideline for attendance and active participation is below:
Full points: student leads discussions, offering thought-provoking and insightful comments, questions, and ideas that directly address the main concepts and theories being covered in the readings, and participates in a timely and respectful manner that allows others to comment as well
3/4 points: student frequently adds thoughtful comments and questions to discuss topics and demonstrates knowledge of the main points of the readings
1/2 points: student participates in discussions in random fashion with comments or questions that reflect a cursory reading of the required texts
1/4 points: student attends class and listens attentively to classmates without contributing to discussions with comments or questions that reflect the readings
0 points: student is absent without verification of illness or other justifiable reasons

**Weekly Discussion Questions and Answers: 20%**
Each week starting from Week 2 (except for the week when you will make your group presentation), students will prepare and submit a discussion question and answer (1/2 – 1 page, double-spaced), based on an issue that has arisen from the assigned readings. Students must post the question and answer to Waterloo LEARN before 11:59 pm every Tuesday, two days before each class starts.

Discussion questions can connect core theories and concepts between the readings or among readings from previous weeks, critique the methodology, discussion, or main findings from the readings, provide alternative policy recommendations or future research topics, or relate the readings to current events in the news.

Students will share their discussion questions and answers with each other in small group settings during class time. Students will also be randomly selected to share their discussion questions with the entire class.
Weekly discussion questions and answers will be graded as:
Full points: accurately and coherently conveys an understanding of theories and concepts in the readings; thoughtfully engages with theories and concepts in the readings; critically examines theories and concepts in the readings; adds new insights to the theories and concepts in the readings
3/4 points: accurately and coherently conveys an understanding of theories and concepts in the readings; thoughtfully engages with theories and concepts in the readings; critically examines theories and concepts in the readings
1/2 points: accurately and coherently conveys an understanding of theories and concepts in the readings; thoughtfully engages with theories and concepts in the readings
1/4 points: accurately and coherently conveys an understanding of theories and concepts in the readings
0 points: incomplete

Response Paper: 15%
This is an opportunity for you to conduct one written analysis of the readings. You don’t have to use every single reading, but choose at least two to write the response paper. I encourage you to peruse the syllabus at the beginning of the semester in order to choose which readings you want to respond to. This process will enable you to pick topics of interest to you and to leave plenty of time in your schedule to write a thoughtful and insightful analysis. Here, your task is to identify connections or divergent arguments operating across the readings, to explore how one author’s arguments complement, contradict, or question another’s, and so on. Pretend this is a coffee shop and ask yourself how these authors would interact in a conversation: Who would (dis)agree and how? How would the authors further or critique each other’s arguments? These are not summaries of the readings, but critical analyses of the articles, which require close reading and careful thinking. The paper should be 4–5 double-spaced pages.

The draft paper is due in hard copy, on October 18th, in class where you will be paired up with other students to review and comment on each other’s draft response papers. The main review questions will include: Does the paper have a thesis statement? Is the paper clearly organized? Does the writing include a strong beginning, middle, and end, with clear transitions and a focused closure? Is the analysis logical? Does the writer use evidence effectively to support the argument? Is the paper clearly written throughout? Is the use of vocabulary and word choice effective and engaging? How persuasive is the argument?

Based on the peer review, you will have a chance to revise your paper and upload the revised response paper to the drop box called “Final Response Paper” at Waterloo LEARN on October 25th, before 11:59 pm.

For this project, you will write two versions of your paper. Your Draft Response Paper (marked for completion) will be worth 5% of your final grade. Your Final Response Paper (marked based on the criteria stated above and guidelines handed out to you in class) will be worth 10% of your final grade.

Format for Response Papers
Final response papers should be double-spaced normal font size (10–12). Pages should be numbered. A bibliography or list of references is required. Please title your papers, though you do not need to have a separate cover page.

All references to the texts should use APA format. For example, after a quote from Fennell & Arnot, the citation (which should be placed at the end of the passage and not at the bottom of the paper) should read: (Fennell & Arnot, 2007, p. 20) or (Author, Year of Publication, page #). For specifics about the APA style, please refer to Purdue Online Writing Lab at https://owl.english.purdue.edu/owl/resource/560/01/.

**Presentation: 15%**
Working in groups of 3–4 (depending on class size), students shall prepare and make a 20-minute interactive presentation on one of the assigned readings, followed by 5–10 minutes of Q&A. The purpose of the presentation is not to simply summarize the readings but to outline and critically evaluate the main arguments and ideas addressed. The group of students should have prepared at least three questions to pose to the class about the reading in order to facilitate discussion. You can integrate other information into your presentation (current events or stories, videos, podcasts, etc.) if it helps to connect and/or illustrate the arguments and points within the literature.

A summary of the main arguments from the reading and potential questions should be sent to class (via the professor who will post them on Waterloo LEARN) two days before our meeting (i.e. **before 11:59 pm the Tuesday before Thursday’s class**) to help focus discussions. You will be asked to formulate groups in class during Week 2 to choose the reading and the week for your presentation.

**Abstract of Final Paper: 5%**
You are required to conduct research and write a final paper by applying concepts and theories you learned throughout the course. The specific requirements for this paper are indicated below under Final Paper. Please submit an abstract of your final paper to Waterloo LEARN **before 11:59 pm on November 1st**. In this abstract, please summarize the problem your paper addresses. Please also include a thesis statement that summarizes your argument in response to the question. To help you prepare for your abstract as well as your final paper, an in-class discussion will be held on **October 25th**. Please ensure that you will have done an initial research and bring ideas to the class on October 25th. You will be paired up with another student to discuss your thesis question, argument supported by evidence, and significance of your research.

**Final Paper: 30%**
Explore a topic related to the course in more depth. I encourage you to use this opportunity to pursue research that interests you while engaging with the course materials. The paper should draw on the course in demonstrable ways, employing concepts and theories of comparative and international education. Be sure to make a succinct argument and provide evidence to support and develop that argument. The purpose of the final paper is for you to develop a research topic that can eventually evolve into a conference paper, thesis, or larger project. Include an abstract, an introduction that mentions your research objectives, your conceptual framework/theory, your methods, a literature review, a statement on the significance of conducting this research, your conclusion, and references. Given that this will be a 12–14 page double-spaced paper, you should
cite at least five external sources in addition to the readings from the course. Please upload your final paper to Waterloo LEARN before 11:59 pm on December 6th, 2018.

**Format for the Final Paper**
The final paper should be double-spaced normal font size (10–12), with adequate margins for me to make comments. Pages should be numbered. A bibliography or list of references is required. Please title your papers, though you do not need to have a separate cover page.

All references to the texts should use APA format. For example, after a quote from Fennell & Arnot, the citation (which should be placed at the end of the passage and not at the bottom of the paper) should read: (Fennell & Arnot, 2007, p. 20) or (Author, Year of Publication, page #). For specifics about the APA style, please refer to Purdue Online Writing Lab at [https://owl.english.purdue.edu/owl/resource/560/01/](https://owl.english.purdue.edu/owl/resource/560/01/).

**Course Schedule**

**Week One, September 6, 2018 – Introduction and Course Overview**

**Week Two, September 13, 2018 – The Origins and Necessity of Comparative Education**
**Required Readings**


**Week Three, September 20, 2018 – Approaches to Comparative and International Education**
**Required Readings**

**Week Four, September 27, 2018 – Comparative Education and Culture**

**Required Readings**

**Documentary Clip:** “Preschool in 3 Cultures.”

**Week Five, October 4, 2018 – Comparative Education, Cultural Imperialism, and Post-Colonialism**

**Required Readings**

**Video Excerpt:** “Chandra Mohanty’s ‘Under Western Eyes.’” Retrieved from https://www.youtube.com/watch?v=9EDFAbKq1o

**October 8–11, 2018 ** **Fall Mid-term Study Break ** **No Class**

**Week Six, October 18, 2018 – Teacher Quality from a Comparative Perspective (Draft Response Paper Due in Class)**

**Required Readings**

**Video:** “The danger of a single story | Chimamanda Ngozi Adichie.” Retrieved from https://www.youtube.com/watch?v=D9Ihs241zeg

**Week Seven, October 25, 2018 – Second-Language Education from a Comparative Perspective (In-class Discussion for Final Paper) (Final Response Paper Due before 11:59 pm)**

**Required Readings**

**Week Eight, November 1, 2018 – Comparative Education and Social Development (Abstract of Final Paper Due before 11:59 pm)**

*Required Readings*

**Week Nine, November 8, 2018 – Comparative Education and Gender Equity**

*Required Readings*


**Week Ten, November 15, 2018 – International Education for Peace and Sustainable Development**

*Required Readings*

**Student Presentations**

**Week Eleven, November 22, 2018 – Internationalization of Education and Social Stratification**

*Required Readings*

**Student Presentations**

**Week Twelve, November 29, 2018 – Globalization and the Future of Comparative Education**

*Required Readings*


**December 6, 2018 – Final Paper Due before 11:59 pm**

**IMPORTANT INFORMATION**

**Late Work**
All assignments submitted after the due dates specified in the Course Outline will incur a penalty rate of 2% per day, unless accompanied by appropriate documentation (e.g., a doctor’s note). After the fifth day, late assignments will not be accepted for any reason except for those outlined in the UW calendar (e.g., medical or family emergencies, or some other such event) and will receive a grade of 0.

**Information on Plagiarism Detection**
*Turnitin.com:* Text matching software (Turnitin) may be used to screen assignments in this course. Turnitin is used to verify that all materials and sources in assignments are documented. Students submissions are stored on a U.S. server, therefore students must be given an alternative (e.g., scaffolded assignment or annotated bibliography), if they are concerned about their privacy and/or security. Students will be given due notice, in the first week of the term and/or at the time assignment details are provided, about arrangements and alternatives for the use of Turnitin in this course.

It is the responsibility of the student to notify the instructor if they, in the first week of term or at the time assignment details are provided, wish to submit the alternate assignment.

**Electronic Device Policy**
Electronic devices are allowed in class, provided they do not disturb teaching or learning.

**Attendance Policy**
Roll call will be taken at the beginning of classes and students unable to attend due to illness or other valid reasons should contact the instructor prior to class. Regular class attendance is
mandatory for this course. I also expect students to arrive on time and not to leave until the class is over.

**Final Examination Policy**

For Fall 2018, the established examination period is December 6-21, 2018. The schedule will be available in October. Students should be aware that student travel plans are not acceptable grounds for granting an alternative final examination time (see: https://uwaterloo.ca/registrar/final-examinations

**Accommodation for Illness or Unforeseen Circumstances:**

The instructor follows the practices of the University of Waterloo in accommodating students who have documented reasons for missing quizzes or exams. See http://www.registrar.uwaterloo.ca/students/accom_illness.html

**Academic Integrity:**

In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. See the UWWaterloo Academic Integrity webpage (https://uwaterloo.ca/academic-integrity/) and the Arts Academic Integrity webpage (https://uwaterloo.ca/arts/current-undergraduates/student-support/ethical-behaviour) for more information.

**Discipline:** Every student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for their own actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration, should seek guidance from the course professor, academic advisor, or Academic Dean. When misconduct has been found to have occurred, disciplinary penalties are imposed under the University of Waterloo Policy 71 – Student Discipline. For information on categories of offences and types of penalties, students should refer to Policy 71 - Student Discipline. For typical penalties check Guidelines for the Assessment of Penalties (https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/guidelines-assessment-penalties).

Students should also be aware that copyright laws in Canada prohibit reproducing more than 10% of any work without permission from its author, publisher, or other copyright holder. Waterloo’s policy on Fair Dealing is available here: https://uwaterloo.ca/copyright-guidelines/fair-dealing-advisory Violation of Canada’s Copyright Act is a punishable academic offence under Policy 71 – Student Discipline.

**Grievance:** A student who believes that a decision affecting some aspect of university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 - Student Petitions and Grievances, Section 4 (https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-70). When in doubt, please be certain to contact the department’s administrative assistant, who will provide further assistance.
**Appeals:** A decision made or penalty imposed under Policy 70, Student Petitions and Grievances (other than a petition) or Policy 71, Student Discipline may be appealed if there are grounds. Students who believe they have grounds for an appeal should refer to Policy 72, Student Appeals (https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-72).

**Academic Integrity website (Arts):**
http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html

**Academic Integrity Office (uWaterloo):** http://uwaterloo.ca/academic-integrity/

**Accommodation for Students with Disabilities:**

**Note for Students with Disabilities:** The AccessAbility Services office, located on the first floor of the Needles Hall extension (NH 1401), collaborates with all academic departments to arrange appropriate accommodations for students with disabilities, without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AAS office at the beginning of each academic term.

**Intellectual Property.** Students should be aware that this course contains the intellectual property of the instructor, which can include:

- lecture handouts and presentations (e.g., PowerPoint slides)
- lecture content, both spoken and written (and any audio or video recording thereof)
- questions from various types of assessments (e.g., assignments, quizzes, tests, final exams)
- work protected by copyright (i.e., any work authored by the instructor)

Making available the intellectual property of instructors without their express written consent (e.g., uploading lecture notes or assignments to an online repository) is considered theft of intellectual property and subject to disciplinary sanctions as described in Policy 71 – Student Discipline. Students who become aware of the availability of what may be their instructor’s intellectual property in online repositories are encouraged to alert the instructor.

**Mental Health Support**
All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health supports if they are needed.

**On Campus**
- Counselling Services: counselling.services@uwaterloo.ca / 519-888-4567 xt 32655
- MATES: one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services
- Health Services Emergency service: located across the creek form Student Life Centre

**Off campus, 24/7**
• **Good2Talk**: Free confidential help line for post-secondary students. Phone: 1-866-925-5454
• Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-433 ext. 6880
• **Here 24/7**: Mental Health and Crisis Service Team. Phone: 1-844-437-3247
• **OK2BME**: set of support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 extension 213

Full details can be found online at the Faculty of ARTS [website](#)
Download [UWaterloo and regional mental health resources (PDF)](#)
Download the [WatSafe app](#) to your phone to quickly access mental health support information

A respectful living and learning environment for all

1. It is expected that everyone living, learning or working on the premises of Renison University College will contribute to an environment of tolerance and respect by treating others with sensitivity and civility.
2. Harassment is unwanted attention in the form of jokes, insults, gestures, gossip, or other behaviours that are meant to intimidate. Some instances of harassment are against the law in addition to Renison University College policy.
3. Discrimination is treating people differently because of their race, disability, sex, sexual orientation, ancestry, colour, age, creed, marital status, or other personal characteristics. The Ontario Human Rights Code considers actions and behaviours rather than intentions.