

BOWLING GREEN STATE UNIVERSITY  
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT  
EDUCATIONAL FOUNDATIONS AND INQUIRY  
SCHOOL OF LEADERSHIP AND POLICY STUDIES

**COURSE SYLLABUS**  
**EDFI 701: COMPARATIVE HIGHER EDUCATION**  
(Call number 12484)

**Spring Semester 2004**  
Mondays, 1:00–3:45 PM  
Education Building, Rm. 210

Instructor: Dr. Patricia K. Kubow  
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Office hours: Mondays, 9:30-11:00 AM  
(and by appointment)

Course Description

An international, cross-cultural examination and analysis of educational issues and reforms in higher education.

College's Vision Statement

The College of Education and Human Development focuses on educating professionals who will have a positive impact on the development of individuals, families, communities, schools and other institutions in society. The College vision is to promote a dynamic community of lifelong learners and leaders that provides educational opportunities across the life span.

Required Texts (available at the on-campus BGSU bookstore)

Escobar, M., Fernandez, A.L., Guevara-Niebla, G., with Freire, P. (1994). *Paulo Freire on higher education: A dialogue at the National University of Mexico*. New York: State University of New York Press. (price: \$19.95 at SUNY PRESS; ISBN for paperback: 0-7914-1874-X)

Kubow, P.K., & Fossum, P.R. (2003). *Comparative education: Exploring issues in international context*. Mahwah, NJ: Merrill Education/Prentice Hall. (price: \$36.00 at Prentice Hall; ISBN for paperback: 0-13-0866848-5)

Articles and book chapters have also been placed on reserve at Jerome Library. These reserve items (10) are indicated in the course outline with an (\*) and also listed below.

Altbach, P.G. (1998). The university as center and periphery. In Altbach, P., Comparative higher education: Knowledge, the university, and development (pp. 29-54). Hong Kong China: Comparative Education Research Centre, The University of Hong Kong.

Altbach, P.G. (1998). Twisted roots: The Western impact on Asian higher education. In Altbach, P., Comparative higher education: Knowledge, the university, and development (pp. 55-80). Hong Kong China: Comparative Education Research Centre, The University of Hong Kong.

Badsha, N. & Harper, A. (2000). South African higher education: Diversity overview. In E.F. Beckham (Ed.), Diversity, democracy, and higher education: A view from three nations (pp. 11-31). Washington, DC: Association of American Colleges and Universities.

- Hoffman, D.M. (1999, November). Culture and comparative education: Toward decentering and recentring the discourse. Comparative Education Review, 43(4), 464-488.
- Ideta, L.M. & Cooper, J.E. (1999). Asian women leaders of higher education: Stories of strength and self discovery. In L.K. Christian-Smith & K.S. Kellor (Eds.), Everyday knowledge and uncommon truths: Women of the academy (pp. 129-146). Boulder, CO: Westview Press.
- Mickelson, R.A., Nkomo, M., & Smith, S.S. (2001, February). Education, ethnicity, gender, and social transformation in Israel and South Africa. Comparative Education Review, 45(1), 1-35.
- Reagan, T. (2000). An introduction to the study of non-western educational traditions: A philosophical starting point. In T. Reagan, Non-western educational traditions: Alternative approaches to educational thought and practice (2<sup>nd</sup> ed.) (pp. 1-23). Mahwah, NJ: Lawrence Erlbaum Associates.
- Reagan, T. (2000). "A wise child is talked to in proverbs": Traditional African educational thought and practice. In T. Reagan, Non-western educational traditions: Alternative approaches to educational thought and practice (2<sup>nd</sup> ed.) (pp. 25-55). Mahwah, NJ: Lawrence Erlbaum Associates.
- Reagan, T. (2000). Developing the chun-tzu: Confucius and the Chinese educational heritage. In T. Reagan, Non-western educational traditions: Alternative approaches to educational thought and practice (2<sup>nd</sup> ed.) (pp. 25-55). Mahwah, NJ: Lawrence Erlbaum Associates.
- Stromquist, N. (2002). Gender within globalized education. Education in a globalized world: The connectivity of economic power, technology, and knowledge. Lanham, MD: Rowman & Littlefield.

NOTE: The instructor reserves the right to require additional readings, as needed.

### Course Objectives

- To examine the field of comparative higher education and to consider the role of higher education in light of increasing globalization
- To examine what is meant by 'comparison' or 'comparative' as related to the study of higher education
- To use analytical frameworks and to gain skills in scholarly reflection and critique
- To examine some of the primary research methodologies and methods used in the field
- To examine the factors to be considered in drawing comparisons
- To explore the applications of these factors via texts depicting diverse cultural settings
- To discuss future issues likely to occur in education globally given current trends
- To identify the theories and underlying assumptions in the course literature and to apply critical analytical skills to the examination of policies and practices in higher education

### Course Requirements/Assignments

1. Class attendance and participation is required. Class participation necessitates completing the assigned readings and assignments in advance of class to enable informed, thoughtful discussion. Students are expected to contribute to the learning endeavor by bringing in literary materials and ideas that relate to the course, thereby helping to enrich understanding and to create a professional learning community.
2. Throughout the semester, each student will complete ten Reflection and Inquiry Responses in which he/she reflects in a more formal way on the readings and class discussions. Each response will address readings assigned for that particular session. Each R&I Response is to be at least one-third of a page, single-spaced, 12 pt., Times font), but no more than 1 page single-spaced. The purpose of the *R&I Responses* are four-fold: 1) to foster deeper reflection on comparative issues in higher education; 2) to provide a springboard for class discussion; 3) to aid in course study and required paper writing; and, 4) to provide an avenue to examine one's own learning.

Be sure to proofread your responses for appropriate grammar, spelling, and cohesive sentence structure.

3. Each student will be expected to complete a major final paper on some aspect of higher education from a comparative perspective. The higher education topic is to be identified early in the semester to allow one sufficient time to research the topic adequately. If you should have questions concerning the appropriateness of the topic, please contact the instructor before beginning the research. A number of smaller required assignments will enable each student to complete the major final paper.

#### About the Major Comparative Education Final Paper:

Students should choose a higher education topic that: (1) holds their interest; (2) has some comparative aspect to it; and, (3) cuts across national boundaries (i.e., international in character). Choose a higher education issue/topic of local or national nature and explore it in a more international context. Students from other nations might choose a significant issue from their own nation and examine it in terms of its currency in the United States and/or other countries. Other variations are possible.

Whatever topic chosen, however, it should not merely be reported in descriptive or summary fashion. Rather, one should take considerable care to critically analyze the issue/topic in comparative, historical and current terms.

Paper requirements: 15 full-18 pages of text, typed, double-spaced, 1 inch margins, using 12 point, Times font. Include an additional cover page and a works cited bibliography (i.e., reference list).

#### Five Grading Criteria for the Major Final Paper:

1. The clarity of the higher education issue or topic you choose to examine.
2. The degree to which you provide evidence to support your point of view.
3. The cross-national and comparative nature of the paper.
4. The clarity of your writing, including organization, proper grammar, and spelling.  
NOTE: The instructor does take into account those students who are working in a second language and will assist them in every possible manner to achieve a quality paper.
5. Paper must follow APA (American Psychological Association) style guidelines for both in-text documentation and the works cited bibliography.

The final paper is due Monday, April 26, 2004 at the beginning of the class session (i.e., 1:00 PM).

To assist you in the completion of the major paper for this course, a number of smaller assignments will constitute process-oriented steps toward the final paper. Specifically, each student will:

- 1) identify a higher education topic in international context;
- 2) conduct a thorough literature search via computer data bases, library research, and world wide web;
- 3) create a working bibliography (i.e., “works consulted bibliography”) citing the works you found from your literature search;
- 4) obtain actual articles, book chapters, and other materials to read;
- 5) share your preliminary research findings via an informal class presentation;
- 6) identify major themes found in your research;
- 7) write final paper organized via these themes; and
- 8) present your final comparative higher education paper via a formal class presentation.

#### Grading for the Course

Grading for this course will be done on an A-F basis and will conform to Bowling Green State University’s grading policies. All students are responsible for following the Academic Honesty Policy of BGSU. “The minimum penalty for academic dishonesty including, but not limited to plagiarism, is to receive no credit for the assignment paper or academic activity. Every instance of academic dishonesty will be reported to the dean.”

Grading Weights:

<b>Class Attendance, Advanced Preparation, and Professional Class Contributions to Enhance Learning</b>	28
There are 14 class sessions; each session is worth two points (1 point for attendance and 1 point for class participation, advanced preparation, and professional contributions in both small and large group work, etc.). An absence means (-2 points) for that day. To obtain advanced preparation/participation points, students must have their Reflection and Inquiry Responses completed prior to the class period.	
<b>Reflection and Inquiry Responses</b>	50
The purpose of the R&I Responses are to foster personal and professional reflection on the readings and class discussions, as well as to pose and try to answer questions generated from the readings and course. There are <u>ten</u> responses (each response is worth 5 points possible). Length requirement per paper: one-third of a typewritten page, single-spaced, 12 pt., Times font). Responses are due at the beginning of the class session. <u>Please number and date each response.</u>	
<b>Identification of Higher Education Topic in International Context &amp; Brief Write-up of Literature Search Conducted</b>	10
(i.e., statement of the higher education issue you will examine in your major paper, identification of the countries you will examine, computer data bases used, subject descriptors used, world wide web sites visited, library materials gathered, names of educational journals consulted, etc.)	
<b>Working Bibliography</b>	10
(i.e., “works consulted bibliography”) citing the works found from literature search and applicable to your paper	
<b>Informal Presentation of Preliminary Research Findings</b>	12
(bring at least two samples of actual articles, book chapters, and other materials you are reading and using)	
<b>Written Comparative Higher Education Final Paper</b>	100
(organized by major themes found in your research)	
<b>Formal Class Presentation of Final Paper</b>	20

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Total possible points: 230

90-100%	(207-230 points)	A
80-89%	(184-206)	B
70-79%	(161-183)	C
60-69%	(138-160 )	D
Below 60%	(Below 138)	Failing

NOTE: Any student needing special learning accommodations, please contact the instructor immediately at the beginning of the course.

## COURSE OUTLINE AND READINGS

**January 12**  
(Session 1)

### **Getting Acquainted and Building a Learning Community**

Introduction to course; Review syllabus, including course readings, assignments, and grading procedures; Discussion on the purposes of education and implications for higher education

**January 19**  
(Session 2)

### **No Class; Martin Luther King Jr. Day**

**January 26**  
(Session 3)

### **Introduction to the Field of Comparative and International Education and Beginning Examination of Theories of National Development**

Comparative higher education: Definitions, approaches, general theories, and an overview of the field

#### Readings:

Text: Kubow & Fossum (2003). Chapter 1: Comparative Education & Ch. 2: Theory in Comparative Education.

#### **REFLECTION & INQUIRY RESPONSE #1 DUE**

**February 2**  
(Session 4)

### **Globalization, Development, and Higher Education**

Defining 'development', continuing examination of the theories of development, considering the role of higher education in development; Reflecting on the nature of comparison

#### Readings:

\*Reagan, T. (2000). An introduction to the study of non-western educational traditions: A philosophical starting point. In T. Reagan, Non-western educational traditions: Alternative approaches to educational thought and practice (2<sup>nd</sup> ed.) (pp. 1-23). Mahwah, NJ: Lawrence Erlbaum Associates.

\*Altbach, P.G. (1998). The university as center and periphery. In Altbach, P., Comparative higher education: Knowledge, the university, and development (pp. 29-54). Hong Kong China: Comparative Education Research Centre, The University of Hong Kong.

#### **REFLECTION & INQUIRY RESPONSE #2 DUE**

**February 9**  
(Session 5)

### **Higher Education in an African Context**

#### Readings:

\*Reagan, T. (2000). "A wise child is talked to in proverbs": Traditional African educational thought and practice. In T. Reagan, Non-western educational traditions: Alternative approaches to educational thought and practice (2<sup>nd</sup> ed.) (pp. 25-55). Mahwah, NJ: Lawrence Erlbaum Associates.

\*Badsha, N. & Harper, A. (2000). South African higher education: Diversity overview. In E.F. Beckham (Ed.), Diversity, democracy, and higher education: A view from three nations (pp. 11-31). Washington, DC: Association of American Colleges and Universities.

\*Mickelson, R.A., Nkomo, M., & Smith, S.S. (2001, February). Education, ethnicity, gender, and social transformation in Israel and South Africa. Comparative Education Review, 45(1), 1-35.

#### **REFLECTION & INQUIRY RESPONSE #3 DUE**

**February 16**  
(Session 6)

## **Women, Higher Education, and Development**

### Readings:

- \*Ideta, L.M. & Cooper, J.E. (1999). Asian women leaders of higher education: Stories of strength and self discovery. In L.K. Christian-Smith & K.S. Kellor (Eds.), Everyday knowledge and uncommon truths: Women of the academy (pp. 129-146). Boulder, CO: Westview Press.
- \* Stromquist, N. (2002). Gender within globalized education. Education in a globalized world: The connectivity of economic power, technology, and knowledge. Lanham, MD: Rowman & Littlefield.

Text: Kubow & Fossum (2003). Ch. 4: Educational Access and Opportunity

**REFLECTION & INQUIRY RESPONSE #4 DUE**

**CHOSEN TOPIC AND LITERATURE SEARCH WRITE-UP DUE**

**February 23**  
(Session 7)

## **Higher Education in an Asian Context**

### Readings:

- \*Altbach, P.G. (1998). Twisted roots: The Western impact on Asian higher education. In Altbach, P., Comparative higher education: Knowledge, the university, and development (pp. 55-80). Hong Kong China: Comparative Education Research Centre, The University of Hong Kong.
- \*Reagan, T. (2000). Developing the chun-tzu: Confucius and the Chinese educational heritage. In T. Reagan, Non-western educational traditions: Alternative approaches to educational thought and practice (2<sup>nd</sup> ed.) (pp. 25-55). Mahwah, NJ: Lawrence Erlbaum Associates.

Text: Kubow & Fossum (2003). Ch. 3: Purposes of Schooling

**REFLECTION & INQUIRY RESPONSE #5 DUE**

**WORKING BIBLIOGRAPHY DUE**

**March 1**  
(Session 8)

## **Educational Influences in a European Context**

### Readings:

Text: Kubow & Fossum (2003). Ch. 5: Education Accountability and Authority

**REFLECTION & INQUIRY RESPONSE #6 DUE**

**March 8**

**No Class; Spring Recess**

**March 15**  
(Session 9)

## **INFORMAL PRESENTATIONS OF PRELIMINARY RESEARCH FINDINGS**

Class session devoted to the sharing of your preliminary findings from library research

**March 22**  
(Session 10)

**Higher Education in a Latin American Context**

Reading:

Text: Escobar, Fernandez, & Guevara-Niebla, G., with Freire, P. (1994). *Paulo Freire on higher education: A dialogue at the National University of Mexico*. (Foreword, Introduction, Ch. 1: Education and Power, Ch. 2: Curriculum and Social Reality)

**REFLECTION & INQUIRY RESPONSE #7 DUE**

**March 29**  
(Session 11)

**Changing the World: The Role of Intellectuals in Societies**

Reading:

Text: Escobar, Fernandez, & Guevara-Niebla, G., with Freire, P. (1994). *Paulo Freire on higher education: A dialogue at the National University of Mexico*. (Ch. 3: The Role of Intellectuals, Afterword)

**REFLECTION & INQUIRY RESPONSE #8 DUE**

**April 5**  
(Session 12)

**Examining Culture and Comparative Education Discourse**

Reading:

\*Hoffman, D.M. (1999, November). Culture and comparative education: Toward decentering and recentering the discourse. *Comparative Education Review*, 43(4), 464-488.

**REFLECTION & INQUIRY RESPONSE #9 DUE**

**April 12**  
(Session 13)

**Critical Lenses to Examine Other Educational Issues**

Reading:

Text: Kubow & Fossum (2003). Ch. 7: Applying Frameworks to Analyze Educational Issues, Ch. 8: The Value of Comparative Education

**REFLECTION & INQUIRY RESPONSE #10 DUE**

**April 19**  
(Session 14)

**FORMAL PRESENTATIONS OF FINAL PAPERS**

**April 26**  
(Session 15)

**MAJOR FINAL PAPER DUE**

Comparative Higher Education: Retrospect and Future

**EXAM WEEK/APPOINTMENT:**

Each student will meet individually with instructor during the scheduled exam time. At this meeting, your major final comparative paper will be returned to you, as well as the final assessment of your academic work for the course.