

**GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN
DEVELOPMENT GRADUATE SCHOOL OF EDUCATION
PhD Education, Program in Education Policy**

EDUC 873 001: Education Policy: Comparative and International Perspectives
3.0 Credits, Fall 2014
Mondays, 4:30 – 7:10pm West 1004

PROFESSORS(S):

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COURSE DESCRIPTION:

A. Prerequisites/Co-requisites

EDUC 870, and admission to PhD program.

B. University Catalog Course Description

Advanced study of selected topics in education preparing students for doctoral studies or who have been admitted to the PhD program in education.

Notes: May be repeated for credit with GSED approval.

C. Expanded Course Description

This comparative and international education policy course will address education policy issues that transcend national boundaries and have implications for educators in fostering social justice and global awareness. The course explores theoretical approaches to understanding the role of education internationally and comparatively in diverse settings. Students will frame current debates in the fields of international and comparative education to understand how different theories of education and development influence policy, priorities, and programs of international, national and local institutions. Importantly, the course will expose students to the dynamics of globalization and the interconnectedness of individuals and nations, issues of equality and equity among those individuals and groups within society through a multi-theoretical lens. Finally, the course will provide students with the opportunity to develop deeper understanding of theoretical and methodological perspectives that impact their ability to be transformational global leaders.

LEARNER OUTCOMES or OBJECTIVES

This course is designed to enable students to:

1. Identify and analyze the salient social, political, cultural, economic, and other factors that affect education policies in selected countries;

2. Apply an interpretation of policy in other educational systems to a more enlightened understanding of American educational policy making;
3. Identify, distinguish, and apply theoretical and methodological approaches to the comparative study of national education policies;
4. Understand the formation of education policies as an ingredient of the planning process consistent with a value system and a country's overall development;
5. Appreciate the complexity of the issues which must be addressed in the promotion of social justice, human rights, and the creation of a sustainable global community and the role of education policies in pursuit of these goals.

PROFESSIONAL STANDARDS:

The course is a required course of the PhD in Education (Education Policy specialization) and is linked to the goals of the Graduate School of Education (GSE) and the mission of the Center for Education Policy and Evaluation (CEPE). Additionally, student outcomes are both linked to the mission and values of GSE and CEPE. Refer to the GSE website (<http://cehd.gmu.edu/values/>) and the CEPE website (<http://cehd.gmu.edu/centers/edpolicy/home>) for more information about their goals, core values, and mission.

REQUIRED TEXTS:

Arnove, R. F., Torres, C. A., & Franz, S. (2013). *Comparative education: The dialectic of the global and local*. Lanham, Md: Rowman & Littlefield Publishers.

Easterly, W. (2006). *The white man's burden: Why the West's efforts to aid the rest have done so much ill and so little good*. New York: Penguin Press.

Freire, P. (2000). *Pedagogy of the oppressed*. New York: Continuum.

Lewis, M. A., & Lockheed, M. E. (2006). *Inexcusable absence: Why 60 million girls still aren't in school and what to do about it*. Washington, D.C: Center for Global Development.

Verger, A., Novelli, M., & Altinyelken, H. K. (2012). *Global education policy and international development: New agendas, issues, and policies*. New York, NY: Bloomsbury Academic.

Recommended and additional texts and readings to be provided during course Blackboard site as needed.

COURSE ASSIGNMENTS AND EXAMINATIONS:

You will be expected to complete several assignments that constitute your course grade. They include a series of prompts or discussion board postings, course participation, and a literature review paper and presentation. Each of the following is described briefly below, with more discussion and additional specifics as questions arise in class:

* Reading/Discussion Prompts. As part of this assignment, you will be expected to provide a summary or analysis in response to a series of questions based on readings, class topics, and other course material. Prompts will constitute 30% of your course grade.

* **Course Participation.** Course participation is a critical aspect of the course and will be important in maintaining an informed and critical analysis of issues and material that arise in the course. At the end of the semester, you will be requested to provide a self-evaluation of your course grade based on criteria determined in class. Course Participation will constitute 20% of your course grade.

* **Literature Review Paper and Presentation.** You will be expected to prepare a literature review about a topic on comparative and international education. The paper should be related to your developing dissertation topic and be incorporative of requirements your developing portfolios (one, two, or three). Every effort should be made to ensure that the literature review assignment for this class enhances chapter two of your dissertation.

The literature review should do the following: i) set the problem and context of your study, ii) analyze previous research by highlighting the development of major concepts, theories, and terms, seminal or influential studies and focusing on areas of agreement, tensions and inadequacies, and narrowing the focus to studies closest to your study, iii) identify gaps where your own research fits, and iv) sum up and link your research to previous studies. The literature review paper should be prepared in the latest version of APA, be 25-30 pages in length (not including references and appendices or tables/figures), and turned in near the end of the semester. An outline will be expected at the midpoint of the course and presentations should be expected in the final two classes of the semester. Literature review papers will constitute 40% of your course grade and presentations will constitute 10% of your course grade.

The following grading scale will be used for all class assignments: A

	93 - 100
A-	90 - 92
B+	87 - 89
B	83 - 86
B-	80 - 82
C+	77 - 79
C	70 - 76
F	Below 70

GMU POLICIES AND RESOURCES FOR STUDENTS

- a. Students must adhere to the guidelines of the George Mason University Honor Code (See <http://oai.gmu.edu/honor-code/>).
- b. Students must follow the university policy for Responsible Use of Computing (See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- c. Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.

d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs to enhance students' personal experience and academic performance (See <http://caps.gmu.edu/>).

e. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability (ODS) and inform their instructor, in writing, at the beginning of the semester (See <http://ods.gmu.edu/>).

f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

g. The George Mason University Writing Center staff provides a variety of resources and services (e.g. tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (See <http://writingcenter.gmu.edu/>).

PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUES COMMITMENT

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to

adhere to these principles: <http://cehd.gmu.edu/values/>.

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website <http://gse.gmu.edu/>.

PROPOSED CLASS SCHEDULE

Date	Topic/Learning Experiences	Readings and Assignments
August 25	Topic 1: Introduction to course [Theoretical and Methodological Foundations of Comparative, Global, International Education Policy]	Read Arnove Introduction; Verger, et.al, Part One
September 8	Topic 2: Setting the problem and context of your literature review	Read Arnove, Ch 1-3; Verger, et.al, Ch. 3-4 <i>HW: Prompt 1</i>
September 15		Read Arnove, Ch. 4-7
September 22	Topic 3: Analyzing previous research – overview [Comparative, Global, International Education Policy and Politics in the 21 st Century]	Read Arnove, Ch. 8-11 <i>HW: Prompt 2</i>
September 29	Topic 3A: Analyzing previous research – identifying concepts, theories, terms	Read Easterly, Part One and Two
October 6		Read Easterly, Part Three and Four <i>HW: Prompt 3</i>
October 14	Topic 3A: Analyzing previous research – focusing on areas of agreement, disagreement, and tension	Read Verger, et.al, Ch. 5-8 Freire, Ch. 1 <i>HW: Draft Literature Review Paper Outline</i>
October 20	[Theories in Comparative, Global, International Education Policy]	Read Verger, et.al, Ch. 9-12 Lewis and Lockheed, Overview Freire, Ch. 2 <i>HW: Prompt 4</i>
October 27	Topic 4: Identifying gaps – fitting current literature review research	Read Lewis and Lockheed, Ch 1-2 Freire, Ch. 3
November 3	[Cases in Comparative, Global, International Education Policy]	Read Lewis and Lockheed, Ch. 3-4 Freire, Ch. 4 <i>HW: Prompt 5</i>
November 10	Topic 5: Summing up literature review research	Read Arnove, Ch. 12-15 Verger, et.al, Ch. 13
November 17		Read Arnove, Ch. 16-18 Verger, et.al, Ch. 14
December 1	Course Summary	<i>HW: Literature Review Presentations and Evaluations (Faculty and Student)</i>
December 8		<i>HW: Final Papers Due</i>

ASSESSMENT RUBRIC(S):

Rubric for Prompts/Discussion Responses

	Levels of Performance			
	(D) Unsatisfactory	(C) Basic	(B) Proficient	(A) Distinguished
Attention to Question/Prompt	The paper misses the focus of the questions/prompts.	The paper addresses the questions/prompts in a general and vague manner.	The paper addresses nicely and clearly the questions/prompts provided.	In addition to proficient, the paper illustrates how the prompt/question is tied to the course topic and objectives.
Relevance to Course Materials and Readings	The paper does not make relevance to course materials and readings.	The paper provides vague relevance to course materials and readings.	The paper provides clear and poignant relevance to course materials and readings.	In addition to the Proficient criteria, there is clear reference and relevance to course materials and readings in and beyond class.
Quality of Writing	Writing contains many grammar and syntax errors. Repeated patterns of mechanical and usage errors seriously interfere with writer's purpose. Vocabulary is not on a professional, formal level; may be inappropriate, vague, or used incorrectly.	Grammar and syntax are correct. Professional vocabulary is limited but appropriately used. Most thoughts are expressed formally. APA format is used correctly.	Writing is on a formal and professional level. Communication of ideas is clear and accurate. Language reflects correct usage of a professional vocabulary. APA format is used correctly in the text and reference page.	The language used reflects a careful choice of words and a vocabulary that documents a growing professional knowledge base. APA format is used correctly in the text and reference page.

Rubric for Course Participation

					Levels of Performance					
					(F) Unsatisfactory	(C) Basic	(B) Proficient	(A) Distinguished		
Attendance & Participation					<p>Rarely takes an active role in their own learning and learning of their classmates. Participates and asks questions infrequently. Hesitates to share ideas and may not always listen to or respect the opinions of others. Usually participates only when called upon. As a result of assignments being sometimes incomplete or missing, may not be prepared to answer thoughtfully with detail or substance.</p>	<p>Sometimes takes an active role in own learning and learning of classmates, sharing relevant ideas and asking appropriate questions. Contributes regularly to class discussions. Listens to classmates and respects their opinions. As a result of having completed assignments, student is prepared to answer questions and help others master concepts when called upon.</p>	<p>Usually takes an active role in their own learning and the learning of others in the class. Participates regularly in class and Blackboard work (if applicable), asks thoughtful questions, and defends opinions. Listens respectfully to classmates and is willing to share ideas as a result of having completed readings and assignments. Demonstrates a consistent commitment to make the most out of class time each and every day.</p>	<p>Consistently takes a voluntary, thoughtful, and active role in their own learning and the learning of their classmates. Through participation and inquiry, consistently demonstrates a genuine desire to learn and share ideas with the class. Initiates discussions, asks significant questions, and acts as leader within the group, including participation in Blackboard work. Willing to assert an opinion and support it, and to listen actively to others. Consistently well-prepared to contribute to the class as a result of having thoughtfully completed readings and assignments. Thoroughness of the work demonstrates a high regard for learning.</p>		

Rubric for Literature Review

	Levels of Performance			
	(F) Unsatisfactory	© Basic	(B) Proficient	(A) Distinguished
Introduction	The Introduction is unorganized and unclear.	The Introduction is organized and clear.	The introduction is well written and organized and clearly articulates the purposes of the essay.	In addition to proficient, the introduction provides detail about the essay.
Problem and Context Setting	The problem and context setting is vague and unorganized.	The problem and context setting is general and organized.	The problem and context setting is clearly articulated and include specific examples.	In addition to the Proficient criteria, there is a sufficient reference and application of the problem and context setting.
Analysis of Previous Research	The analysis of previous research is vague and unorganized.	The analysis of previous research are general and organized.	The analysis of previous research are clearly articulated and include specific examples.	In addition to the Proficient criteria, there is a sufficient reference and application of the analysis of previous research.
Identification of Gaps for Fit to Current Research	The identification of gaps is vague and unorganized.	The identification of gaps is general and organized.	The identification of gaps is clearly articulated and includes specific examples.	In addition to the Proficient criteria, there is a sufficient reference and application of the identification of gaps.
Summary and Link to Previous Research	There is limited to no summary and link to previous research.	There is clear use and application of summary and link to previous research.	The summary and link to previous research is clearly articulated and includes specific examples.	In addition to the Proficient criteria, the summary and link to previous research provides sufficient reference.
Quality of Writing	Writing contains many grammar and syntax errors. Repeated patterns of mechanical and usage errors seriously interfere with writer's purpose. Vocabulary is not on a professional, formal level; may be inappropriate, vague, or used incorrectly.	Grammar and syntax are correct. Professional vocabulary is limited but appropriately used. Most thoughts are expressed formally. APA format is used correctly.	Writing is on a formal and professional level. Communication of ideas is clear and accurate. Language reflects correct usage of a professional vocabulary. APA format is used correctly in the text and reference page.	The language used reflects a careful choice of words and a vocabulary that documents a growing professional knowledge base. APA format is used correctly in the text and reference page.