

COMPARATIVE AND INTERNATIONAL EDUCATION (CIED)

CIED 401: Introduction to Comparative Education

3 Credits

Origins, nature, scope, basic literature, and methodology of comparative education. Study of sample topics. CI ED 401 CI ED (EDTHP) 401 Introduction to Comparative and International Education (3) (IL) The course introduces undergraduate students to global issues in education and provides a survey of schooling practices used in various educational systems around the world. Students will have the chance to create an individual research project that will allow them to explore one country and one global educational issues in depth. Students are required to attend all classes, participate in the discussion sections, and take notes on the films shown. These films play an integral part in the course and provide students with views into classrooms and schools around the world. Students will also have access to international databases and be expected to make use of these databases in developing their projects. Finally, in-class discussions will focus on how comparative educational studies have been used by politicians to influence educational reform around the world. In this course, we will survey the state of public education in the world today. Each student will focus on one nation and provide a synopsis of educational practice in that nation. We will then move on to focus on global or cross-national issues such as how competition between "core" nations like Singapore and the U.S. drives reform (GOALS 2000 or No Child Left Behind). Other issues will include power differences between north and south, education for democracy, barriers to girls and women's education in developing nations, as well as education and national identity.

Prerequisite: 5th semester standing or higher

Cross-listed with: EDTHP 401

International Cultures (IL)

CIED 410: The Global Impact of Education

3 Credits

This course examines the global impact of education on human rights, health, economic development, political mobilization, religion, and environmental sustainability. The education revolution has significantly changed the world's population from one largely unschooled to one mostly schooled in just the last 150 years, yet the full impact of this major transformation is only now emerging through social science research. The course will explore, at both the individual and societal levels, how education changes many dimensions of global society in both positive and negative ways. It also focuses on the use and misuse of educational programs in social and economic development worldwide through Non-Government Organizations (NGO's), national governments, and multinational agencies.

Enforced Prerequisite at Enrollment: 5th semester standing

Cross-listed with: EDTHP 410, GLIS 410, SOC 410

General Education: Social and Behavioral Scien (GS)

GenEd Learning Objective: Crit and Analytical Think

GenEd Learning Objective: Global Learning

GenEd Learning Objective: Soc Resp and Ethic Reason

CIED 440: Introduction to Philosophy of Education

3 Credits

Introduction to the examination of educational theory and practice from philosophical perspectives, classical and contemporary. CI ED 440 CI ED (EDTHP) 440 Introduction to Philosophy of Education (3) The major objective of EDTHP (CI ED) 440, Introduction to Philosophy of Education, is to broaden and deepen the students' understanding of the nature of education. Such a study involves exploring the ends as well as the means of education. It includes both an examination of some of the distinctive or defining characteristics of "educated persons" as well as the different elements of the learning experience (including curricula, pedagogies, and evaluative processes) that encourage the development of such persons. As part of developing an understanding of the educational enterprise, this course will introduce students to some of the important ideas and theories that comprise the rich tradition of educational philosophy. In the design of a course of this nature with constraints established by space, time, and the background of the student, it is necessary to confront the task of making judicious selections from the vast literary wealth accumulated over the centuries. In doing so, the decision made has been to focus primarily on the literary contributions of western philosophers of education. In the interest of making the sample varied and interesting, however, an effort has been made to include writings of some philosophers of education from different cultural contexts. The educational thoughts of A.S. Neill, John Dewey, Eliot Wigginton, Maxine Greene, Paolo Freire, Mohandas Karamchand Ganddhi, David Orr, Ivan Illich, and Wendell Berry, among others, will be explored in this class. The exposure to diverse, rich, and provocative ideas of the educators included for study here will, it is hoped, stimulate students to re-examine and further develop their own philosophy of education into a more comprehensive, coherent, and consistent one.

Prerequisite: ENGL 015

Cross-listed with: EDTHP 440

CIED 470: Introduction to Distance Education

3 Credits

An introduction to the history, philosophy, organizations, learning theories, and instructional procedures used in American and foreign distance education.

Cross-listed with: ADTED 470

CIED 497: Special Topics

1-9 Credits/Maximum of 9

Formal courses given infrequently to explore, in depth, a comparatively narrow subject that may be topical or of special interest.