COURSE PURPOSE

The purpose of this course is to introduce the broad field of comparative, international, and development education (CIDE). Seminar meetings are designed to examine the historical roots and evolution of the field. An overview of the theoretical underpinnings and common methods of research will be discussed, including the rationale for examining education from various geographic, historical, political, cultural, and economic perspectives. After a general exploration of major theoretical and methodological issues, several other CIDE conceptual issues will be introduced. These conceptual issues include a discussion on climate change, development assistance, humanitarian aid, the dominant educational paradigm, indigenous education, multiple national case study education systems, education changes associated with demographic trends, and several current education policy issues. Regional areas of focus include Africa, Asia, Europe, Latin America, and Oceania.

COURSE ASSIGNMENTS

This course requires the active participation of all class members through presentations, debate, and discussion. It is assumed that you will work with other students outside of class to prepare for in-class discussions and reciprocal-learning opportunities.

Readings and Class Participation

Comparative education seminar participants are expected to carefully read all assigned readings identified for a particular class session as well as actively and productively participate in class discussions. Come to class prepared to pose questions and offer comments that will facilitate yours and others’ deeper reflection on the issues raised in the readings and the implications these have for educators, policy makers and planners, scholars, and practitioners.

Term Paper Class Project Option: Evolving Development Dynamics in the Pacific Islands.

In partnership with the U.S. Department of State and its Diplomacy Lab initiative, class members will have the opportunity to join this project to help produce country case papers on the influence and impact of the European Union and five countries’ overseas development assistance (ODA) on Pacific Island countries (PICs). The other five countries include China, France, India, Russia, and Taiwan. The final deliverable for this project should be (1) a five- to eight-page narrative covering each actor’s Pacific engagement on development from roughly 2008 to the present; and (2) a spreadsheet tracking relevant numerical assessments of overall giving and individual categories of aid (e.g. humanitarian, infrastructure, technological assistance). The narrative and data should illustrate a trajectory of engagement between these countries and the PICs.
The timeline for this project will be as follows:

January 9  Organization of Evolving Development Dynamics Country Teams
January 24  Detailed outline of final report due to the instructors
Feb 13-Mar 27  First draft of final report and accompanying PPT presentation completed and submitted to instructors via email; Fifteen-minute classroom presentation; 15-minute feedback and reflection. Make revisions based on feedback received.
April 4-6  Date to be determined (TBD), preliminary presentation of final report via Google Hangout to focal persons at USDOS.
April 12  Final report draft and presentation to USDOS large group in Washington, DC (for those who can attend). Activities will include lunch, tour of the DOS facilities, behind the scenes HR staffing of DOS, and photos taken with several DOS leaders.
April 24  Revised final draft report and presentation submitted to instructors via email.

**Term Paper Outlines (2 double-spaced pages) are due via email to the instructor as soon as you are able to submit this but no later than Tuesday, 24 January 2017.** Write a brief abstract of your paper (approximately 200 words) that summarizes the topic you will examine in your group paper, including a description of your topic and preliminary findings. The outline should be detailed enough to include each of the major sections you foresee being included in the paper at this point, including which team members will take the lead on each respective section. Also include five key words that relate to your topic and a bibliography with at least 15 key references.

**COURSE EVALUATION**

The activities and assignments of the course are designed to allow you to interact with the course content through a variety of contexts: team, individual, written, oral, graphically, reading, discussion, research, synthesis, and critique.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>% of Grade</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Readings, Online and Class Participation</td>
<td>30%</td>
<td>Throughout</td>
</tr>
<tr>
<td>In-Class Presentation/s</td>
<td>10%</td>
<td>To be announced (TBA)</td>
</tr>
<tr>
<td>Term Paper Outline</td>
<td>5%</td>
<td>24 January 2017</td>
</tr>
<tr>
<td>IRB Protocol and Approval</td>
<td>10%</td>
<td>As soon as possible</td>
</tr>
<tr>
<td>Final Term Paper</td>
<td>40%</td>
<td>24 April 2017</td>
</tr>
<tr>
<td>Final Presentation</td>
<td>5%</td>
<td>24 April 2017</td>
</tr>
</tbody>
</table>

This syllabus, and its contents, is subject to change at the discretion of the instructor. An updated syllabus will be available throughout the term on the course Blackboard website.

**SPECIAL NOTICES**

**Academic Integrity**

Students in this course will be expected to comply with the [University of Pittsburgh’s Policy on Academic Integrity](https://poli.du.edu/academic-integrity). Any student suspected of violating this obligation for any reason during the term will be required to participate in the procedural process, initiated at the instructor level, as outlined in the University Guidelines on Academic Integrity. This may include, but is not limited to, the confiscation of the examination of any individual suspected of violating University Policy. Furthermore, no student may bring any unauthorized materials to an exam, including dictionaries and programmable calculators.
Disability Services

If you have a disability that requires special testing accommodations or other classroom modifications, you need to notify both the instructor and Disability Resources and Services no later than the second week of the term. You may be asked to provide documentation of your disability to determine the appropriateness of accommodations. To notify Disability Resources and Services, call (412) 648-7890 (Voice or TTD) to schedule an appointment. The Disability Resources and Services office is located in 140 William Pitt Union on the Oakland campus.

Copyright Notice

Course materials may be protected by copyright. United States copyright law, 17 USC section 101, et seq., in addition to University policy and procedures, prohibit unauthorized duplication or retransmission of course materials. See Library of Congress Copyright Office and the University Copyright Policy.

Statement on Classroom Recording

To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student’s own private use.

READING ASSIGNMENTS & CLASS SCHEDULE

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE</th>
<th>TOPIC</th>
<th>READINGS</th>
<th>ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan 9</td>
<td><strong>Introduction</strong>&lt;br&gt;Class Members, the Course, and Distribution of Syllabus&lt;br&gt;&lt;br&gt;<strong>Historical Roots of Comparative Education</strong>&lt;br&gt;Key Terms; Development of the Field; Comp Ed Scientific Communities; Comp Ed Today</td>
<td>BR– Jacob &amp; Holsinger (2008), Ch 1, pp. 1-33&lt;br&gt;T– Bray, et al. (2007), Ch 1&lt;br&gt;&lt;br&gt;Further Reading (not required but helpful)&lt;br&gt;R– Altbach (1991)&lt;br&gt;R– Anweiler (1977)&lt;br&gt;R– Brickman (1960)&lt;br&gt;BR– Fraser &amp; Brickman (1968), pp. 1-19&lt;br&gt;R– Hans (1959)&lt;br&gt;BR– Kandel (1955), pp. 3-17&lt;br&gt;R– Wilson (1994)</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Jan 16</td>
<td>Visit from CIDE – NO CLASS – Martin Luther King’s Birthday Observance</td>
<td>– NO CLASS –</td>
<td>– NO CLASS –</td>
</tr>
<tr>
<td>4</td>
<td>Jan 30</td>
<td><strong>CIDE in the Pacific Region, Part I: What We Know</strong>&lt;br&gt;Readings on the Pacific Region*</td>
<td>T– Bray, et al. (2007), Chs 8, 9, &amp; 10</td>
<td></td>
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<tr>
<td>WEEK</td>
<td>DATE</td>
<td>TOPIC</td>
<td>READINGS</td>
<td>ASSIGNMENTS</td>
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<tr>
<td>5</td>
<td>Feb 6</td>
<td>CIDE in the Pacific Region, Part 2: Gaps in the Literature</td>
<td>T– Bray, et al. (2007), Ch 15 Readings on the Pacific Region*</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Feb 13</td>
<td>China’s influence on CIDE through ODA</td>
<td>Readings on China*</td>
<td>Group 1 Presentation: China</td>
</tr>
<tr>
<td>7</td>
<td>Feb 20</td>
<td>The European Union’s influence on CIDE through ODA</td>
<td>Readings on the EU*</td>
<td>Group 2 Presentation: EU</td>
</tr>
<tr>
<td>8</td>
<td>Feb 27</td>
<td>India’s influence on CIDE through ODA</td>
<td>Readings on India*</td>
<td>Group 3 Presentation: India</td>
</tr>
<tr>
<td>9</td>
<td>Mar 6</td>
<td>– NO CLASS – Spring Break and CIES Annual Conference, Atlanta, Georgia</td>
<td>– NO CLASS –</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Mar 13</td>
<td>France’s influence on CIDE through ODA</td>
<td>Readings on France*</td>
<td>Group 4 Presentation: France</td>
</tr>
<tr>
<td>11</td>
<td>Mar 20</td>
<td>Taiwan’s influence on CIDE through ODA</td>
<td>Readings on Taiwan*</td>
<td>Group 5 Presentation: Taiwan</td>
</tr>
<tr>
<td>13</td>
<td>Apr 3</td>
<td>CI-13: Historical Pioneers of CIDE</td>
<td>Readings based on Literature Review*</td>
<td></td>
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<tr>
<td>14</td>
<td>Apr 10</td>
<td>Review of Diplomacy Lab Class Project</td>
<td>Readings based on Literature Review*</td>
<td></td>
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<tr>
<td>15</td>
<td>Apr 17</td>
<td>Presentation to the U.S. Department of State, Washington, DC</td>
<td>Final Presentations</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Apr 24</td>
<td>Final Paper Presentations</td>
<td>FINAL PRESENTATIONS FINAL PAPER DUE (via email)</td>
<td></td>
</tr>
</tbody>
</table>

*Forthcoming identified readings based on class project ongoing literature review.

<table>
<thead>
<tr>
<th>Class Member Names</th>
<th>Presentation Date</th>
<th>CIDE Conceptual Issue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lixin Wu, Xiufang Ma</td>
<td>February 13, 2017</td>
<td>China’s Pacific engagement on development, 2008 to the present</td>
</tr>
<tr>
<td>Ariana Sampson, Jingyi Zou</td>
<td>February 20, 2017</td>
<td>The European Union’s Pacific engagement on development, 2008 to the present</td>
</tr>
<tr>
<td>Na Zheng, Wei Tang</td>
<td>February 27, 2017</td>
<td>India’s Pacific engagement on development, 2008 to the present</td>
</tr>
<tr>
<td>Henry Biggs, Vince Villella</td>
<td>March 13, 2017</td>
<td>France’s Pacific engagement on development, 2008 to the present</td>
</tr>
<tr>
<td>Lingtong Kong, Yansu Wang</td>
<td>March 20, 2017</td>
<td>Taiwan’s Pacific engagement on development, 2008 to the present</td>
</tr>
</tbody>
</table>
REFERENCE LIST

Required Texts

The following books will be used throughout this course:


Course Reserve Readings

In addition to the required textbooks, an e-copy of course readings is available online at no charge to students via the University of Pittsburgh Library.

China


European Union


France


India


Limaye, Satu. 2016. India-East Asia Relations: A Full Year of “Acting East”. *Comparative Connections* 17 (3).


Taiwan


**Pacific Region**


Schumann, Benjamin. "Donor Competition in Foreign Aid: The Results and Implications of States Receiving Aid from Rival Powers." (2016).

**University of the South Pacific (USP), 2016. Useful Websites for the University’s 12-Member Countries, Suva, Fiji: USP.** Includes Cook Islands, Fiji, Kiribati, Marshall Islands, Nauru, Niue, Samoa, Solomon Islands, Tokelau, Tonga, Tuvalu, and Vanuatu.


Suggested Supplemental Books for Further Reading


Suggested Supplemental Chapters, Articles, and Texts for Further Reading on CIDE


