INDEPENDENT STUDY:
INTERNATIONAL EDUCATION REFORM
HIST 5345 – FALL 2016 – CRN: 10897
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LART 334, ext. 5878
T 10:30-12:00 & by appt.

Course Description:

Much of the debate surrounding educational policy is international in character. Presidents, prime ministers, and legislators, professional associations, and various policy-makers from nations of both the developed and developing worlds, and many international organizations have continually endeavored to reform education policies, practices, and outcomes. What educational policies have succeeded or failed in diverse places around the world? What have been their unintended consequences? What models may work best in the future? The readings in this independent study will help answer these questions and will generate many more. Upon completing the course, the student will have written multiple books reviews, as well as a 15-20 page historiographical essay on a particular aspect of international education reform.

Course Requirements:

Book Reviews (40%): The student will complete 4 formal book reviews. Each of the book reviews should be emailed to the instructor by 10:00 pm on the Tuesday of the week the book is assigned (see course calendar). At least one of these reviews needs to be completed by September 21st. These reviews should be no less than 500 words in length and should address the following questions:

• What is the book’s central argument? With whom, if anyone, is the author arguing? What interpretations are being challenged?
• How is the book organized?
• What types of sources does the author use to support his/her arguments?
• Overall, what strengths and weaknesses would you identify in this study?

Tickets to Class (20%): For all other course readings, the student should submit an informal “ticket to class” which answers the preceding questions in bullet point format. “Tickets to class” need not be longer than one page and should be emailed to the professor by 10:00 pm on the Tuesday of the week the book is assigned.

Historiographical Essay (40%): The student will write a 15-20 page historiographical essay which summarizes, critiques, and identifies the gaps in the scholarly literature on a particular subject, theme, or time period relating to education reform. There are three components to this assignment:

• First, the student will submit an annotated bibliography (5%). This bibliography will consist of a list of the 7 to 8 secondary sources that will form the basis of your final paper and it will include a 4-5 sentence evaluative summary of each source. This assignment is due October 12th.
• Second, the student will submit a complete rough draft of their essay (10%), which will be due November 30th.
• Third, the student’s final paper (25%) is due December 7th.
Academic Dishonesty: A student must not adopt or reproduce ideas, words, or statements of another person without appropriate acknowledgment. A student must give credit to the originality of others and acknowledge another whenever he or she quotes another person's actual words; paraphrases another person's words; uses another person's ideas, opinion or theory; or borrows facts, statistics, or other material, unless the information is common knowledge. It is official UTEP policy that all suspected cases of plagiarism must be referred to the Dean of Students for investigation.

Disabilities: I will make any reasonable accommodations for students with limitations due to disabilities. Please talk to me to discuss any special needs you might have within the first two weeks of class.

Required Readings:

Articles/Book Chapters


Books

Calendar:

**Week 1 (Aug. 24):**
- Meet August 25th @ 10:30 am.

**Week 2 (Aug. 31):**
- Mundy, Katherine. *Comparative and International Education: Issues for Teachers.*

**Week 3 (Sept. 7):**

**Week 4 (Sept. 14):**
- Payne, Charles. *So Much Reform, So Little Change.*

**Week 5 (Sept. 21):**
- First book review must be submitted by this week.

**Week 6 (Sept. 28):**
- Andrade de Herrera, V. “Education in Mexico: Historical and Contemporary Educational systems.”

**Week 7 (Oct. 5):**
- Gorostiaga, J., Acedo, C., Xifra, S., “Secondary Education in Argentina during the 1990s: The Limits of a Comprehensive Reform Effort.”

**Week 8 (Oct. 12):**
- Annotated Bibliography due.

**Week 9 (Oct. 19):**
- Zhao, Yong. *Who's Afraid of the Big Bad Dragon?: Why China has the Best (and Worst) Education System in the World.*

**Week 10 (Oct. 26):**

**Week 11 (Nov. 2):**
- Heyneman, Stephen P., “Education and Social Stability in Russia.”

**Week 12 (Nov. 9):**
- Sharma, Rashmi. “Decentralisation, Professionalism and the School System in India.”
- Barcan, Alan. “The Control of Schools and the Curriculum.” *The Australian Quarterly*

**Week 13 (Nov. 16):**
- Sahlberg, Pasi. *Finnish Lessons 2.0: What Can the World Learn From Educational Change in Finland?*
Week 14 (Nov. 23):

Week 15 (Nov. 30):
  • Rough Draft due.

Week 16 (Dec. 7):
  • Final Paper due through email as a .doc or .docx file to bjcartwright@utep.edu by 4:00 pm.

Read this syllabus carefully for it contains important information about this course’s requirements and assignments. Also, the instructor reserves the right to make changes to the syllabus over the course of the semester.