COURSE DESCRIPTION

With the end of the World War II and the creation of the Breton Woods institutions (i.e. IMF and World Bank) to foster peace, security and reconstruction, international organizations and institutions or intergovernmental organizations have become hallmarks of the global landscape. While the mission statements of these entities are vast in their breadth and scope, they remain a core regulatory arena for bilateral and multilateral relations between their members. Although the roles and objectives of international organizations differ, they serve, legitimize, and are ultimately held accountable to their member nation-states. The aims of international organizations are to study, amass, and disseminate information; organize globally accepted norms; and provide an arena for technical and bilateral cooperation. Thus, international organizations collect, collate, and correlate statistical information from its members by analyzing the current trends and make recommendations in line with its norms. Ultimately, these organizations affect the policymaking agenda under the guise of greater cooperation.

This seminar will examine the involvement of the international institutions such as the UN, UNESCO, UNICEF, WTO, IMF, and the World Bank in relation to contemporary national, regional, and transnational policymaking in education. The course will touch on questions related to globalization and education, decentralization, educational reform, and global knowledge networks. This course will provide an understanding of the role/purpose of international organizations and institutions in education and how they seek to shape educational policymaking at the national and regional level by exploring: (a) What are the obligations that countries consent to when they join these organizations and (b) what is the impact of these organizations nationally, if any?

Course Objective: In keeping with the School of Education’s conceptual framework of advancing “professionalism in the service of social justice”, this seminar aims at helping students understand the role and impact of international institutions and organizations in national policymaking decisions. It allows students to grasp why these entities have become so important in agenda setting activities and why their role, autonomy, and decision making capabilities will only continue to increase. This course equips students with the necessary critical skills needed to undertake research projects in the field of comparative and international education. The course will rely on Blackboard and students’ learning objectives; course delivery methods and student assignments are enhanced with the aid of additional technological tools to enhance the overall learning experiences. Finally, the course is committed to creating an a multi-cultural environment that respect issues of diversity including but not limited to disability, race, gender, sexual orientation, social class, and ethnicity.
**Academic Honesty:** Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. A student’s failure to practice academic honesty, depending upon the seriousness of the misconduct, will result in a sanction ranging from the grade of “F” or the assignment to expulsion from the university. For specific policies and procedures see: [http://www.luc.edu/education/pdfs/academics_policies_grad.pdf](http://www.luc.edu/education/pdfs/academics_policies_grad.pdf) (M.Ed and Ed.D students) or [http://www.luc.edu/gradschool/academics_policies.shtml#academic_integrity](http://www.luc.edu/gradschool/academics_policies.shtml#academic_integrity) (M.A. and Ph.D students). To plagiarize is to present someone else’s writing or ideas as your own and will not be tolerated. There are several good “How not to plagiarize” guides available on the web, such as [http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize](http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize). In class we will discuss how to cite and include the work of others in your own writing. Please also note that submitting the same paper or pieces of the same papers to meet the course requirements for two or more LUC courses is also academic dishonesty and will not be tolerated.

**Accessibility:** Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: [http://www.luc.edu/sswd/](http://www.luc.edu/sswd/).

**Harassment (Bias Reporting):** It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: [http://webapps.luc.edu/biasreporting/](http://webapps.luc.edu/biasreporting/).

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**ASSIGNMENTS**

This is an advanced seminar; however, depending on the number of students enrolled, student-led discussions and presentations will occur. All assignments will be graded for (i) the clearness, logic, and succinctness of your writing; (ii) your command of the intellectual content; (iii) your use of comparative method for analysis; and (iv) your ability to propose a way forward.

All written assignments should use 1 inch margins, Times New Roman 12pt, include references in APA style, and student’s name in top margin. Include in your bibliography all the literature that you have referenced in your written assignments and final project. For more information on APA style, see: [http://owl.english.purdue.edu/owl/resource/560/01/](http://owl.english.purdue.edu/owl/resource/560/01/).

1) **Participation (20 points):** Active weekly participation of all students is a core requirement of this class. This includes: coming to all sessions and being on time, reading the weekly coursework before class, and being ready to discuss all of the required readings. Moreover, class participation involves speaking and discussing in a knowledgeable manner about the texts based on your analysis of them. I will be assessing the degree to which your
contribution in class discussions demonstrate that you have read the readings and reflected on them and not the absolute amount of time you speak in class. In other words, it is the quality of your remarks, informed by the readings, and not the quantity of words uttered in class that matters most. To help facilitate a discussion of the readings, you should come to class each week with a key quotation—several sentences or an entire paragraph—highlighted from each required reading and be prepared to explain to the class why this quotation was meaningful to you. You might explain how the quotation helped you to understand the author’s major argument, to reflect on your own education, or to develop your own opinion on the topic because you agree or disagree with the sentiments conveyed in the quotation. I will randomly call on people to share their key quotations, so you should be prepared every week to participate in this way.

2) Literature Review Essay: Comparing Two Theoretical Perspectives (30 points, 7-10 pages double-spaced): Due at the beginning of Module 5. Write a paper in which you contrast two theoretical perspectives (e.g., modernization theory, human capital theory, dependency theory, world systems theory, interpretivist approaches, feminist theory, or post-structural theory) on the following question: What is the purpose/role of international institutions in education? To prepare for this essay, you should read not only the assigned readings for the perspectives you have selected but also the recommended readings (and others, when possible). Your paper should include a ½-1 page introduction, in which you state the problem or thesis; 2-3 pages for each theoretical perspective, in which you explain how authors and detractors motivated by that perspective have addressed the question of the relationship between international institutions and education and how their research methods have differed; and a conclusion. Your literature review should form the basis for your final paper so please select your review topic carefully as the feedback I will provide on this paper will inform your final paper. Students are encouraged to read: http://www.unc.edu/depts/wcweb/handouts/literature_review.html in addition to the list of texts that will be provided to the class.

3) Research Project (50 points, 15-20 pages double-spaced): Due at the beginning of Module 13. For the research paper students must demonstrate their in-depth understanding of the role/purpose of international institutions in education that we have discussed during the semester. Your term paper should critically analyze the impact of an international organization on an educational reform project, program or policy on a topic in a particular country. The paper should include a concise review of the literature on the topic, an explanation of why the particular reform was implemented by a certain institution, an analysis of the conceptual framework that guided the reform effort, and a discussion of the strengths, weaknesses, and future prospects for the program/reform. More specific guidelines on the final assignment will be provided in class.

PLEASE NOTE: All assignments are due on the dates listed in the syllabus. Late assignments will be penalized one point for each day that they are late. Late assignments due to medical or family emergencies will be exempted from penalties on a case by case basis, but there will be no allowance made as a consequence of poor forecasting.

REQUIRED TEXT


RECOMMENDED:

MODULE 1: GLOBAL GOVERNANCE AND INTERNATIONAL ORGANIZATION (September 1)

- K & M, Ch. 1.

MODULE 2: THEORETICAL FOUNDATION (September 8)

- K & M, Ch. 2.

RECOMMENDED READINGS:


MODULE 3: MAJOR ISSUES IN INTERNATIONAL ORGANIZATION SINCE 1945 (September 15)

- K & M, Ch. 3.

RECOMMENDED READINGS:


MODULE 4: THINKING THEORETICALLY ABOUT INTERNATIONAL RELATIONS IN EDUCATION (September 22)


**RECOMMENDED READINGS:**

**MODULE 5: THE ROLE OF THE STATE IN INTERNATIONAL DEVELOPMENT (September 29)**

**ASSIGNMENT 1 DUE**
• K & M, Ch. 7.

**RECOMMENDED READINGS:**

**MODULE 6: INTERNATIONAL INSTITUTIONS AND EDUCATIONAL AID (October 5)**

**RECOMMENDED READINGS:**
MODULE 7: THE UNITED NATIONS (October 13)

- K & M, Ch. 4.

RECOMMENDED READINGS:

MODULE 8: THE WORLD BANK (October 20)


RECOMMENDED READINGS:

Module 9: GATT/ WTO/ IMF (October 27)


RECOMMENDED READINGS:
### MODULE 10: UNESCO (November 3)


**RECOMMENDED READINGS:**

### MODULE 11: UNICEF / UNDP (November 10)


### MODULE 12: REGIONAL ORGANIZATIONS (November 17)

- K & M, Ch. 5.

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**THANKSGIVING – NO CLASS (November 24)**

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**MODULE 13: ENGAGING WITH CIVIL SOCIETY (December 1)**

**ASSIGNMENT 2 DUE**

- K & M, Ch. 6.
- K & M, Ch. 9.

**RECOMMENDED READINGS:**

**MODULE 14: FUTURE OF INTERNATIONAL ORGANIZATIONS (December 8)**

• K & M, Ch. 8.
• K & M, Ch. 10.
• K & M, Ch. 11.
• K & M, Ch. 12.

**ADDITIONAL INFORMATION**

**WORLD WIDE WEB RESOURCES**

Since this is a course on international organizations, there are a lot of international organizations to which we can link.

1) Amnesty International (Human rights promotion INGO) http://www.amnesty.org/
2) Arab League (Official) http://www.arableagueonline.org/arableague/index_en.jsp
4) Association of Southeast Asian Nations (ASEAN—Official) http://www.asean.or.id
5) Atlantic Online (Contemporary affairs publication) http://www.theatlantic.com/foreign/
6) Commonwealth (Official) http://www.thecommonwealth.org/
7) CARICOM www.CARICOM.org
8) EU Observer (News about the EU) http://www.euobserver.com/
9) Euroguide (Guide to the European Union, United Kingdom) http://www.euroguide.org/
10) European Governments Online (from the EU) http://europa.eu.int/abc/governments/index_en.html
11) European Union Online (Official) http://europa.eu.int/index_en.htm
12) Francophonie (Organization of French-speaking countries—Official) http://www.francophonie.org/oif.cfm
13) Free Trade Area of the Americas (FTAA—Official) http://www.ftaa-alca.org/Alca_e.asp
14) Freedom House (NGO) http://www.freedomhouse.org/
15) G-8 Information Center from the University of Toronto (Unofficial) http://www.g8.utoronto.ca/
16) G-77 (Group of 77 developing countries—Official) http://www.g77.org/
17) Global Policy Forum (NGO working on UN affairs) http://www.globalpolicy.org/
18) Gulf Cooperation Council (GCC, Persian Gulf states—Official) http://www.gcc-sg.org/index_e.html
20) Missions to the UN (with links to missions’ websites) http://www.un.int/index-en/webs.html
22) New York Times http://www.nytimes.com (site requires registration, but it’s free)
24) Organization of American States (OAS—Official) http://www.oas.org/
27) South Asian Association for Regional Cooperation (SAARC—Official) http://www.saarc-sec.org/
28) South Center (IO of developing countries) http://www.southcentre.org/
29) Transparency International (INGO working against corruption) http://www.transparency.org/
Students are expected to undertake supplemental readings for their final papers. Below are some relevant journals in our field and those in **bold** are particularly useful for research ideas and understanding the major trends and interests of comparative and international education.

- Alternatives
- Anthropology of Education
- Asia Pacific Journal of Education
- **Comparative Education**
- **Comparative Education Review** (the premier journal in the field)
- Compare
- Convergence
- Discourse: Studies in the Cultural Politics of Education
- Economics of Education Review
- **European Education: Issues and Studies**
- Gender and Education
- Harvard Educational Review
- Higher Education
- Higher Education Policy
- **International Education**
- **International Higher Education**
- International Journal of Early Childhood
- International Journal of Educational Development
- International Journal of Educational Research
- International Journal of Educational Development
- International Journal of Qualitative Studies in Education
- International Journal of Science Education
- Education
- International Organization
- **International Review of Education**
- International Studies in Sociology of Education
- Journal of African Studies
- Journal of Educational Policy
- Journal of Moral Education
- Oxford Review of Education
- Prospects (UNESCO)
- Race, Ethnicity, and Education
- Sociology of Education
- Studies in International Education
- Third World Quarterly
- Women's Studies International
- Forum
- World Development
- World Studies in Education

**On-line Journals**

- CICE "Current Issues in Comparative Education" http://www.tc.columbia.edu/cice/
- Education Review http://www.ed.asu.edu/edrev
- CIE "Current Issues in Education" http://cie.ed.asu.edu/
- In Focus: Journal of the International Institute of Educational Development, Florida International University http://www.fiu.edu/~iied/web/journal.html