

**Seton Hall University
College of Education and Human Services**

COURSE SYLLABUS

EDST 3900 / CORE 3882

Engaging the World: Comparative Education Studies through Travel Abroad

Spring 2022 (3 credits)

Class Location: JH 109

Tuesdays 5-7:30pm

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Office Hours: Tuesdays 3-4pm and
Wednesdays 2-4pm, and by appointment

Course Description

Students engage in comparative study of formal schooling between the United States and a case study country. The course culminates in a travel segment in which students make firsthand visits to schooling sites in the case study country. The travel portion of the class takes place immediately following the end of the regular semester. By participating in the class, students will enrich their understanding of US formal schooling through comparative analysis, develop familiarity with Catholic Social Teaching in relation to formal schooling, and exercise attitudes consistent with global competence (e.g., openness to new perspectives, resistance to cultural essentialism, and sensitivity to context). The course fulfills the university CORE III requirement.

Case Study Country: Japan

This administration of the course will focus on formal schooling in Japan. Prior to participating in the travel portion of the course, we will use publicly-available documents and guest speakers to learn about the general design of formal schooling in Japan at the level of national policy and everyday school operations. Key questions about formal schooling will guide the exploration (e.g., how do we fund schooling? How do students progress from grade level to grade level? etc.). There is a full list of essential questions at the end of this syllabus document. For the travel portion, we will spend 8 full days in the Tokyo area making field visits to an elementary, middle school, high school and a university. During the school visits we will observe and participate in regular classroom instruction, speak with educators about the profession, and make presentations to small and large audiences about the United States. At the university location, we will participate in intercultural exchange activities and attend brief lectures from experts in education. In between school visits, we will visit locations of historical and cultural significance in the Tokyo area (e.g., Asakusa shrine/temple complex, Akihabara electric town, Tokyo Disneyland, Tokyo Edo History Museum, Tokyo Tower, among others). Japanese language ability is not

required for students to fully participate in the class. Upon returning to the United States, students complete a final report paper to be submitted online to the instructor.

Core III Designation

As a Core III course, a portion of the class readings and assignments extend student knowledge of the Catholic intellectual tradition started in Core I and II. In particular, it draws on the themes of human dignity and the role of the Church in society, as introduced in the Core readings, *Deus Caritas Est / God is Love* (2005) and *Gaudium Et Spes / The Church in the Modern World* (1965). These two texts will provide students an entry point into a thoughtful examination of the themes of Catholic Social Teaching, as defined in the 1995 statement authored by US Conference of Catholic Bishops: *Sharing Catholic social teaching: Challenges and Directions*. There are additional supporting readings excerpted from *Catholic Social Teaching* (2012, St. Mary's Press) and *A Concise Guide to Catholic Social Teaching* (2013, Ave Maria Press).

Students will make meaningful connections between Pope Benedict XVI's statements on human dignity and the Catholic Social Teaching theme of Life and Dignity of the Human Person, as defined by the US Conference of Catholic Bishops. Likewise, students will be able to relate the role of the Church in the economic, political, and social well-being of nations, as described by Pope Paul VI, to the Catholic Social Teaching themes of *Call to Family, Community, and Participation* and the *Dignity of Work and the Rights of Workers*, for example. As students are drawing connections between Core I/II readings and Catholic Social Teaching, they are at the same time relating Catholic Social Teaching to the field of formal education. For example, students will discuss where they see (and don't see) the themes of Catholic Social Teaching in school policies, in teacher classroom practice, and in the actions of students. All students will bring some amount of familiarity with formal schooling practices in the United States. This will be a source of early discussion relating Catholic Social Teaching with education. As the class progresses, students will build insights into the schooling practice of another nation-state in class assignments on campus and in a travel abroad portion to the class. It is through these educational experiences that students will develop a deeper understanding of the themes of Catholic Social Teaching in relation to educational practices on local and global scales.

Course Objectives

In classroom activities and major assignments, students will work towards the following learning objectives:

- (1) Students demonstrate an introductory knowledge of formal schooling in the case study country.**
 - a. Pre-travel evidence: complete graphic organizer and participate in class discussion
 - b. During-travel evidence: participate in debrief discussions and post social media check-ins

- c. Post-travel evidence: final report paper prompt: What is at least one thing about formal schooling in the case study country that you would like to see implemented in the United States? Explain why.
- (2) Students demonstrate the ability to conduct comparative analysis of formal schooling systems between the US and the case study country.**
- a. Pre-travel evidence: conduct research (online/interviews) on student-selected key essential question and present to class audience
 - b. During-travel evidence: present modified version of comparative analysis report to audiences at field visits in case study country.
- (3) Students exercise attitudes and skills consistent with intercultural competence (e.g., recognizing the perspective of a cultural other, resisting cultural essentialism, and paying close attention to social context).**
- a. Pre-travel evidence: in-class discussion
 - b. During-travel evidence: participate in debrief discussions and post social media check-ins
 - c. Post-travel evidence: final report paper prompt—What experience(s) in the case study country do you feel helped you to expand your intercultural competence?
- (4) In the form of an academic paper, students relate the themes of Catholic Social Teaching to formal schooling in the US and in the case study country.**
- a. What two themes of Catholic social teaching do you feel are most relevant or the most closely connected to formal schooling practices? Justify your selections using informal references (no APA) to assigned course readings. NOTE: One must be Core 1 or Core 2 reading.
 - b. Provide at least one example each of how formal schooling in the United States realizes the two themes you selected. For example, you might think of the level of school policy, the level of classroom practices, and/or the level of individual student/teacher.
 - c. Finally, evaluate how well formal schooling in the United States realizes the ideals of the two themes you selected. What could formal schooling do differently in order to better achieve the ideals?

Course Assignments

- (1) In-Class Graphic Organizer (before travel):** Formal schooling in case study country. Students fill in organizer with teacher-provided lecture and class discussion. The information in the organizer is arranged according to a series of essential questions about formal schooling. *This assignment addresses Course Objective 1.*
- (2) Comparative Analysis Mini-Project (before/during travel):** This assignment has three parts. In the first part, students select an essential question to investigate on their own

using basic online research and/or interviews with experts. Students submit a comparative analysis organizer communicating their findings. In the second part, students present their findings orally using multimedia apps to their class peers. In the final part of the assignments, students reduce down their analysis findings for presentation to school audiences in the case study country. *This assignment addresses Course Objective 2.*

(3) Reflective Paper on Catholic Social Teaching (before travel): Students compose a brief academic paper of at least 900 words where they reflect on their personal experiences in US formal schooling (K12 or postsecondary) and make connections to two themes of Catholic Social Teaching. Specifically, students respond to the three prompts listed below. *This assignment addresses Course Objective 4.*

- a. What two themes of Catholic social teaching do you feel are most relevant or the most closely connected to formal schooling practices? Justify your selections using informal references (no APA) to assigned course readings. NOTE: One must be Core 1 or Core 2 reading.
- b. Provide at least one example each of how formal schooling in the United States realizes the two themes you selected. For example, you might think of the level of school policy, the level of classroom practices, and/or the level of individual student/teacher.
- c. Finally, evaluate how well formal schooling in the United States realizes the ideals of the two themes you selected. What could formal schooling do differently in order to better achieve the ideals?

(4) Social Media Check-In Posts (during travel): During travel portion on at least 6 separate days, students post an observation/realization about any of the following topics: Japanese formal schooling, US formal schooling, Catholic Social Teaching, Global Competence. Students and instructor will post using an agreed-upon social media platform such as Twitter and use an agreed-upon group hashtag. *This assignment addresses Course Objectives 1, 3, 4.*

(5) Final Report Paper (post-travel): Upon completion of the travel portion and return to the United States, students compose a final report paper of at least 1500 words in length in which they address three questions (listed below). *This assignment addresses Course Objectives 1, 3, 4.*

- a) What is at least one thing about formal schooling in the case study country that you would like to see implemented in the United States? Explain why using specific examples from personal observation. (450w minimum)
- b) What experience(s) in the case study country do you feel helped you to expand your intercultural competence? Describe using specific examples from personal observation. (450w minimum)

- c) Where do you recognize examples of Catholic Social Teaching themes in the formal schooling practices in the case study country? Describe using specific examples from personal observation. (450w minimum)

(6) **Attendance and participation.** Students must attend all class meetings and show active participation in classroom discussions and other activities. Attendance and participation extend to previewing/reviewing materials outside of class and completing required assignments within time provided. During the travel portion, students are expected to attend all school field visits and all group meetings. *This assignment indirectly serves all Course Objectives 1, 2, 3, 4.*

Grading

Num	Assignment Details	Weighted Average
1	Graphic Organizer: Basic information about formal schooling in case study country (before travel)	10%
2	Comparative Analysis Mini-Project: Research findings (10%) + Research presentation in-class (10%) + Modified presentation in case study country (10%)	30%
3	Reflective paper on Catholic Social Teaching (before travel)	15%
4	Social Media Check-In Posts: At least 6 posts during travel portion commenting on (a) formal schooling, (b) Catholic Social Teaching, and (c) intercultural competence	15%
5	Final Report Paper (post-travel): Students address three prompts: (a) Formal schooling observed, (b) Intercultural competence, and (c) Catholic Social Teaching	20%
6	Participation/Attendance: Attend all class meetings before and during travel. Submit all assignments on time.	10%

Course Readings

Comparative Education: Case Study Japan

Schooling overview

1. MEXT (2008). *School System Overview*. (3 online pages). Available at <http://www.mext.go.jp/en/policy/education/overview/index.htm>
2. CIEB (2017). *Japan Education Report* (16 online pages). Available at <http://ncee.org/what-we-do/center-on-international-education-benchmarking/top->

[performing-countries/japan-overview/](#) NOTE: Students read all 6 report components: Overview / Learning Systems / Teacher Quality / Supporting Equity / Technical Education / Governance and Accountability

Details of Japanese schooling at various levels

3. Focus Studies: NIER. **[[Students select one]]**. Available at <http://www.nier.go.jp/English/educationjapan/index.html>
 - a. NIER (2011) Primary School Education in Japan (14 PDF pages)
 - b. NIER (2011) Lower Secondary Education in Japan (9 PDF pages)
 - c. NEIR (2011) Upper Secondary Education in Japan (13 PDF pages)
 - d. NIER (2011) Higher Education in Japan (12 PDF pages)

Introduction to Japanese Society

4. Hood, C. (2015). *Japan: The basics*. New York: Routledge. (176 monograph pages) ISBN: 9780415629713.

Additional supporting documents **[[Not required reading]]**

1. NIER (Japan National Institute for Educational Policy Research)
URL: <http://www.nier.go.jp/English/educationjapan/index.html>
Overview documents on a range of topics including *Moral Education, Daily Life of Students, Special Needs Education, School Lunch*, among others.
2. Education in Japan Community BLOG
URL: <https://educationinjapan.wordpress.com/about/>
Many, many informal articles written by parents, educators, and homeschoolers on issues related to education in Japan.
3. OECD (2017). Viewing the Japanese School System Through the Prism of PISA (26 dense PDF pages). Available at <https://www.oecd.org/japan/46623994.pdf>.

Catholic Social Teaching

1. USCCB (1995). *Sharing Catholic social teaching: Challenges and Directions*. (7 online pages). Available at <http://www.usccb.org/beliefs-and-teachings/what-we-believe/catholic-social-teaching/sharing-catholic-social-teaching-challenges-and-directions.cfm>
2. Singer-Towns, B. (2012). Seven themes of Catholic social teaching (19 pages). Chapter excerpt of *Catholic social teaching: Christian life in society*. Winona, MN: St Mary's Press. ISBN: 9781599820774
3. McKenna, K. (2013). *A concise guide to Catholic social teaching*. Notre Dame, IN: Ave Maria Press. ISBN: 159471438X
 - Chapter excerpt **[[Students select one]]**:
 - i. Life and dignity of the human person (p. 7-26)
 - ii. Call to family, community, and participation (p. 27-36)
 - iii. Rights and responsibilities (p. 37-48)
 - iv. Option for the poor and vulnerable (p. 49-74)
 - v. The dignity of work and the rights of workers (p. 75-100)
 - vi. Solidarity (p. 101-122)
 - vii. Care for God's creation (p. 123-134)

Additional supporting documents

1. The Holy See (2005). *Deus Caritas Est / God is Love*. (29 online pages). Available at http://w2.vatican.va/content/benedict-xvi/en/encyclicals/documents/hf_ben-xvi_enc_20051225_deus-caritas-est.pdf.
2. The Holy See (1965). *Gaudium Et Spes / The Church in the Modern World*. (Part 2 only, 13 online pages). Available at http://www.vatican.va/archive/hist_councils/ii_vatican_council/documents/vat-ii_const_19651207_gaudium-et-spes_en.html#.

Intercultural Competence

1. Byram, M. & Wagner, M. (2018). Making a difference: Language teaching for intercultural and international dialogue (12 dense pages). *Foreign Language Annals*, 51, 140-151.
2. Dervin, F. (2016). Conclusion: The ten commandments of interculturality in education (8 pages). Chapter excerpt of *Interculturality in education: A theoretical and methodological toolbox*. London: Palgrave. ISBN: 9781137545435.

Course Organization

Week	Class Meeting	Details	Assignments/Notes
1	MEETING 1	Introduction to syllabus / Overview of travel requirements / Review essential questions in education	
2 No class session		<i>Off week</i> Submit travel materials Complete Assigned Readings before Jan 29 meeting	Assigned Readings: (1) MEXT online reading; (2) NIER online reading—select one (a-d); and (3) Hood (2015) book chapters 1-2.
3	MEETING 2	Japanese Schooling (Part One): In-class discussion of readings / Work on in-class graphic organizer / Select mini project details / Point students to resources	Visit by <i>Intl Programs Office</i> . <u>Travel Application due Feb. 1st</u>
4 No class session		<i>Off week</i> Work on mini-project – Conduct independent research Complete Assigned Readings before Feb 12 meeting	Assigned Readings: (1) CIEB online reading, all 6 sections; (2) Hood (2015) chapters 5, 6, and 7.
5	MEETING 3	Japanese Schooling (Part Two) / Complete in-class graphic organizer / Clarify expectations for mini projects	Assign 1. Submit completed graphic organizer (10%) before 7pm on Feb 13 th

<p>6 No class session</p>	<p><i>Off week</i> Submit mini project findings Prepare for oral presentation to class</p>		<p>Assign 2a. Submit mini project findings (10%) before 7pm on Feb 19th</p>
<p>7</p>	<p>MEETING 4</p>	<p>Class presentations of comparative analysis mini projects / Virtual visit with Japanese schooling expert</p>	<p>Assign 2b. Oral presentations of mini projects (10%) in class on Feb 26th</p>
<p>8 No class session</p>	<p><i>Off week</i> Assigned readings on Catholic Social Teaching Do prewriting activity for reflective paper Review Core I reading “God is Love” and Core II reading “The Church in the Modern World”</p>		<p>Assigned Readings: (1) Singer-Towns (2012) book chapter; (2) USCCB (1995) online reading; (3) McKenna (2013) select one book chapter Do this: Bring prewriting ideas to Mar 19 class meeting <u>Travel Fee Deposit due Mar 8th</u></p>
<p>SPRING BREAK</p>			
<p>9</p>	<p>MEETING 5</p>	<p>Catholic Social Teaching: In-class discussion / Revisit Core I/II readings (<i>Deus Caritas Est, Gaudium Et Spes</i>) as entry point / Relate the themes to personal experiences in US schooling (K12 and postsecondary)</p>	<p><i>Special Guest Visitor?</i></p>
<p>10 No class session</p>	<p><i>Off week</i> Updates on travel portion</p>		<p>Assign 3. Submit reflective paper on Catholic Social Teaching in US schooling (15%) before 7pm on Apr 2nd</p>
<p>11 No class session</p>	<p><i>Off week</i> Assigned readings on intercultural competence Complete online pre-survey on intercultural competence</p>		<p>Assigned Readings: (1) Byram & Wagner (2018) academic journal article; (2) Dervin (2016) book chapter. (both available on Bboard) Do this: Complete online pre-survey before Apr 9th class meeting</p>

12	MEETING 6	Intercultural Competence: In-class discussion / Relate intercultural competency areas to student personal experiences	
13 No class session	<i>Off week</i> Make arrangements for travel		<u>Travel Fee Full Payment due April 12th</u>
14	MEETING 7	Travel Portion Preview: Expectations during school visits / Assignments to be completed during travel / Group presentation design (1 slide all about me + 1 slide comparative analysis finding)	
15 No class session	<i>Off week</i> Make arrangements for travel / Work on group presentation design		
16	MEETING 8	Pre Travel Meeting: Last minute questions / Group presentation ready?	Do this: Complete student course evaluation online
May 20 – 29 2022	TRAVEL PORTION	<i>See itinerary details below</i>	During Travel: Assign 4. Social media check-ins (15%); Assign 2c. Modified comparative analysis presentation (10%)
Upon return	ONLINE	Debriefing meetings online Complete post-survey on intercultural comp. Students complete final report papers	Assign 5. Submit final report paper (20%) Do this: Complete online post-survey on intercultural comp. before Apr 9 th class meeting

Academic Integrity Statement

Academic Integrity is an important basic responsibility that is taken by all students in higher education. An integral part of academic integrity is honesty and the freedom to express oneself without using the work of someone else and calling it one's own. Within the American Psychological Association (APA) a breach of academic integrity constitutes a serious offense and members of the University community are obliged to report all cases to the appropriate faculty including the Department Chair and the Dean.

TRAVEL ABROAD ITINERARY (subject to change with advance notice)

May 20 (Fri) Depart NYC-area airport

May 21 (Sat) Arrive to Tokyo / Check in to hotel

May 22 (Sun) Visit to Kasai Catholic Church / Edo Tokyo History Museum + Teachers/Students

May 23 (Mon) Visit to Elementary School (private) / Group Dinner with Japan Liaison

May 24 (Tue) Visit to Senior High School (public) / Tokyo Disneyland

May 25 (Wed) Visit to Junior High School (public) /

May 26 (Thu) TeamLabs Digital Museum / Kanda University visit and Student Meet-and-Greet

May 27 (Fri) Seijo University visit / Lecture or Meet-and-Greet with faculty and students

May 28 (Sat) Bus Tour of Tokyo / Japanese Gardens, Mizube Boat Taxi / SkyTree Tower

May 29 (Sun) Check out of hotel / Depart Tokyo and arrive to NYC-area same day.

COMPARATIVE ANALYSIS: Essential questions

These are a sample of essential questions the teacher and students will explore together during the course. The teacher will select at least 8 from the list below to cover in the class. In addition, students will generate at least 2 questions they are interested in exploring during the course. The exact list of questions will evolve from administration to administration of the course, depending on available materials, access to available experts, etc.

- 1) How do we fund formal schooling?
 - 2) Who has access to formal schooling? And what options for schooling are available?
 - 3) How many years of schooling do we require? And how do we determine a student is ready to advance levels?
 - 4) What subjects are students required to study and for how long?
 - 5) What classroom evidence do we use to determine if students are learning in formal schooling?
 - 6) What do we use standardized testing for? If at all?
 - 7) How do we design the system to integrate specialized populations in equitable ways?
 - 8) What is the typical day like for students attending formal schooling?
 - 9) What role does formal schooling have for promoting the themes of Catholic Social Teaching (e.g., dignity of the individual).
 - 10) How do we prepare teachers for the classroom and how do we know teachers are having a positive impact on student learning?
 - 11) What kind of physical environments do we construct in which to conduct formal schooling?
 - 12) What classroom management styles do we support and what discipline options do we make available to educators in formal schooling?
 - 13) What food should be available to students in formal education settings?
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A Note for Students with Disabilities

It is the policy and practice of Seton Hall University to promote inclusive learning environments. If you have a documented disability, you may be eligible for reasonable accommodations in compliance with University policy, the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and/or the New Jersey Law against Discrimination. Please note, students are not permitted to negotiate accommodations directly with professors. To request accommodations or assistance, please self-identify with the Office for Disability Support Services (DSS), Duffy Hall, Room 67 at the beginning of the semester. For more information or to register for services, contact DSS at (973) 313-6003 or by e-mail at DSS@shu.edu.