

COMPARATIVE EDUCATION: JAPAN & THE UNITED STATES

**INSTRUCTOR
EUGENIE KANG**

**EDUCATIONAL STUDIES 322
TRINITY COLLEGE**

Fall 2004

GENERAL INFORMATION

Course Title: Comparative Education: Japan & the United States

Credits: 1

Meeting Time: Wednesday 1:15 - 3:55 p.m.

Instructor: Eugenie Kang

Classroom MCEC 270

Office: McCook 302

Office Hours: Wednesdays 11:00 - 12:30 by appointment

Telephone Numbers: (413) 222-5843

Email: jkang@educ.umass.edu

Mailbox: Mailbox is located in McCook 202 or in box located in Ed Studies Hallway outside room 301/302.

COMPARATIVE EDUCATION: JAPAN & THE UNITED STATES

OVERVIEW

This course has been designed to provide a basic introduction to the sociohistorical, sociopolitical, and sociocultural foundations, as well as the structural and organizational characteristics, of modern Japanese and American education from a multicultural theoretical perspective. More specifically, how have historical, political, social and cultural factors shaped schooling in Japan and the United States? In turn, do Japanese and U.S. schools express different visions of what it means to be an educated citizen? This seminar will compare educational policy and practice in the post-World War II era -- including controversies over textbooks, testing, conformity, and cultural diversity -- with special emphasis on the perspectives of teachers and students. Students will also engage in a critical examination of the ways discrimination based on social identities such as race/ethnicity, class and gender impact school structures, policies and practices and consider the extent and efficacy of school reform efforts in both nations to address complex issues of diversity and globalization.

REQUIRED TEXT

The mandatory course packet, *Comparative Education: Japan and the United States*, is available for purchase from the instructor.

Please notify me if you have any condition (e.g., physical, learning or sensory disability), which will make it difficult for you to carry out the work as I have outlined in this syllabus. We can make appropriate arrangements during the first two weeks of the course.

COURSE REQUIREMENTS

- Attendance & Participation (15%)
- Discussion Facilitation (20%)
- Reading Response Papers (30%)
- Research Paper (35%)

A. Attendance & Participation

As a member of this class, you are responsible for the learning that takes place during each class meeting. You are expected to be prepared for each class and ready to participate in class discussions and activities. You are expected to attend all sessions and complete all assigned readings and course assignments. To these ends, each student should come prepared with questions and comments based on the week's readings. Your presence and active participation is important. If you miss more than one class your final grade will reflect your absences at my discretion.

B. Reading Discussion Facilitation

You will be responsible to lead discussion for at least 30 minutes with one of your classmates. In planning for this consider the following questions: What will you do? Why? Which key concepts and connections do you want to convey or highlight in this discussion? What do you want the class to learn from your discussion? Please e-mail me your discussion ideas by Monday, two days before your facilitation. I encourage you to experiment with different ways (e.g., posing questions, simulations, audio-visual, small group activities, bringing in outside materials/resources, etc.) of facilitating discussion. On the day of your scheduled facilitation, you and your co-facilitator are invited to have lunch with me before class to discuss any last minute questions or concerns you may have and to discuss any questions or concerns you may have about your progress, assignments, etc.

C. Response Papers

Each student will be responsible for five typed, 3 page response papers during the semester (due on 9/22, 10/6, 10/20, 11/10 and 11/17). In these papers, you will respond to and make connections between the different readings, as well as to your academic/life experiences and understanding of American secondary education and educational policy and practice. Some questions to be addressed should include: What comparisons (similarities and differences) can you make between the readings and between Japan and the US? How are the issues addressed similar or different to your own experiences and knowledge of the issues? What implications can be drawn from the readings regarding schooling and educational policy and practice in the US and/or Japan? You are expected to bring the papers to class the day they are due. Late response papers will result in a deduction of at least one letter grade. **No papers will be accepted on disks, via email or as attachments.**

D. Research Project and Presentation

Your final exam for this class will be a research paper comparing some aspect of Japanese **and** American secondary schooling or educational policy and practice. This paper should be prepared as a formal research paper and should be 10-15 pages in length (not including the bibliography). Make sure you use at least eight references (only a maximum of two may be internet sources) that are appropriate to your topic and cite your sources as needed throughout the paper. If you have any questions about the format or requirements of this research paper, please see me. Your critical analysis and voice (interpretation of the material being researched) should be present in your paper.

The final draft is due on or before **December 16th**. If you drop the paper off at the department, in my mailbox, or in my office, it is your responsibility to make sure I have received it. **Papers submitted after December 16th will not be accepted. No papers will be accepted on disk, via email or as attachments.**

On **December 1** you will submit in writing the topic of your research paper and your preliminary research question. On the last day of class, **December 8**, you will prepare a research proposal and will share the topic of your research paper, your preliminary thesis, how you have or plan to structure or organize the paper (key points/topics to be addressed), where you are at in the research and/or writing of the paper, and any preliminary conclusions you may have drawn. These assignments will be discussed further in class.

Your final research paper will include the following:

1. Overview of topic: statement of problem or research question.
2. Historical background, current conditions and/or problems, multiple perspectives (pros & cons) and implications must be presented.
3. Relevance to educational policy or practice should be explicitly stated and discussed.
4. Your critical analysis of the issue or topic being addressed.
5. Use at least eight references (only a maximum of two internet sources) that are appropriate to your topic.
6. The length of the paper should be between 10-15 pages, not including the bibliography.

****NOTE:** Computer related failures happen and do not constitute an excuse for lateness or inability to complete course expectations/assignments. Keep backup copies of all your work.

DATE	TOPIC	ACTIVITIES & ASSIGNMENTS
September 8	Setting the Context	<ul style="list-style-type: none"> • Introductions & course overview.
September 15	Sociohistorical & Sociopolitical Aspects of Modern American Education	<ul style="list-style-type: none"> • Spring (2004) "Deculturalization and the Claim of Racial and Cultural Superiority by Anglo-Americans" (pp 1-16) • Spring (2004) "The Great Civil Rights Movement and the New Culture Wars" (pp 100-128) • Nieto (2004) "Racism, Discrimination and Expectations of Students' Achievement" (pp 35-54) • Nieto (1999) "Learning and Inequality" (pp 19-46)

September 22	Sociohistorical & Sociopolitical Aspects of Modern Japanese Education	<ul style="list-style-type: none"> • Beauchamp (1998) "Education" (pp 125-151) • Amano (1998) "Postwar Japanese Education: A History of Reform and Counterreform" (pp 152-166) • Okano (1999) "The Development of Modern Schooling" (pp13-52) • Response Paper Due • Reading Facilitators:
September 29	Sociocultural Characteristics of American Education	<ul style="list-style-type: none"> • Nieto (1999) "Culture and Learning" (pp 47-91) • Wray (1999) "Societal Attitudes Debilitating American Education and the Compelling Need for Educational Reform" (pp 177-217)
October 6	Sociocultural Characteristics of Japanese Education	<ul style="list-style-type: none"> • Wray (1999) "Factors Shaping Current Japanese Education" (pp 41-73) • Iwama (1989) "Japan's Group Orientation in Secondary Schools" (pp 73-84) • Dickensheets (1998) "The Role of the Education Mama" (pp 277-282) • Schoolland (1990) "Shogun's Ghost" (pp 151-168) • Response Paper Due • Reading Facilitators:
October 13	Structural and Organizational Issues in American and Japanese Schools (Part I)	<ul style="list-style-type: none"> • Wray (1999) "Japanese Educational Weaknesses and American Strengths" (pp 75-129) • Nieto (2004) "Structural and Organizational Issues in Schools" (pp 92-116)

<p>October 20</p>	<p>Structural and Organizational Issues in American and Japanese Schools (Part II)</p>	<ul style="list-style-type: none"> • Wray (1999) "Japanese Schools' Higher Achievement, Literacy, Efficiency, Discipline, Classroom Management, and Strengths of Centralization" (pp 1-39) • Wray (1999) "The Distorting Influence of School Ranking, Entrance Examinations, and Supplementary Institutional Educational Systems on Individuals and Schools" (pp 131-175) • Amano (1989) "The Examination Hell and School Violence: The Dilemma of Japanese Education Today" (pp 111-123) • Response Paper Due • Reading Facilitators:
<p>November 3</p>	<p>American and Japanese Curricular Differences (Part I)</p>	<ul style="list-style-type: none"> • Wray (1999) "American and Japanese Curricular Differences" (pp 255-285) • Adler & Holt (2004) "Should the Curriculum Be Standardized for All?" (pp 18-32) • Nieto (2004) "Culture, Identity and Learning" (pp144-161)
<p>November 10</p>	<p>American and Japanese Curricular Differences (Part II)</p>	<ul style="list-style-type: none"> • Yoshimasa (1998) "The History of the Textbook Controversy" (pp 66-70) • Yamazumi (1989) "State Control and the Evolution of Ultrnationalistic Textbooks" (pp 234-242) • Ravitch (2003) "Forbidden Topics, Forbidden Words" (pp 3-18) • Ravitch (2003) "History: The Endless Battle" (pp 133-156) • Response Paper Due • Reading Facilitators:

November 17	Diversity and Inequality in Japanese Education	<ul style="list-style-type: none"> • Schoolland (1990) "Homogeneous Society?" (pp 139-150) • Rohlen (1981) Koreans in Japan: "Education: Policies & Prospects" (pp 182-222) • Maher (1998) "Linguistic Minorities and Education in Japan" (pp 233-245) • Goldberg (1989) "Recent Trends in Special Education in Tokyo" (pp 176-184) • Okano & Tsuchiya (1999) "The Forgotten 50 Percent: Girls" & "Poverty and Schooling" (pp 74-97) • Response Paper Due • Reading Facilitators:
December 1	Japanese Educational Challenges	<ul style="list-style-type: none"> • Schoolland (1990) "Bullied to Death" (pp 107-117) • Yoneyama (2001) "Ijime: The Price of Super-Conformity" (pp 157-185) • Schoolland (1990) "Lessons in Violence" (pp 63-80) • Yoneyama (2001) "Discipline and Punishment: Dehumanization" (pp 91-118) • Schoolland (1990) "Rules, Rules, Rules" (pp 19-36) • Research Paper Topic & Preliminary Research Question Due. • Reading Facilitators:
December 8	Lessons Learned—American and Japanese Educational Reform	<ul style="list-style-type: none"> • Bennett et al & Troy (2004) "Have Public Schools Failed Society?" (pp 170-190) • Nieto (2004) "Multicultural Education and School Reform" (pp 344-362) • Wray (1999) "Conclusion" (pp 287-299) • Research Paper Topic Presentation • Reading Facilitators: