

**EDUC 504i Introduction to International & Comparative Education
(Kobe, Japan)
(3 units)**

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Office Hours: By appointment

Course Days: T, W, Th

Course Dates: June 1st, 2nd, 3rd, 8th, 9th, 10th, 15th, 16th, and 17th

Course Time: 4-6:50 p.m. (optional 'happy hour' with Japanese University students 7-8 p.m.)

Course Zoom Link - <https://sandiego.zoom.us/my/sarinamolina>

Course Description

In this global studies course, candidates will critically analyze and discuss research and contemporary issues around comparative education using different units of analysis such as place, culture, time, policies, value, curricula, and systems. Noah (1985), states that comparative education has four purposes: (1) to describe educational systems, processes, or outcomes; (2) to assist in the development of educational institutions and practices; (3) to highlight the relationships between education and society; and (4) to establish generalized statements about education that are valid in more than one country. Through the exploration of these frames of comparison that takes into consideration systemic, philosophical, historical, methodological, and theoretical frames, candidates will be better equipped to consider issues around comparative education as they analyze the Japanese model of education in comparison to other models. This course also provides a historical and contemporary analysis of international education, particularly international schools in Japan.

Through this course, candidates will explore Japanese culture, society, and spirituality as well as East Asian epistemology as a way in which to critically examine Western approaches to theorizing and improving instructional practice. Through reflexive practice, candidates will examine ways in which these understandings can inform their personal and professional theories and their praxis.

Unfortunately, due to COVID19 restrictions, candidates will not be traveling to Japan this year. However, we will have opportunities to listen to guest speakers from Japan as well as engage in interactive activities with Japanese University students throughout the course. In addition, candidates will have the opportunity to experience Japanese aesthetics through traditional artistic expression.

A list of videos has also been curated on our blackboard platform to attempt to simulate the following experiences originally planned for this course.

- 1) Visit to three international schools in Kobe and Osaka including Marist Brothers International School, Canadian Academy, and Osaka International School.

- 2) Visit to Japanese Shinto Shrine (Ikuta Jinja) established in the 3rd century.
- 3) Visit to Buddhist (Todaiji) temple and deer park in Nara established in the 6th century.
- 4) Local trail hike to observe Japanese aesthetics in nature.
- 5) Visit to Kobe Earthquake Museum that documents through experiential exhibits the impact of the single most devastating earthquake in this region.
- 6) Visit to Nunobiki ropeway herb garden.

Course Objectives

In this course, candidates will:

- 1) Critically analyze and discuss research and contemporary issues around comparative education using different units of analysis such as place, culture, gender, time, policies, value, curricula, and systems
- 2) Consider issues around comparative and international education and analyze the Japanese model of education in comparison to other models.
- 3) Analyze current issues surrounding the rapid growth in international schools and the variations observed in purpose, style, organization, curriculum (eg. IB), and response to global and national demand as well as future directions.
- 4) Explore Japanese epistemology and cultural conceptualizations.
- 5) Consider implications of this global experiential learning on future growth and development as an educator and leader.

Required Books

- 1) Inoue, N. (2012). *Mirrors of the mind: An introduction of mindful ways of thinking*. New York: Peter Lang Publishing.
- 2) Marshall, J. (2019). *Introduction to comparative and international education* (2nd Ed.). Thousand Oaks, CA: Sage Publications.
- 3) One Japanese literary book or story of your own choosing (See options below).

Title	Author	Period
Rashomon and Other Stories	Akutagawa Ryunosuke	Meiji/Taisho period (19 th -20 th) – based in 8 th century
Tale of Genji	Murakami Shikibu	Heian period (11 th Century)
Tale of Heike	Various – Royall Tyler	Kamakura period (12 th Century)
Kokoro	Natsume Soseki	Meiji/Taisho period (19 th -20 th)
Snow Country	Kawabata Yasunari	War-time Japan (1934-1947)
The Secret	Tanizaki Junichiro	1911

Makioka Sisters	Tanizaki Junichiro	Late 1930s
The Setting Sun	Osamu Dazai	Post WWII (1947)
The Temple of the Golden Pavilion	Mishima Yukio	Post WWII (1950)
Sadako and the Thousand Paper Cranes	Eleanor Coerr	post WWII (published in 1977)
Pachinko	Min Jin Lee	Beginning from colonization of Korea 1910-1989 (published in 2017)
Kitchen	Banana Yoshimoto	Contemporary fiction 1988
1Q84 or Norwegian Wood	Murakami Haruki	1984 (published in 2013 and 2000 respectively)

Course requirements/Activities

Presence and Engagement: Candidates are expected to actively participate in our synchronous sessions, positively contributing to discussions and activities, and honoring their classmates by truly listening, reflecting, considering, and responding respectfully to their contributions. As reflective practitioners, we will facilitate each other's experiences through a supportive and encouraging learning community.

Japanese Literature Project: Candidates will read one of the selections of books from the list above and select a creative modality to share their learning (eg. infographic, commercial, video reflection, literary analysis, comparative analysis).

Social Location Essay

Social location refers to an individual's place or location in his/her society. The importance of social location is that it determines our experience in the society and the world – what happens or does not happen to us; what we see and hear and how we see and hear it, or, conversely, what we do not see or hear. In this essay, you will outline your social location beginning with your family of origin to the present time. Comment on how your social location might enhance or disrupt your professional and personal work, especially in terms of your ability to identify and intervene around injustice. This essay should be 3 pages and double spaced, using APA format.

The social location essay should include the following:

- A description of your current family (parents, siblings, grands, etc). If you have your own spouse and family, your focus should be here.
- A historical perspective of your family's development. This includes your family's place of origin (city, state, country) and migration patterns, if applicable. This should also include your family's location within their place of origin and how that influenced their development (urban, rural, suburbs).
- A description of cultural contexts and traditions carried through the family lineage.
- A discussion regarding social standing including any relevant intersectionalities and how they influenced your family's mobility. This includes race, class, gender, etc.
- A summary regarding how these influences shaped your experience and worldview.

Final Project Video Essay

For your final project, you will create a video essay (5-6 minutes) on one of the options below. See [sample](#) final project.

Option 1: Provide a comparative analysis of one aspect of Japanese education system or practice you learned in this course with another educational system or practice of choice and consider how this learning can inform your emerging theories and praxis in your profession.

Option 2: Provide an analysis of the ways in which constructs of Japanese epistemology can inform your emerging theories and praxis in your profession.

You may wish to consider:

1. Cognitive or affective dissonance experience: What was a critical incident or experience while participating in this course that generated some form of cognitive or affective dissonance that led you to a new understanding (Aha! Moment)?
2. Deepening understanding of “self” and “other” through the sphere of interculturality: What were the ship-wreck moments that challenged or deepened your understanding of culture, location, and worldview?
3. Connection to prior educational experience and understanding: How did your learning through this course support or contradict your prior experiences with education, your readings and discussions in your USD coursework, and/or your experiences as a teacher, leader, administrator in the K-12 or adult education sector?
4. Professional and personal transformation: How will you use the learning from this experience to inform your emerging theories and future academic, professional, and/or personal work?

Assessment Plan	
Presence & Engagement	10%
Discussion Forum: Reflections from Week 1 and Week 2	20%
Japanese Literature Project	20%
Social Location Essay	20%
Final Project Video Essay	30%

EDUC 504i
International and Comparative Education
COURSE SCHEDULE

Day	Date	Topic	Readings	Videos/Websites	Assignments Due
T	6/1	Introduction Comparative Education and Units of Analysis Economic, Political, Social, and Historical Contexts for Comparison Introduction to Japanese Educational System Video: Brief History of Japan (00:10:17) Video: Sample Final Project (00:09:49)	1) Marshall Ch. 1 & 2 2) Molina (2020) <i>I'm From Foreign: Transnational Identity Construction in the Journey of Being and Becoming an ESOL Educator.</i> 3) Etzrodt (2020). <i>Ethical Issues of Globalizing Liberal Education: The Case of Japan (Optional)</i>	Website: Chronology of Japanese History Video: Hiroshima Memorial Museum and Peace Park (00:15:40) Video: KOBE Earthquake 1995 (00:41:46)	
W	6/2	Culture and Education Introduction to Japanese Society and Spirituality Film Screening: Preschool in Three Cultures Revisited: China, Japan, and the US (01:52:00)	1) Marshall Ch. 3 & 4 2) Sugimoto (2021). <i>Ethnicity and Japaneseness: Defining the Nation.</i> * 3) Sugimoto (2021). <i>Religion: Belief and Secularization.</i> *	Video: Shinto Religion & Nature: Native belief system influences everyday Japanese life (00:02:53) Video: Kobe Tour Part I (00:24:57) Video: Kobe Ikuta Shrine (00:01:31) Video: Todaiji Temple (00:03:12)	
Th	6/3	Introduction to Japanese epistemology and theories of Education Guest Speaker: Dr. Noriyuki Inoue Conversation with Japanese Students – Community building	1) Inoue (2012) Introduction & Ch. 1 2) Mayuzumi (2011). <i>Re/Membering -Between "Japan" and "The West": A Decolonizing Journey through the Indigenous Knowledge Framework.</i> *	Video: On the journey to meet the demands of a Japanese education (00:09:10) Video: Kobe Tour Part II (00:34:49)	
T	6/8	Behaviors and the Mind: Opening Up a New Window	1) Inoue (2012) Ch. 2 & 3 2) Sugimoto (2021) <i>Culture: The Popular and the Cool.</i> *	Video: Elementary School Life in Japan - The School Day (00:04:11)	Discussion Forum 1: Reflections from Week 1

		<p>Cognition: Information Processing and You</p> <p>Japanese Pop Culture</p> <p>Japanese Traditional Koto Music Concert</p> <p>Japanese Student share about Pop Culture</p>		<p>Video: Life at a Japanese High School (00:10:20)</p> <p>Video: Day in the Life of a Typical Japanese University Student (00:14:32)</p>	
W	6/9	<p>Brain and Mind: Solving an Unsolvable Puzzle</p> <p>Constructions of the World: Creating Meanings from Within</p> <p>Film Screening: Children Full of Life (00:40:02)</p> <p>Sharing between Waseda and USD students: Reflections on most influential educational experience or teacher</p>	<p>1) Inoue (2012) Ch. 4 & 5</p> <p>2) Hird et al. (2014). <i>Lesson Study and Lesson Sharing: An Appealing Marriage*</i></p>	<p>Video: Japanese lesson and lesson study (00:12:27)</p>	
Th	6/10	<p>Mind and Society: Internalization of Cultural Norms</p> <p>Motivation: Origins of the Mind's Voltage</p> <p>Japanese Calligraphy (<i>*Please remember to bring a thin paint brush, black ink, and several sheets of printer paper</i>)</p>	<p>1) Inoue (2012) Ch. 6 & 7</p>	<p>Video: Japanese Students Clean Classrooms to Learn Life Skills (00:01:55)</p> <p>Video: Kyuushoku: The Making of a Japanese School Lunch (00:22:39)</p>	Social Location Essay
T	6/15	<p>Social and Personal Development: Coping with Ego and Self</p> <p>Changing the Ways in which we Engage in Educational Practice</p> <p>Guest speaker: Dr. Noriyuki Inoue</p>	<p>1) Inoue (2012) Ch. 8 & 9</p> <p>2) Spencer & Molina (2018) Mentoring graduate students through their action research journey.</p>	<p>Video: Japan's independent kids (00:08:21)</p>	Discussion Forum 2: Reflections from Week 2

W	6/16	<p>International Education and International Schools IB programs</p> <p>Guest speaker: Sheila Baumgardner</p> <p>Film Screening: Totoro (01:28:27) Group discussion on indigenous epistemologies from Totoro.</p>	<p>1) Marshall Ch. 7 & 11 2) Molina & Lattimer <i>Defining Global Education*</i></p>	<p>Website: https://www.ibo.org/programmes/diploma-programme/ (00:02:13)</p> <p>Video: Marist Brothers International School (00:05:28)</p> <p>Video: Canadian Academy (00:01:04)</p> <p>Website: Osaka International School</p>	
Th	6/17	Presentations			<p>Japanese Literature Project or Final Project Video Essay</p>