Courses

CIE 400 Comparative and International Education 3 Credits
The goal of this course is to introduce students to the origins and development of the field of international and comparative education and to explore how both scholars and educational policymakers have engaged some of the debates that characterize policy and research in education around the world. Special attention is devoted to similarities and differences in educational policy and practice between advanced and developing capitalist, socialist and “transitional” societies. At the end of this course, students should have a basic understanding of the variety of contexts in which international education development occurs. The course is designed for individuals working in international NGOs and schools and is designed to work in conjunction with a local or international NGO. Teams of students will develop a project proposal related to the agency’s primary service mission, articulate a fund-raising strategy, and raise capital based on the proposal.

CIE 401 Globalization & Contextualization 3 Credits
The goal of the course is to explain what globalization is and to consider the impact of globalizing ideas, structures, and cultures on education, and how educators and other stakeholders respond given their school’s or system’s unique global context. Through case studies and discussions with real-world school leaders, students explore ways that policies are “borrowed” and both educational cultures and structures are “institutionalized.”

CIE 402 Development and Evaluation of International Educational Projects 3 Credits
This course is an introductory exercise for students new to educational research, program evaluation and related areas (e.g., educational improvement, enhancing organizational performance, methods of social change, management training). Students will develop and conduct a professional on-site project evaluation of existing national and international projects, including initiatives undertaken by different international organizations (e.g., UNICEF, UNESCO, USAID), educational institutions, and schools (both public and private). Students will be accompanied and supervised throughout all stages of the research and evaluation process. No previous experience with evaluation research and empirical or qualitative data analysis is required.

CIE 403 Globalization and Curriculum Implications 3 Credits
This course investigates the impact of globalization on curriculum. In particular, it discusses how curriculum has historically been utilized in nation building; how tensions between the global and the local are inherent in curriculum; and how curriculum is a site of construction of national as well as global/cosmopolitan identities. Global citizenship is one of the major curricula themes spanning this dynamic intersection between the global and the local. This course will present several theoretical perspectives on this phenomenon and compare curricula across nations to understand how globalization is interpreted and experienced according to culture and language.

CIE 404 Issues and Institutions in International Educational Development 3 Credits
Explores theoretical approaches to understanding the role of education in international development by introducing students to institutions involved in international educational development in diverse global settings (e.g., United Nations, World Bank, NGOs, and state agencies). Discussions are framed by current debates in the fields of international and comparative education.

CIE 405 (WGSS 405) Experiencing the United Nations: Gender and Education in International Development 3 Credits
Building on the Lehigh University/United Nations partnership initiative, this course provides a structured practical experience for students to learn about the dynamics of UN and civil society relationships, focusing on the issues of gender and education in international development. Class activities include trips to the UN to attend NGO briefings and other events. Students develop experiences and skills in international development such as policy blogging, brief writing, and education sector analysis.

CIE 406 International Education Policy 3 Credits
Focuses on how policy is created, implemented, and evaluated in schools and educational systems from a comparative and international perspective. Provides a framework for a comprehensive analysis of the education sector in order to inform national, regional, or multinational educational policymaking. Students will apply this understanding to an analysis of education policy in a specific region or district (e.g., Pennsylvania) from a global policymaking perspective.

CIE 407 Grant Writing and Fund Raising in International Education Development 3 Credits
Addresses NGO issues and needs and will develop leadership, problem-solving, and practical writing skills focused on international education development. The course is designed for individuals working in international NGOs and schools and is designed to work in conjunction with a local or international NGO. Teams of students will develop a project proposal related to the agency’s primary service mission, articulate a fund-raising strategy, and raise capital on the basis of proposals developed in class.

CIE 408 Master’s Thesis/Capstone 3 Credits
Master’s-level course requiring an original research or a capstone (project, paper, presentation, or a co-authored publication) related to a relevant topic in the field of comparative and international education. Thesis/capstone is conducted with the supervision of Comparative & International Education program faculty.

CIE 410 Research in Comparative and International Education I 3 Credits
(Two-semester-course taught in consecutive semesters with CIE 411.) This course provides an overview of research methodologies used in comparative and international education research. The course will introduce doctoral students to both qualitative and quantitative research methodologies, including participant observation, interviews, ethnography, narrative analysis, survey data collection, and large-scale, cross-national data analysis. The relationship between each methodology and the field of comparative and international education will be discussed using both research and policy examples from a variety of developed and developing country contexts.

CIE 411 Research in Comparative and International Education II 3 Credits
(Two-semester-course taught in consecutive semesters with CIE 410) This course provides an overview of research methodologies used in comparative and international education research. The course will introduce doctoral students to both qualitative and quantitative research methodologies, including participant observation, interviews, ethnography, narrative analysis, survey data collection, and large-scale, cross-national data analysis. The relationship between each methodology and the field of comparative and international education will be discussed using both research and policy examples from a variety of developed and developing country contexts.

CIE 412 Sociocultural Issues in Comparative and International Education 3 Credits
This course examines social and cultural contexts of teaching and learning in developed and developing country contexts. The course combines theoretical and empirical readings to highlight the dynamic factors that shape the lives of learners inside and outside the classroom. The course is divided into two modules. The first module presents theoretical readings on the social and cultural context of schooling. The second module draws from empirical studies of social and cultural issues in developed and developing country contexts.
CIE 414 Globalization and Post-Colonialism in Education 3 Credits
This course focuses on some of the central discussions in the field of comparative and international education and addresses the specific questions about the meaning of education and post-colonialism. Readings examine specific instances of the intersection of European colonialism, global capitalism, and international development in a variety of geographic settings, including Eastern/Central Europe, Africa, and Asia. Assignments focus on post-colonialism in specific countries to develop a historical perspective on the topic and to provide the basis for international comparison.

CIE 450 Doctoral Seminar in Comparative and International Education I 3 Credits
[Two-semester sequence] This seminar is a year-long course divided into several modules, each taught by different faculty within the comparative and international education program. The goal is to provide new doctoral students with a strong foundation in comparative education theory and initiate them into the professional and academic field. Students will study a variety of established and evolving theoretical frameworks and explore major research areas in comparative and international education and its sub-disciplines, with an emphasis on Lehigh-specific expertise in the field.

CIE 451 Doctoral Seminar in Comparative and International Education II 3 Credits
[Two-semester sequence] This seminar is a year-long course divided into several modules, each taught by different faculty within the comparative and international education program. The goal is to provide new doctoral students with a strong foundation in comparative education theory and initiate them into the professional and academic field. Students will study a variety of established and evolving theoretical frameworks and explore major research areas in comparative and international education and its sub-disciplines, with an emphasis on Lehigh-specific expertise in the field.

CIE 460 Advanced Research Practicum in Comparative and International Education 3 Credits
The goal of this course is to provide an opportunity for doctoral students to learn advanced techniques of comparative education research or measurement applied to international and/or cross-national comparative study of education phenomena. Advanced Research Practicum will be closely supervised by a CIE faculty member and will involve elements of collaborative academic research and professional mentoring.

CIE 470 Doctoral Proposal Seminar in Comparative and International Education 3 Credits
This course guides students through the initial stages of the dissertation proposal writing. Must have official standing as a doctoral student in comparative and international education.

CIE 471 Globalization and Education Equity 3 Credits
This course investigates how globalization affects education equity by examining group differences that result from race, ethnicity, culture, language, class, and gender. It critically analyzes existing systems of power and privilege that maintain the social constructions of cultural differences in the United States and globally. Through readings and class discussion, students are empowered to clarify and ground their own beliefs about education equity, while articulating a vision for equitable educational development as thoughtful, critical, and humane education researchers and practitioners.

CIE 482 Practicum in University Teaching: Comparative & International Ed 1-4 Credits
Mentored and guided co-teaching focused on the design, organization, pedagogy and assessment of university courses in Comparative and International Education. Students in this course will work with a faculty member to apply best practices in university teaching with feedback while co-teaching students in a course in the College of Education. Students taking the course must meet the college standards for participation and be approved by the program director and department chair.
Repeat Status: Course may be repeated.

CIE 491 Special Topics in Comparative and International Education 3 Credits
Intensive study and discussion of a specialized area in comparative and international education. Subtitle will vary.
Repeat Status: Course may be repeated.

CIE 499 Dissertation 1-15 Credits