

301 COMPARATIVE [AND INTERNATIONAL] EDUCATION

Course Description: This course is an introduction to comparative and international education and is framed on the definition that Comparative and International Education is the application of theories and methods of the social sciences to the study of issues related to education internationally. It is also characterized by inter-, cross-, multi-national, or cross-system analysis and comparison. *Analysis* assists one to understand how components of an issue are related either quantitatively or qualitatively while *comparison* is understood as a framework that involves an inquiry into a relationship among entities and phenomena. Both analysis and comparison provide the comparativist with a tool for explanation of social phenomena related to education.

The framework adopted herein further implies that in comparative education a cross-system approach is indispensable to label a work comparative while an inter-, cross-, and multi-national approaches, although not indispensable, are enhancers of the distinction and uniqueness of the systems being compared. By nature, Comparativists engage in explanations of why educational systems and processes vary and how education relates to wider social factors and forces (Epstein). The comparativists' interest in explanations leads to the use of epistemologies in order to study issues and the comparativists' preference of a particular epistemology over another lead to distinctions between the methodological schools of comparative education.

The course will be divided into two major sections and each of these will in turn be divided into subsections. **Section I** will focus on analytical frameworks within which we will engage in conceptual, theoretical, and methodological analysis; and, **section II** will focus on educational issues within international/global considerations. Students will learn about some foundational, or enhance their knowledge of, tools of analysis and then apply these tools to real educational issues. **Students will be graded as follows:** 10% class (and online) participation, 10% discussion of films, 20% Exercises I and II, 10% presentation of research project, 30% research project, and 20% take-home final exam. The class will be conducted through lectures and class discussions. Students are expected to read all the material prior to class period and to participate both in class and online (blackboard) discussions.

Course Objective: This course aims at helping students to grasp the importance and contribution of Comparative International Education to the general field of education and other academic fields interested in similar phenomena by providing insight into various frameworks for analysis and a variety of literature addressing issues related to education within the international context.

Class Presentations: Each student will present in class the final product of her/his research project. Presentation must focus on the core aspects of the project and need not be elaborate presentation of the content; students must focus their presentations to discuss the analytical devices, process, findings, and implications of the findings. Each presentation is to last no more than 5 minutes followed by a 5 minutes class reaction. This assignment is worth 10% of the final grade.

Films: We will view two films during section II. Then, we will discuss on blackboard what we have learned from each film and how it contributes to our understanding of a particular issue in comparative education. This assignment is worth 10% of the final grade.

Research Project: Using a conceptual, a theoretical, and a methodological framework and considering questions of context reflected in the various readings in this course, analyze comparatively an educational issue within a country or region. Remember to (a) clearly delineate the frameworks that you have employed (e.g., what and how you have used key concepts, theories, and methodologies to analyze the issue); (b) justify the usefulness of these frameworks for your research and the academic community; and (c) make a case for classifying your study under comparative education. **This assignment is worth 30% of the final grade.** The paper must be fifteen-to-twenty double-spaced pages in content and twelve Times New Romans or eleven Arial (not black or narrow) in font. Papers must follow a specific writing style (e.g., MLA, Chicago, APA, etc.) provided it's consistent. For a quick reference on writing styles you may visit <http://www.liunet.edu/cwis/cwp/library/workshop/citation.htm>

Required Textbooks:

1. Beauchamp, E. (ed.). (2003). Comparative Education Reader. New York, NY: Routledge.
2. Bray, M. (ed.). (2003). Comparative Education: Continued Traditions, New Challenges, and New Paradigms. Dordrecht, The Netherlands: Kluwer.
3. Bray, M., Adamson, B., & Mason, M. (eds.) (2007). Comparative Education Research: Approaches and Methods. CERC.
4. Kubow, P. K. & Fossum, P. R. (2007). Comparative Education: Exploring Issues in International Context. Upper Saddle River, NJ: Pearson.
5. Lee, W. O. & Fouts, J. (eds.) (2005). Education for Social Citizenship: Perceptions of Teachers in the USA, Australia, England, Russia and China. Hong Kong: Hong Kong University Press.

Additional Texts [NOT to be Purchased]:

Articles

[You may be able to access some articles online through the university libraries website. When possible the library will post scanned articles on blackboard. **All articles are required reading**]

1. Assié-Lumumba, N. and Sutton, M. (November, 2004). Special Issue on Global Trends in Comparative Research on Gender and Education. Comparative Education Review, 48, 4. Chicago, IL: University of Chicago
2. Bartlett, L. (2005). Dialogue, Knowledge, and Teacher-Student Relations: Freirian Pedagogy in Theory and Practice. Comparative Education Review, 49, 3, 344-364. Chicago, IL: University of Chicago.
3. Brickman, W. W. (February, 1966). Prehistory of Comparative Education to the End of the Eighteenth Century. Comparative Education Review, 10, 30-47. Chicago, IL: University of Chicago.
4. Cook, B., Hite, S., and Epstein, E. H. (May, 2004). Discerning Trends, Contours and Boundaries in Comparative Education. Comparative Education Review, 48, 2, 123-129. Chicago, IL: University of Chicago.
5. De Gregorio, J. and Lee, J. W. (1999). Education and Income Distribution: New Evidence from Cross-country Data. In HIID Development Discussion Papers, July, no. 714. Boston, MA: Harvard Institute of International Development.
6. Epstein, E. H. (March, 1978). The Social Control Thesis and Educational Reform in Dependent Nations. Theory and Society, 5, 255-276. Amsterdam, Holland: Elsevier Scientific Publishing Company.
7. Epstein, E. H. (October, 1979). Review of Jonathan Kozol, Children of the Revolution. Comparative Education Review, 23, 456-459. Chicago, IL: University of Chicago.
8. Epstein, E. H. (August, 1982). Peasant Consciousness Under Peruvian Military Rule. Harvard Educational Review, 52. Boston, MA: Harvard University.
9. Epstein, E. H. (February, 1983). Currents Left and Right: Ideology in Comparative Education. Comparative Education Review 27, 1, 3-29. Chicago, IL: University of Chicago.
10. Epstein, E. H. (November, 1987). The Perils of Paternalism: The Imposition of Education on Cuba by the United States. American Journal of Education, 96, 1-23. Chicago, IL: University of Chicago.
11. Epstein, E.H. (1988). The problematic meaning of 'comparison' in comparative education, in J. Schriewer & B. Holmes, eds., Theories and Models in Comparative Education. Frankfurt: Peter Lang.
12. Epstein, E.H. and Parker, C.S. (1998). Cumulative Index. Available: <http://www.journals.uchicago.edu/CER/cindex/toc.html>
13. Epstein, E. H. and Carroll, K. T. (February, 2005). Abusing Ancestors: Historical Functionalism and the Postmodern Deviation in Comparative Education. Comparative Education Review 49, 1, 62-88. Chicago, IL: University of Chicago.
14. Farrel, J. P. (February, 1979). The Necessity of Comparisons and the Study of Education: The Saliency of Science and the Problem of Comparability. Comparative Education Review, 23. Chicago, IL: University of Chicago.

15. Fataar, A. (February, 2005). Discourse, Differentiation, and Agency: Muslim Community Schools in Postapartheid Cape Town. Comparative Education Review 49, 1, 23-43. Chicago, IL: University of Chicago.
16. Khoi, L. T. ((February, 1986). Toward a General Theory of Education. Comparative Education Review, 30. Chicago, IL: University of Chicago.
17. Ninnes P., and Burnett, G. (August, 2003). Comparative education research: poststructuralist possibilities. Comparative Education, 39, 3, 279-297. New York, NY: Routledge.
18. OAU. (1990). African Charter on the Rights and Welfare of the Child, OAU Doc. CAB/LEG/24.9/49, entered into force Nov. 29, 1999. Available: <http://www1.umn.edu/humanrts/africa/afchild.htm>
19. Psacharopoulos, G. (August, 1990). Comparative Education: From Theory to Practice, or Are You A:\neo.* or B:*.ist?. Comparative Education Review, 37, 369-380. Chicago, IL: University of Chicago.
20. Psacharopoulos, G. & Patrinos, H. A. (2002). Returns to Investment in Education: A Further Update. World Bank Policy Research Working Paper 2881, September 2002. Washington, DC: World Bank.
21. Rust, V.D., Soumare, A., Pescador, O., & Shibuya, M. (1999). Research strategies in comparative education, Comparative Education Review 43, 1, 86-109. Chicago, IL: University of Chicago.
22. Templeton, R.G. (1958). Some reflections on the theory of comparative education, Comparative Education Review 12, 1, 27-30. Chicago, IL: University of Chicago.
23. UNESCO (2001). Education For All: Meeting Our Collective Commitments. Paris, France: UNESCO. Available: http://www.unesco.org/education/efa/ed_for_all/dakfram_eng.shtml

Books

[Only books featuring as 'additional reading' in the course schedule are required reading, others are optional. I do not expect anyone to read all these books, but I advise you to read the ones that are required and the ones that fall within your area of interest. Some books will be available at the Colgate libraries, and others through Inter Library Loan (ILL)]

1. Altbach, K. (1978). Education and Colonialism. New York, NY: Longman.
2. Arnove, R. F., Altbach, P.G., Kelly, G. P. (1992). Emergent Issues in Education: Comparative Perspectives. Albany, NY: State University of New York.
3. Apple, M. W. (1982). Cultural and Economic Reproduction in Education: Essays on Class, Ideology and the State. London, UK: Routledge.
4. Ashcroft, B., Griffiths, G., and Tiffin, H. (eds.). (1995). The Post-Colonial Studies Reader. London, UK: Routledge.
5. Ball, Larson (1989). Struggle for Democratic Education, Equality & Participation in Sweden. New York, NY: Falmer Press.
6. Bassef, M. O. (1999). Western education and political domination in Africa: A study in critical and dialogical pedagogy. Westport, CT: Bergin & Garvey.
7. Bereday, Z.F. (1964). Comparative Method in Education. New York: Holt, Rinehart and Winston.
8. Berube, M. R. (1984). Education and Poverty: Effective Schooling in the U.S. and Cuba. Westport, CT: Greenwood.
9. Burbules, N. C. and Torres, C. A. (eds.). (2000). Globalisation and Education: Critical Perspectives. London, UK: Routledge.
10. Burns, R. J. and Welsh, A. R. (1992). Contemporary Perspectives in Comparative Education. New York, N.Y: Garland.
11. Cardoso, F. E. and Faletto, E. (1979). Dependency and Development in Latin America. Berkeley, CA: University of California.
12. Carnoy, M. (1974). Education as Cultural Imperialism. New York, NY: Longman.
13. Colby, A., Ehrlich, T., Beaumont, E., and Stephens, J. (2003). Educating Citizens: Preparing America's Undergraduates for Lives of Moral and Civic Responsibility. San Francisco, CA: Jossey-Bass.
14. Danzinger, J. N. (2005). Understanding the Political World: A Comparative Introduction to Political Science [Seventh Edition]. New York, NY: Pearson Education.

15. Faggad, R. R. (1969). Transformation of Political Culture in Cuba. Stanford, CA: Stanford University.
16. Fagerlind, R. and Saha, F. (1989). Education & National Development: A Comparative Perspective. Oxford, UK: Pergamon.
17. Farrell, J. P. (1986). National Unified School in Allende's Chile: The Role of Education in the Destruction of a Revolution. Vancouver, Canada: University of British Columbia.
18. Fraser, S. E. and Brickman, W. (eds.). (1968). History of International and Comparative Education: 19th Century Documents. Glenview, IL: Foresman Scott.
19. Freudenthal, J. R. (1986). Chile, Latin America, and the Transfer of Knowledge: Between Information Freedom and Information Dependency. In Rosenberg, V. and Whitney, G. (eds) Transfer of Scholarly, Scientific, and Technical Information Between North and South America, 21-41. Metuchen, NJ: Scarecrow.
20. Gilpin, R. (1987). Three Theories of International Political Economy. In Political Economy of International Relations, 25-41. Princeton, NJ: Princeton University.
21. Giroux, H. A. (1983). Theory & Resistance in Education: A Pedagogy for the Opposition. London, UK: Heinemann Educational Books.
22. Hahn, C. L. (1998). Becoming Political: Comparative Perspectives on Citizenship Education. New York, NY: State University of New York.
23. Inkeles, A. and Holsinger, D. (eds.). (1974). Education and Individual Modernity in Developing Countries. Leiden, The Netherlands: E. J. Brill.
24. Kazamias, A. M. and Epstein, E. H. (1968). Schools in Transition: Essays in Comparative Education. Boston, MA: Allyn and Bacon.
25. Makgoba, M. W. (Ed.). African Renaissance. Sandton, South Africa: Mafube.
26. Mazurek, K. and Winzer, M. (eds.). (1994). Comparative Studies in Special Education. Washington, DC: Gallaudet University.
27. Nelles, W. (2003). Comparative Education, Terrorism and Human Security: From Critical Pedagogy to Peacebuilding? New York, NY: Palgrave MacMillan.
28. Noach, H. J. and Eckstein, M. A. (1969). Toward A Science of Comparative Education. New York, NY: McMillan.
29. Noah, H. J. and Eckstein, M. A. (1998). Doing Comparative Education: Three Decades of Collaboration. Hong Kong: Hong Kong University.
30. Organization for Economic Co-Operation and Development. (2004). OECD Handbook for Internationally Comparative Education Statistics: Concepts, Standards, Definitions, and Classifications. Paris, France: OECD.
31. Paulston, R. (ed.). (2000). Social Cartography: Mapping Ways of Seeing Social and Educational Change. New York, NY: Garland.
32. Porter, A. C. and Gamoran, A. (eds.). (2002). Methodological Advances in Cross-National Surveys of Education Achievement. Washington, DC: National Research Council.
33. Preston, P. W. (1982). Theories of Development. London, UK: Routledge & Kegan Paul.
34. Sadler, M. (1900). How Far Can We Learn Anything of Practical Value from the Study of Foreign Systems of Education? Guildford, England: Surrey Advertiser.
35. Sakai, Shimaha. (1995). Learning to Teach in Two Cultures: Japan and the United States. New York, NY: Garland.
36. Leavitt, H. B. (ed.). (1992). Issues & Problems in Teacher Education: An International Handbook. Westport, CT: Greenwood.
37. Schmidt, W. H. (ed.). (1996). Characterizing Pedagogical Flow: An investigation of Mathematics & Science Teaching in Six Countries. The Netherlands: Springer.
38. Stromquist, N. P. and Basil, M. (eds.). (1999). Politics of Educational Innovations in Developing Countries: An Analysis of Knowledge and Power. London, UK: Routledge.
39. Thomas, R. M. (1990). International Comparative Education: Practices, Issues & Prospects. Burlington, MA: Butterworth-Heinemann.
40. Trethewey, A.R. (1976). Introducing Comparative Education. Pergamon Press.
41. Wa Thiongo, N. (1986). Decolonising the Mind: The Politics of Language in African Literature. London: James Currey.
42. Wilson, J. (1963). Thinking with Concepts. Cambridge, UK: Cambridge University.

Films:

1. Black, S. (2001). Life and Debt. Kingston, Jamaica: Tuff Gong Pictures. Available: <http://www.lifeanddebt.org/index.html>
2. Jacobs, S. (2001). Democracy and Development. Hamilton, NY: Colgate University.

Relevant Websites:

[Please note: (a) Keep a critical mind when dealing with texts, (b) whenever you quote from Internet sources remember that a URL is only a lead to the author and not the author of the text so NEVER use it in-text. Should you need to cite these works please follow the proper format].

NB: To have full access to electronic journals use Colgate libraries as the gateway.

1. The Globalization Website
<http://www.sociology.emory.edu/globalization/theories.html>
2. World Council of Comparative Education Societies (WCCES)
<http://www.hku.hk/cerc/wcces/>
[NB: Explore this website in depth]

Course Outline

The course will be divided into two major sections and each of these will in turn be divided into subsections that will address a specific content area as follows:

Section I [1/23-3/10]: Introduction and Analytical Frameworks

Subsection One [1/24-2/02]: Comparative Education – Overview and Conceptual Analysis

In this subsection we will look at (a) the history of comparative education in order to familiarize ourselves with the field and be able to map its development in light of its founders, contributors, and issues; and (b) conceptual questions as useful tools in analyzing comparative education. Part (a) will consist of introductions, instructions, and a lecture on the history of Comparative Education. In part (b) students will analyze some key concepts for the course such as comparison, education, international, etc., by assessing necessary and sufficient (N & S) conditions, properties and dimensions (P & D), and also engaging key concepts using the Wilsonian method of analysis.

[1/24-02/02] – Introduction, instructions, and Historical overview.

[02/05-2/09] -- Conceptual Analysis

Reading Assignment: Please read the texts before class so you can be ready to share your insight and contribute to the content learned in the session.

Books:

1. **Patricia K. Kubow & Paul R. Fossum [Chapter 1]**
2. **Beauchamp, E. [CHAPTERS 4 AND 5]**

Articles:

1. Epstein, E. H. (October, 1979). Review of Jonathan Kozol, *Children of the Revolution*. Comparative Education Review, 23, 456-459. Chicago, IL: University of Chicago.
2. Brickman, W. W. (February, 1966). Prehistory of Comparative Education to the End of the Eighteenth Century. Comparative Education Review, 10, 30-47. Chicago, IL: University of Chicago.
3. Trethewey, A.R. (1976). Introducing Comparative Education. Pergamon Press.

4. Epstein, E.H. (1988). The problematic meaning of 'comparison' in comparative education, in J. Schriewer & B. Holmes, eds., Theories and Models in Comparative Education. Frankfurt: Peter Lang.

Additional reading or material:

- World Council of Comparative Education Societies (WCCES)
<http://www.hku.hk/cerc/wcces/>

Exercise I: Based on what you have learned in this section, write a 3-5 pages analysis of a concept (of your interest) related to Comparative Education. Your paper should clearly reflect the knowledge you gained from Wilson and the class notes. The analysis is worth 10% of your final grade. **Due date is 2/12.**

Subsection Two [2/12-3/09]: Comparative Education – A Theoretical Analysis

In this section we will look at some theories in the social sciences and how they can be employed in comparative education. Students will analyze the assigned readings by relating the knowledge acquired in this section, and prior knowledge of theories, to the readings.

Reading Assignment: Please read the texts before class in order to share your informed insight.

Book:

Patricia K. Kubow & Paul R. Fossum [CHAPTER 2]

Articles:

1. Epstein, E. H. (February, 1983). Currents Left and Right: Ideology in Comparative Education. Comparative Education Review 27, 1, 3-29. Chicago, IL: University of Chicago. **[Discuss over three days]**
2. Epstein, E. H. and Carroll, K. T. (February, 2005). Abusing Ancestors: Historical Functionalism and the Postmodern Deviation in Comparative Education. Comparative Education Review 49, 1, 62-88. Chicago, IL: University of Chicago. **[Discuss over two days 02/19-21]**
3. Templeton, R.G. (1958). Some reflections on the theory of comparative education, Comparative Education Review 12 (1), pp. 27-30. **[Discuss in one day]**

Subsection Three [03/19-3/10]: Comparative Education – A Methodological Analysis

In this section we will assess how methodology can be employed in comparative education. Students will engage the assigned readings as a starting point to analyze other works that address education within the scope of comparative education.

Reading Assignment: Please read the texts before class in order to share your informed insight.

Book:

Mark Bray, Bob Adamson & Mark Mason [SELECTED CHAPTERS]

Articles:

1. Cook, B., Hite, S., and Epstein, E. H. (May, 2004). Discerning Trends, Contours and Boundaries in Comparative Education. Comparative Education Review, 48, 2, 123-129. Chicago, IL: University of Chicago.

2. Rust, V.D., Soumare, A., Pescador, O., & Shibuya, M. (1999). Research strategies in comparative education, Comparative Education Review 43, 1, 86-109. Chicago, IL: University of Chicago.

Additional Reading:

- Bereday, Z.F. (1964). Comparative Method in Education. New York: Holt, Rinehart and Winston.
- Paulston, R. (ed.). (2000). Social Cartography: Mapping Ways of Seeing Social and Educational Change. New York, NY: Garland.

Mid-Term Assignments: [Submit the exercise prior to mid-term recess]

Exercise II: TBA

Reading: Familiarize **TBA**

MID-TERM RECESS [3/11-3/18] MID-TERM RECESS [3/11-3/18] MID-TERM RECESS [3/11-3/18]
MID-TERM RECESS [3/11-3/18] MID-TERM RECESS [3/11-3/18] MID-TERM RECESS [3/11-3/18]

Section II [3/20-5/5: Issues Related to Education in International Context

Subsection Four [03/19-04/06]: Schooling, Equity, and Democracy/Democratization.

In this section we will discuss the assigned readings and see certain issues related to education manifest in the international context. We will look at issues such as the purpose of schooling, equity the concept democracy and theories of democratization play a part in the analysis of educational issues in the framework of comparative education; we will analyze the readings by taking into consideration the conceptual, theoretical, and methodological frameworks. Students will analyze how authors use concepts, what theories they reflect, and what methods they employ. **The analysis should also help students to engage the basic concern:** What do I learn from the reading about educational issues internationally? Why is it important to learn it?

CLASS PRESENTATIONS: PLEASE CHOOSE A DATE FROM MARCH 19 TO 23. PRESENTATIONS WILL BE FIVE MINUTES IN ORDER TO ALLOW FOR ADDITIONAL FIVE MINUTES OF CLASS FEEDBACK AND TEN MINUTES OF (MY) OVERALL FEEDBACK. PLEASE send me (and if you wish e-mail the class) a copy of your outline or draft prior to class; it will help me (and others) to provide more feedback during class. **What it is:** Present your paper or an outline of your paper highlighting how you are developing it. THERE WILL BE FOUR PRESENTATIONS PER DAY scheduled on a first come basis.

PLUS: "I Read" exercise – Submit anytime within this week. You are to write about what you have read about the country you imagined. If you changed the country of imagination, please notify me but you will not have to re-submit the "I Imagine" exercise.

Reading Assignment: Please read the texts before class in order to share your informed insight.

Books:

Patricia K. Kubow & Paul R. Fossum
Beauchamp, E. R.
Lee, W. O. & Fouts, J.

READING SCHEDULE:

Kubow and Fossum

- Monday, March 26** – Chapter 3 “Purposes of Schooling”, **Hong Kong and Israel**
Wednesday, March 28 – Chapter 4 “Educational Access and Opportunity”, **South Africa**
and **Brazil**
Friday, March 30 – Chapter 7 “Applying Frameworks to Analyze Educational Issues”

Beauchamp, E. R.

- Monday, April 2** – Chapter 6 “Education and Muslim Identity: The Case of **France**”;
Chapter 16 “Public Policy on Gender Education in **Paraguay**: The Project for Equal
Opportunities”
Wednesday, April 4 – Chapter 17 “Comparative Perspectives on Professionalism
among American, British, **German**, and Finnish Teachers”; Chapter 18
“Classroom Management in **Japan**: Building a Classroom Community”

FILM: Friday, April 6 – This assignment is worth 5% of the final grade. You are required to discuss the film on blackboard applying what you have learned thus far. Discussion continues over the weekend and ends on Sunday at midnight. You will attain full grade if you contribute meaningfully by demonstrating knowledge of the content learned and a good weaving of such with the content of the film.

- Jacobs, S. (2001). Democracy and Development. Hamilton, NY: Colgate University.

Lee, W. O. & Fouts, J. [Though Chapters 1, 2, and 3 are not scheduled, they are important in that 1 & 2 provide the framework for the issue at hand while 3 is a reality with which you are somehow familiar and can use as the basis for your analysis. This is also a good additional source in structuring your paper]

I have purposely grouped England-Australia and Russia-China because of their historical linkages of colonizer-colonized and “pioneers” of socialism as informed by Marxist-Leninist and Maoist ideals, respectively.

- Monday, April 9** – Chapters 4 & 5
Wednesday, April 11 – Chapters 6 & 7

FRIDAY, APRIL 13 – This class is dedicated for Last consultations on final papers. PAPERS ARE DUE BY 5 PM IN MY OFFICE. **Please submit a hard copy and e-mail a backup copy.** If I do go to the AERA conference the due date will be extended to 5 pm of Monday 16th to allow for feedback to your e-mail questions over the weekend; in this case, you will use Friday to Sunday to work on your final product and ask any questions you may have via e-mail.

Articles:

1. OAU. (1990). African Charter on the Rights and Welfare of the Child, OAU Doc. CAB/LEG/24.9/49, *entered into force* Nov. 29, 1999. Available: <http://www1.umn.edu/humanrts/africa/afchild.htm>
2. UNESCO (2001). Education For All: Meeting Our Collective Commitments. Paris, France: UNESCO. Available: http://www.unesco.org/education/efa/ed_for_all/dakfram_eng.shtml

Additional Reading:

- Ball, Larson (1989). Struggle for Democratic Education, Equality and Participation in Sweden. New York, NY: Falmer Press.
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Subsection Five [04/16-05/04]: Comparative Education – Systems Models and System Transfer [Development, Globalization, and Multiculturalism]

In this section we will discuss the assigned readings and see certain issues related to education manifest in the international context. We will discuss how systems models and system transfer manifest through the phenomena of development, globalization, and multiculturalism and how these phenomena play a part in the analysis of educational issues in the framework of comparative education; we will analyze the readings by taking into consideration the conceptual, theoretical, and methodological frameworks. Students will analyze how authors use concepts, what theories they reflect, and what methods they employ. **The analysis should also help students to engage the basic concern:** What do I learn from the reading about educational issues internationally? Why is it important to learn it?

Books:

1. **Beauchamp, E. R.**
2. **Bray, M.**
3. **Kubow & Fossum [Chapter 8]**

READING SCHEDULE

Kubow & Fossum

Monday, April 16 – Chapter 8 “Globalization and Implications for Education”

Beauchamp, E. R.

Wednesday, April 18 – Chapter 15 “Alternative Development and Education: Economic Interests and Cultural Practices in the **Amazon**”

Bray, M.

Friday, April 20 – David Wilson, pp. 15-33; Douglas L. Morgan, pp. 35-49

Monday, April 23 – Wolfgang Mitter, pp. 75-96; Hiroko Fujikane, pp. 133-152

Wednesday, April 25 – Nirma Rao, Kai-Ming, and Kirti Narain, pp. 153-176; Meesook Kim, pp. 177-190

Friday, April 27 – Diane M. Hoffman, pp. 191-211; Hiroyuki Numata, pp. 241-264

Monday, April 30 – Barbara Schulte, 213-239

FILM: WEDNESDAY, MAY 2. This assignment is worth 5% of the final grade.

Black, S. (2001). Life and Debt. Kingston, Jamaica: Tuff Gong Pictures. Available: <http://www.lifeanddebt.org/index.html>

Friday, May 4 – GENERAL REVISION. IF YOU HAVE QUESTIONS ABOUT A SECTION/SUBSECTION OF THE COURSE, PLEASE SEND ME AN E-MAIL AND I WILL COMPILE ALL THE QUESTIONS THEN DISCUSS THEM IN. THIS IS YOUR PREPARATION TO THE EXAM.

Articles:

1. Assié-Lumumba, N. and Sutton, M. (November, 2004). Special Issue on Global Trends in Comparative Research on Gender and Education. Comparative Education Review, 48, 4. Chicago, IL: University of Chicago
2. De Gregorio, J. and Lee, J. W. (1999). Education and Income Distribution: New Evidence from Cross-country Data. In HIID Development Discussion Papers, July, no. 714. Boston, MA: Harvard Institute of International Development.
3. Epstein, E. H. (March, 1978). The Social Control Thesis and Educational Reform in Dependent Nations. Theory and Society, 5, 255-276. Amsterdam, Holland: Elsevier Scientific Publishing Company.
4. Epstein, E. H. (August, 1982). Peasant Consciousness Under Peruvian Military Rule. Harvard Educational Review, 52. Boston, MA: Harvard University.
5. Epstein, E. H. (November, 1987). The Perils of Paternalism: The Imposition of Education on Cuba by the United States. American Journal of Education, 96, 1-23. Chicago, IL: University of Chicago.
6. Fataar, A. (February, 2005). Discourse, Differentiation, and Agency: Muslim Community Schools in Postapartheid Cape Town. Comparative Education Review 49, 1, 23-43. Chicago, IL: University of Chicago.
7. Psacharopoulos, G. & Patrinos, H. A. (2002). Returns to Investment in Education: A Further Update. World Bank Policy Research Working Paper 2881, September 2002. Washington, DC: World Bank.

Additional Reading:

- Bassey, M. O. (1999). Western education and political domination in Africa: A study in critical and dialogical pedagogy. Westport, CT: Bergin & Garvey.

FINAL EXAM: AS SCHEDULED BY THE REGISTRAR.