

EDUCATION 202
Introduction to Comparative and International Education
Fall Quarter 2006
Tuesdays, 2:15pm – 5:05pm,

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COURSE OVERVIEW

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 scholars have engaged some of the theoretical and ideological debates that characterize research in the social sciences. The course also offers an opportunity to think through and write scholarly papers on issues pertinent to international and comparative education in a short essay on theoretical perspectives, a project proposal, and final paper. The final paper should start students down the path of developing an individual research project suitable for an honors thesis, master's monograph, or a doctoral level research publication.

COURSE FORMAT AND REQUIREMENTS

This course combines lectures with student-led discussions, participatory activities, and presentations. It is essential that you complete the assigned readings and be able to summarize and critique them in class discussions. You will be asked to lead a class discussion with a partner or small group, prepare two short written assignments, and finish the class with a polished essay on a topic of your choice along with a presentation. Your assignments will be graded by the clarity, coherence, and conciseness with which you write. A visit to Stanford's writing center for all assignments is encouraged. *Please note that late assignments will be accepted only if prior arrangements have been made with the instructor.*

Readings for this course are available through the course web site on Blackboard (<http://blackboard.stanford.edu>).

Class grades will be computed as follows:

- Participation (25%): Active participation in class discussions that reflect an understanding and synthesis of assigned readings. Come prepared with notes and questions from the readings.
- Student-led discussion (15%): Depending on the size of class enrollment, groups of 2-3 students will be responsible for preparing a short presentation on the readings to class. You should prepare brief handouts for fellow students and set the stage for class discussion. Further details about the presentation will be discussed in class.
- 3-4 page theory paper, including comments on a partner's paper (10%)
- Project proposal with tentative bibliography (10%)
- Final paper and presentation (40%)

READINGS AND BACKGROUND TEXTS

Students are expected to review supplemental readings for their final papers, including volumes of major journals in comparative education or related fields. Those in bold are particularly useful for gaining an idea of the major trends and interests of the field of international comparative education, as well as for finding good topics for research.

A comprehensive guide to online resources for International and Comparative Education can be accessed at: <http://www.gse.harvard.edu/hepg/internationaleducation.html>

- Alternatives
- Anthropology of Education
- **Comparative Education**
- **Comparative Educational Review**
- Compare
- Convergence
- Discourse: Studies in the Cultural Politics of Ed
- Economics of Education Review
- European Journal of Education
- Gender and Education
- Harvard Educational Review
- Higher Education
- Higher Education Policy
- **International Education**
- **International Higher Education**
- International Journal of Early Childhood
- **International Journal of Ed'l Development**
- International Journal of Ed'l Research
- Int'l Journal of Qualitative Studies in Ed
- International Journal of Science Education
- International Organization
- International Review of Education
- International Studies in the Sociology of Ed
- Journal of African Studies
- Journal of Educational Policy
- Journal of Moral Education
- Oxford Review of Education
- Prospects (UNESCO)
- Race, Ethnicity, and Education
- Sociology of Education
- Studies in International Education
- Third World Quarterly
- Women's Studies International Forum
- World Development

DESCRIPTION OF ASSIGNMENTS:

POST ALL ASSIGNMENTS ON BLACKBOARD BY THE TIME SPECIFIED

1. **Theory essay (3-4 double-spaced pages). Due Thursday, October 12 at Noon.** Reflect on the readings of the first three weeks, and address the following questions:
 - Which topic or theme most intrigues you? Why?
 - Which of the theories or arguments seem to provide the best frame or starting point for exploring your topic or theme? Why do others seem less appropriate?**Typed comments (1 double-spaced page) are due to your partner in class on October 17.**
2. **Project proposal (2 double-spaced pages) and tentative bibliography (at least 15 items). Due Thursday, November 9 at Noon.** Write a brief project proposal for your final paper. The proposal should include a brief introduction and background to your research project, as well as articulate your research questions.
3. **Presentation, November 28 or December 5 in class. Final paper (maximum 20 double-spaced pages). Due Monday, December 11 at Noon.** In this presentation and paper, you will be asked to do three things: first, provide an introduction to the problem and its significance; second, review and analyze the literature in the same substantive area chosen for your literature review; and third, conclude by suggesting a substantive problem or puzzle which arises from your reading of existing research and which you hope to pursue as a topic for further research. See end of syllabus for more instructions.

COURSE CALENDAR**1. September 26. Introduction to International Comparative Introduction**

Optional readings on definitions and the history of the field:

Cook, B. J., Hite, S. J., & Epstein, E. H. (2004). Discerning Trends, Contours, and Boundaries in Comparative Education: A Survey of Comparativists and Their Literature. *Comparative Education Review* 48 (2), 123-149.

Arnove, R. F. (1999). Introduction: Reframing Comparative Education: The Dialectic of the Global and the Local. in R.F. Arnove & C.A. Torres (eds.), *Comparative Education: The Dialectic of the Global and the Local* (pp. 1-23). Landam, MD: Rowman & Littlefield.

Epstein, E. H. (1994). Comparative and International Education: Overview and Historical Development. In T. Husén & T. N. Postlethwaite (Eds.), *The International Encyclopedia of Education* (2nd ed. pp. 918-923). New York: Pergamon.

Carnoy, Martin (2007) "Rethinking the Comparative--- and the International," *Comparative Education Review*, 50 (4): 551-570.

2. October 3. The Role of Theory

Antal, A. B., Dierkes, M., & Weiler, H. N. (1987). Cross-National Policy Research: Traditions, Achievements, and Challenges. In H. N. W. Meinolf Dierkes, Ariane Berthoin Antal (Ed.), *Comparative Policy Research: Learning from Experience* (pp. 13-25). New York: St. Martin's Press.

Bennett, K. P., & LeCompte, M. D. (1990). Theoretical and Historical Overview of the Purposes of Schooling. In K. P. Bennet & M. D. LeCompte (Eds.), *How Schools Work: A Sociological Analysis of Education* (pp. 1-34). New York: Longman.

Paulston, R. G. (1994). Comparative and International Education: Paradigms and Theories. In T. Husén & T. N. Postlethwaite (Eds.), *International Encyclopedia of Education* (2nd ed., pp. 923-933). New York: Pergamon.

3. October 10. Methods and Knowledge Production

Rust, V. D. (2003). Method and Methodology in Comparative Education. *Comparative Education Review*, 47(3), iii-vii.

Biraimah, K. L. (2003). Transforming Education, Transforming Ourselves: Contributions and Lessons Learned. *Comparative Education Review*, 47(4), 423-443.

Bray, M. & Thomas, R. M. (1995). Levels of Comparison in Education: Different Insights from Different Literatures and the Value of Multilevel Analysis. *Harvard Educational Review* 65(3), 472-490.

Optional

Masemann, V. L. (1986). Critical Ethnography in the Study of Comparative Education. In P. G. Altbach & G. Kelly (Eds.), *New Approaches to Comparative Education* (pp. 11-26). Chicago: University of Chicago Press.

Due Thursday, October 12 at Noon

➤ **SHORT ESSAY**

4. October 17. Social Stratification and Education

Guest Speaker: Dr. Jennifer Adams

Due in Class:

➤ TYPED COMMENTS TO YOUR PARTNER

Emily Hannum & Jennifer Adams (forthcoming). Rural Poverty and Education in China. in Deborah Davis & Wang Feng eds., *Creating Wealth and Poverty in Contemporary China*.

Jennifer Adams. (2006). "Community Matters in China" *Research in Sociology of Education 15: Social Organization of Childhood in Developing Countries*. Editors: Emily Hannum & Bruce Fuller.

Buchmann, C. & E. Hannum. (2001). Education and Stratification in Developing Countries: A Review of Theories and Research. *Annual Review of Sociology 27*, 77-102.

Optional Readings:

McGovern, S. (1999). Postmodern Analysis and the Re-viewing of Indigenous Knowledge: Power, Culture and Knowledge Relations. In *Education, Modern Development, and Indigenous Knowledge: An Analysis of Academic Knowledge Production* (pp. 17-31). New York: Garland Publishing, Inc.

Odora Hoppers, C. A. (2000). The Centre-Periphery in Knowledge Production in the Twenty-first Century. *Compare 30*(3).

Mehran, G. (2003). The Paradox of Tradition and Modernity in Female Education in the Islamic Republic of Iran. *Comparative Education Review, 47*(3), 269-286.

5. October 24. Globalization and Education: Emerging Discussions

Castells, Manuel (2005) "Global Governance and Global Politics" *Political Science and Politics*, 38(1): 9-16.

Charles Tilly (2004), "Past, Present, and Future Globalizations," in *The Global Politics of Education Borrowing and Lending* (pp. 13-28). New York: Teachers College Press.

Raymond A. Morrow & Carlos Alberto Torres (2000), "The State, Globalization, and Educational Policy," in Nicholas C. Burbules & Carlos Alberto Torres, eds. *Globalization and Education: Critical Perspectives* (pp. 27-56)

Optional Readings

Stromquist, N. P. (2002). Reframing the Future. in *Education in a Globalized World. The Connectivity of Economic Power, Technology, and Knowledge* (pp. 177-188). New York: Rowman & Littlefield Publishers, Inc.

Welmond, M. (2002). Globalization Viewed from the Periphery: The Dynamics of Teacher Identity in the Republic of Benin. *Comparative Education Review 46*(1), 37-65.

Hannum, E. & C. Buchmann. (2003). *The Consequences of Global Educational Expansion: Social Science Perspectives*. Cambridge, MA: American Academy of Arts and Sciences.

6. October 31. World Society Theory and Education

Guest Speaker: Dr. Christine Min Wotipka, Assistant Professor, Stanford School of Education

Evan Schofer & John W. Meyer. 2005. "The Worldwide Expansion of Higher Education in the Twentieth Century." *American Sociological Review* 70: 898-920.

Francisco O. Ramirez, John W. Meyer, Christine Min Wotipka, & Gili S. Drori. 2002. "Expansion and Impact of the World Human Rights Regime: Longitudinal and Cross-National Analyses Over the Twentieth Century." Funded National Science Foundation grant proposal

Francisco O. Ramirez, Xiaowei Luo, Evan Schofer, and John W. Meyer. 2006. "Student Achievement and Economic Growth." *American Journal of Education*, 113 (November 2006).

Optional Readings

Fuller, B. (1991). What Drives the Expansion and Deepening of Mass Schooling?, *Growing Up Modern: The Western State Builds Third World Schools* (pp. 25-62). New York: Routledge.

Meyer, J., & Ramirez, F. O. (2000). The World Institutionalization of Education. In J. Schriewer (Ed.), *Discourse Formation in Comparative Education* (pp. 111-132). New York: Peter Lang.

7. November 7. Education and Economic Development

Guest Speaker: Dr. Martin Carnoy, Professor, Stanford School of Education

Martin Carnoy (forthcoming) "Lessons from the Past Two Decades: Investment Choices for Education and Growth"

Altbach, P. G. (1977). Servitude of the Mind? Education, Dependency and Neo-Colonialism. *Teachers College Record*, 79(2), 187-203.

Leys, C. (1995). The Rise and Fall of Development Theory. In *The Rise and Fall of Development Theory*. London: James Curry.

Recommended

1 of 3 articles (your choice) by Carnoy et al. on BlackBoard.

Due Thursday, November 9 at Noon

➤ PROJECT PROPOSAL AND TENTATIVE BIBLIOGRAPHY

8. November 14. New Directions in International and Comparative Education: Comparative Policy Studies-- The Case of Education Decentralization

Bray, M. (2003). Control of Education: Issues and Tensions in Centralization and Decentralization. In R. F. Arnove & C. A. Torres (Eds.), *Comparative Education: The Dialectic of the Global and the Local*, 2nd Ed. (pp. 207-232). Lanham, Md.: Rowman & Littlefield.

Optional Readings

Bjork, C. (2003). Local Responses to Decentralization Policy in Indonesia. *Comparative Education Review* 47(2), pp. 88-95.

Gershberg, A. I. (1999). Education 'Decentralization' Processes in Mexico and Nicaragua: Legislative versus Ministry-Led Reform Strategies. *Comparative Education*, 35(1), 63-80.

Weiler, H. N. (1990). Comparative Perspectives on Educational Decentralization: An Exercise in Contradiction? *Educational Evaluation & Policy Analysis*, 12(4), 433-448.

9. November 21. No class- Happy Thanksgiving!**10. November 28. New Directions II: Policy Borrowing**

Halpin, David & Barry Troyna. (1995). The Politics of Education Policy Borrowing. *Comparative Education*, 31(3), 303-310.

Steiner-Khamsi, Gita & Hubert O. Quist. (2000). The Politics of Educational Policy Borrowing: Reopening the Case of Achimota in British Ghana, *Comparative Education Review*, 44(3), 272-299.

Spren, C. A. (2004). Appropriating Borrowed Policies: Outcomes-based Education in South Africa. in *The Global Politics of Education Borrowing and Lending* (pp. 101-113). New York: Teachers College Press.

Final Student Presentations, Part I**11. December 5. International Aid and Education in Africa; Conclusion**

Guest speaker: Dr. Joel Samoff, Professor of African Studies and Political Science, Stanford University

Joel Samoff (2005), *The Pursuit of Effective External Support and Persisting External Influence—Direct, Indirect, and Negotiated* (Prepared for presentation at the Nuffic Expert Meeting A Changing Landscape: Making support to tertiary education and research in developing countries more effective. The Hague, The Netherlands, 23–25 May 2005).

Joel Samoff (2003), “Institutionalizing International Influence,” in Robert F. Arnove and Carlos Alberto Torres, editors, *Comparative Education: The Dialectic of the Global and the Local*, 2nd Ed. (Boulder: Rowman & Littlefield), pp. 52-91.

Optional

Joel Samoff (2003), "No Teacher Guide, No Textbooks, No Chairs: Contending with Crisis in African Education," *Comparative Education: The Dialectic of the Global and the Local, 2nd Edition* (Boulder: Rowan & Littlefield). pp. 52-91).

Final Student Presentations, Part II**DUE MONDAY, DECEMBER 11 AT NOON: FINAL PAPER**

Students who are enrolled in ED206A are required to include the sections outlined below. Other students may use the format as a prototype to create their own paper structure. Excluding the front section and list of references, your paper should consist of 17-20 double-spaced pages.

1. Front Section
 - a. Title Page
 - b. Abstract (100 word summary of your topic)
2. Introduction (2 pages)
3. Background (2 pages)
4. Research Question(s) and Argument (1 page)
5. Critical Review of the Literature (10-13 pages)
6. Discussion with Future Research Direction (2 pages)
7. References