

**World, Societal, and Educational Change: Comparative Perspectives**  
**ED 136/306D & SOC 131/231**

Instructor: Francisco O. Ramirez ([ramirez@stanford.edu](mailto:ramirez@stanford.edu))  
TAs: Elizabeth Buckner ([ebuckner@stanford.edu](mailto:ebuckner@stanford.edu))  
Magdalena Gross ([mgross1@stanford.edu](mailto:mgross1@stanford.edu))

Time: Thurs: 3:15-6:05, Cubberly, School of Education, Room 334  
Office: Cubberly Room 333 (Ramirez);  
Office Hours: Magda: Thursday 1-3pm  
Elizabeth: Monday 9-11am

**Sources of Required Readings:**

Course Reader (available in class on the first day)

Benedict Anderson. 1991. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. New York: Verso.

Gili Drori, John W. Meyer, and Francisco O. Ramirez, *Science in the Modern World Polity*. Stanford: Stanford University Press.

David Baker and Gerald K. LeTendre. 2005. *National Differences, Global Similarities: World Culture and The Future of Schooling*. Stanford: Stanford University Press

Other course materials will be available on Coursework.

**Course Description:** This course focuses on the relations between educational and societal developments from a comparative cross-national perspective. Research topics include social change dynamics, education, nation-building, and equality, globalization, state, and citizenship, women, and science.

**Course Evaluation:**

Final:	50%
Reflection Papers:	40%
Participation:	10%

**Reflection Papers:** (2-3 pages each/ 4 total) discuss reading selections/lecture material within each of the six parts of the course reader. You may choose the specific focus of each of these papers. Choose four due dates from the following:

**January 21, January 28, February 4, February 11, February 25**

You may turn in *five* papers, but only the highest four grades will be used to measure 40% of your grade for the course. All papers should be typed and double-spaced with 12-point font. **All materials must be handed in (in hard copy) at the beginning of class on the due dates.**

**Final Exam:** The take home finals will consist of four out of a set of twelve questions and will cover all required readings and lecture material. The set of fifteen questions will be given to you in January. The four final exam questions will be handed out to you on March 11 and will be due March 15. The finals will count for 50% of your grade.

All papers/exams should be typed and double-spaced (please no smaller than 12 pt. font), with page limits observed. All materials must be handed in no later than noon of the due dates. Tardy material will result in a lower grade.

**Final Paper:**

All students may write a research paper dealing with a theme from the course. This research paper is an alternative to the final exam and counts for 50% of the grade. This option gives students the opportunity to explore a research topic in greater depth; students working on an honor's thesis or MA project are welcome to utilize this course to explore ideas for a larger paper involving original data collection.

Research papers should be about 20 pages in length (double-spaced with 12 point font). Students are free to choose the specific topic, but they must discuss the project with the instructor and/or TA. **If you plan to pursue the research paper option, you should submit a one-page proposal AND meet with the instructor and/or TA by Week 5 (February 4th). If you do not have a paper project approved by this date you MUST take the take home final.**

**Students with Disabilities**

"Students with documented disabilities: Students who may need an academic accommodation based on the impact of a disability must initiate the request with the Student Disability Resource Center (SDRC) located within the Office of Accessible Education (OAE). SDRC staff will evaluate the request with required documentation, recommend reasonable accommodations, and prepare an Accommodation Letter for faculty dated in the current quarter in which the request is being made. Students should contact the SDRC as soon as possible since timely notice is needed to coordinate accommodations. The OAE is located at 563 Salvatierra Walk (phone: 723-1066, 723-1067 TTY)."

**REQUIRED AND RECOMMENDED READINGS**

(Recommended readings = \*)

**I. INTRODUCTION (January 7)**

Luciano Pellicani. Winter 1987-88. "On the Genesis of Capitalism." *Telos* Number 74: 43-64

Goran Therborn, "Globalizations, Dimensions, Historical Waves, Regional Effects, Normative Governance." *International Sociology* 15: 151-179. 2000.

\*Immanuel Wallerstein. 1973. "The Rise and Future Demise of the World Capitalist System: Concepts for Comparative Analysis." *Comparative Studies in Society and History* 16: 387-415.

\*Daniel Chirot. 1985. "The Rise of the West." *American Sociological Review* 50: 181-195.

\* Christopher Chase-Dunn. 1989. "The Deep Structure: Real Capitalism" and "The World System Since 1945: What Has Changed?" in *Global Formation: Structures of the World Economy*. Cambridge, MA: Basil Blackwell.

\* John Hall. 1985. *Powers and Liberties: The Causes and Consequences of the Rise of The West*. Cambridge, MA: Basil Blackwell

## **II. An Institutional Perspective (January 14)**

John Meyer et al. 1997. "World Society and the Nation-State." *American Journal of Sociology* 103 (1): 144-81.

Introduction and Chapter 1 in *Science in the Modern World Polity*

John Boli and George Thomas. 1997. "World Culture in the World Polity: A Century of International Non-Governmental Organization" *American Sociological Review* 62: 171-90

\* Paul DiMaggio and Walter Powell. 1983. "The Iron Cage Revisited: Institutional Isomorphism and Collective Rationality in Organizational Fields." *American Sociological Review* 48: 147-60.

\* Francisco O. Ramirez. 1987. "Institutional Analysis." Pp. 316-329 in Thomas George et al., eds. *Institutional Structure*. Thousand Oaks, CA: Sage.

\*Ronald Jepperson. 1992. "Institutions, Institutional Effects, and Institutionalism." In Walter Powell and Paul DiMaggio, eds. *The New Institutionalism in Organizational Analysis*. Chicago: University of Chicago Press

\*Gili Drori. 2007. "Institutionalism and Globalization Studies." *Sage Handbook of Organizational Institutionalism*.

## **III. WORLD POLITICAL AND EDUCATIONAL TRENDS (January 21)**

Benedict Anderson. 1991. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. New York: Verso.

Francisco O. Ramirez. 1997. "The Nation State, Citizenship, and Educational Change: Institutionalization and Globalization: Pp. 47-62 in *International Handbook of Education and Development: Preparing Schools, Students, and Nations for the Twenty-first Century*. William K. Cummings and Noel F. McGinn, eds. New York: Pergamon.

\*John Meyer et. al. 1992. "World Expansion of Mass Education, 1870-1980." *Sociology of Education* 65: 128-149.

\*Aaron Benavot et al. 1991. "Knowledge for the Masses: World Models and National Curricula, 1920-1986." *American Sociological Review* 56: 85-100.

\* David Strang. 1990. "From Dependence to Sovereignty: An Event History Analysis of Decolonization, 1870-1987." *American Sociological Review* 55: 846-60.

#### **IV. MASS EDUCATION: CHANGE, ORIGINS, AND ANTECEDENTS**

##### **A. Commonalities and Variations (January 28)**

Francisco O. Ramirez and John Boli. 1987. "The Political Construction of Mass Schooling: European Origins and Worldwide Institutionalization." *Sociology of Education* 60, 1: 2-18.

William Cummings. 1997. "Patterns of Modern Education." Pp. 63-85 in *International Handbook of Education and Development: Preparing Schools, Students, and Nations for the Twenty-first Century*. William K. Cummings and Noel F. McGinn, eds. New York: Pergamon.

Thomas P. Rholes. 1989. "Order in Japanese Society: Attachment, Authority, and Routine." *Journal of Japanese Studies* 15, 1:5-40.

\* William Morgan and J. Michael Armer. 1992. "Western versus Islamic Schooling: Conflict and Accommodation in Nigeria." Pp. 75-98 in Bruce Fuller and Richard Rubinson, eds. *The Political Construction of Education: The State, School Expansion, and Economic Change*. New York: Praeger.

##### **V. Societal and Individual Effects (February 4)**

Emily Hannum and Claudia Buchmann, "The Consequences of Global Educational Expansion: Social Science Perspectives" pp. 1-31 *American Academy of Arts and Sciences*. 2003.

Chabott, Colette and Ramirez, Francisco O. 2000. "Development and Education" in *Handbook of the Sociology of Education*, ed. Maureen T. Hallinan. New York: Kluwer Academic/Plenum Publishers.

David Baker and Gerald K. LeTendre, Chapters 3, 5, 9, and 10

\*Richard Rubinson and Irene Browne. 1996. "Education and the Economy." In Neil Smelser and Richard Swedborg, eds. *The Handbook of Economic Sociology*. Princeton: Princeton University Press

##### **VI. Higher Education: Access and Organization (February 11)**

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

Blossfield, Hans-Peter. 1993. "Persisting Barriers: Changes in Educational Opportunities in Thirteen Countries" in *Persistent Inequality*. Westview Press.

Gumport Patricia. 2000. "Academic Restructuring: Organizational Change and Institutional Imperatives." *Higher Education* 39: 67-91.

Ramirez, Francisco O. 2005. "The Rationalization of Universities," in *Transnational Governance: Institutional Dynamics of Regulation*, eds. Djelic and Shalin-Andersson. Cambridge University Press.

## **VII. NEW DIRECTIONS IN COMPARATIVE SOCIOLOGICAL STUDIES**

### **A. State and Citizen (February 18)**

Peter Evans. 1997. "The Eclipse of the State? Reflections on Stateness in an Era of Globalization." *World Politics* 50: 62-87.

Soysal, Yasemin Nuhoglu. 1997. "Changing parameters of citizenship and claims-making: Organized Islam in European public spheres." *Theory and Society*. 26: 509-527.

Francisco O. Ramirez. 2006. "From Citizen to Person? Rethinking Education as Incorporation" in David Baker and Alexander Wiseman, eds. *The Impact of Comparative Education Research on Neo-institutional Theory*

David Suarez, 2007. "Education Professionals and the Construction of Human Rights Education." *Comparative Education Review*, vol 51, no. 1.

\* Ramirez, F., D. Suárez, et al. 2007. *The Worldwide Rise of Human Rights Education. School Knowledge in Comparative and Historical Perspective*. A. Benavot, C. Braslavsky and N. Truong: 35-52.

\* "The Valorization of Humanity and Diversity" (with P. Bromley and G. Russell) Paper presented at the Conference on Multicultural Education in Seoul, Korea. 2009. To be published in the *Korean Multicultural Review: An International Journal*.

### **B. Women (Feb 25)**

Nitza Berkovitch. "The Emergence and Transformation of the International Women's Movement." in John Boli and George Thomas, eds. *World Polity Since 1875: World Culture and International Non-Governmental Organizations*. Stanford: Stanford University Press.

Chapter 8 in *Science in the Modern World Polity*.

Chapter 2 in *Baker and LeTendre*.

### **C. Science (March 4)**

Gili Drori, John W. Meyer, Francisco O. Ramirez, and Evan Schofer, *Science in the Modern World Polity*. Stanford University Press. 2003. Part Two: The Global Field of Science Pp. 77-116. Part IV The Impact of Science Globalization. Pp. 217-310.

**Review : March 11**

Last Class: March 11 (review session; final exam questions handed out)

Finals due: March 15 (Monday, no later than 12 noon, Ramirez office, Cubberley Hall)