

## EDUC 202: INTRODUCTION TO INTERNATIONAL AND COMPARATIVE EDUCATION

Autumn 2011

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Time: Tues/Thurs. 12:15-2:05pm,  
Location: EDUC (Cubberley) 208  
Office hours: Thurs. 2:30-4:30pm  
or by appointment

Teaching Assistant:  
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Office/office hours: Wednesday 10am - 12pm, by appointment

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### **Course Overview**

This course is designed to build a common theoretical base that will enable students to understand the historical, conceptual, and methodological challenges in comparative education. Through a combination of theoretical and applied readings, the course aims to help students develop a critical understanding of dominant and alternative paradigms and how they translate into educational policy and practice in communities, schools, and classrooms across the globe. Through readings and discussions, you will obtain the background necessary to analyze past and present debates about education and development.

In the first part of the course, we familiarize ourselves with the field. In the second part, we examine theoretical frameworks often utilized in international and comparative education. In the third part, we consider central topics of discussion in the field such as globalization, equality of educational opportunity, and decentralization. In the final part of the course, we apply insights gained in the first three parts of the course to analyze three studies that represent different genres of international and comparative education.

This course is oriented primarily to students in International and Comparative Education. It is, however, open to students from other disciplines and backgrounds, particularly those with international or cross-cultural interests.

### **THE SPECIFIC REQUIREMENTS OF THE COURSE ARE AS FOLLOWS:**

#### **1. Class participation.**

The success of this class depends on thoughtful, engaged participation of all class members. You are expected to read all readings before coming to class, and should be well prepared to discuss all assigned readings. Students are responsible for offering critiques of the readings, including the identification of weaknesses in the argument, alternative perspectives that have not been considered, or new data that might challenge the findings/argument.

Classroom discussions are most productive when many voices shape the dialogue. Each class member brings different experiences and perspectives to discussions. I ask you to come ready to participate as both a speaker and listener. It is the responsibility of all class members to make room for, and to learn from, individuals with different views and different ways of engaging in conversation. Students are expected to respect, critique, and build on the ideas of those who have spoken before them. In order to do this, students must be active listeners. Checking email on laptops, Blackberries, or mobile phones or surfing the internet is not acceptable during class time, and will negatively impact your participation grade.

Participation will be evaluated on the basis of: 1) the individual's contribution to other students' learning; 2) clarity and originality of the student's contribution; and 3) the student's willingness to assume responsibility for making the class discussion work.

Timely attendance is required. Attendance will be recorded, and factored into the assessment of participation.

### **Course Materials**

Readings for this course have been posted on the course website at <http://bb8.stanford.edu>. Two books are required reading at the end of the course. In addition, students are encouraged to read widely on the topics related to international and comparative education. Many international organizations and NGOs have excellent websites. Major journals in the field include *Comparative Education Review*, *Comparative Education*, *Compare*, *Prospects*, and *International Journal of Education and Development*.

### **Course Assignments**

- Essay 1 (short reflective essay). Why compare? (2 pages) Due Oct. 3, 1pm by email (Please email both Shannon Davidson and Elizabeth Buckner) (10 points)
- Essay 2 (short descriptive essay) National education system summary. Must include one self-designed graph, table, or figure. (4 pages + visual) Due Oct. 13 at the beginning of class. (10 points)
- Take home mid-term exam Due Oct. 28 by 5pm in the envelope outside 24 Cubberley. (20 points)
- Group Presentation (20 points) These presentations will take place each week. You will be assigned to a group, but we will consider timing and subject matter preferences.
- Final Paper Due Dec. 9, 5 pm in the envelope outside 24 Cubberley. Apply theory and topical themes from the course to one of the final books (25 points)
- Participation/preparation (15 points)

Students are expected to meet deadlines. Assignments submitted after the deadline will be recorded as received late. Except in cases of documented illness or family emergency, late assignment grades will be reduced by 10% for the first day of lateness and 30% for any time thereafter. With the exception of Essay 1, all papers should be submitted in person as hard copies.

### **Grades**

Course grades will be based on the following:

Class preparation/participation	15%
Essays 1 & 2	20%
Group Presentation	20%
Mid-term exam	20%
Final Paper	25%

## **PART 1: THE STATE OF THE FIELD OF COMPARATIVE EDUCATION**

### **Week 1**

#### **Sept. 27 Introduction**

#### **Sept. 29 What do we mean by comparative education?**

Robert Arnove. (2003) "Introduction: Reframing Comparative Education" in Arnove & Torres, *Comparative Education*.

William Brickman. (1960) "A historical introduction to comparative education," *Comparative Education Review* 3 (1): 6-13.

Harold Noah. (1984) "The use and abuse of comparative education," *Comparative Education Review* 28 (4): 550-562.

Gita Steiner-Khamsi (2010) "The Politics and Economics of Comparison," *Comparative Education Review* 54(3): 325-342.

### **Week 2**

#### **Oct. 3 \*\*\* Reflective Essay Due by email at 1pm \*\*\***

#### **Oct. 4 What do we learn when we compare?**

Steven Klees. (2008) "Reflections on Theory, Method, and Practice in Comparative and International Education," *Comparative Education Review* 52 (3): 301-328.

Charles Ragin. (1987) "The Distinctiveness of Comparative Social Science," in *The Comparative Method*

Mark Bray & Murray (1995) Thomas "Levels of Comparison in Educational Studies: Different Insights from Different Literature and the Value of Multi-level Analysis," *Harvard Education Review* 65(3): 472-90.

Michael Crossley (1999) "Reconceptualizing Comparative and International Education," *Compare* 29(3): 249-67.

## **PART 2: THEORETICAL FRAMEWORKS UTILIZED IN COMPARATIVE EDUCATION**

#### **Oct. 6 Modernization & Human Capital**

Bruce Fuller (1990) *Growing-Up Modern: The Western State Builds Third World Schools. Ch.1 and Ch. 2.*

Mun Tsang (2000) "Education and National Development in China since 1949" *China Review*

Fagerlind & Saha (1989) *Education and National Development Ch.1 and Ch. 2*

### **Week 3**

#### **Oct. 11 Social Capital**

James Coleman. (1988) "Social capital in the creation of human capital," *American Journal of Sociology* 94: 95-120.

Jennifer Adams (2006) "Community Matters in China," in *Research in Sociology of Education vol. 15, Children's Lives and Schooling Across Societies*, Emily Hannum and Bruce Fuller (Eds.)

Heidi Ross & Jing Lin (2006) "Social Capital Formation through Chinese School Communities," in *Research in Sociology of Education vol. 15, Children's Lives and Schooling Across Societies*, Emily Hannum and Bruce Fuller (Eds.)

### **Oct. 13            Anti-Colonialism & Dependency Theory**

**\*\*\* Descriptive essay due at the beginning of class \*\*\***

Arnove, Franz, Mollis, and Torres (2003) "Education in Latin America Dependency, Underdevelopment, and Inequality" 313-337 in *Comparative Education*

Noah, Harold J. and Max A. Eckstein (1988) "Dependency Theory in Comparative Education: Twelve Lessons from the Literature" reprinted in *Doing Comparative Education: Three Decades of Collaboration*, by Harold J. Noah and Max A. Epstein. Hong Kong: Comparative Education Research Centre, 75-91. (CP)

### **Week 4**

#### **Oct. 18            Neo-liberalism**

Colclough (1996) "Education and the Market: Which Parts of the Neo-liberal Solution are Correct?" *World Development* 24(4): 589-610.

Bourdieu, Pierre (1998) "Utopia of Endless Exploitation. The essence of neoliberalism," *Le Monde diplomatique*. 4 pages. (CP)

#### **Oct. 20            World Society and Post-modernism**

John W. Meyer, John Boli, George M. Thomas, & Francisco Ramirez. (1997) "World Society and the Nation-State," *The American Journal of Sociology*, 103(1): 144-181.

Heidi Ross. (2002) "The Space Between Us," *Comparative Education Review* 46 (4): 407-433.

Val Rust. (1991) "Postmodern Debate and Comparative Education," *Comparative Education Review* 35 (4): 610-626.

### **PART 3:            THEMES AND ISSUES IN COMPARATIVE EDUCATION**

### **Week 5**

#### **Oct. 25            Globalization and the Convergence Debate**

Nelly Stromquist. (2002) *Education in a Globalized World*, Chapters 1 & 2.

Kathryn M. Anderson-Levitt (2003) "A World Culture of Schooling?" from *Local Meanings, Global Schooling*

#### **Oct. 27            International Aid and Development**

Noel McGinn. (1997) "Toward an Alternative Strategy for International Assistance to Education," *Prospects* 27 (2): 231-246.

Karen Mundy. (1998) "Educational Multilateralism and World (Dis)Order," *Comparative Education Review* 448-478.

Finnemore (1997) "Redefining Development," in *International development and the social sciences: Essays on the history and politics of knowledge*. Berkeley: University of California Press.

**\*\*\* Mid-term exam due October 28 at 5pm, 24 Cubberley. No electronic submissions \*\*\***

### **Week 6**

#### **Nov. 1            Equity**

Joseph P. Farrell. "Equality of Education: A Half-Century of Comparative Evidence Seen from a New Millennium," *Comparative Education*.

Stephen Gorard and Emma Smith. (2004) "An International Comparison of Equity in Educational Systems," *Comparative Education* 40:1

Harvey Goldstein (2004) "Education for All: the Globalization of Learning Targets," *Comparative Education* 40: (1)

#### **Nov. 3            Culture**

Vandra Lea Masemann. (YEAR). "Culture and Education," *Comparative Education*, 115-132.

Christine Fox. (YEAR) "The Question of Identify from a Comparative Education Perspective" in *Comparative Education*, 135-148.

Peter Demerath. (1999) "The Cultural Production of Educational Utility in Pere Village," *Comparative Education Review* 43:2, 162-192

### **Week 7**

#### **Nov. 8.            Centralization, Decentralization, Recentralization**

Jordan Naidoo (2005) "Education Decentralization in Africa: Great Expectations and Unfulfilled Promises," in *Global Trends in Education Policy, International Perspectives on Education and Society*, 6: 99-124.

Mun Tsang. (1996) "The Financial Reform of Basic Education in China" *Economics of Education Review* 15(4): 423-444.

Gita Steiner-Khamsi and Ines Stolpe. (2004) "Decentralization and recentralization reform in Mongolia: tracing the swing of the pendulum," *Comparative Education*, 40(1): 29-53.

#### **Nov. 10.          Early Childhood Education**

Robert Myers. (2000) World Education Forum Education for All 2000 Assessment Early Childhood and Care and Development, United Nations Children Fund.

Minako Sugawara and Christine Wotipka (2009) "The Worldwide Expansion of Early Childhood Education Programs, 1985-2005" Paper presented at the American Sociology Association Annual Meeting, San Francisco, CA, August 2009.

REAP Brief 102. (2009) "Behind Before They Start: The Challenge of Early Childhood Education in Rural China"

**Week 8**

**Nov. 15            Health and Nutrition**

Paul Schultz. (1999) "Health and Schooling Investments in Africa," *The Journal of Economic Perspectives* 13(3): 67-88.

Nancy Kendall. (2008) "'Vulnerability' in AIDS-affected states: Rethinking child rights, educational institutions and development paradigms," *International Journal of Education and Development* 28: 365-383.

Marianne Faye et al. (2005) "Achieving Child-Health Related Millennium Development Goals," *World Development* 33(8): 1267-1284.

**PART 4:            ANALYSES OF INTERNATIONAL/COMPARATIVE STUDIES**

**Nov. 17            Preschool in Three Cultures Revisited**

Yeh Hsueh, Joseph Tobin, and Mayumi Karasawa (2009) Chicago, IL: University of Chicago Press.

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**Nov. 22 and Nov. 24**

**No class**

**HAPPY THANKSGIVING!**

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**Week 9**

**Nov. 29 Cuba's Academic Advantage**

Martin Carnoy et al (2007) Stanford, CA: Stanford University Press.

**Dec. 1            Cuba and Preschools continued discussion**

**Week 10**

**Dec. 6            Focus on educational issues in the Middle East**

Nosheen Ali (2010) "Books vs Bombs? Humanitarian development and the narrative of terror in Northern Pakistan," *Third World Quarterly*, 31(4): 541-559.

Other readings TBD

**Dec. 8            Wrap-up**

**Dec. 9            \*\*\* Final Paper due at 5pm, 24 Cubberley No electronic submissions \*\*\***