

Comparative Education  
EDPL605, Fall 2002

Wednesdays 4:15-7:00  
TWS 3238

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Benjamin Building 2105 C  
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Office Hours:  
Monday 3-5 or  
by appointment

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## Syllabus

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The course provides an overview of methods, major concepts and current trends in comparative education. It will enable students to identify strengths and limitations of international comparative research, and to learn about relevant studies and scholars dealing with methodological and conceptual issues of comparative education. The assignments will support these learning objectives, and in addition, help students to develop specific research skills that are necessary to develop academic literature reviews and research papers.

In compiling the syllabus for this class, I made an effort to provide material that will address interests of both domestic and international audiences. Thus, while our overarching concern will be to understand education as a world-wide phenomenon, we will look at some issues of US education from an international perspective, as well as issues pertinent to other countries. Examples, comparisons and cases are selected from countries in Africa, Asia, North and South America, Eastern and Western Europe.

### Textbooks and Reading Assignments

*Course packets* are available in the BSOS Duplicating Services Office, Room 1105 Tidings Hall, Telephone: 405-1707. There are two Readers (#1 and 2) and one Supplemental Reader. These are the primary reading sources for the course.

**Books**-- please also purchase (from the campus bookstore or from Bookholders.com) and read:  
Arnové, R.F. & Torres, C.A (1999). *Comparative Education. The Dialectic of the Global and the Local*. Rowman & Littlefield, New York.  
Noah, H. and Eckstein, M. (1998) *Doing Comparative Education: Three Decades of Collaboration*. Comparative Education Research Centre, University of Hong Kong. \*\*\*

<p><b>NOTE***</b>The Noah and Eckstein book can be read online and can be downloaded from the Comparative Education Research Centre's (University of Hong Kong) website: <a href="http://www.hku.hk/cerc/">http://www.hku.hk/cerc/</a> or the direct link to the book is <a href="http://www.hku.hk/cerc/Publications/CERC_5.htm">http://www.hku.hk/cerc/Publications/CERC_5.htm</a></p>
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Recommended (not required) texts (for IEP students):

Altbach, P.G. & Kelly, G. (1984) *Education and the Colonial Experience*. New Brunswick, Transaction.

Feinberg, W. & Soltis, J. F. (1992). *School and Society*. New York: Teachers College Press.

## **PROGRAM**

### **Part 1:           *Comparative Education: An Historical Overview***

#### **Session 1:       *Forces Shaping Comparative Ed and New Directions for the Field***

- Readings:           Sadler, M. (1900) How Far Can We Learn Anything of Practical Value from the Study of Foreign Systems of Education? Notes from an address given at Guildford Educational Conference, Christ Church, Oxford.
- Pollack, E. (1993) Isaac Leon Kandel (1881-1965). Prospects, 3(4) 775-787.
- Kelly, G. & Altbach, P. (1986) Comparative Education: Challenge and Response. Comparative Education Review 30 (1): 309-327.
- Altbach, P. (1991) Trends in Comparative Education. Comparative Education Review, 35 (3): 491-507.

#### **Session 2:       *Towards a Science of Comparative Education***

- Read:                Noah & Ekstein (pp 1-40;97-105)  
                          Arnove & Torres (Intro, pp 1-24)
- Foster, P. (1992) Comparative Education. Encyclopedia of Educational Research, 6<sup>th</sup> edition. New York: Macmillan Publishing: 197-208.
- Noah, H. (1985) Comparative Education: Methods. *Encyclopedia of Education Research*, Vol. 2. New York: Pergamon Press: 869-872.

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### **Part 2:           *The Uses and Abuses of Comparative Education***

#### **(1) Using Comparative Education for Making Generalizations**

#### ***Session 3: Theory-building***

- Readings:        Noah & Eckstein (1998) chapter 9 (pp75-92)
- Bray, M. & Thomas, R. M (1995) Levels of comparison in education studies: Different Insights from Different Literatures and the Value of Multilevel Analyses. Harvard Educational Review, 65(3), 472-490.
- Epstein, E. (2001) The Problematic Meaning of “Comparison” in Comparative Education. In Kumpner, K. (et als) (eds) *Comparative Education. ASHE Reader Series*. New York: Simon and Schuster.

Kazamias, A. (199?) Comparative Education. Encyclopedia of Educational Research. 5<sup>th</sup> Edition. NY: Falmer (?) Press.

Paulston, Roland G (1993). Mapping Discourse in Comparative Education Texts. Compare, 23/2, 101-114.

Carnoy, M. (1992) Education and the State: From Adam Smith to Perestroika. In Arnove, Altbach, and Kelly (eds.) *Emergent Issues in Education. Comparative Perspectives*. (Chapter 9:143-159) Albany: State University Press.

Bray. M (1986) Education and Nation Building. In Bray, Clarke & Stephens *Education and Society in Africa*. (pp23-35.)

Heyneman, S. (1995) Economics of Education: Disappointments and Potential. Prospects 25(4).

Schriewer, J. (2000) World System and Interrelationship Networks: The internationalization of Education and the Role of Comparative Inquiry. In Popkewitz *Educational Knowledge: changing relationships between the state, civil society and the educational community*. (305-334) New York: SUNY Press.

Rust, V. (1996) From Modern to Postmodern Ways of Seeing Social and Educational Change. In Paulston (ed) *Social Cartography, Mapping Ways of Seeing Social and Educational Change*. (pp 29-51) New York: Garland Publishing.

## (2.) Using Comparison for Analyzing National Education Systems

### ***Session 4: Studying National Variation***

Readings:

Bottani, N. & Wallberg, H. (1992). What are the international indicators for? (pp. 7-12) In Organisation for Economic Co-Operation and Development, the OECD International Education Indicators. Paris, France: Centre for Educational Research and Innovation.

Simons, Marlise (1995). France Finds a Reading Test Incomprehensible. *New York Times, December 12*, international section, page 3.

Psacharopoulos, G. (1989) Time trends of the returns to education. *Economics of Education Review*, 8(3): 225-231.

### ***Session 5: International Standards, Assessment and Educational Quality***

Read:

Noah, H. & Eckstein, M. (1998) Part III. Achievement, Assessment, and Evaluating Learning. (Chapters 18-27, pp179-286) In Doing Comparative Education. Hong Kong: Comparative Ed Research Centre:

Benveniste, L. (2002) The Political Structuration of Assessment: Negotiating State Power and Legitimacy. *Comparative Education Review* 46(1):89-118.

(3.) Using Comparison for Studying Educational Transfer/Educational Borrowing

**READER #2 BEGINS HERE**

**Session 6: Research on Ed. Borrowing and Lending**

Read:

Phillips, D. (1989) Neither a Borrower nor a Lender Be? The Problems of Cross-national Attraction in Education. *Comparative Education* 25(3); 267-307.

Halpin, D. & Troyna, B. (1995) The Politics of Educational Policy Borrowing. *Comparative Education* 31(3): 303-310.

Barrington, J. (1983) The Transfer of Educational Ideas: notions of adaptation. *Compare* 13(1);61-68.

Steiner-Khamsi, Gita (2000). Transferring Education, Displacing Reforms. In Jürgen Schriewer (ed.), *Discourse Formations in Comparative Education*. Frankfurt/New York: Lang, pp. 155 – 187.

Steiner-Khamsi, G. (2002) Re-Framing Educational Borrowing as a Policy Strategy. In M. Caruso and H. Tenorth (eds.) *Internationalisation: Comparing Educational Systems and Semantics*. Frankfurt: Peter Lang: 58-89.

**Session 7: Colonial Education**

**PLEASE NOTE: This section requires purchasing an additional reader. Comparative Education EDPL605 Supplement #1 will be available in BSOS.**

We will a film on French colonialism in Cameroon: *Afrique, je te plumarai*

Readings:

White, Bob W. (1996). Talk about School: education and the colonial project in French and British Africa (1860-1960). *Comparative Education*, 32/1, 9-25.

Foley, Douglas (1984). Colonialism and Schooling in the Philippines, 1898-1970. In Philip G. Altbach & Gail P. Kelly (Eds.), *Education and the Colonial Experience* (pp.33-53). New Brunswick: Transaction.

Tsurumi, E. Patricia (1984). The Non-Western Colonizer in Asia: Japanese Educational Engineering in Taiwan. In Philip G. Altbach & Gail P. Kelly (Eds.), *Education and the Colonial Experience* (pp.55-74). New Brunswick: Transaction.

Heggoy, Alf A. (1984). Colonial Education in Algeria: Assimilation and Reaction. In Philip G. Altbach & Gail P. Kelly (Eds.), *Education and the Colonial Experience* (pp. 97-115). New Brunswick: Transaction.

Smith, Andrea L. (1994). Colonialism and the Poisoning of Europe: Towards an Anthropology of Colonists. *Journal of Anthropological Research*, 50, 383-393.

**Session 8: U.S. Educational Exports**

Read:

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

Gaines, Kevin (1993). Black Americans' Racial Uplift Ideology as "Civilizing Mission." (pp. 433-455). In Amy Kaplan and Donald E. Pease (eds.), *Cultures of United States Imperialism*. Durham: Duke University Press.

Lawson, Robert F. (1994). The American Project for Educational Reform in Central Europe. *Compare*, 24/3, 247-257.

Berman, Edward H. (1972). Tuskegee - in - Africa. *The Journal of Negro Education*, 48 (2), 99-112.

Passow, Harry A. (1982). John Dewey's Influence on Education around the World. *Teachers College Record*, 83 (Spring), 401-418.

Zhixin Su (1996). Teaching, Learning, and Reflective Acting: A Dewey Experiment in Chinese Teacher Education. *Teachers College Record*, 98/1, 126-152.

**(4). Using Comparison for Understanding Culture**

**Sessions 9 & 10: Culture, Structure and Agency**

Read: Noah & Eckstein (1998) chapter 10 (92-96)  
Arnove & Torres (1998) Chapters 4 (115-146) and Chapter 5 (135-147)

Tobin, Joseph J., Wu, David Y.H., Davidson, Dana H. (1989). Chapter Five: A Comparative Perspective (pp. 188-221). In *Preschool in Three Cultures. Japan, China, and the United States*. New Haven: Yale University Press.

Alexander, R. (2000) *Culture and Pedagogy: International Comparisons in Primary Education*. Malden, MA: Blackwell Publishers. (Chapters 1, 8, 9 & 11)

Oloko, B. (1994) Children's Street Work in Urban Nigeria: Dilemma of Modernizing Tradition. In Greenfield and Cocking (eds) *Cross-cultural Roots of Minority Child Development*. (pp 197-224) Hillsdale, NJ: Lawrence Erlbaum.

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**Part 3: Globalization, Internationalization and the Convergence of Education Reforms**

**Session 11: Development, modernization, democratization and education.**

Read:

Arnove & Torres (1998) Chapter 3 (Chapters 12-16 in groups)

Wallerstein, Immanuel (1990). Culture as the Ideological Battleground of the Modern World System. In Mike Featherstone (ed.), Global Culture, Nationalism, Globalization and Modernity. Newbury Park, CA: Sage, pp. 31-55.

\*\*\* Recommended: Feinberg, Walter and Soltis, Jonas F. (1992). *School and Society*. New York: Teachers College Press.

\*\*\* Escobar, Arturo (1995). *Encountering Development. The Making and Unmaking of the Third World*. Princeton: Princeton University Press.

\*\*\* Fuller, Bruce (1991). Chapter 2: What Drives the Expansion and Deepening of Mass Schooling? (pp. 25-62) In *Growing-Up Modern. The Western State Builds Third-World Schools*. New York: Routledge.

**Session 12: Global Meanings and International Models**

Read: Arnove & Torres (1998) Chapters 6 & 8  
Meyers, Benevot and Kamins (199?)

**Session 13: Convergence and Divergence/Homogeneity and Hybridity**

Read: Arnove & Torres (1998) Chapters 1 & 2  
Altbach (1984), Ritzer (1996), Appadurai (1994), Featherstone (1995),  
Arnove (1983), Edwards and Hulme (1996), Mundy (1999)

**Session 14: International Education Reform and Policy Implementation**

Read:

Noah, H. & Eckstein, M (1998) Part IV. Educational Policy (Chapters 28-37) In Doing Comparative Education. Hong Kong: Comparative Ed Research Centre.

## READINGS

Required reading: 2 books and 2 readers and a supplemental reader (or book) on colonialism and education.

## APPOINTMENTS AND OFFICE HOURS:

My walk-in *office hours* (no appointments necessary) are: Mondays 3-5,

I am also available by appointment. Please call or email me to schedule an appointment. My office is located in room 2105C Benjamin Building.

## GRADING POLICY AND UNIVERSITY REGULATIONS

Your course grade will be based on the following:

- 1- Literature Review of Comp. Ed. Journal Articles (20%) – due date:
- 2- Research Paper on Colonial Education (30%) – due date:
- 3- Discussion of Readings (Group discussion points/activity ) (20%)
- 4- Written Essay Questions (In class exam or take home paper) (30%)

Please closely follow the instructions for each of the assignments using the format outlined in the handouts. Assignment overviews will be distributed in Session 2. In addition to preparing a clearly written, concise paper (that is spell-checked) please be sure to use the correct style of reference (e.g., APA format).

**In this course there are no incompletes accepted.** An Incomplete will automatically result in a lower grade for the total course grade, i.e., C+ instead of B+. You have a 1-week grace period (late submission) for one assignment only. Regular attendance is required (i.e., not more than 2 absences). The course is held in the format of lectures with structured time for discussion. Despite the size of the class, it is designed to provide ample opportunities for your participation. To facilitate discussion, you are expected to come to class prepared to talk about all of the required readings. For one of the class sessions, you will be asked to prepare discussion points about the readings together with 4-5 of your classmates. The points are intended to stimulate your classmates' thinking about that week's readings and to facilitate discussion during class. These discussion points can take many different forms. For example, your group could write a few questions to discuss in pairs or in small groups. You could also design an activity to help us

compare and contrast the viewpoints of the authors. The main purpose of the discussion points is to stimulate everyone's thinking on the subject matter at hand rather than to summarize the readings. The discussion point groups can also serve as on-going study groups that meet regularly to talk about the readings and assignments for the class.

All students are expected to abide by the code of academic integrity throughout this course. Academic dishonesty, including cheating, fabrication, and plagiarism will not be tolerated and will be reported to the Student Honor Council. The full text of the code is available on the web at [www.inform.umd.edu/Campus Info/Departments/jpo/code acinteg.html](http://www.inform.umd.edu/Campus%20Info/Departments/jpo/code%20acinteg.html).

A student with a documented disability or any other special needs who wishes to discuss academic accommodations should contact me as soon as possible.

Students will not be penalized because of observances of their religious beliefs. Whenever possible, students will be given reasonable time to make up any academic assignment that is missed due to participation in a religious observance. It is the student's responsibility to inform the instructor as soon as possible of any intended absences for religious observances.