

EAPS 666: Comparative Education

Fall 2010

ED125, Wednesdays, 7:15 – 10:05 pm

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Introduction

The field of comparative and international education (CIE) examines a diverse array of educational issues—some scholarly, others policy-oriented—in one country (or group of countries) by using data and insights drawn from educational practices and realities in another country, or countries. Educational patterns and trends at the global level are also explored. Theories and research in CIE, while all rooted in comparison, span historical periods, geographical regions and scholarly disciplines (e.g., sociology, economics, international relations, demography). In the past, the field of CIE has experienced cycles of expansion and stagnation; nowadays it appears to be flourishing. Among the apparent reasons for its revitalization:

- ✦ a highly institutionalized global discourse about education
- ✦ international commitments to target goals that define educational ‘progress’
- ✦ a demand for ‘evidence-based’ educational policy and the identification of ‘successful’ policies
- ✦ the demographic, social and cultural impacts of former colonial empires on national education systems
- ✦ a plethora of international, regional and national reports comparing learning outcomes and educational measures across and within nations; and
- ✦ an increase in funding streams to address educational ‘challenges’.

It appears very likely that the demand for expert knowledge in comparative and international education will continue to grow in the coming years.

This course seeks to introduce graduate students to CIE and its constantly shifting boundaries. It explores the actors, organizations, institutions, research foci and policy issues, which provide the dynamics for the field’s vitality. Given CIE’s diverse theoretical and empirical roots, the course draws upon different literatures and sources to examine the field’s history and current status. The course is organized around lectures, assigned readings, class discussions, student presentations and course assignments. At semester’s end it is expected that students will have acquired a familiarity with Comparative and International Education, as an academic field and a policy-oriented activity, as well as a deeper appreciation of the puzzles and potentialities of comparative education scholarship.

Standards

This is a graduate-level course. Students who broadly meet the expectations for the course will be assigned a grade of B. Students exceeding those expectations may be assigned higher grades. There will be no opportunities for extra credit or re-submission of work judged to fall short of expectations.

Students are responsible for carrying out course tasks, completing exercises and assigned readings, and participating in class discussions (see below). Attendance is important and preparation for class is essential. Students who for some reason must be absent from a class session should inform the instructor by e-mail ahead of time and catch up as much as possible by contacting another student in the class. In the case of adverse weather conditions, each student is in the best position to judge whether s/he can travel safely to and from class. To confirm if classes have been cancelled, please contact (518) 442-SNOW or check the University at Albany's website: www.albany.edu.

Academic Dishonesty: Relevant UAlbany policies regarding academic standards are listed in the Graduate Bulletin,¹ including those pertaining to academic dishonesty. The School of Education (and the University) will not tolerate any form of academic dishonesty including plagiarism, cheating, helping others to cheat, multiple submissions of the same material, forgery, falsification and unauthorized collaboration.² If I determine that a student has violated the norms of academic integrity and honesty, he or she will be informed and then an appropriate sanction will be imposed. In addition, I reserve the right to pursue further disciplinary action within the framework of the Penalties and Procedures set forth in the University's Graduate Bulletin.

Plagiarism is defined as misrepresenting the work of others (whether published or not) as your own. It may be inadvertent or intentional. I expect all students to write their own papers and submit work that represents the learning they themselves have acquired from the readings, lectures, discussions and related course materials. In doing so, each student must provide full attribution (or a citation) to any facts, statistics, quotations, or paraphrasing of any information that derives from another author or source, which is not common knowledge.

Classroom policies

- Since discussion is an essential part of this course please come to class prepared and on time.
- Please turn off your cell phones and pagers during class.
- No late work will be accepted unless you have a valid documented excuse (documented illness or death in the family). If you miss an assignment and you have a valid documented excuse, notify me as soon as possible via email or phone so we can arrange a suitable time for you to make up the missed assignment.
- Reasonable accommodations will be provided for students with documented physical, sensory, systemic, cognitive, learning and/or psychiatric disabilities. If you believe that you have a disability requiring accommodation in this class, please notify the Director of Disabled Student Services (Campus Center 137, 442-5490). That office will provide the instructor with verification of your disability and will recommend appropriate accommodations.

Course requirements and evaluation

This course requires class attendance and participation, careful understanding of the assigned readings, and the submission of four course assignments during the semester.

Class participation: High marks for class participation will be given to students who regularly contribute comments and questions during class sessions and who demonstrate both comprehension and thoughtful analysis of class readings and assignments. Students should come to each class prepared to actively participate in class discussions.

¹ http://www.albany.edu/graduatebulletin/requirements_degree.htm#standards_integrity

² http://www.albany.edu/graduatebulletin/requirements_degree.htm#examples_dishonesty

Four course assignments are required:

- 1) Students will choose a major scholar or key figure in the field of CIE, and prepare a brief biography of his/her life and scholarly work. Students will be expected to present a brief oral version of this assignment in class. (see handout)
- 2) Students will choose one of the past presidents of the (US-based) Comparative and International Education Society (see below) and critically review his/her presidential address, which is published each year in the *Comparative Education Review*. Students will be expected to present a brief oral version of this assignment in class. (see handout)
- 3) Students will prepare a book review essay from a special list of books in the field of CIE (see list below). Students will be expected to present a brief oral version of their essay in class.
- 4) Students will choose a particular topic related to the comparative study of educational access, retention or learning outcomes and prepare a critical literature review around their chosen topic. Students can choose to focus their literature review on a particular group of countries (e.g., developing countries, OECD), or region in the world (South Asia, Latin America, sub-Saharan Africa, etc.), or group of students (e.g., girls, poor children, immigrant children).

The *final grade* for the course will be calculated as follows:

- (i) Assignments 1 and 2: 15% each for a total of 30%.
- (ii) Assignment 3: 20% of the total.
- (iii) Assignment 4: 30% of the total.
- (iv) Class participation: 20% of the total.

Main Course Readings

The following books contain most of the required readings assigned in this course, and they can be purchased in the bookstore.

Mark Bray, B. Adamson and M. Mason, eds. (2007) *Comparative Education Research: Approaches and Methods*. Dordrecht, The Netherlands: Springer and Hong Kong: CERC, University of Hong Kong Press.

Michael Crossley and Keith Watson (2003) *Comparative and International Research in Education: Globalisation, Context and Difference*. New York, NY: Routledge and Falmer Press.

Robert Arnove and Carlos Torres, eds. (2007) *Comparative Education: The Dialectic of the Global and the Local*. (3rd edition) New York, NY: Rowman and Littlefield.

David Baker and Gerald LeTendre (2005) *National Differences, Global Similarities: World Culture and the Future of Schooling*. Stanford, CA: Stanford University Press.

Outline of Course (some changes are likely)

September 1 Welcome and Course overview

Assignment 1 (due **Sept. 13th**): Choose a major scholar/figure in the field of Comparative and International Education (see list) and prepare a short 3 page biography using various source material from the web or from having skimmed the scholar's key publications. Be prepared to make a short presentation in class.

September 8 no University classes after 2:35 pm

September 15 Introduction to Comparative and International Education

Required Readings:

Pp. 1-20 in Robert Arnove and Carlos Torres, eds. (2007) *Comparative Education*

Pp. 1-11, 15-38 in Bray, Adamson and Mason, eds. (2007) *Comparative Education Research*

Pp. 1-31 in Crossley and Watson (2003) *Comparative and International Research in Education*

September 22 Comparative historical development of national educational systems; and
Presentations about CIE scholars

Required Reading:

Aaron Benavot and Julia Resnik (2006) "Lessons from the past: A comparative socio-historical analysis of primary and secondary education." Pp. 1-89 in A. Benavot, J. Resnik and J. Corrales, *Global Educational Expansion: Historical Legacies and Political Obstacles*. Cambridge, MA: American Academy of Arts and Sciences. Occasional paper. Go to: www.amacad.org/publications/ubase_GlobalExpansion.aspx

September 29 Theoretical perspectives in CIE or CIDE
[Also choose book from list on page 8 to review]

Required readings:

Chapters 3, 15 and 16 in Bray et al (2007) *Comparative Education Research*

Steven J. Klees (2008) "Reflections on theory, method, and practice in comparative and international education." Revised version of the Presidential Address given at the annual meeting of the (US) Comparative and International Education Society. Go to: http://cies.us/newsletter/may08/index_may08.htm And read responses too.

Recommended Reading:

W. James Jacob and Sheng Yao Cheng (2005) "Mapping paradigms and theories in comparative, international and development education (CIDE) research," Pp. 221-258 in David Baker and Alexander Wiseman, eds. *Global Trends in Educational Policy*. Volume 6 in series entitled: *International Perspectives on Education and Society*. Amsterdam: Elsevier and JAI.

Assignment 2 (due **Oct. 1st**): Choose one of the past presidents of the (US-based) Comparative and International Education Society (CIES) and critically review (maximum 4 pages) his/her presidential address, which is published each year in the *Comparative Education Review*. Be prepared to make a short presentation in class.

October 6 No class, student should work on their Book Reviews (due Oct. 20th)

October 13 Analytical issues (a): Research into educational achievement, curricular content and learning outcomes

Required readings:

Chapters 9 and 11 in Bray et al (2007) *Comparative Education Research*

Chapters 2, 3 and 5 in Baker and LeTendre (2005) *National Differences, Global Similarities*

Assignment 3 (due **Oct. 20th**): Turn in book review and be prepared to make a short class presentation.

October 20 Analytical issues (b): Research into gender, equality, governance and privatization issues

Required readings:

Chapters 6, 7, 8 and 11 in Arnove and Torres, eds. (2007) *Comparative Education*.

October 27 Educational policy and reform in comparative perspective

Required readings:

Chapters 10 and 14 in Bray et al (2007) *Comparative Education Research*

Suggested reading: Jason Beech (2006) "The theme of educational transfer in comparative education." *Research in Comparative and International Education* 1 (1): 2-13.

November 3 The Internationalization of educational research and policy

Required readings:

Chapters 4, 5 and 6 in Crossley and Watson (2003) *Comparative and International Research in Education*

Alexander Wiseman and David Baker (2005) "The worldwide explosion of internationalized education policy," *Global Trends in Educational Policy, International Perspectives on Education and Society* 6: 1-21.

November 10 Regional perspectives on education: LAC, Africa, Asia, Middle East, Central and Eastern Europe/Central Asia

Required readings:

Chapters 12-16 in Arnove and Torres, eds. (2007) *Comparative Education* (choose 2 chapters)

November 17 The financing of education: national policies and external aid

Required readings:

Chapter 4 in UNESCO (2010) *Reaching the Marginalized*. Oxford: Oxford University Press and Paris: UNESCO. <http://www.unesco.org/fileadmin/MULTIMEDIA/HQ/ED/GMR/pdf/gmr2010/gmr2010-ch4.pdf>

Liesbet Steer and Cecilie Wathne (2009) *Achieving Universal Basic Education: Constraints and Opportunities in Donor Financing. Executive Summary*. London UK: Overseas Development Institute (www.odi.org.uk) <http://www.odi.org.uk/events/2009/10/29/2046-background-paper-liesbet-steer-cecilie-wathne-achieving-universal-basic-education-draft.pdf>

November 24 No Class: Thanksgiving holiday

Assignment 4 (due Dec. 1st): Critical literature of a topic related to the comparative study of educational access, retention or learning outcomes

December 1 Discussion of literature reviews and their main findings and policy lessons to emerge

December 8 Summary discussion of course; Students will submit their portfolios (4 assignments)

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**Assignment 1**

Choose one of the key scholars/figures in the CIE field listed below and prepare a short 3-4 page biography using different web sources and published materials.

Your biography should include:

- A list of major dates or transitions in the scholar’s professional career and major posts or positions s/he held in the field of CIE.
- A list of key publications (perhaps the most cited ones: check Google Scholar).
- A brief summation of the major arguments/ideas in the above key publications, and perhaps an indication of which ideas or arguments are considered to be especially unusual, innovative, and/or controversial.

|                      |                       |
|----------------------|-----------------------|
| Philip Altbach       | Andreas Kazamias      |
| C. Arnold Anderson   | Gail Kelly            |
| Robert Arnove        | Kenneth King          |
| George Bereday       | Patricia Kubow        |
| Cecilia Braslavsky   | Marlaine Lockheed     |
| Mark Bray            | Vandra Masemann       |
| William Brickman     | Noel McGinn           |
| Martin Carnoy        | John Meyer            |
| Robert Cowen         | Gu Mingyuan           |
| Michael Crossley     | Wolfgang Mitter       |
| Michel Debeauvais    | Paul Monroe           |
| Max Eckstein         | Harold Noah           |
| Erwin Epstein        | Rolland Paulston      |
| A Babs Fafunwa       | TN Postlethwaite      |
| Philip Foster        | George Psacharopolous |
| Ruth Hayhoe          | Michael Sadler        |
| Steven Heyneman      | Jürgen Schriewer      |
| Anne Hickling-Hudson | Gita Steiner-Khamsi   |
| Brian Holmes         | Ronald Sultana        |
| Torsten Husen        | David Wilson          |

## Assignment 2

Choose from following list of past CIES presidents (1991-2010), and prepare a 3-4 page summary and critique of his/her presidential address as published in the *Comparative Educational Review*.

Your essay should:

- Identify the main themes and purposes of the presidential address;
- Characterize the nature of the conceptual/theoretical debate that the CIES president is addressing or constructing;
- Indicate arguments that may be considered ‘controversial’; and
- Discuss, in your opinion, the weaknesses or problematic aspects of the presidential address.

|      |                                                                                  |
|------|----------------------------------------------------------------------------------|
| 2010 | María Teresa Tatto, Michigan State Univ (presidential address not yet published) |
| 2009 | Gita Steiner-Khamsi, Teacher’s College, Columbia University                      |
| 2008 | Henry Levin, Teacher’s College, Columbia University                              |
| 2007 | Steven J. Klees, University of Maryland                                          |
| 2006 | Victor Kobayashi, University of Hawaii                                           |
| 2005 | Martin Carnoy, Stanford University                                               |
| 2004 | Donald B. Holsinger, Brigham Young University                                    |
| 2003 | Kassie Freeman, Vanderbilt University                                            |
| 2002 | Karen Biraimah, University of Central Florida                                    |
| 2001 | Heidi Ross, Colgate University → Indiana University                              |
| 2000 | Robert Arnove, Indiana University                                                |
| 1999 | Ruth Hayhoe, University of Toronto                                               |
| 1998 | William K Cummings, SUNY-Buffalo → George Washington University                  |
| 1997 | Carlos Alberto Torres, UCLA                                                      |
| 1996 | Gary Theisen, Academy of Educational Development (AED)                           |
| 1995 | Noel McGinn, Harvard University (emeritus)                                       |
| 1994 | Nelly Stromquist, University of Southern California                              |
| 1993 | David Wilson, University of Toronto (deceased)                                   |
| 1992 | Stephen Heyneman, World Bank → Vanderbilt University                             |
| 1991 | Mark B. Ginsburg, University of Pittsburgh → AED                                 |

## Assignment 3

Choose one of the books listed below and prepare a 5-6 page book review. (Guidelines for the book review will be distributed separately). With the instructor’s approval, you may consider substituting another book in the field of CIE, instead of those listed below. If you cannot obtain a copy of a particular book, please inform the instructor.

## List of books for review

- Robin Alexander, Marilyn Osborn and David Phillips, eds. (2000) **Learning from Comparing: New Directions in Comparative Education Research**. Volume 2: Policy, Professional and Development. Wallingford, Oxford: Symposium Books.
- Michael Apple (2004) [1979] **Ideology and Curriculum**. 3rd edition. Taylor & Francis.
- Aaron Benavot and Cecilia Braslavsky, eds. (2006) **School Knowledge in Comparative and Historical Perspective: Changing Curricula in Primary and Secondary Education**. Dordrecht, The Netherlands: Springer and Hong Kong: CERC, University of Hong Kong.
- Colette Chabbot (2003) **Constructing Education for Development: International Organizations and Education for All**. New York: RoutledgeFalmer.
- William Cummings (2003) **The InstitutionS of Education**. Oxford, UK: Symposium Books.
- Roger Dale and Susan Robertson, eds. (2009) **Globalisation and Europeanisation in Education**. Oxford, UK: Symposium Books.
- Gili Drori, John Meyer, Francisco Ramirez and Evan Schofer (2003) **Science and the Modern World Polity: Institutionalization and Globalization**. Stanford: Stanford University Press.
- Bruce Fuller and Richard Rubinson, eds. (1992) **The Political Construction of Education: School Expansion. The State and Economic Change**. Praeger.
- Andy Green, Alison Wolf and T. Leney (1999) **Convergence and divergence in European Education and Training Systems**. London: Institute of Education.
- Rosarii Griffin, ed. (2006) **Education in the Muslim World**. Oxford, UK: Symposium Books.
- Amita Gupta, ed. (2006) **Going to School in South Asia**. Westport, CN: Greenwood Press.
- Silvina Gvirtz and Jason Beech, eds. (2008) **Going to School in Latin America**. Westport, CN: Greenwood Press.
- Emily Hannum and Albert Park, eds. (2007) **Education and Reform in China**. Oxford: Routledge.
- David Johnson, ed. (2008) **The Changing Landscape of Education in Africa: Quality, equality and democracy**. Oxford, UK: Symposium Books.
- Maureen Lewis and Marlane Lockheed (2006) **Inexcusable Absence: Why 60 million girls still aren't in school**. Washington DC: Center for Global Development.
- Vandra Masemann, Mark Bray and Maria Manzon, eds. (2007) **Common Interests, Uncommon Goals: Histories of the World Council of Comparative Education Societies and its Members**. Dordrecht, The Netherlands: Springer and Hong Kong: CERC, University of Hong Kong.
- John Meyer, David Kamens and Aaron Benavot (1992) **School Knowledge for the Masses: World Models and National Primary Curricular Categories in the Twentieth Century**. Philadelphia: Falmer Press.
- Julia Resnik, ed. (2008) **The Production of Educational Knowledge in the Global Era**. Rotterdam, The Netherlands: Sense Publishers.
- Ernesto Schiefelbein and Noel McGinn (2008) **Learning to Educate: Proposals for the Reconstruction of Education in Latin America**. Geneva, Switzerland: IBE.
- Jürgen Schriewer, ed. (2000) **Discourse Formations in Comparative Education**. Frankfurt/M & New York: Lang Publishers.
- Yossi Shavit, Adam Gamoran and Richard Arum, eds. (2007) **Social Stratification in Higher Education**. Stanford, CA: Stanford University Press.
- Amy Stambach (2010) **Faith in Schools: Religion, Education and American Evangelicals in East Africa**. Stanford, CA: Stanford University Press.
- Gita Steiner-Khamsi, ed. (2004) **The Global Politics of Educational Borrowing and Lending**. New York, NY: Teachers College Press.
- Katarina Tomasevski (2003) **Education Denied: Costs and Remedies**. London: ZED Books.
- UNESCO (2010) **Protecting Education from Attack**. Paris, France: UNESCO.
- Emiliana Vegas and Jenny Petrow (2008) **Raising Student Learning in Latin America: The Challenge for the 21st Century**. Washington DC: The World Bank.
- Keith Watson, ed. (2001) **Doing Comparative Education Research: Issue and Problems**. Wallingford, Oxford: Symposium Books.
- World Bank (2002) **Constructing Knowledge Societies: New Challenges for Tertiary Education**. Washington DC: World Bank.