

BOWLING GREEN STATE UNIVERSITY  
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT  
DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND INQUIRY

**COURSE SYLLABUS**  
**EDFI 601: COMPARATIVE EDUCATION**

Fall Semester 1998  
Wednesdays 6-9 PM  
Ed Bldg, Rm. 351

Instructor: Patricia K. Kubow  
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Course Description

“Comparative study and evaluation of basic factors of education found in representative occidental and oriental educational systems in each cultural setting.” (from Graduate Catalog, 1998-2000)

Required Texts

Fagerlind, I. & Saha, L. J. (1989). *Education and national development: A comparative perspective*. 2<sup>nd</sup> edition. New York: Butterworth-Heinemann.  
EDFI 601 Course Packet

Both text and course packet are available at the BGSU bookstore.

The instructor reserves the right to require additional readings, as needed.

Course Objectives

- To examine the field of comparative education in historical context
- To examine what is meant by ‘comparison’ or ‘comparative’ as related to the study of education
- To use analytical frameworks and to gain skills in reflection and critique
- To examine some of the primary research methodologies used in the field
- To examine the factors to be considered in drawing comparisons

- To explore the applications of these factors through a number of articles depicting diverse cultural settings
- To discuss future issues likely to occur in education globally given current trends
- To identify the theories and underlying assumptions in the course literature and to apply these skills to future reading

#### Course Requirements/Assignments

1. Class attendance and participation is mandatory unless medically excused. Class participation necessitates completing the assigned readings from the required texts, course packet, and library reserve and preparing insights and questions in advance of class to enable informed, thoughtful discussion.
2. Each student will be responsible for maintaining a *Reflection and Inquiry Notebook* (i.e., R&I Notebook) in which he/she poses and reflects on questions raised in the course readings, class discussions, and on discussion guides provided.
3. Each student will be required to complete a written critique of a reading, specifically addressing the areas of theoretical adequacy and policy effectiveness of a proposed educational reform. Reading will be provided by instructor.
4. Each student will be expected to complete a major final paper on some aspect of education from a comparative perspective. The topic should be identified by the fifth week of the semester. This will allow one sufficient time to research the topic adequately. If you should have questions concerning the appropriateness of the topic, please contact the instructor before beginning the research.

Above all, students should choose a topic or issue which (1) holds their interest; (2) has some comparative aspect to it, and (cuts across national boundaries (i.e., international in character). Choose an issue/topic of local or national nature and explore it in a more international context. Students from other nations might choose a significant issue from their own nation and examine it in terms of its currency in the United States. Other variations are possible.

Whatever topic chosen, however, it should not merely be reported in descriptive or summary fashion. Rather, one should take considerable care to critically analyze the issue/topic in historical and current terms.

Paper requirements: 18-20 pages, typed, double-spaced, 1 inch margins, and 12 point with readable font (i.e., Times or the like). Include a section of reference notes and a complete bibliography (i.e., reference list).

Five Grading Criteria for the Final Paper:

1. The clarity of the issue or topic you choose to examine.
2. The degree to which you provide evidence to support your point of view.
3. The cross-national and comparative nature of the paper.
4. The clarity of your writing, including proper grammar and spelling. NOTE: The instructor does take into account those students who are working in a second language and will assist them in every possible manner to achieve a quality paper.
5. The completeness of reference notes and a bibliography of sources utilized. Papers are considered incomplete if these are not included.

The final paper is due on Wednesday, December 9 at the beginning of the class session (i.e., 6 PM).

Grading for the Course

Grading for this course will be done on an A-F basis and will conform to Bowling Green State University's grading policies. All students are responsible for following the Academic Honesty Policy of BGSU.

90-100%	A
80-89%	B
70-79%	C
60-69%	D
Below 60%	Failing

Grading weights:

In-class participation & Advanced preparation	10
Reflection and Inquiry Notebook (collected 3 times throughout the semester, 10 pts. Possible each time)	30

Critique of an Educational Reform 20

Major Final Paper 40

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Total points possible: 100

NOTE: Any student needing special learning accommodations, please contact the instructor sometime during the first two weeks of class.

### **COURSE OUTLINE AND READINGS**

**August 26**  
(Session 1)

Introduction to course; Review syllabus, including course readings, assignments, and grading procedures

Comparative Education: Definitions, Trends, and an Overview of the Field

**Readings:**

Broadfoot, Tricia (June 1977) (pp. 133-137)

Parkyn, G.W. (June 1977) (pp. 87-93)

**September 2**  
(Session 2)

Education and Development: Defining 'Development', Theories of Development, and the Role of Education in Development

**Readings:**

Fagerlind & Saha text: Ch. 1 (pp. 3-31); Ch. 2 (pp. 32-64)

**September 9**  
(Session 3)

Education and Economic Development: Human Capital Theory

Readings:

Fagerlind & Saha text: Ch. 3 (pp. 67-95)

Booth (1997) (pp. 433-451)

**September 16**  
(Session 4)

Education and Becoming 'Modern': Modernization Theory of Development

Readings:

Fagerlind & Saha text: Ch. 4 (pp. 96-122)

Inkeles, Alex (Sept.-Dec. 1973) (pp. 163-179)

Ogbu, John U. (1982) (pp. 269-289)

[Note: Ogbu article on reserve at Jerome Library]

**September 23**  
(Session 5)

**R&I NOTEBOOKS DUE**

**TURN IN TOPIC CHOSEN FOR MAJOR FINAL PAPER**

Education and Political Development

Readings:

Fagerlind & Saha text: Ch. 5 (pp. 123-142)

Thomas, R.M. (1983) (pp. 1-30)

Cogan, John J. (1983) (pp. 170-187)

[Note: Cogan chapter on reserve at Jerome Library]

**September 30**  
(Session 6)

Neo-Marxist Critique and its Proponents

Go through a critique practice session to prepare you for completing your own written critique

Readings:

Apple, Michael W. (1986) (pp. 51-71)

Carnoy, Martin (1986) (pp. 73-90)  
Bacchus, M.K. (June 1996) (pp. 77-86)

**October 7**  
(Session 7)

Comparative Education: Considering the Nature of Comparison  
A discussion of what those in the field mean by 'comparison' or  
'comparative' as related to education.

Readings:

Eckstein, Max A. (Oct. 1983) (pp. 311-322)  
Epstein, Erwin H. (Feb. 1983) (pp. 3-29)  
Commentaries that follow: Carnoy, M.; Foster, P.; Masemann,  
V.L.; Noah, H.J.; Holmes, B. (Feb. 1983) (pp. 30-45)  
Noah, H.J. (Nov. 1984) (pp. 550-562)

**October 14**  
(Session 8)

**WRITTEN CRITIQUE OF READING DUE**

Women and Development: Access to Education and the Issue  
of Equity

Readings:

Fagerlind & Saha text: Ch. 7 (pp. 167-190)  
Stromquist, Nelly P. (1998) (pp. 85-100)  
Knodel, John (1997) (pp. 61-86)  
Geissinger, Helen (1997) (pp. 287-295)  
[Geissinger article on reserve at Jerome Library]

**October 21**  
(Session 9)

Education, the State, and its Relationship to Development

Readings:

Fagerlind & Saha text: Ch. 10 (pp. 264-283)  
Bray, Mark (1997) (pp. 157-169)  
Kwong, Julia (1996) (pp. 185-194)

**October 28**  
(Session 10)

**R&I NOTEBOOKS DUE**

Comparative Education: Critical Criteria for Comparison.  
An examination of some of the factors considered in comparisons.  
The IEA studies as a case in point.

Readings:

Purves, Alan C. (Feb. 1987) (pp. 10-28)  
Husen, Torsten (Feb. 1987) (pp. 29-46)  
Harnquist, Kjell (Feb. 1987) (pp. 129-136)  
Bracey, Gerald W. (Jan.-Feb. 1996) (pp. 5-11)

**November 4**  
(Session 11)

The Citizenship Education Policy Study (CEPS): A Nine-Nation,  
Cross-Cultural Research Project

Readings:

Sections from Cogan, John J. & Derricott, Raymond: *Citizenship  
for the Twenty-first Century: An International Perspective*  
[On reserve at Jerome Library]

**November 11**  
(Session 12)

Educational Reforms and Factors Influencing Reform

Readings:

Fagerlind & Saha text: Ch. 6 (pp. 145-166)  
Bespal'ko, V.P. (1996) (pp. 28-41)  
Kanu, Yatta (1996) (pp. 173-184)  
[Both Bespal'ko and Kanu articles on reserve at Jerome Library]

**November 18**  
(Session 13)

**R&I NOTEBOOKS DUE**

Evaluation of Education in Development Policy

Readings:

Fagerlind & Saha text: Ch. 6 (pp. 145-166)

**November 25**

**NO CLASS. THANKSGIVING RECESS. ENJOY!**

**December 2**  
(Session 14)

Educational topic and culture/nation/case study to be determined  
by class

**December 9**  
(Session 15)

**MAJOR FINAL PAPER DUE**

Comparative Education: Retrospect and Future  
Presentation of final papers to the class

Reading:

Altbach, P.G. (August 1991) (pp. 491-507)