

ELP566:
COMPARATIVE AND GLOBAL STUDIES IN EDUCATION

State University of New York at Buffalo
Department of Educational Leadership and Policy

SUNY
Buffalo

Yoshiko Nozaki
Office: 431 Baldy Hall
Email: <ynozaki@buffalo.edu>
Office Hours:

COURSE DESCRIPTION

This course serves as an introduction to the three inter-related academic fields of *comparative education*, *international education*, and *global studies in education*. Because these fields are inter-disciplinary in nature, the course exposes students to different research paradigms and epistemologies (e.g., sociology, anthropology, cultural studies, and policy analysis) as well as studies that combine different approaches. Students also learn some classic as well as emergent topics and issues in educational research from comparative and international perspectives. The topics and issues to be explored in the fall 2002 include: cultures and schools, class mobility and education, gender and education, school choice, and social change. There will be opportunities to watch videos in class and discuss educational issues and experiences outside the United States.

REQUIREMENTS

- (1) Students are expected to come to class to discuss the readings thoughtfully and make a contribution to the class discussion. For each reading, write and submit a brief note (paragraph long) of your thoughts and questions with a list of several key terms. (30% of the semester grade.)
- (2) Four reflection papers (2 pages). (40% of the semester grade.)
- (3) An individual project. For international students, the project should concern some aspect of US education. For US students, it should concern some aspect of non-US education. Students are expected to find several writings on the subject of their choice by conducting library research and/or by attending public lectures and brown bag presentations. The project will include a presentation in class (8-10 minutes with handouts or transparencies, 10% of the semester grade) and a paper of 8-10 pages (including notes and a list of references, 20% of the semester grade.)

TEXTS

The following books are reserved at the library (Capen), and available for purchase at the University Book Store.

- Philip G. Altbach and Gail P. Kelly, *New Approaches to Comparative Education* (Chicago: University of Chicago Press, 1986).
- Robert F. Arnove and Carlos Alberto Torres, *Comparative Education: The Dialectic of the Global and the Local* (Lanham: Rowman & Littlefield, 1999).
- Joseph J. Tobin, David Y. H. Wu, and Dana H. Davidson, *Preschool in Three Cultures: Japan, China, and the United States* (New Haven: Yale University Press, 1989).
- Geoff Whitty, Sally Power, and David Halpin, *Devolution and Choice in Education: The School, the State and the Market* (Buckingham: Open University Press, 1998).
- Hiroshi Ishida, *Social Mobility in Contemporary Japan: Educational Credentials, Class and the Labour Market in a Cross-National Perspective* (Stanford: Stanford University Press, 1993).
- Amy Stamback, *Lessons from Mount Kilimanjaro: Schooling, Community, and Gender in East Africa* (New York: RoutledgeFalmer, 2000).

SCHEDULE

WEEK 1 & 2 (INTRODUCTION)

(Introduction to Comparative and International Education)

- Philip G. Altbach and Gail P. Kelly, Introduction: Perspectives on Comparative Education. In Altbach and Kelly, *New Approaches to Comparative Education*, pp. 1-10.
 - Robert F. Arnove, Introduction: Reframing Comparative Education: The Dialectic of the Global and the Local. In Arnove and Torres, *Comparative Education*, pp. 1-23.
- (Instructor's Perspectives)
- Michael W. Apple, The personal and the political in critical educational studies. In Michael W. Apple, *Power, Meaning, and Identity: Essays in Critical Educational Studies* (New York: Peter Lang, 1999), 1-27.

-Yoshiko Nozaki, Essentializing Dilemma and Multiculturalist Pedagogy: An Ethnographic Study of Japanese Children in a U.S. School. *Anthropology & Education Quarterly* 31.3 (2000): 355-380.

(Methodological and Theoretical Issues in Comparative Education)

-Harold J. Noah, The Use and Abuse of Comparative Education. In Altback and Kelly (eds.), *New Approaches to Comparative Education*, pp. 153-165.

-Gail P. Kelly and Philip G. Altback, Comparative Education: Challenge and Response. In Altback and Kelly (eds.), *New Approaches to Comparative Education*, pp. 309-327.

-Reijo Raivola, What Is Comparison? Methodological and Philosophical Considerations. In Altback and Kelly (eds.), *New Approaches to Comparative Education*, pp. 261-273.

-Vandra Lea Masemann, Critical Ethnography in the Study of Comparative Education. In Altback and Kelly (eds.), *New Approaches to Comparative Education*, pp. 11-25.

-The Triumph of Technocracy or the Collapse of Certainty? Modernity, Postmodernity, and Postcolonialism in Comparative Education. In Arnove and Torres (eds.), *Comparative Education*, pp. 25-49.

WEEK 3, 4, & 5

(GENDER AND EDUCATION)

(Introduction)

-Nelly P. Stromquist, Women's Education in the Twenty-First Century. In Arnove and Torres (eds.), *Comparative Education*, pp. 179-205.

(Epistemological & Methodological Positions)

-Sandra Harding, Introduction: Is There A Feminist Method? In Harding (ed.), *Feminism & Methodology* (Bloomington: Indiana University Press, 1987), 1-14 & 181-190.

-Sandra Harding, Conclusion: Epistemological Questions. In Harding (ed.), *Feminism & Methodology*, 1-14 & 181-190.

(Different Approaches)

Micro + Macro / Comparative

-R. W. Connell, Introduction: Some Facts in the Case. In Connell, *Gender & Power*, pp. 1-20.

Critical Ethnography / International

-Misook Kim Ch'ŏ & Michael W. Appl'è, Schooling, Work, and Subjectivity. *British Journal of Sociology of Education*, 19.3 (1998): 269-290.

Quantitative + Historical Trends / International

-In-ho Lee, Work, Education, and Women's Gains: The Korean Experience. In Jill Ker Conway and Susan C. Bourque (eds.), *The Politics of Women's Education: Perspectives*

from *Asia, Africa, and Latin America*, (Ann Arbor: University of Michigan Press, 1993), pp. 77-104.

Anthropological / International

-Amy Stamback, *Lessons from Mount Kilimanjaro: Schooling, Community, and Gender in East Africa*.

(Video)

Sango Malo

(Suggested Reading: Education in Africa)

-Joel Samoff, No Teacher Guide, No Textbooks, No Chairs: Contending with Crisis in African Education. In In Arnove and Torres, *Comparative Education*, pp. 393-431.

A reflection paper on *Lessons from Mount Kilimanjaro* is due in the last week of this section.

WEEK 6, 7, & 8
(REPRODUCTION AND SOCIAL MOBILITY)

(Introduction)

-Joseph P. Farrell, Changing Conceptions of Equality of Education: Forty Years of Comparative Evidence. In In Arnove and Torres, *Comparative Education*, pp. 149-177.

-John Boli, Francisco O. Ramirez, and John W. Meyer, Explaining the Origin and Expansion of Mass Education. In Altbach and Kelly, *New Approaches to Comparative Education*, pp. 105-130.

-Michael W. Apple, Ideology, Reproduction, and Educational Reform. In Altbach and Kelly, *New Approaches to Comparative Education*, pp. 51-71.

(Different Approaches)

Quantitative / Theoretical

-Pierre Bourdieu and Jean-Claude Passeron, Cultural Capital and Pedagogic Communication. In Bourdieu and Passeron, *Reproduction in Education, Society, and Culture* (London: Sage Publication), pp. 71-106.

-Pierre Bourdieu and Jean-Claude Passeron, Exclusion and Selection. In Bourdieu and Passeron, *Reproduction in Education, Society, and Culture* (London: Sage Publication), pp. 141-176.

Quantitative / Comparative

-Hiroshi Ishida, *Social Mobility in Contemporary Japan: Educational Credentials, Class and the Labour Market in a Cross-National Perspective*

(Merits and Limits of Quantitative Methods)

-Stanley Lieberman, "Introduction." In Lieberman, *Making It Count: The Improvement of Social Research and Theory* (Berkeley: University of California Press, 1985), 3-13.

-Stanley Lieberman, "Further Suggestions." In Lieberman, *Making It Count: The Improvement of Social Research and Theory* (Berkeley: University of California Press, 1985), 218-235.

A reflection paper on *Social Mobility in Contemporary Japan* is due in the last week of this section.

WEEK 9 (STRUCTURALISM & POSTSTRUCTURALISM)

(Structuralism & Poststructuralism)

-Terry Eagleton, "Structuralism and Semiotics." In Eagleton, *Literary Theory: An Introduction* (Minneapolis: University of Minnesota Press, 1983), pp. 91-150.

-Terry Eagleton, "Post-Structuralism." In Eagleton, *Literary Theory: An Introduction* (Minneapolis: University of Minnesota Press, 1983), pp. 91-150.

(Discourse Analysis)

-Yoshiko Nozaki and Hiromitsu Inokuchi, "What U.S. Middle Schoolers Bring to the Classroom: Student Writing on the Pacific War." *Education about Asia*, 3.3 (1998): 30-34.

WEEK 10 & 11 (CULTURES AND SCHOOLS)

(Methods & Methodology: Poststructuralist Anthropology)

-Joseph J. Tobin, "Visual Anthropology and Multivocal Ethnography," *Dialectical Anthropology* 13(2).

Qualitative / Comparative

-Joseph J. Tobin, David Y. H. Wu, and Dana H. Davidson, *Preschool in Three Cultures*.

(Video)

Preschools in Three Cultures

(Suggested Readings: Education in Asia)

-Zhixin Su, "Asian Education." In In Arnove and Torres, *Comparative Education*, pp. 329-344.

A reflection paper on *Preschool in Three Cultures* is due in the last week of this section.

WEEK 12, 13 & 14
(PRIVETAZATION & SCHOOL CHOICE)

(Research strategies)

-Frederick M. Wirt, Comparing Educational Policies: Theory, Units of Analysis, and Research Strategies. In Altbach and Kelly, *New Approaches to Comparative Education*, pp. 275-292.

(Policy Analysis / Comparative)

-Geoff Whitty, Sally Power, and David Halpin, *Devolution and Choice in Education*.

(Video)

To be decided.

A reflection paper on *Devolution and Choice in Education* is due in the last week of this section.

WEEK 15
Student Presentations