

To: arild.theldvoll@ped.uio.no
 From: Suzanne Lie ENUT@TPU.EE

Arild,
 Attached is the information you wanted to send to Epstein. Greetings, Suzanne

Comparative and International Education (Master of Philosophy Study, Autumn, 1999)

Professor Suzanne Lie

Helga Engs Hus (HE)
Time: Mondays, 16:15-18.00, room U36 HE;
Tuesdays, 16:15-18, room U31 HE; Wednesdays,
16:15-18:00, room 234 HE; Thursdays 16:15-18:00,
room U36 HE; Fridays 10:00-12:00 room 231
HE; Saturday 10:00-14:00, room 231 HE.

Course Plan:

August 31: 1) Getting acquainted, 2) Course plan presentation,
 3) Literature, 4) **History of the Field: An Overview**
Sources:(Syllabus)
 Introduction, pp. 1-12; and Kelly, Gail P.(1992): "Debates and Trends
 in Comparative Education" in Arnove, R.F., P.G.
 Altbach, G. P. Kelly (eds):Emergent Issues in
Education: Comparative Perspectives, State University of New York
 Press, pp. 13-24.
 Hall, W.D. (1990): "Trends and Issues in
 Comparative Education", in Halls, W.D.(ed.),
Comparative education:Contemporary Issues and
Trends, pp.21-65.

September 1: **History of the Field (con't)**
**Paradigms and Theories in Comparative
 and International Education:**
Sources:(Syllabus)
 Epstein, E.H. Comparative and International
 Education (1994): "Overview and Historical
 Development", in Husen, T. and N. Postlewaithe (eds.)
Encyclopaedia of International Education, pp 918-
 923.
 Paulston, R.G. (1994) "Comparative and
 International Education: Paradigms and Theories,"
 in Husen, T. and N. Postlewaithe (eds.) Encyclopaedia
of International Education London: Pergamon Press,
 pp. 923-933.

September 2: **Paradigms and Theories in Comparative and**

International Education (con't)**Organizations and Institutions in Comparative Education and International Education****Sources:(Syllabus)**

Loxley, W.(1994): "Comparative and International Education: Organizations and Institutions" in Husen, T and N. Postlewaithe (eds.) Encyclopaedia of International Education London: Pergamon Press, pp. 933-942.

September 3: **The Drive for Social Equality in Education: A Comparative Perspective**

Sources:(Syllabus)

Farrell, Joseph P.(1992): "Conceptualizing Education and the Drive for Social Equality" in Arnove, R.F., P.G. Altbach, G. P. Kelly (eds.):Emergent Issues in Education: Comparative Perspectives, State University of New York Press, pp. 107-122.

(Optional)

UNDP: Human Development Report 1999, New York: Oxford University Press, 1999.

UNESCO (1995) World Education Report (The Education of Women and Girls) Ch. 1-3, pp. 15-68, Oxford University Press.

UNDP(1995): Human Development Report , 1995(Special issue on girls and women) New York: Oxford University Press.

September 6: **Conceptualizing the Role of Education in the Economy**

Easton, Peter & Steven Klees (1992): "Conceptualizing the Role of Education in the Economy" in Arnove, R.F., P.G. Altbach, G. P. Kelly(eds.):Emergent Issues in Education: Comparative Perspectives, New York: State University of New York Press, pp. 123-142.

September 7: **Education and the State**

Source:(Syllabus)

Carnoy, M. (1992): "Education and the State: From Adam Smith to Perestroika", in Arnove, R.F., P.G. Altbach, G. P. Kelly (eds.):Emergent Issues in Education: Comparative Perspectives, New York: State University of New York Press, pp. 143-161.

September 8: **Globalization and Its Effect on Education**

Source:(Syllabus)

McLean, M. (1995):"The Global Educational Challenge", in Educational Traditions Compared: Content, Teaching and Learning in Industrialised Countries. London: David Fulton Pub., pp.1-19.

(Optional)

Malik, Lynda and Suzanne Stiver Lie(1999):,"The Effects of Globalization on Higher Education Gender Inequalities" in Brock-Utne & Gunnar Garbo(eds.) Globalization on Whose Terms? Report no. 5 Oslo: Institute for Educational Research, University of Oslo.

Lie, Suzanne

Stiver and Kari Vogt: "Gender, Education and Ideology in Syria" (under publication). (This article investigates how the public educational system and Islamic private schools have been used as tools for political and ideological indoctrination. It also shows how women have been actively used as national symbols and reproducers of culture in

the secularization as well as in the more recent Islamization of Syria).

September 9: **The Educational Challenge in Eastern Europe**

Sources:(Syllabus)

Kozma, T.(1992): "The Neo-Conservative Paradigm: Recent Changes in Eastern Europe," in Arnove, R.F.

P.G. Altbach, G. P. Kelly(eds.):Emergent Issues in Education: Comparative Perspectives, New York: State University of New York Press, pp. 93-106.

Lie, Suzanne (1995):"Women in Post-Communist Countries: Paying the Price for Perestroika?" in Tjeldvoll, Arild and Nagy, P.T. (eds.) (1997):

Democracy or Nationalism in Post-Communist Europe. Report No. 3 Oslo: University of Oslo Institute for Educational Research. pp.319-330.

September 10: Student directed colloquium

Task: Construction of tables of country indicators for the 16 countries of the participants in the course.

Source:

UNDP: Human Development Report 1999, New York: Oxford U University Press, 1999.

Discussion: Relate tables to theoretical and policy considerations taken up in class.

September 11: Review: Questions and Answers