

**Education 204B**  
**Introduction to Comparative Education**  
**Fall 2000**

Instructor: Val D. Rust  
Office Hours: Monday 3:00-4:00, before or after class, or by appointment.  
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**Course Requirements**

Term Paper: Write a paper, no more than 15 pages in length, double spaced, type-written, using a standard citation approach, including references and footnotes and/or a bibliography. Select a specific problem in (international) education and in no more than 3 or 4 pages explain something about that problem, citing appropriate literature.

Now comes the real task of the paper. If you were going to do research on that problem, you would likely choose to research the problem from one or two perspectives or theoretical orientations. Select one theoretical orientation with which you would feel comfortable in dealing with that problem. It does not have to be an orientation we will discuss in this class. Explain why you would feel comfortable dealing with this problem from that orientation, and why you would not like to research it from certain other orientations. Within the paper, discuss the theory and mention scholars in the field, who have written from the theoretical vantage point being discussed. You may cite scholars included in the reading list, but you should also include scholars who are not included in the reading list. (Due: December 12).

Presentation: In the last class of the course (December 4 you will make a brief presentation that deals in some way with the paper you have prepared. Creativity is the major task, rather than formal content. Poetry anyone? Could a slide show make the point? How about a simulation or role-play exercise? Do human capitalists eat different food than critical theorists? Could a trivial pursuit game illuminate your issue?

Review of Readings: Sign up for a particular class evening. At least two people ought to sign up for each evening. Your task is to discuss the readings of the evening as a team. The primary task is to indicate what you think the common theme(s) of the papers are. You might also give your personal reactions to the readings. Were they informative? How did the readings differ from each other? What was the general orientation or thesis of each reading? The entire discussion of the team ought to take 15 to 20 minutes. I will let the team know when 20 minutes have passed. You will have no more than 10 minutes to finish up.

Participation: I expect you to attend class and to participate in the class discussions. Your contribution is crucial to the success of the class. Please take full responsibility to make that contribution.

## **Course Schedule:**

### **I. October 1: Introduction:** Overview of the course.

Rolland Paulston, *Comparative Education As An Intellectual Field: Mapping the Theoretical Landscape*. Unpublished Paper, 1992.  
(p. 393)

### **II. October 8: What is Comparative Education?**

Val D. Rust and Others. *Theory in Comparative Education*, unpublished manuscript.  
(p. 378)

Val D. Rust and Others, *Research Strategies in Comparative Education*.  
*Comparative Education Review* 13 (Feb. 1999), pp. 86-109.

### **III. October 15: Historical Roots of Comparative Education.**

Issac Kandel, *The New Era in Education* (Boston: Houghton Mifflin, 1955).  
(p. 29)

Nicholas Hans, *The Historical Approach to Comparative Education*.  
*International Review of Education*, V (1959): 299-307.  
(p. 19)

William Brickman and Stewart E. Fraser, "Historical Introduction," *A History of International and Comparative Education* (Glenview, Ill.: Scott Foresman, 1968).  
(p. 1)

### **IV. October 22: Early Struggles to Make Comparative Education Scientific**

Brian Holmes, *Paradigm Shifts in Comparative Education*. *Comparative Education Review* 28 :584-604.  
(p. 313)

G.Z.F. Bereday, *Comparative Method in Education* (New York: Holt, Rinehart & Winston, 1966).  
(p. 35)

Harold J. Noah & Max A. Eckstein, *Towards a Science of Comparative Education* (London: Macmillan, 1969).  
(p. 51)

Arthur Foshay and Others. *Educational Achievements of Thirteen Year Olds in Twelve Countries*. Hamburg: Unesco, 1962.  
(p. 67)

**V. October 29: Social Science Comparativists, Modernization Theory**

Alex Inkles. *Exploring Individual Modernity*. New York: Columbia Univ. Press, 1983.

(p. 71)

David McClelland, *The Achieving Society* (New York: Free Press, 1961).

(p. 85)

Daniel Lerner, *The Passing of Traditional Society* (NY: Free Press, 1958).

(p. 105)

Everett M. Rogers. *Modernization Among Peasants*. New York: Hold Rinehart & Winston, 1969.

(p. 183)

Val D. Rust. *Alternatives in Education*, (London: Sage, 1977).

(p. 449)

**VI. November 5: The Field Fragments; the Challenge of Conflict Theory**

Erwin Epstein, "Currents Left and Right: Ideology in Comparative Education," *Comparative Education Review* 27, No. 1 (Feb. 1983), pp. 3-29.

(p. 115)

Rolland Paulston, "Social and Educational Change Conceptual Frameworks," *Comparative Education Review*, Vol. 21 (June/Oct, 1977), pp. 370-95.

(p. 169)

Martin Carnoy, *Education as Cultural Imperialism* (NY: McKay, 1974).

(p. 151)

Martin Carnoy and Joel Samoff. *Education and Social Transition in the Third World* (Princeton: Princeton University Press, 1990).

(p. 139)

**VII. November 12: World Systems theory to Globalization/Localization**

Francisco O Ramirez and John Boli-Bennett, Global Patterns of Educational Institutionalization

(p. 235)

John Meyer and Michael T. Hannan, *National Development and the World System* (Chicago: Univ. of Chicago, 1979).

(p. 226)

Kellner, Doug. 1998. Globalization and the Postmodern Turn, found on Kellner's webpage.

(p. 449)

**VIII. November 19: New Challenges: Critical Theorists, Feminists,  
Postmodernists**

Nellie Stomquist, Gender Inequality in Education: Accounting for Women's Subordination *British Journal of Sociology of Education* 11 (1990), pp., 137-54.

(p. 273)

C. Cherryholmes, *Power and Criticism: Post-Structural Investigations in Education* (New York: Teachers College Press, 1988).

(p. 283)

Carlos Torres and Raymond A. Morrow, Critical Theory and Education: From the Frankfurt School to Poststructuralism, *Social Theory and Education* (Albany: SUNY Press, 1995), Chapter 8.

(p. 351)

Val D. Rust, Postmodernism and Its Comparative Education Implications *Comparative Education Review* 35 (1991), pp. 610-26.

(p. 263)

**IX. November 26: Ethnology, Phenomenology**

Richard Heyman, Comparative Education from an Ethnomethodological Perspective *Comparative Education* 15 (1979), pp. 241-9.

(p. 303)

Margaret Gibson & John U. Ogbu, *Minority Status and Education* (New York: Academic Press, 1978).

(p. 319)

Thomas LaBelle and John N. Hawkins, *Education and Multiethnic Integration* (New York: Praeger, 1991).

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**X. December 3:**

Discussion of student papers. Each presentation will take 5 to 10 minutes.

**XI. December 10**

Paper due