

Education 204B
Introduction to Comparative Education
Fall 2002

Instructor: Val D. Rust
Office Hours: Monday 3-4, after class, or by appointment.
Office: 2141 Moore Hall
Phone: Office: (310) 825-9386
Home: (949) 551 9751 Do not call after 9:00 P.M.
e-mail rust@gseis.ucla.edu

Course Objectives

The intention of this course is to introduce you to the field of Comparative and International Education. The cognitive structure of any field of study includes theory, methodology, methods, and image of the field. We shall concentrate in this course on the theory and methodology of comparative education, although we shall comment from time to time on the image of the field. We shall disregard methods considerations, simply because all graduate students are expected to take a number of methods courses.

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. The exercise of this paper shall be to indicate a major problem or issue that occupies your mind, that might fit within the framework of education outside the country where you grew up. The paper should have three major sections.

Section One (5 pages maximum)

Outline in no more than five pages some of the dimensions of the problem or issue.

Section Two (3 pages maximum)

Explain in no more than three pages what kind of methodology might be helpful for you to explore this problem or issue.

Section Three (8 pages maximum)

Identify a theoretical orientation that you would feel comfortable relying on in dealing with this problem or issue as a research project. Explain something about this theoretical orientation, relying on literature both in the class and outside the class. Explain also why this orientation appears at this point to be suitable for your purposes. You might also explain why it is better than other possible orientations.

(Due: December 9).

Presentation:

In the last class of the course (December 5) 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 help out?

Review of Readings:

Sign up for two specific readings assigned in the course. If the selection is taken from a book, I expect you to go to the library and get the book so you can give the class members some idea of the whole book, rather than the selection everyone reads. Your primary task is to indicate what you think the primary theme or orientation of the papers is. Explain a bit about the author of the work. You might also give your personal reactions to the reading. Was it informative? Was the language simple or difficult to follow? The discussion of a paper should take no more than 15 minutes. Feel free to use unusual pedagogical devices, such as games, role plays, simulation, etc. Don't sign up to report on papers marked with +++++

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:

XXX: Introduction

I. September 30 : Overview of the course, historical development of the field, introduction of UCLA program, discussion of relevant library resources.

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

(p. 1)

XXX: Comparative Education Methodology

II. October 7: Early Comparative Education Methodologies

A. Social Context Methodology

Issac Kandel, *Comparative Education* (Boston: Houghton Mifflin, 1933).

(p. 29)

Nicholas Hans, *Comparative Education: A Study of Educational Factors and Traditions* (London: Routledge & Kegan Paul, 1955).

(p. 19)

B. Various Early Methodological Approaches

Andreas Kazamias, "Some Old and New Approaches to Methodology in Comparative Education," *Comparative Education Review*, October, 1961: 90-96.

(p. 455)

III. October 14: Early Struggles with Comparative Methodology

Brian Holmes, *Problems in Education: A Comparative Approach* (London: Routledge & Kegan Paul, 1965).

(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)

IV. October 21: From Methodology to Theory

- A. Some Comparative Methodology Issues
+++++ Val D. Rust, The Meaning of Comparative in Comparative Education.
Unpublished paper.
(p. 367)
- B. An Example of Comparative Research
Arthur Foshay and Others. *Educational Achievements of Thirteen Year Olds in Twelve Countries*. Hamburg: Unesco, 1962.
(p. 67)
- C. Turning Now to Comparative Theory
+++++ Rolland Paulston, Comparative Education As An Intellectual Field: Mapping the Theoretical Landscape. Unpublished Paper, 1992.
(p. 393)

XXX: Comparative Education Theory

V. October 28: 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 4: The Field Fragments; the Challenge of Conflict Theory

A. Conflict comes on the Scene

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)

B. Conflict is an established theoretical approach

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 11: World Systems theory to Globalization/Localization

A. World Systems considerations

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)

B. Globalization

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

(p. 449)

VIII. November 18: New Challenges: Critical Theorists, Feminists, Postmodernists

- A. Feminism in Comparative Education
Nellie Stomquist, *Gender Inequality in Education: Accounting for Women's Subordination* *British Journal of Sociology of Education* 11 (1990), pp., 137-54.
(p. 273)
- B. Post-Structuralism
- C. Cherryholmes, *Power and Criticism: Post-Structural Investigations in Education* (New York: Teachers College Press, 1988).
(p. 283)
- C. Critical Theory
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)
- D. Postmodernism
Val D. Rust, *Postmodernism and Its Comparative Education Implications* *Comparative Education Review* 35 (1991), pp. 610-26.
(p. 263)

IX. November 25: 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).
(p. 339)

X. December 2:

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

XI. December 9

Paper due