

CTL 6000 (CIE 1001)

An Introduction to Education in  
International and Comparative Perspective

Winter 2005

*Professor Karen Mundy*

*E-mail:*

*Office Hours: Monday, 2:30-4:30*

*Course Website: <http://courses.ece.toronto.edu/20051/ctl6000hs/>*

## COURSE OVERVIEW

Comparative education is an interdisciplinary field, broadly organized around two distinctive (though often overlapping) goals. On the one hand, much of the research in the field of comparative education has asked “big picture” or macro-historical questions about the relationship between education and political, economic, and social change (“development”), using cross-national or comparative evidence. This type of research might be described as **macro-historical**, or **macro-sociological**. It includes recent efforts to make sense of processes of globalization and the way in which education is internationally organized. Research in this tradition has long been influenced by wide-ranging theoretical and ideological debates in the social sciences.

Another important dimension of comparative research has been **instrumental** in character. Here comparative research is used to help guide the improvement of education at various levels and in various contexts. International achievement studies, research on human capital, and cross-national studies of school effectiveness illustrate this tradition. Research in this vein has continued to grow alongside rising pressure to make our national educational systems more internationally competitive.

The goal of this course is to introduce students to the origins and development of the field of international and comparative education and to explore how comparativists have engaged some of the theoretical and ideological debates that characterize research in the social sciences. The course also offers an opportunity to think through and write scholarly papers on issues pertinent to international and comparative education through the production of a reflection paper, and final interpretive literature review.

## COURSE FORMAT AND REQUIREMENTS

This course combines lectures with student-led discussions, participatory activities, and presentations. It is essential that you complete the assigned readings and be able to summarize and critique them in class discussions. You will be asked to lead a class discussion with a partner or small group, prepare two short

written assignments, and finish the class with a polished essay on a topic of your choice along with a presentation. Your assignments will be graded by the clarity, coherence, and conciseness with which you write. *Please note that late assignments will be accepted only if prior arrangements have been made with the instructor.*

You are expected to check and utilize the course tools on the course web site at:

Class grades will be computed as follows:

- Participation (10%): Active participation in class discussions that reflect an understanding and synthesis of assigned readings
- Student-led discussion (10%): Depending on the size of class enrollment, groups of 2-3 students will be responsible for preparing a short presentation on the readings to class. You should prepare brief handouts for fellow students and set the stage for class discussion. Further details about the presentation will be discussed in class.
- Paper project proposal and annotated bibliography (double spaced) (20%).
- Final paper (2,500-3,000 words or 12-15 pages) and presentation (60%)

## READINGS AND BACKGROUND TEXTS

Readings for this course will be made available in a course packet and through the reserves desk at the OISE Library, Social Sciences. Students are expected to review supplemental readings for their final papers, including volumes of major journals in comparative education or related fields.

- Alternatives
- Anthropology of Education
- Comparative Education
- Comparative Educational Review
- Compare
- Convergence
- Discourse: Studies in the Cultural Politics of Ed
- Economics of Education Review
- European Journal of Education
- Gender and Education
- Harvard Educational Review
- Higher Education
- Higher Education Policy
- International Education
- International Higher Education
- International Journal of Early Childhood
- International Journal of Ed'l Research
- Int'l Journal of Qualitative Studies in Ed
- International Journal of Science Education
- International Organization
- International Review of Education
- International Studies in the Sociology of Ed
- Journal of African Studies
- Journal of Educational Policy
- Journal of Moral Education
- Oxford Review of Education
- Prospects (UNESCO)
- Race, Ethnicity, and Education
- Sociology of Education
- Studies in International Education
- Third World Quarterly
- Women's Studies International Forum

In addition, students are strongly encouraged to consider purchasing one or more of the following texts:

R. Arnove and C. Torres, eds. (2003). Comparative Education: The Dialectic of the Global and the Local. (second edition) New York: Rowman and Littlefield.

M. Bray. Ed. (2003). Comparative Education: Continuing Traditions, New Challenges and New Paradigms. London: Kluwer Publishers.

M. Crossley and K. Watson. 2003. Comparative and International Research in Education: Globalisation, Context and Difference. New York: Routledge and Falmer.

See also the reading list at <http://wings.buffalo.edu/faculty/research/ccgse/database/classics.ht>

#### DESCRIPTION OF ASSIGNMENTS:

#### POST ALL ASSIGNMENTS ON OUR WEBSITE AND SUBMIT ONE HARD COPY

1. **Group Presentation of Paper.**
  
2. **Paper project proposal (2-4 pages) and annotated bibliography (at least 15 items). *Due March 8.*** Write a brief proposal for your final paper. This paper proposal should present a clear research question or problem. It should review available empirical research and data sets on this topic, and address major theoretical issues raised in recent research on the topic.
  
3. **Interpretive Essay and Presentation (maximum 2,500-3,000 words or 12-15 pages). *Due April 18.*** In this presentation and paper, you will be asked to do two things: first, review and analyze the literature in a substantive area or on a specific topic; second, suggest a problem or puzzle which arises from your reading of existing research and which you might hope to pursue as a topic for further research. Your paper should be organized around the following questions:
  - What do we know about this substantive problem or issue, empirically? (what data do we have?).
  - What are the major political, ideological, theoretical and methodological debates animating research on this topic?
  - What substantive puzzle or problem or gap in the research is worthy of further research?

#### OVERVIEW BY WEEK

1. January 3 What is International and Comparative Education? Course Overview
2. January 10 Open The Social Sciences

3. January 17 Knowledge and its Purposes in Comparative Education

### *Group Paper Presentation*

4. January 24 Education and the Rise and Fall of Development Theory
5. January 31 How is Education Internationally Organized?
6. February 7 Globalization and Education: How and Why Does It Matter?
7. February 14 Education and Equality
8. February 21 Education, Democracy, and Political Socialization
9. February 28 School Effectiveness and Educational Achievement
10. March 7 Comparative Policy Studies -the Case of Education Decentralization

### *Paper Project Proposal DUE March 0*

11. March 14 READING WEEK – Professor available for office consultations
12. March 21 CIES Conference (NO CLASS)
13. March 28 Teachers and Learners in Comparative Perspective
14. April 4 Student Presentations/Course Wrap Up.

### *APRIL 18: FINAL PAPER DUE*

## WEEKLY CALENDAR

1. **What is International and Comparative Education? An Introduction and Course Overview**

The field of comparative education has a long history, beginning formally in the first half of the 20<sup>th</sup> century. In this class we discuss that history and consider the forces that led to the evolution and expansion of the field. The class will also include an overview of course themes, assignments and evaluation, introductions among ourselves, and introduction to the course website and its functionalities.

### *Readings*

- Epstein, E. H. (1994). Comparative and International Education: Overview and Historical Development. In T. Husén & T. N. Postlethwaite (Eds.), *The International Encyclopedia of Education* (2<sup>nd</sup> ed. pp. 918-923). New York: Pergamon.
- Crossley, M. and K. Watson (2003). "Multidisciplinarity and diversity in comparative and international education." Chapter 2 in *Comparative and International Research in Education: Globalisation, Context and Difference*. New York: Routledge and Falmer

## Film: "Preschool in Three Cultures"

### *Supplemental Texts*

Loxley. (1992). "Comparative Education and International Education: Organizations and Institutions." *International Encyclopedia of Education* 2nd Edition, pp. 933-942.

Altbach, P. (1991). "Trends in Comparative Education." *Comparative Education Review* 35(3), pp. 491-507.

Pollack, E. (1993). Isaac Leon Kandel (1881-1965). *Prospects* 23, 775-787.

Noah and Eckstein. (1969). *Toward a Science of Comparative Education*. pp. 112-122.

Noah, H. (1985). "Comparative Education." In T. Husen and T. Neville Postlethwaite, eds. *The International Encyclopedia of Education*. (volume 2, pp. 869-872).

Kelly and P. Altbach. (1986). "Comparative Education: Challenge and Response." *Comparative Education Review* 30(1): 89-107.

Burns and A. Welch (eds.) (1992). *Contemporary Perspectives in Comparative Education*. New York: Garland Press.

Fraser and W. Brickman. (eds.) (1968). *A History of International and Comparative Education: 19th Century Documents*. Illinois: Scott Foresman and Co.

Halls (ed.) (1990). *Comparative Education: Contemporary Issues and Trends*. London: Jessica Kingsley Publishers.

Arnove, R. et. al, *Emergent Issues in Education: Comparative Perspectives*.

Arnove, R. and Torres, C. (1999). *Comparative Education: The Dialectic of the Global and the Local*. New York: Rowman and Littlefield.

## 2. The Social Sciences and Comparative Education (Open the Social Sciences)

"Open the Social Sciences" is a text by a commission of intellectuals whose goal was to offer an overview of knowledge, theory and method in the social sciences at the turn of the 21<sup>st</sup> century. This is a challenging text. It should provoke us to ask questions about the role and purposes of knowledge in human society. The text is paired with an article by Bennet and LeConte which offers a simple introduction and review of different theoretical approaches to the study of education. For many students this class will be a first introduction to such terms and themes as "modernism" "positivism", "objectivity" and "relativism," and to contemporary questions about the limits of science and scientific knowledge.

### *Readings*

- Bennet, K.P. and LeConte, M.D. (1990). *Theoretical and Historical Overview of the Purposes of*

Education. *How Schools Work: A Sociological Analysis of Education*. New York: Longman, pp. 2-30. Is there an updated version?

- Report of the Gulbenkian Commission on the Restructuring of the Social Sciences. (1996). Chapter 1 "The Historical Construction of the Social Sciences," and Chapter 2 "Debates Within the Social Sciences," in *Open the Social Sciences*. Stanford, CA: Stanford University Press. Chapters 1&2, pp. 1-69

### *Supplemental Readings*

Keeves, J. P. and D. Adams. (1992). "Comparative Methodology in Education." *International Encyclopedia of Education* 2nd Edition, pp. 948-958.

Bereday. (1964). "Theory and Method: A General Discussion." in *Comparative Method in Education*. New York: Hold Rinehart and Winston, Inc.

Schriewer and B. Holmes. (1988). *Theories and Methods in Comparative Education*. New York: Peter Lang.

Weber, M. (1967). "Science as a Vocation." In H.H. Gerth and C. Wright Mills, *From Max Weber: Essays in Sociology*. New York: Oxford University Press.

Theisen and D. Adams. (1990). "Comparative Education Research: What are the methods and uses of comparative education?" in R. Murray Thomas, *International Comparative Education: Practices, Issues and Prospects*. Buuterworth Heinemann.

P. Altbach & G. Kelly. 1986. *New Approaches to Comparative Education*. Chicago: University of Chicago Press.

### **3. Knowledge and its Purposes in Comparative Education**

This class will begin with a review Paulston's and Cook's efforts to map the use of different paradigms and theories in comparative education. The second half of the class will be devoted to group presentations of comparative education essays that put forward different perspectives on what the field is or should be.

- Paulston. (1992). "Comparative and International Education: Paradigms and Theories." *International Encyclopedia of Education* 2nd Edition, pp. 923-933.
- Cook, B. J., Hite, S. J., & Epstein, E. H. (2004). Discerning Trends, Contours, and Boundaries in Comparative Education: A Survey of Comparativists and Their Literature. *Comparative Education Review*, 48(2), 123-149.

Group Presentations - Choosing from among the following

Students will join in groups to present one of the following articles to other members of the class. Presenters should offer a descriptive overview of each article, and then place the article in the context of issues raised in our discussions about theory and methodology in comparative education and the purposes of social scientific knowledge. The article should be compared/contrasted with the approaches taken in at least three other articles on the list of readings

- What kinds of knowledge do the authors think is legitimate or valid?
- What kinds of knowledge do they think are less legitimate?
- How do they conceptualize the field of comparative education itself? What is the purpose of comparative education in their view?

Welch, A. (1999). "The Triumph of Technocracy or the Collapse of Certainty?" *Modernity, Postmodernity and Postcolonialism in Comparative Education*. In Arnove and Torres, *Comparative Education*. 1<sup>st</sup> edition. Pp. 25-49.

Rust, V. (1996). "From Modern to Post-modern Ways of Seeing Social and Educational Change." In R. Paulston, ed. *Social Cartography. Mapping Ways of Seeing Social and Educational Change*. New York: Garland, pp. 29-51.

Odora Hoppers, C. A. (2000). *The Centre-Periphery in Knowledge Production in the Twenty-first Century. Compare 30(3)*.

Bray, M. and Thomas, R. M. (1995). *Levels of Comparison in Education: Different Insights from Different Literatures and the Value of Multilevel Analysis. Harvard Educational Review. 65/3, 472-490.*

Noah, H. (1984). "The Uses and Abuses of Comparative Education." *Comparative Education Review 28(4): 350-562.*

Psacharopoulos, G. (1990) "Comparative Education: From Theory to Practice: Are You A\noe.\* or a B:\.ist? *Comparative Education Review 34(3): 369-380.*

Hayhoe, R. (1989). "A Chinese Puzzle." *Comparative Education Review 33(2), pp. 155-175.*

Masemann, (1986). "Critical Ethnography in the Study of Comparative Education." In Altbach and Kelly, *New Approaches to Comparative Education*. Chicago: University of Chicago Press, pp. 11-26.

#### 4. **Education and National Development: The early debate and the demise of development theory**

The relationship between education and national development – economic, political, and social – has been one of the strongest topics of investigation in the field of Comparative and International Education over the past half century. Originally, a high degree of optimism existed about the role of education, carried forward by human capital theory in economics and the rapid expansion of schooling in newly independent Third World nations. The 1970s, however, saw rising skepticism about the role of

education in promoting development, and new debates about theories of development and change themselves. That skepticism took a different turn in the 1980s, when a substantial erosion of resources for public education in developing countries became apparent and questions about the appropriate balance between state and market in the delivery of education began to dominate educational debates in developed countries.

In this class, I want to begin by giving an overview of these trends. We will then turn to the discussion of the readings. Altbach's early article was among the first to question the relationship of education to development using dependency theories. I have included the article by Leys to give you a broad overview of the demise of both modernization and dependency theories in the 1980s and 1990s. Fuller's article is included as a useful contemporary overview of different theoretical or conceptual frames for thinking about the relationship between education and development.

### *Readings*

- Altbach, P. "Servitude of the Mind? Education, Dependency and Neo-Colonialism." Teachers College Record 79: 187-203.
- Schultz, T. (1989). Investing in People: Schooling in Low Income Countries. Economics of Education Review 8(3): 219-223.
- Leys, C. (1995). "The Rise and Fall of Development Theory." In The Rise and Fall of Development Theory. London: James Curry.
- Fuller, B. (1991). "A Faithful Yet Rocky Romance Between State and School" and "What Drives the Expansion and Deepening of Mass Schooling?" Chapters 1 and 2 in Growing Up Modern: The Western State Builds Third World Schools. New York: Routledge.

### *Supplemental Texts*

Benedict Anderson. 1983. Imagined Communities: Reflections on the Origin and Spread of Nationalism. London: Verson Press.

Carnoy, M. (1992). "Education and the State: From Adam Smith to Perestroika," in Altbach and Kelly, Emergent Issues in Comparative Education. Albany SUNY Press, pp. 143-161.

Coclough, C. (1991). "Who Should Learn to Pay? An Assessment of Neo-liberal Approaches to Education Policy," in Coclough and Manor, eds., States or Markets? Neo-liberalism and the Development Policy Debate, 197-213.

Inkeles, A. and D. Smith (1974). "Toward a Definition of Modern Man." In Becoming Modern. London: Heineman (Chapter 2), pp. 15-35.

Inkeles, A. (1974). "The school as a context for modernization." *Education and Individual Modernity in Developing Countries*. Leiden: E.J. Brill. Pp. 7-23.

Hayhoe, R. (1992). "Modernization without Westernization: Assessing the Chinese Experience." In Arnove, Altbach and Kelly, *Emergent Issues in Comparative Education* Albany: SUNY Press, pp. 75-92.

Fagerlind I., and L. Saha. (1995). *Education and National Development*. 2nd Edition. Boston: Butterworth-Heinemann.

Weiner and S. Huntington, eds. (1987). *Understanding Political Development*. Illinois: Waveland Press. See especially G. Almond, "The Development of Political Development", pp. 437-490.

Altbach and G. Kelly (eds.) (1984). *Education and the Colonial Experience*. London: Transaction Books.

Cardoso, F. and E. Faletto. (1979). *Dependency and Development in Latin America*. Berkeley: University of California Press.

Carnoy. (1974). *Education as Cultural Imperialism*. New York: McKay.

Frank. (1966). "The Development of Underdevelopment." *Monthly Review* Press 18(4), 17-31.

McLean, M. (1983). "Educational Dependency: A Critique." *Compare* 13(1): 25-42.

Ruccio, D. and L. Simon. (1988). "Radical Theories of Development: Frank, the Modes of Production School, and Amin." In Charles Wilber, ed., *The Political Economy of Development and Underdevelopment*. New York: McGraw Hill.

Carnoy. (1990). "Education and the Transition State." Chapter 3, in Carnoy and Samoff, *Education and Social Transition in the Third World*. New Jersey: Princeton University Press.

Samoff, J. (1994). *Coping with Crisis: Austerity, Adjustment and Human Resources*. New York: Unesco/ILO, Cassell.

Samoff, J. Metzler and T. Salie. (1992). "Education and Development: Deconstructing a Myth to Construct Reality." In A. Seidman and F. Anang, eds., *Twenty-First Century Africa: Towards a New Vision of Self-Sustainable Development*. Africa World Press.

Heyneman, S. (1995). *Economics of Education: Disappointments and Potential*. *Prospects* 25(4): 559-583.

Easton, P. and Klees (1992). "Conceptualizing the Role of Education in the Economy" In *Emergent Issues in Education*. SUNY: 123-142.

Psacharopoulos, G. and Woodhall, M. (1985). "Chapter 1: Introduction," in *Education for Development An Analysis of Investment Choices* (pp. 3-13).

Psacharopoulos, G. (1972). "Rates of Return to investment in education around the world." *Comparative Education Review*. 54-67.

Schultz, T. 1963. *The Economic Value of Education*. New York: Columbia University Press.

McGovern, S. (1999). Postmodern Analysis and the Re-viewing of Indigenous Knowledge: Power, Culture and Knowledge Relations. In *Education, Modern Development, and Indigenous Knowledge: An Analysis of Academic Knowledge Production* (pp. 17-31). New York: Garland Publishing, Inc.

Mazrui, Ali A. "The African University as a Multinational Corporation: Problems of Penetration and Dependency. 1975. Source: *Harvard Educational Review*. 45; 2. 191-210.

## 5. How is Education Internationally Organized?

*Comparativists clearly differ in their answers to the question, "how is education internationally organized?" While each author sees education deeply embedded in a world system, her/his portrayal of the nature of this system, and identification of the structures which give this system its salience, differ. In this class we look at four different articles, and try to understand the conceptual frame and research evidence being presented. We will contrast these articles to readings on globalization next week. We will then try to simulate a debate between different viewpoints about the nature of the world system and place of education within it.*

### *Readings*

- Steiner-Khamsi, G. (2000). "Transferring Education, Displacing Reforms." In J. Schriewer, ed., *Discourse Formation in Comparative Education*. New York: Peter Lang, pp. 155-188.
  
- Ginsburg et. al. (1992). "National and World Systems Explanations of Educational Reform." *CER* 34(4): 474-499.
  
- Meyer, J. and F. Ramirez. (2000). "The World Institutionalization of Education." In J. Schriewer, ed., *Discourse Formation in Comparative Education*. New York: Peter Lang, pp. 111-132.
  
- Mundy, K. (1998). "Educational Multilateralism and World Disorder" *Comparative Education Review*
  
- ADD Kathryn Anderson-Levitt. (2003). *Local meanings, Global Schooling: Anthropology and World Culture Theory*.(introduction).

### *Supplemental Texts*

Arnove. (1980). "Comparative Education and World Systems Analysis." *Comparative Education Review*, 24(1): 48-62.

Boli and Ramirez (1992). *Compulsory Schooling in the Western Cultural Context*. In Arnove, et al, *Emergent Issues in Education*. Albany, SUNY Press: 25-38.

John Boli, Francisco Ramirez and John Meyer. 1985. "Explaining the Origins and Expansion of Mass Education." *Comparative Education Review*, 29, 2: 145-170.

Chabbott, C. (1998). "Constructing Educational Consensus: International Development Professionals and the World Conference on Education for All." *International Journal of Educational Development* 18(3), pp. 207-208.

## 6. Globalization and Education: How and Why Does It Matter?

Globalization has become a central topic of debate across many of the social sciences during the past decade. It has important implications for the field of comparative education, since it implies that the cornerstone of comparative educational research, the comparison of national systems of education, may need to be supplanted or at least reinforced with new efforts to conceptualize educational processes across national boundaries. This class will have two parts. In the first part, we will discuss definitions of globalization and its importance for the study of education as presented in articles by Held, Appadurai and Dale.

### *Readings*

- Held, D. et. al. (1999). "Introduction." In Held, et. al., *Global Transformations: Politics, Economics and Culture*. Stanford University Press, pp. 1-28
- Globalization and Education: Demonstrating a Common World Educational Culture or Locating a "Globally Structured Educational Agenda?" in *Educational Theory*. 50(4).
- Appadurai, A. (1994). "Disjuncture and Difference in the Global Cultural Economy." In M. Featherstone, ed. *Global Culture, Nationalism, Globalization and Modernity*. Newbury Park: Sage Publications. Pp. 295-310.
- Mundy, K. (2004). "Globalization and Educational Change." Leithwood, Datnow and Bascia, eds, *International Encyclopedia of Educational Policy*. Kluwer Publishers.

### *Supplemental Reading*

Deacon, B. (Deacon, B. (1997). "Globalism and the Study of Social Policy." And "The State of the World's Welfare." Chapter 1 and 2 in *Global Social Policy: International Organisations and the Future of the Welfare State*. London: Sage Publications.

Waters, M. (1995). "The New World Chaos: cultural globalization." In *Globalization*. 124-157.

Toulmin, S. (1996). "What is the problem of modernity?" pp. 5-17 and penultimate chapter. In *Cosmopolis*. Chicago: University of Chicago Press.

Harvey, D. (1990). *The Condition of Postmodernity*. Oxford: Blackwell Publishers.

Lechner, F. and J. Boli. (2000). *Globalization Reader*. Oxford: Blackwell Publishers.

## 7. Education and Equality: Theories, Methods, Empirical Debates

- Farrell, J. (2003). "Equality of Education: A Half Century of Comparative Evidence Seen from a New Millennium." Chapter 6 in Arnove and Torres (2<sup>nd</sup> Edition).
- Hannum, E. & C. Buchmann. (2003). *The Consequences of Global Educational Expansion: Social Science Perspectives*. Cambridge, MA: American Academy of Arts and Sciences.
- Hannum, E. (2003). Poverty and Basic Education in Rural China: Villages, Households, and Girls' and Boys' Enrollment. *Comparative Education Review*, 47(2), 141-159.
- Mehran, G. (2003). The Paradox of Tradition and Modernity in Female Education in the Islamic Republic of Iran. *Comparative Education Review*, 47(3), 269-286.
- Baker, B., B. Goesling and G. Letendre. (2002). Socioeconomic Status, School Quality and National Economic Development: A Cross National analysis of the Heyneman-Loxley Effect" on Mathematics and Science Achievement. *Comparative Education Review*, 46(3): 291-312.
- Hanushek, et. Al. 2003. Efficiency and Equity in Schools Around the World. *Economics of Education Review* 22(5): 481-500.

Add ethnographic piece?

### *Supplemental Readings*

Carnoy, M. (1978). "Can Educational Policy Equalize Income Distribution? *Prospects*: 3(1): 3-18

Pscharapoulos and Woodhall (1985). *Education for Development*. Chapter 9. NY: Oxford. U. Press.

Buchmann, C. & E. Hannum. (2001). Education and Stratification in Developing Countries: A Review of Theories and Research. *Annual Review of Sociology* 27, 77-102.

## 8. International Comparisons of Achievement and Effectiveness in Education

In this class we look at comparative education research that follows positivist methodologies and is highly utilitarian in its objectives. Research on education as an investment, the OECD education indicators project, cross-national studies of educational achievement, and cross-national studies of school effectiveness, each illustrate a vibrant and muscularly scientific approach to comparative education. On the other hand, many scholars question why such research has received so much attention and funding in recent years, and they question both the “comparability” of different educational systems and the idea that educational practices can be easily replicated across different contexts.

For this class, students will be broken into groups. Each group will have the responsibility of presenting an overview and assessment of comparative education research on one of the four themes.

### *Readings*

- OECD. (2000). *Education at a Glance*. Paris: OECD. (current volume is in reference section of Cubberly Library, LB2846.E247).
  
- Third International Mathematics and Sciences Study (TIMSS) website. at
  
- Puryear (1995). “International Education Statistics and Research: Status and Problems.” *International Journal of Education and Development* 15(1) 79-91.
  
- LeTendre, G. and D. Baker (1999). “International Comparisons and Educational Research Policy.” In G. LeTendre, ed., *Competitor or Ally? Japan’s Role in American Educational Debates*. New York: Falmer Press.
  
- Smith, T. and Baker, D. (2001). “Worldwide Growth and Institutionalization of Statistical Indicators for Educational Policy Making. *Peabody Journal of Education* 76 (3/4): 141-152
  
- Hanushek, E.A. (1995). “Interpreting recent research on schooling in developing countries.” *The World Bank Research Observer* 10(2): 247-254.
  
- Kremer, M.R. (1995). “Research on schooling: What we know and what we don’t – a comment on Hanushek.” *World Bank Research Observer* 19(2): 247-254.

- Fuller, Bruce and Clarke, P. (1994). "Raising School Quality while Ignoring Culture?" *Review of Educational Research* 64(1), 119-157.

Bracey, G.W. (1996). International Comparisons and the condition of American Education. *Educational Researcher* 25(1): 5-11,

Baker, D.P. (1997). Good news, bad news and international comparisons. Comment on Bracey *Educational Researcher* 26(3), 27-29. And

Chabbot, C., and E. Elliott. (2003). *Understanding Others, Educating Ourselves: Getting More from International Comparative Studies in Education*. Washington D.C.: National Academic Press.

Stedman, L.C. (1997). Deep Achievement Problems: The Case for Reform Still Stands. *Educational Researcher* 26 (3), 27-29.

Husen, T. (1992). The Policy Impact of IEA Research. In *Emergent Issues in Education: Comparative Perspectives*. SUNY: 249-266.

Noah, H. and M. Eckstein. (1998). "Comparative School Achievement," "National Case Study Report," International Study of School Achievement," "Reflections on the IEA," in *Doing Comparative Education: Three Decades of Collaboration*. Hong Kong: Comparative Education Research Centre, University of Hong Kong.

Theisen, P. Achola, F. Boakari (1986). "The Underachievement of Cross-national Studies of Achievement." in Altbach and Kelly, *New Approaches to Comparative Education*. Chicago: University of Chicago Press.

*Comparative Education Review*. (1987). "Special Issue on the Second IEA Study." 31(1), February.

Eckstein, M. (1977). "Comparative Study of Educational Achievement." *Comparative Education Review* 21(2): 345-357. *Comparative Education Review*. (1987). "Special Issue on the Second IEA Study." 31(1), February.

Eckstein, M. (1977). "Comparative Study of Educational Achievement." *Comparative Education Review* 21(2): 345-357.

Stevenson, J, and J. Stigler, et al (1986). "Classroom behavior and achievement of Japanese, Chinese, and American Children." *Advances in Instructional Psychology* 3:153-91.

Stevenson and Stigler et. al (1992). *The Learning Gap: Why Our Schools Are Failing and What we Can Learn from Japanese and Chinese Education*. New York: Simon and Schuster.

Tan and A. Mingat. (1992). *Education in Asia: A Comparative Study of Cost and Financing*. World Bank.

Henry, M. et. al. (2000). Chapter ?? *The OECD, Globalisation and Education Policy*. Oxford: Pergamon Press.

Bottani, N. and Walberg, H. (1992). "What are International Education Indicators For?" In *The OECD International Educational Indicators: A Framework for Analysis*. Paris: Centre for Educational Research and Innovation, OECD, pp. 7-12.

Hacking. (1991). "How Should We Do the History of Statistics?" In G. Burchell et. al. eds., *The Foucault Effect: Studies in Governmentality*. Chicago: University of Chicago Press

Heyneman and Loxley (1983). The distribution of primary school quality within high and low income countries. *CER* 27(1), p 108-118.

Levin, H. (1992). "Effective Schools in Comparative Focus." In Arnove, Altbach and Kelly, eds, *Emergent Issues in Comparative Education*. Albany: SUNY Press, pp. 229-248.

Lockheed, and E. Hanushek. (1988). "Improving Educational Efficiency in Developing Countries: What Do We Know?" *Compare* 18(1).

D. Baker and G. LeTendre. Forthcoming. "Comparative Sociology of Classroom Processes, School Organization and Achievement." In M. Hallinan (ed.) *Handbook of Sociology of Education*.

## 9. Studying Democracy, Political Socialization and Education

From its earliest beginnings, questions about the development of national identity and the construction of democratic citizenship have been central themes in the comparative study of education. In this class we look at recent contributions to these questions. Torney Purta provides an overview and critique of recent literature on political socialization and civics education, drawing on her extensive work in the IEA Civics education study. Mintrop reports on classroom level research in the former east Germany; Benevot on a cross national and longitudinal study of the relationship between education and democratization. McGinn reflects on the contemporary interest in the relationship between education and democracy which has arisen in the post-Cold war context. Together, these studies also show how different theoretical and methodological approaches can produce very different kinds of research and knowledge about the same broad theme or question.

### *Readings*

Torney Purta. (2000). "Comparative Perspectives on Political Socialization and Civic Education." *CER* 44(1), pp. 88-95.

Benevot, A. (1996). "Education and Political Democratization: Cross-National and Longitudinal Findings." *CER* 40(4), pp. 377-403.

McGinn, N. (1996). "Education Democratization and Globalization: A Challenge for Comparative Education." *CER* 40(4), pp. 341-357.

Hahn, C. (1998). "Teaching Democracy." Chapter 6 in *Becoming Political: Comparative Perspectives on Citizenship Education*. New York: SUNY Press.

Mundy and Murphy. "Transnational Advocacy, Global Civil Society."

Motoko, A, Le Tendre, G., Baker D. (2002). Student Victimization: National and School System Effects on School Violence in 37 Nations. *American Educational Research Journal* 39(4) 829-53.

### Supplemental

Gita Steiner Khamsi – *International perspectives on Education and Society: New Paradigms and Recurring Paradoxes in Education for Citizenship*.

Schaeffer, S. (1992). "A Conceptual Framework for Collaboration on Educational Change." In *Collaborating for*

## 10. Comparative Policy Studies and the case of decentralization in education

One of the most predominant impulses towards comparison comes from the desire to learn from the educational reforms and policy innovations of other countries. However, efforts to frame the field of comparative policy studies have always been caught between the desire to use comparison to inform practice, and the much more ambitious effort to use comparative analysis of a particular educational reform as a case for understanding broad relationships and patterns of causality within a society. In this class, we look both at general accounts of comparative policy analysis (building upon the piece by Antal, Dierkes and Weiler which we read in our first meeting); and at recent examples of comparative policy analysis which focus on a wide-spread contemporary educational reform: decentralization.

### *Readings*

- Ball, S. J. (1998). Big Policies/Small World: An Introduction to International Perspectives in Education Policy. *Comparative Education* 34(2).
- Plank and Boyd (1994). "Politics and Governance of Education." In Husen, T. and Postlethwaite, T.N. eds., *International Encyclopedia of Education* (2<sup>nd</sup> Edition), pp. 4587-4594
- Antal, A., M. Dierkes, and H. Weiler. (1978). "Cross-National Policy Research: Traditions, Achievements and Challenges." From *Comparative Policy Research: Learning from Experience*. New York: St.Martin's Press, pp. 13-25.
- Levinson, B. and M. Sutton. (2001). "Policy as/in Practice: Developing a Sociocultural Approach to the Study of Educational Policy." In Levinson and Sutton, eds., *Policy as Practice*. Westport CT: Ablex Press.
- Weiler, H. N. (1990). Comparative Perspectives on Educational Decentralization: An Exercise in Contradiction? *Educational Evaluation & Policy Analysis*, 12(4), 433-448.
- Bray, M. (1999). "Control of Education: Issues and Tensions in Centralization and Decentralization." In Arnove, ed., *Comparative Education: The Dialectic of the Local and the Global*. New York: Rowman and Littlefield, pp. 207-232.

**READ ALSO ONE of the FOLLOWING**

- Whitty, G., & Edwards, T. (1998). School Choice Policies in England and the United States: An Exploration of Their Origins and Significance. *Comparative Education*, 34(2), 221-227.
- Bjork, C. (2003). Local Responses to Decentralization Policy in Indonesia. *Comparative Education Review* 47(2), pp. 88-95.
- Gershberg, A. I. (1999). Education 'Decentralization' Processes in Mexico and Nicaragua: Legislative versus Ministry-Led Reform Strategies. *Comparative Education*, 35(1), 63-80.
- Maclure, R. (1994). "Misplaced assumptions of decentralization and participation in rural communities: Primary school reform in Burkino Faso. *Comparative Education* 30(3), pp. 239-254.

### *Supplemental Texts*

Almond, Gabriel and G. Bingham Powell. 1996. "Government Policymaking," in *Comparative Politics Today: A World View*. Reading: Addison-Wesley. (Chapter 7, pp. 106-124).

Almond, Gabriel and G. Bingham Powell. 1996. "Public Policy," in *Comparative Politics Today: A World View*. Reading: Addison-Wesley. (Chapter 8, pp. 125-152).

Dale, R. (1999). Specifying Globalization Effects on National Policy: A Focus on the Mechanisms. *J. Education Policy*, 14(1), 1-17.

Hall, Peter. 1996. "Policy Paradigms, Social Learning, and the State," in Bernard E. Brown and Roy C. Macridis (Eds.), *Comparative Politics: Notes and Readings* (8th edition). Fort Worth: Harcourt Brace. (pp. 296-308).

Budge, Ian. 1993. "Parties, Programs, and Policies: A Comparative and Theoretical Perspective." *American Review of Politics* 14: pp. 695-716.

Popkewitz. (1991). "A Political Sociology of Educational Reform: Power, Knowledge, Schooling," in *A Political Sociology of Educational Reform*. New York: Teacher's College Press.

Ebbutt, D. "Evaluation of Projects in the Developing World: Some Cultural and Methodological Issues." *International Journal of Educational Development* 18, no. 5 (September 1998): 415-24.

Levin, B. "An Epidemic of Education Policy: (What) Can We Learn from Each Other?" *Comparative Education* 34, no. 2 (June 1998): 131-41.

Rodwell, S. "Internationalisation or Indigenisation of Educational Management Development? Some Issues of Cross-Cultural Transfer." *Comparative Education* 34, no. 1 (March 1998): 41-54.

Wong, K. K. "Laying the Groundwork for a New Generation of Policy Research: Commentary on 'Knowledge Utilization in Educational Policy and Politics.'" *Educational Administration Quarterly* 34, no. 1 (February 1998): 141-46.

Kramer, M. et. A. (2003). Decentralization: A cautionary tale (Kenyan case) available at: [post.economics.harvard.edu/faculty/kremer/webpapers/Decentralization.pdf](http://post.economics.harvard.edu/faculty/kremer/webpapers/Decentralization.pdf)

## 11. Teachers and learners in comparative perspective

- Letendre, G., Baker, D. M. Akiba, B. Goesling, A. Wiseman (2001). Teachers Work: Institutional Isomorphism and Cultural Variation in the U.S., Germany and Japan. *Educational Researcher* 30(6): 3-15. (plus the response by K Andersen Levitt, p. 22-23).
- Welmond, M. (2002). Globalization Viewed from the Periphery: The Dynamics of Teacher Identity in the Republic of Benin. *Comparative Education Review* 46(1), 37-65.
- Mintrop, R. (1996). "Teachers and Changing Authority Patterns in Eastern German Schools," *CER* 40(4), pp. 358-376.
- Mantilla, M. E. (2001). "Teachers Perceptions of their Participation in Policy Choices: The Bottom-up Approach of the Escuela Nueva Uniteria in Guatamemala." In Sutton and Levinson, eds, *Policy as Practice* p. 123-144
- Pallas. (1993) "Schooling in the course of Human Lives." *Review of Educational Research*, 63, 4: 409-447.

## 12. Conclusions/Wrap Up

### **Presentation of Project Posters**

Report of the Gulbenkian Commission on the Restructuring of the Social Sciences. (1996). Chapter 3: "What Kind of Social Science Shall We Now Build?" in *Open the Social Sciences*. Stanford, CA: Stanford University Press, pp. 70-93.