

## **EDHI605—COMPARATIVE EDUCATION**

*College of Education  
University of Maryland*

Prof. Nelly P. Stromquist  
Office Hours: T and Th, 1-4 p.m.  
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Fall Semester 2010  
Class time and location: W, 4:15-7 p.m.;  
Benjamin Building 1107

### **Course Overview**

This course will present an overview of the main theoretical, policy, and practice-related issues affecting educational systems today. As globalization becomes more widespread, educational systems are receiving increasing attention as a tool for social inclusion and economic competitiveness as well as being subjected to common pressures. The course will examine the role of educational systems in the democratization of society through the universalization of basic education and the broadening of higher education. It will examine as well how issues of equality/equity are competing today with those of efficiency, quality, and parental choice. Since financing is a determinant factor in the existence and maintenance of educational programs, the role of two critical actors, the state and international development agencies, will be examined. The situation of disadvantaged groups, particularly women, and the promise of instructional and educational innovations will complete this review of international education.

### **Course Objectives**

This course seeks to familiarize the student with the field of comparative and international education (CIE). This involves: (a) understanding the main educational issues facing efforts to apply education for national development today, (b) learning how various social science disciplines are used in the analysis of educational systems, (c) distinguishing the actual from the symbolic (intended) role of education in the transformation of developing societies, and (d) understanding the substance and reasoning behind CIE's intellectual and professional identity.

Additional course objectives are those of fostering policy analysis skills and research abilities (particularly the conduct of comparative analysis) in the students. These objectives will be accomplished through the production of research papers and class discussions of assigned materials.

### **Course Format**

This course will comprise four distinct and complementary activities: First, a number of key issues in the field of CIE will be pursued through lectures on selected conditions/problems. Second, students—who are expected to come to class prepared by reading the assigned documents for each session—will participate in class discussions and make presentations on various class readings. Third, toward the end of the course panel presentations based on two country case studies will be organized by students on system-wide policy challenges and recommendations for their respective national education system. Fourth, students will produce a reflective essay and two research papers.

Since the course proceeds by issues rather than national systems, each student will be asked to adopt a country for further study and coverage through the mid-term assignment and course research paper.

## Required Readings

One book has been assigned for the course:

Robert Arnove and Carlos Torres (eds.). *Comparative Education. The Dialectic of the Global and the Local*. 3<sup>rd</sup> edition. Boulder: Rowman and Littlefield, 2007.

To complement the understanding of pertinent issues, there will be additional readings available on Blackboard. Please note that readings located in the textbooks are identified as "text" below. Other readings identified as "reader" refer to materials on Blackboard.

### Recommended readings::

Gary Sykes, Barbara Schneider, and David Plank (eds.). *Handbook of Educational Policy Research*. New York: Routledge, 2009.

Ingemar Fagerlind and Lawrence Saha. *Education and National Development. A Comparative Perspective*. Oxford: Pergamon Press, 1989.

Robert Arnove, Philip Altbach, and Gail Kelly (eds.). *Emergent Issues in Comparative Education*. Albany: SUNY Press, 1992.

Kas Mazurek, Margret Winzer and Czeslaw Majorek (eds.). *Education in a Global Society. A Comparative Perspective*. Boston: Allyn and Bacon, 2000.

## Student Evaluation

Students will be evaluated on the basis of five outputs: their informed participation based on reading assignments in seminar discussions (10 percent of the grade); their contribution and performance in the panel presentation (10 percent); their performance in a reflection paper (15 points), their performance in a mid-term assignment (20 percent); and their performance in the course research paper (45 percent).

A critical understanding of the assigned readings calls for: discussing the key points of the paper, its strengths and weaknesses, an assessment of the importance of the topic, and an identification of new issues or questions for further debate.

The reflection paper (5-7 pages) will examine major educational accomplishments and persistent problems in a developing country of your choice. The mid-term assignment (10-12 pages) will compare educational statistics in two countries in terms of their efforts toward access, equity and efficiency. The course research paper (25-30 pages) will address a particular educational policy, project, or innovation being implemented in a developing country and which appears to be especially promising. Guidelines for all three papers as well as for the panel presentation will be distributed to the students in advance. Please, note that the outline for the course research paper is due on **September 29th**.

## Honor Code

All students are expected to abide by the code of academic integrity throughout this course. Academic dishonesty, including cheating, fabrication, and plagiarism will not be tolerated and will be reported to the Student Honor Council. The full text of the code is available on the web at: [http://www.inform.umd.edu/CampusInfo/Departments/JPO/code\\_acinteg.html](http://www.inform.umd.edu/CampusInfo/Departments/JPO/code_acinteg.html).

## **Students with Disabilities**

A student with a documented disability or any other special needs who wishes to discuss academic accommodations should contact the instructor as soon as possible.

## **Religious Observances**

Students will not be penalized because of observances of their religious beliefs. Whenever possible, students will be given reasonable time to make up any academic assignment that is missed due to participation in a religious observance. It is the student's responsibility to inform the instructor of any intended absences for religious observances in advance. Notice should be provided as soon as possible, but no later than the end of the schedule adjustment period. Prior notification is especially important in connection with final examinations, since failure to reschedule a final examination before the conclusion of the final examination period may result in loss of credits during the semester.

## **Course Evaluation**

Your participation in the evaluation of courses through CourseEvalUM is a responsibility you hold as a student member of our academic community. Your feedback is confidential and important to the improvement of teaching and learning at the University as well as to the tenure and promotion process. CourseEvalUM will be open for you to complete your evaluations for fall semester courses between Tuesday, December 1 and Sunday, December 13. You can go directly to the website ([www.courseevalum.umd.edu](http://www.courseevalum.umd.edu) <<http://www.courseevalum.umd.edu>>) to complete your evaluations starting December 1. By completing all of your evaluations each semester, you will have the privilege of accessing the summary reports for thousands of courses online at Testudo.

## **CLASS SCHEDULE**

**September 1**—Discussion of Course Objectives. Overview of the Field of International Development Education. Theoretical Frameworks in IDE.

Reader: CIE international organizations, professional associations, and journals.

Text: Arnove and Torres, Chapters 1 and 4.

Reader: Hayhoe and Mundy, "Introduction to Comparative and International Education."

**September 8**—School Efficiency.

Text: Arnove and Torres, Chapter 10.

Reader: Bray and Packer, "The Dimensions of Scale," "Economies of Small States," and "Societies and Politics of Small States."

Reader: Levin, "Effective Schools in Comparative Focus"

Reader: Birdsall et al., "Education in Brazil: Playing a Bad Hand Badly."

Reader: Plank, "Public Purpose and Private Interest in Brazilian Education."

**September 15**—Conceptions of Equality and Equity in the Distribution of Education.

Text: Arnove and Torres, Chapter 6 and 11.  
Reader: Coleman, "The Concept of Equality of Educational Opportunity."  
Reader: Hallinan, "Equality in Education."  
Reader: Weiss, "Educational Outcomes and School Processes."

**September 22**—Equality and Equity (cont'd).

Text: Arnove and Torres, Chapter 5 and 9.  
Reader: Blunt, "Street Children and their Education: A Challenge for Urban Educators."  
Reader: Zachariah, "Education for Status Improvement."  
Reader: Kubow, "Educational Access and Opportunity"  
Reader: Nordtveit, "Schools as Agencies of Protection in Namibia and Swaziland."

**September 29**—Parental Options and Vouchers

Reader: Judge, "A Cross-National Study of Teachers."  
Reader: McEwan and Carnoy, "The Effectiveness and Efficiency of Private Schools in Chile's Voucher System."  
Reader: Narodowski, "Socio-Economic Segregation in the Argentine Education System: School Choice Without Vouchers."

**Due:** Course research paper outline and preliminary bibliographic sources.

**October 6**—No classes.

Professor attending international conference at the University of British Columbia, Vancouver.

**October 13**—Education for All and the Millennium Development Goals

Reader: UNDP et al., "World Declaration on Education for All."  
Reader: Mundy and Murphy, "Transnational Advocacy, Global Society?"  
Reader: UNDP, "The Context and Effects of Basic Learning in the World."  
Reader: UNDP, "Measuring Human Development and Freedom."

**Due:** Reflection paper to be e-mailed by 3 p.m.

**October 20**—Education Systems in Various World Regions

Text: Arnove and Torres, Chapters 12 to 16.

**October 27**—Education Systems in Various World Regions (cont'd)

Discussion: Similarities, differences, causes.

**November 3**—Gender Issues in Education

Text: Arnove and Torres, Chapter 7.

Reader: Rose, "Female Education and Adjustment Programs: Crosscountry Statistical Analysis."

Reader: Arnot and Dillabough, "Feminist Politics and Democratic Values in Education."

Reader: Stromquist, "Education as a means for empowering women."

Reader: Sardar Ali, "Women's rights, CEDAW, and international human rights debates."

**Due:** Mid-term paper to be e-mailed by 3 p.m.

### **November 10**—Decentralization and Participation

Text: Arnove and Torres, Chapter 8.

Reader: McLean and Lauglo, "Introduction: Rationales for Decentralization and a Perspective from Organizational Theory."

Reader: Chapman et al., "Do Communities Know Best? Testing a Premise of Educational Decentralization: Community Members' Perceptions of their Local Schools in Ghana."

Reader: Schmelkes, "The Problems of the Decentralization of Education: A View from Mexico."

### **November 17**—Finance Issues. Educational Investments in a Context of Economic Competitiveness.

Reader: Tsang, "Cost Analysis for Improved Educational Policymaking and Evaluation."

Reader: Reimers, "The Role of Organization and Politics in Government Financing of Education: The Effects of Structural Adjustment' in Latin America."

Reader: Reimers, "Systematic Evidence of the Incidence of Adjustment of Education."

Reader: Bray, "Issues in Parenting and Community Financing of Education in East Asia."

Reader: Lee, Park, and Lee, "Shadow Education Systems."

### **November 24**—Thanksgiving break.

### **December 1**—The Role of International Development Agencies. Their Role in Policy Borrowing.

Text: Arnove and Torres, Chapter 2.

Reader: Mundy with Ghali. "International and Transnational Policy Actors in Education."

Reader: Rizvi and Lingard. "Globalization and the Changing Nature of OECD's Educational Work."

Reader: Ashford. "Negotiating Donor Participation in the Sri Lankan Educational Sector."

Reader: Verger. "The Merchants of Education: Global Politics and the Uneven Education Liberalization Process within the WTO."

### **December 8**—The Role of the State in Educational Development. Globalization Forces in Education.

Text: Arnove and Torres, Chapters 3, and 17.

Reader: Carnoy, "Education and the Transitional State."

Reader: Hanson, "Educational Change under Autocratic and Democratic Governments: The Case of Argentina."

Reader: Green, "Education, Globalization, and the Nation State."

**Due:** Course research paper due by 4 p.m. Please e-mail it. No exceptions allowed.

**Course evaluation:** Please participate in the online course evaluation. Instructions appear on p. 3 of this syllabus.

**December 15**—Panel presentations.

Discussion: Solutions, new issues, and persistent problems in education.

