

ELPS 455:

Comparative and International Education

Department of Cultural & Educational Policy Studies
Loyola University Chicago

Thursday: 4.15PM – 6.45PM
Fall 2011 ~ Maguire Hall – Room 403

Professor Tavis D. Jules
Lewis Towers, Suite 1148
Phone: (312) 915-6616
Email: tjules@luc.edu
Office Hours: by appointment (please e-mail to set up an appointment)

Blackboard entry page: <https://blackboard.luc.edu/webapps/portal/frameset.jsp>

COURSE DESCRIPTION

This course provides an overview of the field of comparative and international education. Although a great deal of educational research engages in comparison, comparative education enlarges the diversity of observations open to scholars and therefore extends our ability to explain educational activity and its effects within and across nations. By studying education comparatively, educators are able to identify divergent and convergent nuances in policies, performances, strategies, and programs. Comparative education engages various intellectual tools to understand who and what affects current educational issues; it is a cross-system approach that explores why educational systems and processes vary and how education relates to global social factors and forces. Thus, comparative research facilitates the enhancement of education at different levels and in diverse contexts. As we will explore in this course, comparative education can be pursued methodologically, conceptually, historically, and philosophy or through the social sciences disciplines (such as sociology, anthropology, political science, or economics). Thus, this course will help students to develop the essential research and writing skills needed for scholarly work in comparative and international education.

Harold J. Noah (1985),¹ states that comparative education has four purposes: (i) to describe educational systems, processes, or outcomes; (ii) to assist in the development of educational institutions and practices; (iii) to highlight the relationships between education and society; and (iv) to establish generalized statements about education that are valid in more than one country. Thus, this class will explore **“What does it mean to compare?”** and **“What are the different types of comparisons that exist in education?”** In exploring these themes, this course will explore how comparativists have engaged in some of the theoretical, methodological, and ideological debates that characterize this type of research.

Course Objective: In keeping with the School of Education’s conceptual framework of advancing “professionalism in the service of social justice,” this seminar aims at helping students comprehend the contributions of Comparative and International Education to the general field of education. It allows students to grasp why we should compare educational programs, performances, policies, and processes within and across countries including an understanding of issues of social justice and inequity. Students will be able to demonstrate an understanding of a current body of literature and will be able to critically evaluate new practices and research in the field. The major assessment tool for this class is student’s ability to compare, measured through their ability to write a clear, logical, and concise literature reviews. This course equips students with the necessary critical skills needed to undertake research projects in the field of comparative and international education. The course will rely on Twitter (@elps55) and Blackboard as part of students’ learning objectives. Additionally, course delivery

¹ Noah, H. J. (1985). Comparative education. In T. Husén & T. N. Postlethwaite (Eds.), *The international encyclopedia of education: Research and studies* (pp. 869-872). New York, NY: Pergamon.

methods and student assignments are enriched with the aid of additional technological tools to enhance the overall learning experiences. Finally, the course is committed to creating a multi-cultural classroom environment that respect issues of diversity including but not limited to disability, race, gender, sexual orientation, social class, and ethnicity.

Academic Honesty: Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. A student’s failure to practice academic honesty, depending upon the seriousness of the misconduct, will result in a sanction ranging from the grade of “F” or the assignment to expulsion from the university. For specific policies and procedures see: http://www.luc.edu/education/pdfs/academics_policies_grad.pdf (M.Ed and Ed.D students) or http://www.luc.edu/gradschool/academics_policies.shtml#academic_integrity (M.A. and Ph.D students). To plagiarize is to present someone else’s writing or ideas as your own and will not be tolerated. There are several good “How not to plagiarize” guides available on the web, such as <http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize>. In class we will discuss how to cite and include the work of others in your own writing. **Please also note that submitting the same paper or pieces of the same papers to meet the course requirements for two or more LUC courses is also academic dishonesty and will not be tolerated.**

Accessibility: Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: <http://www.luc.edu/sswd>.

Harassment (Bias Reporting): It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago’s Jesuit Catholic University – a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: <http://webapps.luc.edu/biasreporting>.

ASSIGNMENTS

This course uses primarily lectures; however, depending on the number of student enrolled, student-led discussions and presentations will be done. All assignments will be graded for (i) the clearness, logic, and succinctness of your writing; (ii) your command of the intellectual content; (iii) your use of comparative method for analysis; and (iv) your ability to propose a way forward.

All written assignments should use 1 inch margins, Times New Roman 12pt, include references in APA style, and student’s name in top margin. Include in your bibliography all the literature that you have referenced in your written assignments and final project. For more information on APA style, see: <http://owl.english.purdue.edu/owl/resource/560/01/>

1) Participation (15 points). Active weekly participation of all students is a core requirement of this class. This includes: coming to all sessions, reading the weekly assignments before class, and being ready to discuss all of the

readings. Moreover, **class participation** entails speaking in an informed manner about the texts based on your analysis of them. I will be assessing the extent to which your participation in class discussions demonstrates that you have read the assignments and reflected on them and not the absolute amount of time you speak in class. In other words, it is the quality of your comments, informed by the readings, and not the quantity of words uttered in class that matters most. To help facilitate a discussion of the readings, you should come to class each week with a **key quotation** – several sentences or an entire paragraph – **highlighted from each required reading** and be prepared to explain to the class why this quotation was meaningful to you. You might explain how the quotation helped you to understand the author's major argument, to reflect on your own education, or to develop your own opinion on the topic because you agree or disagree with the sentiments conveyed in the quotation. I will randomly call on people to share their key quotations, so you should be prepared every week to participate in this way.

2) Literature Review (20 points, 7-10 pages double-spaced): Due at the beginning of Module 6. Write a literature review in which you discuss and review one of the current intellectual debates in the field of international and comparative education. To prepare for this essay, you should read not only the assigned readings for the perspectives you have selected but also the recommended readings (and others, when possible). Your paper should include: (i) Problem Statement – that presents the research question as well as explain why this question is relevant for the study or practice of comparative and international education research; (ii) select and compare two theoretical debates within the field in the form of a literature review (e.g. functionalism versus structuralism); (iii) discussion your hypothesis; (iv) draw conclusions based on your problem statement; and (v) provide an agenda for further research. Your literature review should form the basis for your final paper so please select your review topic carefully as the feedback I will provide on this paper will inform your final paper. Students are encouraged to read: http://www.unc.edu/depts/wcweb/handouts/literature_review.html in addition to the list of texts that will be provided to the class.

3) Oral Presentations (15 points, 10-12 minutes): From Module 7 through Module 14. Depending on the number of students in the class, individual, pairs or groups of students will be responsible for preparing a short presentation on the readings of a specific week to class. You should prepare brief handouts for fellow students and set the stage for the class discussion. Further details about the presentation will be discussed in class.

4) Reflection Papers (5 points each, 500 words each paper): Due at the beginning of Module 3 and Module 14. Two reflective papers are due during the semester. These papers should not merely summarize what different authors say, but develop and present a critical synthesis and reaction to a particular issue, position, or argument arising from the literature.

5) Research Project: (40 points, 20-25 pages double-spaced): Due at the beginning of Module 13/ A one page single-spaced outline of the Research Paper and a reference list is due at the beginning of Module 8. For the final paper, students will select a cross-national comparative study that we have read and discussed in class or a study discussed with me during office hours. Once the comparison has been selected, you will present the research design as well as the main findings and arguments, discuss six additional texts that address the topic of your selected study and compare the findings of your selected study with those of the other authors/texts and draw conclusions and identify an agenda for further research. The paper should employ the following structure: (i) Problem Statement / Introduction; (ii) description of the cross-national study selected; (iii) literature review; (iv) findings and conclusions; and (v) agenda for further research.

PLEASE NOTE: All assignments are due on the dates listed in the syllabus. Late assignments will be penalized one point for each day that they are late. Late assignments due to medical or family emergencies will be exempted from penalties on a case by case basis, but there will be no allowance made as a consequence of poor forecasting.

REQUIRED TEXT

- Peet, M., & Hartwick, E. (2009). *Theories of development: Contentions, arguments, alternatives*. New York, NY: Guilford Press.

RECOMMENDED

- Schriewer, J. (2003). *Discourse formation in comparative education* (2nd ed.). New York, NY: Peter Lang.

MODULE 1: WHAT IS COMPARATIVE EDUCATION? (September 1)

View: DVD *Comparatively Speaking: 50 Years of CIES (2006)*

[WEB] <http://www.tc.columbia.edu/its/cie&iied/index.asp?Id=Prospective+Student+Information&Info=Comparatively+Speaking+Video>

- Carnoy, M. (2006). Rethinking the comparative - and the international. *Comparative Education Review*, 50(4), 551-570. (Please also read the commentaries to Carnoy's address written by Arnove, Stromquist, Fox, Levin, Masemann and Epstein, which are published in the same issue, pp. 551-570.)
- 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.
- Manzon, M. (2011). The empirical substance and mass that constitute the field of comparative education. In *Comparative education: The construction of the field* (pp. 37-126). Hong Kong: University of Hong Kong Press.
- Wilson, D. N. (1994). Comparative and international education: Fraternal or Siamese twins? A preliminary genealogy of our twin fields. *Comparative Education Review*, 38(4), 449-486.

RECOMMENDED

- Brickman, W. W. (1966). Prehistory of comparative education to the end of the eighteenth century. *Comparative Education Review*, 10, 30-47. Chicago, IL: University of Chicago Press.
- Crossley, M. (2000). Bridging cultures and traditions in the reconceptualisation of comparative and international education. *Comparative Education*, 36(3), 319-332.

MODULE 2: WHY COMPARE? (September 8)

- Bereday, G. Z. F. (1964). Sir Michael Sadler's "Study of foreign systems of education". *Comparative Education Review*, 7(3), 307-314.
- Bu, L. (1997). International activism and comparative education: Pioneering efforts of the International Institute of Teachers College, Columbia University. *Comparative Education Review*, 41(4), 413-434.
- Noah, H. J., & Eckstein, M. (1969). The development of comparative education. *Toward a science of comparative education* (pp. 3-84). London: MacMillan.
- Pollack, E. (1993). Isaac Kandel (1881-1965). *Prospects*, 23(3-4), 775-787.
- Sobe, N. W. (2002). Travel, social science and the making of nations in early 19th century comparative education. In M. Caruso & H. Tenorth (Eds.), *Internationalisierung: Semantik und bildungssystem in vergleichender perspektive [Internationalisation: Comparing educational systems and semantics]* (pp. 141-166). Frankfurt: Peter Lang Publishing.

RECOMMENDED

- Phillips, D., & Schweisfurth, M. (2008). *Comparative and international education: An introduction to theory, method, and practice* (pp. 27-41). London and New York, NY: Continuum.
- Sherman Swing, E. (2008). The comparative and international education society. In V. Masemann, M. Bray, & M. Manzon (Eds.), *Common interests, uncommon goals: Histories of the world council of comparative education societies and its members, CERC Studies in Comparative Education* (1st ed.), 21 (pp. 94-115). Hong Kong: Springer.

MODULE 3: FOUNDATIONAL DEBATES (September 15)

FIRST REFLECTIVE PAPER DUE

- Barber, B. R. (1972). Science, salience and comparative education: Some reflections on social scientific inquiry. *Comparative Education Review*, 16(3), 424-436.

- Foster, P. (1998). Foreword. In H. J. Noah & M. A. Eckstein, *Doing comparative education: Three decades of collaboration*. CERC Studies in Education. Hong Kong: University of Hong Kong. Retrieved from <http://www.hku.hk/cerc/Publications/CERC-5.htm>. [WEB]
- Manzon, M. (2011). Intellectual histories of comparative education. In *Comparative education: The construction of the field* (pp. 127-152). Hong Kong: University of Hong Kong Press.
- Noah, H. J., & Eckstein, M. A. (1998a). Defining comparative education: Conceptions. In *Doing comparative education: Three decades of collaboration*. CERC Studies in Education. Hong Kong: University of Hong Kong. Retrieved from <http://www.hku.hk/cerc/Publications/CERC-5.htm>. [WEB]
- Noah, H. J., & Eckstein, M. A. (1998b). Dependency theory in comparative education. In *Doing comparative education: Three decades of collaboration*. CERC Studies in Education. Hong Kong: University of Hong Kong. Retrieved from <http://www.hku.hk/cerc/Publications/CERC-5.htm>. [WEB]
- Noah, H. J., & Eckstein, M. A. (1998c). The darling young. In *Doing comparative education: Three decades of collaboration*. CERC Studies in Education. Hong Kong: University of Hong Kong. Retrieved from <http://www.hku.hk/cerc/Publications/CERC-5.htm>. [WEB]
- Paulston, R. G., & Liebman, M. (1994). An invitation to postmodern social cartography. *Comparative Education Review*, 38(2), 215-232.

RECOMMENDED

- Eckstein, M. A. (1983). The comparative mind. *Comparative Education Review*, 27(3), 311-322.
- Epstein, E. H., & Carroll, K. T. (2005). Abusing ancestors: Historical functionalism and the postmodern deviation in comparative education. *Comparative Education Review*, 49(1), 62-88.

MODULE 4: IMPERIALISM AND COLONIALISM IN EDUCATION (September 22)

- Fry, H. T. (1997). The breakdown of the American democratic experiment in the Philippines: A historical analysis of a crisis in modernization. *Australian Journal of Politics and History*, 23, 383-402.
- Heggoy, A. A. (1984). Colonial education in Algeria: Assimilation and reaction. In P. G. Altbach & G. P. Kelly (Eds.), *Education and the colonial experience* (pp. 97-115). New Brunswick, NJ: Transaction.
- Steiner-Khamsi, G., & Quist, H. O. (2000). The politics of educational borrowing: Reopening the case of Achimota in British Ghana. *Comparative Education Review*, 44(3), 272-299.
- Tikly, L. (2001). Post-colonialism and comparative education research. In K. Watson (Ed.), *Doing comparative education research: Issues and problems* (pp. 245-264). Oxford: Symposium Books.
- White, B. W. (1996). Talk about school: Education and the colonial project in French and British Africa (1860-1960). *Comparative Education*, 32(1), 9-25.

RECOMMENDED

- Whitehead, C. (2005a). The historiography of British imperial education policy, Part I: India. *History of Education*, 34(3), 315-329.
- Whitehead, C. (2005b). The historiography of British imperial education policy, Part II: Africa and the rest of the colonial empire. *History of Education*, 34(4), 441-454.
- Wray, H. (1991). Change and continuity in modern Japanese educational history: Allied occupational reforms forty years later. *Comparative Education Review*, 35(3), 447-475.

MODULE 5: MODERNIZATION THEORY, DEVELOPMENT, AND THE COLD WAR (September 29)

- Altbach, P. G. (1971). Education and neocolonialism. *Teachers College Record*, 72(4), 543-558.
- Clayton, T. (1998). Beyond mystification: Reconnecting world-system theory for comparative education. *Comparative Education Review*, 42(4), 479-496.
- Noah, H. J., & Eckstein, M. A. (1998). Dependency theory in comparative education. In *Doing comparative education: Three decades of collaboration*. CERC Studies in Education. Hong Kong: University of Hong Kong. Retrieved from <http://www.hku.hk/cerc/1i.html>. [WEB]
- Peet, M., & Hartwick, E. (2009). *Theories of development: Contentions, arguments, alternatives*. New York, NY: Guilford Press. (Chapters 4, 5, 6, & 7).
- Steiner-Khamsi, G. (2006). The development turn in comparative education. *European Education*, 38(3), 19-47.

RECOMMENDED

- Altbach, P. G. (1971). Education and neocolonialism: A note. *Comparative Education Review*, 15(2), 237-239.
- Welch, A. R. (1985). The functionalist tradition and comparative education. *Comparative Education*, 21(1), 5-19.

MODULE 6: METHODS IN COMPARATIVE EDUCATION (October 5)

LITERATURE REVIEW DUE

- Bartlett, L., & Vavrus, F. (2009). Introduction: Knowing, comparatively. *Critical approaches to comparative education: vertical case studies from Africa, Europe, the Middle East, and the Americas* (pp. 1-18). New York, NY: Palgrave.
- Bray, M., & Thomas, R. M. (1995). Levels of comparison in educational studies: Different insights from different literatures and the value of multilevel analyses. *Harvard Educational Review*, 65(3), 472-491.
- Fairbrother, G. P. (2007). Quantitative and qualitative approaches to comparative education. In M. Bray, B. Adamson, & M. Mason (Eds.), *Comparative education research: Approaches and methods* (pp. 39-62). Hong Kong: University of Hong Kong Press.
- Manzon, M. (2011a). Introduction: Deconstructing comparative education. In *Comparative education: The construction of the field* (pp. 1-12). Hong Kong: University of Hong Kong Press.
- Manzon, M. (2011b). Disciplines and fields in academic discourse. In *Comparative education: The construction of the field* (pp. 13-36). Hong Kong: University of Hong Kong Press.
- Raivola, R. (1985). What is comparison? Methodological and philosophical considerations. *Comparative Education Review*, 29(3), 362-374.
- Rust, V. D. (1991). Postmodernism and its comparative education implications. *Comparative Education Review*, 35(4), 610-626.

RECOMMENDED

- Farrell, J. P. (1979). The necessity of comparisons in the study of education: The salience of science and the problem of comparability. *Comparative Education Review*, 23(1), 3-16.
- Kneller, G. F. (1980). The salience of science and the problem of comparability: Another view. *Comparative Education Review*, 24(1), 109-113.
- Schriewer, J. (2003). Comparative education methodology in transition: Towards a science of complexity? In J. Schriewer (Ed.), *Discourse formation in comparative education* (2nd ed.), (pp. 3-23). New York, NY: Peter Lang.

MODULE 7: THEORY AND RESEARCH: IMPLICATIONS FOR POLICY AND PRACTICE (October 13)

- Ginsburg, M. B., & Gorostiaga, J. M. (2001). Relationships between theorists/researchers and policy makers/practitioners: Rethinking the two-cultures thesis and the possibility of dialogue. *Comparative Education Review*, 45(2), 173-196.
- Manzon, M. (2011). Mapping the Intellectual Discourse on 'Comparative Education. In *Comparative education: The construction of the field*. (pp 153-216) Hong Kong: University of Hong Kong Press.
- Noah, H. J. (1984). The use and abuse of comparative education. *Comparative Education Review*, 28(4), 550-562.
- Wiseman, A. W. (2010). The uses of evidence for educational policymaking: Global contexts and international trends. *Review of Research in Education*, 34(1), 1-24.

MODULE 8: INTERNATIONAL DEVELOPMENT (October 20)

ONE PAGE OUTLINE OF FINAL PAPER DUE

- Chabbott, C., & Ramirez, F. (2006). Development and education. In M. T. Hallinan (Ed.), *Handbook of the sociology of education* (pp. 163-187). New York, NY: Kluwer Academic Publishers.
- Heyneman, S. P. (2003). The history and problems in the making of education policy at the World Bank: 1960-2000. *International Journal of Educational Development*, 23, 315-337.
- King, K. (2007). Multilateral agencies in the construction of the global agenda on education. *Comparative Education*, 43(3), 377-391.
- Mundy, K. (2007). Education for all and the new development compact. *International Review of Education*,

52(1), 23-48.

- Samoff, J. (2008). Foreign aid to education: Managing global transfers and exchanges. In L. Chisholm & G. Steiner-Khamsi (Eds.), *South-south cooperation in education and development* (pp. 123-156). New York, NY: Teachers College Press.

RECOMMENDED

- Klees, S. J. (2010). Aid, education, and development. *Current Issues in Comparative Education*. Retrieved from <http://www.tc.edu/cice/>
- Tikly, L. (2004). Education and the new imperialism. *Comparative Education*, 40(2), 173- 198.

MODULE 9: GLOBALIZATION RESEARCH (I): NEOINSTITUTIONALISM AND ITS CRITICS (October 27)

- Anderson-Levitt, K. (2003). A world culture of schooling? In K. Anderson-Levitt (Ed.), *Local meanings, global schooling: Anthropology and world culture theory* (pp. 1-26). New York, NY: Palgrave Macmillan.
- Meyer, J. W., & Ramirez, F. O. (2003). The world institutionalization of education. In J. Schriewer (Ed.), *Discourse formation in comparative education*, (2nd ed.) (pp.). New York, NY: Peter Lang.
- Meyer, J. W., Ramirez, F. O., Rubinson, R., & Boli-Bennett, J. (1977). The world educational revolution, 1950-1970. *Sociology of Education*, 50(4), 242-258.
- Ramirez, F. O., & Boli, J. (1987). The political construction of mass schooling: European origins and worldwide institutionalization. *Sociology of Education*, 60(1), 2-17.
- Silova, I., & Brehm, W. C. (2010). *From myths to models: The world culture effect in comparative education*. (Unpublished manuscript).

RECOMMENDED

- Bartlett, L. (2003). World culture or transnational project? In K. Anderson-Levitt (Ed.), *Local meanings, global schooling: Anthropology and world culture theory* (pp. 183-200). New York, NY: Palgrave Macmillan.
- Boli, J., & Thomas, G. M. (1997). World culture in the world polity: A century of international non-governmental organization. *American Sociological Review*, 62(2), 171- 190.

MODULE 10: GLOBALIZATION RESEARCH (II): EXTERNALIZATION, TRANSFER, & POLICY BORROWING AND LENDING (November 3)

- Beech, J. (2006). The theme of educational transfer in comparative education: A view over time. *Research in Comparative and International Education*, 1(1), 2-13.
- Halpin, D., & Troyna, B. (1995). The politics of education policy borrowing. *Comparative Education*, 31(3), 303-310.
- Schriewer, J. (2003). Introduction. In J. Schriewer (Ed.), *Discourse formation in comparative education* (2nd ed.) (pp.). New York, NY: Peter Lang.
- Steiner-Khamsi, G. (2004). Blazing a trail for policy theory and practice. In G. Steiner-Khamsi (Ed.), *The global politics of educational borrowing and lending* (pp. 201-220). New York, NY: Teachers College Press.

RECOMMENDED

- Dolowitz, D. P., & Marsh, D. (2000). Learning from abroad: The role of policy transfer in contemporary policy-making. *Governance*, 13(1), 5-23.
- Phillips, D. (2009). Aspects of educational transfer. In R. Cowen & A. M. Kazamias (Eds.), *International handbook of comparative education, Springer International Handbooks of Education*, 22, (pp. 1061-1077). Dordrecht: Springer Netherlands.
- Sobe, N. W., & Ortegón, N. D. (2009). Scopic systems, pipes, models and transfers in the global circulation of educational knowledge and practices. *Yearbook of the National Society for the Study of Education*, 108(2), 49-66.

MODULE 11: INTERNATIONAL STANDARDS, ASSESSMENT AND EDUCATIONAL QUALITY (November 10)

- Familiarize yourself with the following international education achievement tests [WEB]
 - Programme for International Student Assessment (PISA),

at http://www.pisa.oecd.org/pages/0,2987,en_32252351_32235731_1_1_1_1_1,00.html and examine PISA sample questions at <http://pisa-sq.acer.edu.au/> [WEB]

- Trends in International Math and Science Study (TIMSS), and Progress in International Reading and Literacy Study (PIRLS) at <http://timss.bc.edu> and <http://www.iea.nl> [WEB]
- Fleischman, H. L., Hopstock, P. J., Pelczar, M. P., & Shelley, B. E. (2010). *Highlights from PISA 2009: Performance of U.S. 15-year-old students in reading, mathematics, and science literacy in an international context* (No. NCES 2011-004). Washington, DC: US Department of Education, National Center for Education Statistics. Retrieved from <http://nces.ed.gov/pubs2011/2011004.pdf>. [WEB] (*Scan the Executive Summary*).
- Hutchison, D., & Schagen, I. (2007). Comparisons between PISA and TIMSS - Are we the man with two watches? In T. Loveless (Ed.), *Lessons learned: What international assessments teach us about math achievement* (pp. 227-261). Washington, DC: Brookings Institution Press.
- Kamens, D. H., & McNeely, C. L. (2010). Globalization and the growth of international educational testing and national assessment. *Comparative Education Review*, 54(1), 5-25.
- Naumann, J. (2005). TIMSS, PISA, PIRLS and low educational achievement in world society. *Prospects*, 35(2), 229-248.

RECOMMENDED

- Mullis, I. V. S., & Martin, M. O. (2007). TIMSS in perspective: Lessons learned from IEA's four decades of international mathematics assessments. In T. Loveless (Ed.), *Lessons learned: What international assessments tell us about math achievement* (pp. 9-36). Washington, DC: Brookings Institution Press.
- Simola, H. (2005). The Finnish miracle of PISA: Historical and sociological remarks on teaching and teacher education. *Comparative Education*, 41(4), 455.
- Takayama, K. (2010). Politics of externalization in reflexive times: Reinventing Japanese education reform discourses through "Finnish PISA success". *Comparative Education Review*, 54(1), 51-75.
- Husen, T. (1992). Policy impact of IEA research. In R. F. Arnove, P. G. Altbach, & G. P. Kelly, (Eds.) *Emergent issues in education: Comparative perspectives* (pp. 249-266).
- UNICEF (2007). *Child poverty in perspective: An overview of child well-being in rich countries*. Innocenti Report Card 7. Florence: UNICEF Innocenti Research Centre.
- UNESCO (2009). *Education for all global monitoring report: Executive summary*. Paris: UNESCO.

MODULE 12: GLOBALIZATION, KNOWLEDGE ECONOMY, AND NATIONAL PERFORMANCE (November 17)

- Ball, S. J. (1998). Big policies/small world: An introduction to international perspectives in education policy. *Comparative Education*, 34(2), 119-130.
- Dale, R. (2001). Constructing a long spoon for comparative education: Charting the career of the 'New Zealand model'. *Comparative Education*, 37(4), 493-500.
- Dale, R. (2003). Globalization: A new world for comparative education? In J. Schriewer (Ed.), *Discourse formation in comparative education* (2nd ed.), (pp.). New York, NY: Peter Lang.
- Dale, R. (2005). Globalisation, knowledge economy and comparative education. *Comparative Education*, 41(2), 117-149.
- Jarvis, P. (2000). Globalisation, the learning society and comparative education. *Comparative Education*, 36(3), 343-355.

THANKSGIVING BREAK – NO CLASS (November 24)

MODULE 13: KNOWLEDGE SOCIETY AND LIFELONG LEARNING (December 1)

RESEARCH PAPER DUE

- Green, A. (2002). The many faces of lifelong learning: Recent education policy trends in Europe. *Journal of Education Policy*, 17(6), 611-626.
- Jakobi, A. P. (2007). The knowledge society and global dynamics in education politics. *European Educational Research Journal*, 6(1), 39-51.
- Nicoll, K., & Edwards, R. (2000). Reading policy texts: lifelong learning as metaphor. *International Journal of Lifelong Education*, 19(5), 459-469.

- Robertson, S. L. (2005). Re-imagining and rescripting the future of education: Global knowledge economy discourses and the challenge to education systems. *Comparative Education*, 41(2), 151-170.
- Schugurensky, D., & Myers, J. P. (2003). A framework to explore lifelong learning: The case of the civic education of civics teachers. *International Journal of Lifelong Education*, 22(4), 325-52.

RECOMMENDED

- Lingard, B., & Pierre, K. D. J. (2006). Strengthening national capital: a postcolonial analysis of lifelong learning policy in St Lucia, Caribbean. *Pedagogy, Culture & Society*, 14(3), 295-314.

MODULE 14: THE STATE OF THE FIELD AND FUTURE PROSPECTS (December 8)

SECOND REFLECTION PAPER DUE

- Arnove, R. F. (2001). Comparative and International Education Society (CIES) facing the twenty-first century: Challenges and contributions. *Comparative Education Review*, 45(4), 477-503.
- Carney, S. (2009). Negotiating policy in an age of globalization: Exploring educational "policyscapes" in Denmark, Nepal, and China. *Comparative Education Review*, 53(1), 63-88.
- Crossley, M. (2001). Reconceptualizing comparative and international education. In K. Watson, (Ed.), *Doing comparative education research: Issues and problems* (pp. 23-42). Oxford: Symposium Books.
- Cummings, W. K. (1999). The institutions of education: Compare, compare, compare! *Comparative Education Review*, 43(4), 413-437.
- Klees, S. (2008). Reflections on theory, method, and practice in comparative and international education. *Comparative Education Review*, 52(3), 301-328.
- Manzon, M. (2011). Reconstructing comparative education. In *Comparative education: The construction of the field* (pp. 217-229). Hong Kong: University of Hong Kong Press.
- Silova, I. (2009). The changing frontiers of comparative education: A forty-year retrospective on European education. *European Education: Issues and Studies*, 41(1), 17-31.
- Watson, K. (2001). Comparative education research: The need for reconceptualization and fresh insights. In K. Watson (Ed.), *Doing comparative education research: Issues and problems* (pp. 23-42). Oxford: Symposium Books.

Additional Information

Refereed Print Journals

Students are expected to undertake supplemental readings for their final papers. Below are some relevant journals in our field and those in **bold** are particularly useful for research ideas and understanding the major trends and interests of comparative and international education.

- | | |
|--|--|
| • <i>Alternatives</i> | • <i>Higher Education Policy</i> |
| • <i>Anthropology of Education</i> | • <i>International Education</i> |
| • <i>Asia Pacific Journal of Education</i> | • <i>International Higher Education</i> |
| • <i>Comparative Education</i> | • <i>International Journal of Early</i> |
| • <i>Comparative Education Review</i> *
(the premier journal in the field) | • <i>Childhood</i> |
| • <i>Compare</i> | • <i>International Journal of</i> |
| • <i>Convergence</i> | • <i>Educational Development</i> |
| • <i>Discourse: Studies in the Cultural</i> | • <i>International Journal of</i> |
| • <i>Politics of Education</i> | • <i>Educational Research</i> |
| • <i>Economics of Education Review</i> | • <i>International Journal of</i> |
| • <i>European Education: Issues and</i> | • <i>Educational Development</i> |
| • <i>Studies</i> | • <i>International Journal of Qualitative</i> |
| • <i>Gender and Education</i> | • <i>Studies in Education</i> |
| • <i>Harvard Educational Review</i> | • <i>International Journal of Science</i> |
| • <i>Higher Education</i> | • <i>Education</i> |
| | • <i>International Organization</i> |

- **International Review of Education**
- *International Studies in Sociology of Education*
- *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*
- *World Development*
- *World Studies in Education*

On-line Journals

- *CICE "Current Issues in Comparative Education"* <http://www.tc.columbia.edu/cice/>
- *Education Review* <http://www.ed.asu.edu/edrev>
- *CIE "Current Issues in Education"* <http://cie.ed.asu.edu/>
- *In Focus: Journal of the International Institute of Educational Development, Florida International University* <http://www.fiu.edu/~iied/web/journal.html>