

LOYOLA UNIVERSITY CHICAGO
Cultural & Educational Foundations/Comparative Education

ELPS 457
Comparative Theory

E. H. Epstein
Spring 2008

Course Outline

I. Description

Education is the deliberate, intentional conveyance of "wisdom" from knowledge holders to knowledge seekers. As a deliberate and intentional activity, education is driven by policy, whether formal or informal and whether formed by teachers or community. Theory and practice are the two essential ingredients in (educational) policy formation. Theory without practice sustains only abstractions. Practice without theory is perforce arbitrary and shallow. This course is about theory from comparativist perspectives. That is, it is about comparative education theory and its application to educational practice. In particular, the course focuses on the field's three main theoretical perspectives — historical functionalist, positivist, and relativist. It is, in a sense, a course in the philosophy and sociology of comparative education knowledge. The objective is to give students a sound grasp of the field's major epistemological issues and a sense of how their own work and that of others fit into the theoretical landscape of comparative education.

II. Texts

- A. V. Masemann, M. Bray, & M. Manzon, eds., *Common Interests, Uncommon Goals: Histories of the World Council of Comparative Education Societies and Its Members* (Springer, 2007); T.A. Schwandt, *Dictionary of Qualitative Inquiry* (Sage, 2007).
- B. E. H. Epstein, *Readings for ELPS 457*, Spring 2008, **on E-reserve**.

III. Requirements and Evaluation

- A. **Class Discussion (20 percent)**. Discussion will cover assigned readings. Students are expected to be thoroughly familiar with the readings and prepared to discuss them in class. Each student is expected to formulate a question on an issue discerned from the assigned readings for each class period and linked with some aspect of the Masemann, Bray, & Mazon text. Students will be evaluated on their ability to synthesize and analyze the material as reflected in their questions. Students called on for a question will not be informed in advance of their selection, so they must be prepared with a question at each class period. As described in "B" below, students will be divided into small groups for the preparation of a response to the questions posed by students in the class.
- B. **Group Paper (40 percent)**. Each small group is to prepare a 3,000-5,000-word history (not including references) of comparative education theory, with a theme based on a student's question. The history should associate the field's theoretical development with its professional development, the latter discerned by a focus on at least one of the chapters from 1 to 8 and at least one of the chapters from 10 to 30 in the Masemann, Bray, and Mazon text. In addition to the use of assigned sources, group papers must use **at least six** outside (unassigned) sources in preparing their accounts. All students in the group will receive the same grade. Each group paper is to be reported orally and submitted at a specific class session. Papers are to be double-spaced, stapled, and have a cover page with information containing the course number and title, paper title, authors' names, the date, the themed question being addressed (see IIIA above), and the name of the student who submitted the themed question.
- C. **Take Home Examination (40 percent)**. An examination will test students' knowledge of the assigned readings and relevant readings that go beyond those assigned as well as ideas gained in class discussion. The examination will be long essay type. It will have three questions, of which one must be answered by all students, and students will have a choice between one of the other two questions. The questions will test knowledge of the subject matter, but also ability to synthesize and analyze material from a wide spectrum of the readings and discussions. The exam must be completed within 150 minutes.

IV. Schedule

January 17: **Introduction**

Reading Assignment: M. Bray, M. Manzon, & V. Masemann, "Introduction", in V. Masemann, M. Bray, & M. Manzon; "Comparatively Speaking," *50 Years of CIES* (www.cies.us).

SECTION A: CONTEXT FOR THE DEVELOPMENT OF THEORY

January 24: **Early Perspectives on Comparative Education Theory**

Reading Assignment: R.G. Templeton, "Some Reflections on the Theory of Comparative Education," *Comparative Education Review*, October 1958; W.W. Brickman, "Genesis and Early Development of the Comparative and International Education Society," *Comparative Education Review*, February 1966.

January 31: **Nomothetic vs Ideographic**

Reading Assignment: E. Nagel, "Problems in the Logic of Historical Inquiry," Chapter 15 in *The Structure of Science* (Harcourt Brace, 1961); E.K. Scheuch, "The Development of Comparative Research: Toward Causal Explanations," in E. Oyen, ed., *Comparative Methodology* (Sage, 1990).

SECTION B: POSITIVISM AS THE FOUNDING EPISTEMOLOGY

February 7: **Basic Concepts**

Reading Assignment: R.R. Palmer, ed., Chapter 8: "Theorist of Education," *From Jacobin to Liberal: Marc-Antoine Jullien, 1775-1848* (Princeton University Press, 1993); C.A. Anderson, "Methodology of Comparative Education," *International Review of Education*, 1961; G.Z.F. Bereday, "Theory & Method in Comparative Education," in *Comparative Method in Education* (Holt, Rinehart & Winston, 1964); H.J. Noah, "Defining Comparative Education: Conceptions," in R. Edwards, B. Holmes, & J. Van de Graaff, eds., *Relevant Methods in Comparative Education* (International Studies of Education, 1973); J.P. Farrell, "The Necessity of Comparisons in Comparative Education," *Comparative Education Review*, February 1979.

Group A Presentation: Context for the Development of Theory

February 14: **Cross-National Analysis**

Reading Assignment: M.T. Archer, *The Social Origins of Educational Systems* (Sage, 1979); T. Husén, "An International Research Venture in Retrospect: the IEA Surveys," *Comparative Education Review*, October 1979; A. Curle, "Education, Politics, and Development," *Comparative Education Review*, February 1964.

SECTION C: RELATIVISM AS THE SUCCEEDING EPISTEMOLOGY

February 21: **Basic Concepts**

Reading Assignment: E. Fromm & M. Maccoby, "The Social Character of the Peasant and Problems of Methodology," in *Social Character in a Mexican Village* (Prentice-Hall, 1970); D.E. Foley, "Anthropological Studies of Schooling in Developing Countries," *Comparative Education Review*, June/October 1977; R. Clignet, "The Double Natural History of Educational Interactions," *Comparative Education Review*, October 1981; V. Masemann, "Critical Ethnography in the Study of Comparative Education," *Comparative Education Review*, Feb. 1982.

Group B Presentation: Positivism as the Founding Epistemology

February 28: **National Character**

Reading Assignment: K.D. Ushinsky, "On National Character of Public Education" (1857) in A.J. Piskunov, ed., K.D. Ushinsky, *Selected Works* (Progress, 1975); G.Z.F. Bereday, "Sir Michael Sadler's 'Study of Foreign Systems of Education'," *Comparative Education Review*, February 1964; V. Mallinson, *An Introduction to the Study of Comparative Education* (William Heinemann, 1957); E.J. King, *Other Schools and Ours* (Holt, Rinehart and Winston, 1967).

March 6: Spring Break

SECTION D: HISTORICAL FUNCTIONALISM AS SYNTHESIS

March 13: **Basic Concepts**

Reading Assignment: S.B. Robinsohn, "Problems & Methods of Comparative Education," in *Comparative Education: A Basic Approach* (Magnes, 1992); I. Kandel, *Comparative Education* (Houghton Mifflin, 1933); N. Hans, "Definition & Scope of Comparative Education," in *Comparative Education: A Study of Educational Factors & Traditions* (Routledge & Kegan Paul, 1958); F. Schneider, "The Immanent Evolution of Education: A Neglected Aspect of Comparative Education," *Comparative Education Review*, February 1961; A.H. Moehlman, *Comparative Educational Systems* (Center of Applied Research in Education, 1963); J. Lauwerys, "General Education in a Changing World," *International Review of Education*, 2, 1965.

Group C Presentation: Relativism as the Succeeding Epistemology

March 20: CIES & Easter Break

March 27: **Positivist and Relativist Inclinations**

Reading Assignment: E. Gerbert, "Lessons from the Kokugo (National Language) Readers," *Comparative Education Review*, May 1993; E.H. Epstein, "Echoes from the Periphery: Challenges to Building a Culture of Peace Through Education in Marginalized Communities," in I. Iram, ed., *Educating Toward a Culture of Peace* (Information Age, 2006).

SECTION E: SETTING THE BOUNDARIES

April 3: **At the Extremes**

Reading Assignment: P. Foster, "Comparative Methodology & the Study of African Education," *Comparative Education Review*; M. Christenson & E. Crenshaw, "Democracy's Handmaiden: The Influence of Mass Education on Political & Economic Change, in N.F. McGinn & E.H. Epstein, eds., *Comparative Perspectives on the Role of Education in Democratization* (Peter Lang, 1999); E.H. Epstein, Review of J.P. Farrell, *The National Unified School in Allende's Chile: The Role of Education in the Destruction of a Revolution*, in *Comparative Education Review* (August 1987); I. Epstein, "Education, Comparison, & the Challenges of an Embodied Perspective," in I. Epstein, ed., *Recapturing the Personal* (Information Age, 2006).

Group D Presentation: Historical Functionalism as Synthesis

April 10: **Beyond the Extremes: Holocultural Testing & Postmodern Discourse**

Reading Assignment: J.D. Herzog, "Deliberate Instruction & Household Structure," *Harvard Educational Review*, Summer 1962; E.H. Epstein, "Cross-Cultural Sampling and a Conceptualization of 'Professional' Instruction," *Journal of Experimental Education*, Summer 1965; V. Rust, "Postmodernism & Its Comparative Education Implications," *Comparative Education Review*, November 1991; R. Paulston & M. Liebman, "An Invitation to Postmodern Social Cartography," *Comparative Education Review*, May 1994.

SECTION E: CRITIQUES

April 17: **Critiques of Positivism**

Reading Assignment: V. Masemann, "Ways of Knowing," *Comparative Education Review*, November 1990; E.H. Epstein, "Review of *Understanding Others: Educating Ourselves*," *Comparative Education Review*, August 2004; R. Naroll, "Holocultural Theory Tests," in R. Naroll & F. Naroll, *Main Currents in Cultural Anthropology* (Prentice-Hall, 1973).

Group E Presentation: Setting the Boundaries

April 24: **Critiques of Relativism**

Reading Assignment: G. Psacaharopoulos, "Comparative Education: From Theory to Practice, or Are You A:\neo* or B:*ist?" *Comparative Education Review*, August 1990; W.K. Cummings, "The InstitutionS of Education: Compare, Compare, Compare!" *Comparative Education Review*, November 1999; E.H. Epstein & K.T. Carroll, "Abusing Ancestors: Historical Functionalism & the Postmodern Deviation in Comparative Education," *Comparative Education Review*, February 2005.

Take Home Examination