

EDUC 202: INTRODUCTION TO INTERNATIONAL AND COMPARATIVE EDUCATION

Autumn 2016

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Time: Thurs. 12:00-2:50pm,
Location: EDUC (Cubberley) 206
Office hours: By appointment

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COURSE OVERVIEW

This course is designed to provide students with an overview of the academic field of international and comparative education (ICE). Through a combination of theoretical and applied readings, the course aims to provide an introduction to the various theoretical paradigms within ICE, and help students come to their own understanding of the field. This course is oriented primarily to students in International and Comparative Education. It is, however, open to students from other disciplines and backgrounds, particularly those with international or cross-cultural interests.

In the first part of the course, we familiarize ourselves with historical and contemporary understandings of the field (Week 1). Going deeper, we consider meanings of “international,” “comparative,” and “global” education, as well as the tension between global and local in comparative education research by discussing what is gained and lost by using comparative (Week 2) and cross-national lenses (Week 3). Students will come to their own understanding of these issues through reflection in two mini-essays (2 pages).

In the second part, we examine theoretical frameworks that contribute to international and comparative education. Specifically, we consider functional (Week 4) and critical (Week 5) theories of education, as well as a macro-cultural view (Week 6) and local post-modern or anthropological approaches (Week 7). Students will deepen their knowledge of the strengths/weaknesses of these worldviews through a short essay (4 pages) that discusses a topic in ICE from two or more approaches.

In the third part, we consider two timely topics of discussion in the field – the UN’s Sustainable Development Goals (Week 8) and Education in Emergencies (Week 9). Students will again deepen their understanding through two mini-essays (2 pages) on these topics.

COURSE MATERIALS

Required and supplementary readings for this course have been posted on the Canvas course website.

COURSE REQUIREMENTS

Assignment	Weight	Due Date(s)
Class Preparation/Participation	10%	Throughout
Team Reading Presentation	5% (CR/NC)	TBD
Mini-Essays (4 total, 2 pages each)	10% each	Before class by email to Julia on 10/6, 10/13, 11/17, 12/1
Short Essay (1 total, 4 pages)	15%	11/10
Final Research Project	30%	12/8 (5-7 minute presentation), 12/15 final report due to Julia by 5pm

Late policy: Assignments will lose one grade level for being less than 24 hours late (e.g. A to A-, A- to B+) and a full letter grade for anything more than 24 hours late (e.g. A to B, B to C). No outstanding assignments will be accepted after the final project is due.

Grading Rubric for the Mini-Essays and Short Essay

A	Outstanding. An “A” paper shows the student has (a) correctly understood the readings, (b) adds a layer of original critique, synthesis or insight (i.e. goes beyond paraphrasing the readings), and (c) conveys a main point in a well-written, well-organized, and compelling way. The best papers are organized around a single main point that is thoroughly described and supported.
A- or B+	Excellent. An “A-” or “B+” paper shows the student understands the readings and/or has some relevant reflection, but does not fully achieve both (e.g. the readings are understood, but the critical insight is poorly developed; or the piece is mainly belief and opinion with little link to the reading).
B	Good. The paper shows the student understands and can paraphrase the material, but there is little or no critical analysis.
B- or C+	Adequate. The paper shows the student understands some parts of the material, but there are some areas of misunderstanding. There is little or no critical thinking and the essay is poorly structured or poorly written.
C or lower	Inadequate. There is a fundamental misunderstanding of the material and/or assignment. Please make an appointment to see the instructor or TA.

Participation

Your participation is crucial to the success of the class and our learning as a group. Class participation means coming to class having completed all the readings, enhancing discussions by sharing your experiences and insights every session, and listening attentively to your classmates with the goal of understanding and learning from their perspective. Classroom discussions are most productive when many voices shape the dialogue. Each class member brings different experiences and perspectives to discussions. I ask you to come ready to participate as both a speaker and a listener. It is the responsibility of all class members to make room for, and to learn from, individuals with different views and different ways of engaging in conversation. Students are expected to respect, critique, and build on the ideas of those who have spoken before them. In order to do this, students must be active listeners. Checking email on laptops, Blackberries, or mobile phones or surfing the internet is not acceptable during class time, and will negatively impact your participation grade. Timely attendance is required. Attendance will be recorded, and factored into the assessment of participation if a student misses more than one session.

Team Reading Presentation

To facilitate your participation, you are expected to take the lead in generating student-led discussion. This involves preparing a handout with a short (2-3 sentence) overview of the readings and 1-2 questions, comments or reactions to trigger conversation. This part of the course is graded on a credit/no credit basis.

Mini-Essays (2 pages each)

Write four very short papers drawing on the readings to reflect on the assigned questions.

- Mini-Essay 1. What is international and comparative education? Describe your understanding of the field of ICE, drawing on class material, the readings thus far, plus your own experiences.
- Mini-Essay 2. Discuss some aspect of comparative versus global approaches to education. (For example, consider how the rise of a global education regime reshapes earlier definitions of ICE. Or discuss your view of how the on-going globalization of education will (and/or should) change the field. Or consider what aspects of comparative versus global approaches you find most/least useful and why.)
- Mini-Essay 3. Reflect on this week's special topic.
- Mini-Essay 4. Reflect on this week's special topic.

Short Essay (4 pages)

Pick any topic related to ICE where you can find articles from two or three views and discuss how you make sense of the divergent research positions. (As possible examples – you could identify the assumptions that underpin the positions, or if you identify strongly with one view discuss why and what evidence would be necessary to disprove your view, or you could talk about the different contexts that make it possible for divergent positions to both be true in some settings. Hint: Some areas where there are debates include testing/measurement, globalization, decentralization/privatization, the relationship between education and economic growth, and the use of student-centered pedagogy. You may use one of these if it helps, but you do not have to!)

Group Research Project

In line with the research orientation of the ICE program, the class will work together on a project that simultaneously gives experience with academic research while producing empirical evidence about the state of knowledge in ICE relevant to the substantive goals of this course. The project, described separately, will be a guided content analysis of the articles published in the flagship journal in ICE, *Comparative Education Review*.

PART I. UNDERSTANDING ICE

Week 1 (9/29): What is International & Comparative Education?

- Brickman, W. (1960) "A Historical Introduction to Comparative Education." *Comparative Education Review* 3 (1): 6-13.
- Noah, H. (1984) "The Use and Abuse of Comparative Education." *Comparative Education Review* 28 (4): 550-562.
- Crossley, M. (1999) "Reconceptualizing Comparative and International Education." *Compare* 29 (3): 249-67.
- Arnove, R. (2003) "Introduction: Reframing Comparative Education." In R. Arnove & C. Torres, eds, *Comparative Education: The Dialectic of the Global and the Local*. New York: Rowman and Littlefield.

For discussion:

- What is international and comparative education? Who are the main actors? What are the benefits and drawbacks of comparative research? What have been the major approaches and where is the field headed?

Practical discussion:

- Tips for academic reading
- What makes a good academic journal and/or article, and tips for finding them

For further reading (not required):

- Bray, M., Adamson, B., & M. Mason. (2014) *Comparative Education Research: Approaches & Methods*. Hong Kong: Springer/Comparative Education Research Center. Chapters 1 & 2.

Week 2 (10/6): How and why do we compare?

***** MINI ESSAY 1 DUE BEFORE CLASS*****

- Ragin, C. (1987) "The Distinctiveness of Comparative Social Science." In *The Comparative Method*. Oakland: University of California Press.
- Bray, M. & T. Murray. (1995) "Levels of Comparison in Educational Studies: Different Insights from Different Literature and the Value of Multi-level Analysis." *Harvard Education Review* 65(3): 472-90.
- Klees, S. (2008) "Reflections on Theory, Method, and Practice in Comparative and International Education." *Comparative Education Review* 52 (3): 301-328.
- Steiner-Khamsi, G. (2010) "The Politics and Economics of Comparison." *Comparative Education Review* 54(3): 325-342.

For further reading (not required):

- Steiner-Khamsi, G. (2013) "What is Wrong with the 'What-Went-Right' Approach in Educational Policy?" *European Educational Research Journal* 12(1): 20-33.

Week 3 (10/13): Beyond Comparison: Global Education

***** MINI ESSAY 2 DUE BEFORE CLASS*****

- Mundy, K. (1998) "Educational Multilateralism and World (Dis)Order." *Comparative Education Review* 42 (4): 448-478.
- Carnoy, M. (2016) "Educational Policies in the Face of Globalization: Whither the Nation State." In K. Mundy, A. Green, R. Lingard, & A. Verger, eds, *The Handbook of Global Education Policy*. Malden, MA: Wiley-Blackwell.
- Ramirez, F.O., Meyer, J.W. & J. Lerch. (2016) "World Society and the Globalization of Educational Policy." In K. Mundy, A. Green, R. Lingard, & A. Verger, eds, *The Handbook of Global Education Policy*. Malden, MA: Wiley-Blackwell.
- Steiner-Khamsi, G. (2016) "Global Indicators and Local Problem Recognition." In K. Mundy, A. Green, R. Lingard, & A. Verger, eds, *The Handbook of Global Education Policy*. Malden, MA: Wiley-Blackwell.

PART II. THEORETICAL LENSES

Week 4 (10/20): Modernization, Human Capital

- Bernstein, H. (1971) "Modernization Theory and the Sociological Study of Development." *The Journal of Development Studies* 7 (2): 141-160.
- Fagerlind, I. & L. Saha (1989) *Education and National Development*. Oxford: Pergamon. Chapters 1 & 2.
- Fuller, B. (1990) *Growing-Up Modern: The Western State Builds Third World Schools*. New York: Routledge. Chapters 1 & 2.
- Hanushek, E. (2013). "Economic Growth in Developing Countries: The Role of Human Capital." *Economics of Education Review* 37: 204-212.

Week 5 (10/27): Dependency Theory, World Systems Theory

- Noah, H. J. & M.A. Eckstein (1988) "Dependency Theory in Comparative Education: Twelve Lessons from the Literature." Reprinted in H.J. Noah & M.A. Eckstein *Doing Comparative Education: Three Decades of Collaboration*. Hong Kong: Springer/Comparative Education Research Center.
- Clayton, T. (1998). "Beyond Mystification: Reconnecting World-System Theory for Comparative Education." *Comparative Education Review* 42(4): 479-496.
- Arnove, R., Franz, S., Mollis, M., & C. Torres (2003) "Education in Latin America Dependency, Underdevelopment, and Inequality." In R. Arnove & C. Torres, eds, *Comparative Education: The Dialectic of the Global and the Local*. New York: Rowman and Littlefield.

For further reading (not required):

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

Week 6 (11/3): World Society Theory

- Meyer, J. W., Ramirez, F. O., & Y.N. Soysal. (1992). "World Expansion of Mass Education, 1870-1980." *Sociology of Education* 65 (2): 128-149.
- Meyer, J.W., Boli, J., Thomas, G.M., & F.O. Ramirez. (1997) "World Society and the Nation-State." *The American Journal of Sociology* 103 (1): 144-181.
- Schofer, E., Hironaka, A., Frank, D. J., & W. Longhofer. (2012) "Sociological Institutionalism and World Society." In E. Amenta, K. Nash, & A. Scott (eds) *The Wiley-Blackwell Companion to Political Sociology*. Malden, MA: Wiley-Blackwell. Available at: <https://webfiles.uci.edu/schofer/classes/2013soc2/readings/7%20c%20Schofer%20Hironaka%20Frank%20Longhofer%202011%20World%20Society.pdf>
- Carney, S., Rappleye, J., & I. Silova. (2012). Between Faith and Science: World Culture Theory and Comparative Education. *Comparative Education Review* 56(3): 366-393.

Practical discussion:

- The case of student-centered pedagogy from multiple theoretical frames (in preparation for the short essay due next week).

For further reading (not required):

- Meyer, J. W. (2010). "World Society, Institutional Theories, and the Actor." *Annual Review of Sociology* 36: 1-20.
- Ramirez, F. O., Luo, X., Schofer, E., & J.W. Meyer. (2006). "Student Achievement and National Economic Growth." *American Journal of Education* 113(1): 1-29.

Week 7 (11/10): Anthropology, Post-modernism

***** SHORT ESSAY DUE BEFORE CLASS*****

GUEST LECTURER: LISA YIU, VISITING SCHOLAR AT STANFORD GRADUATE SCHOOL OF EDUCATION

- Rust, V.D. (1991) "Postmodernism and Comparative Education." *Comparative Education Review* 35 (4): 610-626.
- Anderson-Levitt, K.M. (2003) "A World Culture of Schooling?" In K.M. Anderson-Levitt (ed) *Local Meanings, Global Schooling*. New York: Macmillan.
- Yiu, L. (2016) "The Dilemma of Care: A Theory and Praxis of Citizenship-Based Care for China's Rural Migrant Youth." *Harvard Educational Review* 86 (2): 261-288.
- Stambach, A. (2016). "Ethnography and the Localization of Global Education Policy." In K. Mundy, A. Green, R. Lingard, & A. Verger, eds, *The Handbook of Global Education Policy*. Malden, MA: Wiley-Blackwell.

PART III. SPECIAL TOPICS IN COMPARATIVE EDUCATION

Week 8 (11/17): Education for All & the Sustainable Development Goals

***** MINI ESSAY 3 DUE BEFORE CLASS*****

- Mundy, K. (2007) "Education for All: Paradoxes and Prospects of a Global Promise." In D. P. Baker, A. W. Wiseman (eds) *Education for All (International Perspectives on Education and Society, Volume 8)*. Emerald Group Publishing Limited.
- Benavot, A. et al. (2016). "Education for All 2000-2015." In K. Mundy, A. Green, R. Lingard, & A. Verger, eds, *The Handbook of Global Education Policy*. Malden, MA: Wiley-Blackwell.
- Skim the most recent "Global Monitoring Report" (<http://en.unesco.org/gem-report/>) and the UN's Sustainable Development Goals for education (<http://www.un.org/sustainabledevelopment/education/>).
- Browse the website for the Global Partnership for Education and skim their latest results report: <http://www.globalpartnership.org/data-and-results/results-reports>

Practical discussion:

- Tips for presenting data in tables and figures (in preparation for reporting findings of team research project).

Week 9 (12/1): Education in Conflict and Emergencies

***** MINI ESSAY 4 DUE BEFORE CLASS*****

- Bromley, P. & M. Andina. (2010). "Standardizing Chaos: A Neo-institutional Analysis of the INEE Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction." *Compare: A Journal of International and Comparative Education* 40 (5): 575-588.
- Dryden-Peterson, S. (2016). "Policies for Education in Conflict and Post-Conflict Reconstruction." In K. Mundy, A. Green, R. Lingard, & A. Verger, eds, *The Handbook of Global Education Policy*. Malden, MA: Wiley-Blackwell.
- Skim: Winthrop, R., & E. Matsui. (2013). *A New Agenda for Education in Fragile States*. New York: Center for Universal Education at Brookings.
- Browse the website of the Inter-Agency Network for Education in Emergencies: <http://www.ineesite.org/en/>

Week 10 (12/8): Presentations

5-7 minute presentations. Provide feedback to your colleagues on their research findings and presentation.

Dec. 15 * Final Project due at 5pm*****