

CIE1001
AN INTRODUCTION TO COMPARATIVE, INTERNATIONAL,
AND DEVELOPMENT EDUCATION
Fall 2011, OISE

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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. Descriptions of national educational systems, international achievement studies, research on human capital, cross-national studies of school effectiveness and ethnographic case studies of schools and classrooms illustrate this tradition. Research in this vein has continued to grow alongside rising pressure to make national educational systems more internationally competitive.

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

COURSE FORMAT AND REQUIREMENTS

This course combines lectures with student-led discussions and presentations. It is essential that you complete the assigned readings and be able to summarize and critique them in class discussions. Each week you will prepare and submit a short summary/reflection of the readings. These will be reviewed by the instructor, but not formally graded. You will also be asked to lead a class discussion with a partner or small group, develop a proposal, and finish the class with a polished essay on a topic of your choice. Your assignments will be graded for (i) the clarity, coherence, and conciseness with which you write; (ii) your command of the intellectual content, (iii) your use of comparative method for analysis, (iv) your ability to connect the review with your personal experience/context and culture, and (v) your ability to highlight the topic's implications for CIDE.

**** Please note that late assignments will be accepted only if prior arrangements have been made with the instructor. ****

Class grades will be computed as follows:

- **Participation:** Active participation in class and Blackboard discussions that reflects an understanding and synthesis of assigned readings. Weekly submission of short reading reflections/summaries (reviewed by instructor, but not formally graded). (15%)
- **Student-led discussion:** Depending on the size of class enrollment, groups of 2-3 students will be responsible for preparing a short presentation (1-2 pages) 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. Presentations will start in *week 3*. (20%)
- **Paper project proposal** (2-4 pages of text) plus an annotated bibliography (at least 5 annotated items and 10 other references). ***First draft is due October 11, 2011.*** Write a brief proposal for your final paper, which is a literature review. 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. ***Second draft is due November 8, 2011. (20%)***
- **Interpretive Essay** (maximum 2,500-3,000 words or 12-15 pages). ***Due Noon December 13, 2011.*** (45%). In this 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 literature already exists on this topic? 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?

PEDAGOGY AND MODE OF INSTRUCTION

Building on course participants' motivation, interest and/or experience in cross-cultural learning, teaching, research, and international work, the course will follow a dialogical approach in order to constructively engage the participants' values, practices, assumptions, and beliefs from their life and work experiences. Based on the primacy of dialogue, each topic/session is expected to ensure that the participants' personal knowledge, the readings, and the instructors' knowledge are brought into synthesized and integrated learning outcomes. Instructional variety (seminars, pair/group discussions, lectures, guest speakers, video-recordings) and intellectual challenge are the key elements in the course's pedagogy. Reflection, cooperative learning, an inclusive classroom ethos, critical thinking, social skills development, a culture of encouragement, and reciprocal sharing and learning, are a must for each session.

READINGS AND BACKGROUND TEXTS

Required Text: Mundy, K., Bickmore, K., Hayhoe, R., Madden, M., & Madjidi, K. (Eds.). (2008). *Comparative and international education: Issues for teachers*. Toronto: Canadian Scholars' Press Inc. (approx. \$40)

Required Reader Pack: Readings for this course will be made available in a course pack available for purchase at the University of Toronto bookstore, Koffler Building (214 College Street, check <http://www.uoftbookstore.com/online/storehours.ihtml> for store hours) (cost = \$87.50 + HST)

Other suggested texts:

- Anderson-Levitt, K. (Ed.) (2003). *Local meanings, global schooling: Anthropology and world culture theory*. New York: Palgrave Macmillan.
- Arnové, R. and C. Torres (Eds.) (2007). *Comparative education: The dialectic of the global and the local* (3rd edition) New York: Rowman and Littlefield.
- Bray, M. (Ed.) (2003). *Comparative education: Continuing traditions, new challenges and new paradigms*. London: Kluwer Publishers.

- Crossley, M. and K. Watson (2003). *Comparative and international research in education: Globalisation, context and difference*. New York: Routledge and Falmer. (See esp. the chapter on methodology)
- David, P. and Schweisfurth, M. (2007). *Comparative and international education: An introduction to theory, method and practice*. London: Continuum.
- Kubow, P. & Possum, P. (2006). *Comparative education. Exploring issues in international contexts*. Upper Saddle River, NJ: Merrill Prentice Hall.
- Manzon, M. (2011). *Comparative education: The construction of a field*. Hong Kong: Comparative Education Research Centre and Springer.
- Vavrus, F. & Bartlett, L. (Eds.) (2009). *Critical approaches to comparative education*. New York: Palgrave Macmillan Prentice Hall.

Students are expected to review supplemental readings (at end of this outline) for their final papers, including volumes of major journals in comparative education or related fields. These are the leading journals in the field:

Alternatives

Anthropology and Education Quarterly
 Canadian and International Education
 Canadian Journal of Education
 Comparative Education
 Comparative Education Review

Compare

Convergence
 Current Issues in Comparative Education
 Discourse: Studies in the Cultural Politics of Education

Economics of Education Review

European Journal of Education
 Gender and Education
 Global Social Policy
 Globalization, Societies and Education
 Harvard Educational Review
 Higher Education
 Higher Education Policy
 International Higher Education
 International Journal of Early Childhood
 International Journal of Ed. Development

International Education

International Journal of Ed. 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
 Journal of Research in International Education
 Journal of Studies in International Education
 Oxford Review of Education
 Oxford Studies of Comparative Education
 Prospects (UNESCO)
 Race, Ethnicity, and Education
 Sociology of Education
 Studies in International Education
 Theory and Research in Education
 Third World Quarterly
 World Development
 Women's Studies International Forum

Plagiarism:

Plagiarism is a serious academic offence and will be dealt with accordingly. The University of Toronto defines plagiarism as: "the wrongful appropriation and purloining, and publication as one's own, of the ideas, or the expression of the ideas ... of another." (University of Toronto Governing Council, 1995, available at <http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppjun011995.pdf?method=1>). You are responsible for understanding and abiding by the university's plagiarism policy, as stipulated at <http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize>. Please speak with me, or the course assistant if you have any questions, so as to ensure that you are not committing plagiarism.

OVERVIEW BY WEEK

Introduction to the Field

1. September 13 Course Overview: What is International and Comparative Education?
What is Canadian Education in Comparative Perspective?
2. September 20 The Social Sciences and Comparative Education
3. September 27 Theory and Methodology and their Purposes in Comparative Education I (*Student Paper Presentations begin*)
4. October 4 Theory and Methodology and their Purposes in Comparative Education II (*Project topics due*)
5. October 11 Ethnographic and Interpretivist Approaches (*Project Proposal: first draft due*)
*Literature Search Workshop with Monique Flaccavento (in-class), 11:15- 12:30pm.

Main Issues in Comparative and International Education

6. October 18 Globalization and Education: How and Why Does It Matter?
7. October 25 Education and Equality: Theories, Methods, Empirical Debates
8. November 1 Gender and Comparative and International Education
9. November 8 International Comparisons of Educational Achievement and Effectiveness in Education (*Project Proposals: 2nd draft due*)
10. November 15
 - 10a. Studying Democracy, Political Socialization and Education
 - 10b. Religion and Education
11. November 22 Power and Control: Studying the Politics of Education
12. November 29 Transfer, Borrowing & Lending of Educational Ideas, Policies & Practice
Course Wrap-Up

Final Papers Due: By noon on December 13

Week 1: An Introduction and Course Overview. What is International and Comparative Education? What is Canadian Education in Comparative Perspective? (Sept. 13)

The field of comparative education has a long history, beginning formally in the first half of the 19th century. In this class we discuss that history and consider the forces that led to the evolution and expansion of the field. We also examine education in Canada as it is seen in comparative perspective. The class will also include introductions and an overview of course themes, assignments and evaluation.

Readings:

Crossley, M. and K. Watson (2003). Multidisciplinarity and diversity in comparative and international education. In *Comparative and International Research in Education: Globalisation, Context and Difference* (pp.12-31). New York: Routledge and Falmer.

Hayhoe, R. & Mundy, K. (2008). Introduction to comparative and international education: Why study comparative education? In Mundy et al. (Eds.) *Comparative and international education: Issues for teachers* (pp. 1-22). Toronto & New York: CSPI & Teachers College Press.

Hayhoe, R. (2008). "Philosophy and comparative education: What can we learn from East Asia?" In Mundy et al. (Eds.) *Comparative and International Education: Issues for Teachers* (pp. 23-48). Toronto & New York: CSPI & Teachers College Press.

Film: "2 Million Minutes"

Week 2 - The Social Sciences and Comparative Education (Sept. 20)

This week, we will concentrate on situating comparative education as a field within the history of and present state of major debates in the social sciences. **Professor Karen Mundy** (CIDE Co-Director) will join us for a guest lecture in the first part of the class.

Readings

Demarrais, K. Bennet, and LeCompte, M.D. (1999). Theoretical and Historical Overview of the Purposes of Schooling. In Demarrais, K. & LeCompte, M.D. (Eds.) *How Schools Work: A Sociological Analysis of Education* (pp. 1-33). New York: Longman.

Mundy, K. (2008). 'Education for All,' Africa, and the sociology of schooling. In Mundy et al. (Eds.) *Comparative and International Education: Issues for Teachers* (49-76). Toronto & New York: CSPI & Teachers College Press.

Green, A. (2002). *Centenary Lecture: Education, Globalisation and the Role of Comparative Research*. London: Institute of Education.

Week 3 - Theory and Method and their Purposes in Comparative Education I (Sept. 27)

This week will feature a guest lecture by **Professor Ruth Hahoe** in the first part of the class. The second half will include a whole-class review of Marginson and Mollis' efforts to map the use of different paradigms and theories in comparative education. The remainder of the class will be devoted to small group discussions of comparative education essays that put forward different perspectives on what the field is or should be.

- Marginson, S. & Mollis, M., (2001). The Door Opens and the Tiger Leaps: Theories and Reflexivities of Comparative Education for a Global Millennium. *Comparative Education Review*, 45(4), 581-615.

Small-Group Work: Assigned members of groups 1, 2 and 3 will meet and discuss their respective articles. Approximately 30 minutes will be allocated for this phase of the activity. During this time, groups will be expected to nominate a note-taker and a speaker who will report back during the remainder 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.

Consider the following questions:

- ⇒ 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?

Group 1

Bray, M. & Kai, J. (2007). Comparing systems. In Bray, Adamson, & Mason (Eds.), *Comparative Education Research: Approaches and Methods* (pp. 123 – 144). Hong Kong: Springer.

Hayhoe, R. (2000). Redeeming Modernity. *Comparative Education Review*, 44(4), 423-439.

Group 2

Odora Hoppers, C. A. (2000). The Centre-Periphery in Knowledge Production in the Twenty-first Century. *Compare*, 30(3), 283-291.

Eckstein, E. & Carroll, K. (2005). Abusing ancestors: Historical Functionalism and the post-modern deviation in comparative education. *Comparative Education Review*, 49(1), 62-88.

Group 3

- Masemann, V. (1986). Critical Ethnography in the Study of Comparative Education. In Altbach, P. and Kelly, G.P. (Eds.). *New Approaches to Comparative Education* (pp. 11-26). Chicago: University of Chicago Press.
- Psacharopoulos, G. (1990). Comparative Education: From Theory to Practice: Are You A:\neo.* or B:*.ist? *Comparative Education Review*, 34(3), 369-380.

Week 4 - Theory and Method and their Purposes in Comparative Education II: The Rise and Fall of Development Theories (Oct. 4)

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. The readings this week present a range of critical discussions concerning colonial education, postcolonial education perspectives and the place of education in development theory and international cooperation.

***Project topics due Oct. 4**

Readings

- Willingsky, J. (1998). The educational mission. In *Learning to divide the world: Education at empire's end* (pp. 89-114). Minneapolis: University of Minnesota.
- Tikly, L. (1999). Post-Colonialism and Comparative Education. *International Review of Education*, 45(5/6): 603–621.
- Leys, C. (1995). The Rise and Fall of Development Theory. In *The Rise and Fall of Development Theory* (pp. 3-44). London: James Curry.
- Mundy, K. (1998). Educational Multilateralism and World Disorder. *Comparative Education Review*, 42(4), 448-478.

Week 5 - Ethnographic and Interpretivist Approaches (Oct. 11), (Project Proposal: first draft due)

Qualitative research using ethnography and interpretivist approaches in comparative and international education are the focus of this week's class. In particular, the readings cover a range of conceptual and methodological issues related to the use of "culture" – a central construct in such research traditions - in the analysis of educational systems.

* This week we will have a Literature Search Workshop with Monique Flaccavento, from 11:15- 12:30pm

Readings

Masemann, V. (2003). Culture and Education. In Arnove, R. and Torres, C. (Eds.) *Comparative education: the dialectic of the global and the local* (2nd Edition) (pp. 115-132). Lanham, Md.: Rowman & Littlefield.

Fox, C. (1997). Metaphors of Educational Development: An Analysis of Information Flow between Cultures. In Scrase, T. (Ed.), *Social Justice in Third World Education* (pp. 47-65). New York: Garland Press.

Spindler, G. and L. Spindler (1987). Teaching and learning how to do the ethnography of education. *Interpretive ethnography of education: At home and abroad* (pp. 17-33). G. Spindler and L. Spindler. New Jersey, Lawrence Erlbaum Associates.

Russell, J. (2006). What's to be done with the fox? Inuit teachers inventing musical games for Inuit classrooms. *Curriculum Inquiry*, 36(1), 15-33.

Week 6 - Globalization and Education: How and Why Does It Matter? (Oct. 18)

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. The first two readings this week speak to these issues.

Comparativists clearly differ in their answers to the question, "how is education internationally organized?" and more specifically, how the cultural, economic, and political dimensions of globalization processes have or are affecting the international organization of education. While scholars acknowledge that education systems are deeply embedded in the world system, their portrayals of the nature of this system, and identification of the structures that give this system its salience,

differ. The second two readings present different perspectives on the international organization of education, complementing and extending the discussions of globalization from the first two readings. Specific attention will be given to understanding the different conceptual framings and the research evidence being presented in the Meyer and Ramirez, and the Anderson-Levitt pieces. 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

Mundy, K. (2005). Globalization and Educational Change. In Bascia, N., et al, (eds.), *International Handbook of Educational Policy* (pp. 3-17). Dordrecht: Springer.

Appadurai, A. (1994). Disjuncture and Difference in the Global Cultural Economy. In M. Featherstone (Ed.) *Global Culture, Nationalism, Globalization and Modernity* (pp. 295-310). Newbury Park: Sage Publications.

Meyer, J. and F. Ramirez. (2000). The World Institutionalization of Education. In Schriewer, J. (Ed.). *Discourse Formation in Comparative Education* (pp. 111-132). New York: Peter Lang.

Anderson-Levitt, K. M. (2003). A world culture of schooling? In Kathryn M. Anderson-Levitt (Ed.), *Local meanings, global schooling: Anthropology and world culture theory* (pp. 1-26). New York: Palgrave MacMillan.

Week 7 - Education and Equality: Theories, Methods, Empirical Debates (Oct. 25)

This week will feature a guest lecture by **Dr. Cynthia Joseph** in the first part of the class. Education's potential role in promoting equitable and inclusive societies is the focus of this week's class. The reading by Farrell provides a good theoretical overview of the different dimensions of educational equality. The second reading engages intersectional theories of inequality, looking at race, class, and gender-based differences in educational access and performance in India. The latter two readings were selected both for their use of quantitative and/or econometric analyses in relation to education equality, as well as their engagement with debates concerning the relative importance and relationship between educational equity and efficiency/effectiveness.

Readings

Farrell, J. (2003). Equality of Education: A Half Century of Comparative Evidence Seen from a New Millennium. In Arnove, R. & Torres, C. (Eds.). *Comparative Education: the Dialectic of the Global and the Local* (pp. 146-175). Lanham, MA: Rowman and Littlefield Publishers, Inc.

Jeffrey, C., Jeffrey, P, & Jeffrey, R. (2005). When Schooling Fails: Young Men, Education and Low-Caste Politics in Rural North India. *Contributions to Indian Sociology*, 39(1), 1-38.

Hanushek, E. & Luque, H. (2003). Efficiency and equity in schools around the world. *Economics of Education Review*, 22(5), 481-500.

Takehiko, K. (2011). Japanese solutions to the equity and efficiency dilemma? Secondary schools, inequity and the arrival of 'universal' higher education. *Oxford Review of Education*, 37(2), 241-266.

Week 8 - Gender and Comparative and International Education (Nov. 1)

This week will feature a guest lecture by **Dr. Vandra Masemann** in the first part of the class. Closely connected with questions concerning educational equality, gender issues in education have global relevance and have received sustained scholarly and policy interest in northern and southern societies, as well as in the work of major international organizations such as the World Bank, the OECD, and various United Nations' agencies. The readings this week connect the promotion of gender equality in education to global social justice imperatives, and present research perspectives from the United States and the developing world. Acknowledging that gender identities are relevant not only to issues of educational access and the experiences of students, the Kirk piece offers a discussion of how gender affects the lives of woman teachers. The class will also feature a discussion of the place and treatment of gender and education goals and issues in relation to the EFA and MDG frameworks.

Readings

Unterhalter, E. (2008). Cosmopolitanism, global social justice and gender equality in education. *Compare*, 38(5), 539-555.

Kelly, G. (1996). Research on the Education of Women in the Third World: Problems and Perspectives. In D. Kelly (Ed.). *International Feminist Perspectives on Educational Reform: The Work of Gail Paradise Kelly* (pp. 29-40). New York and London: Garland Publishing Inc.

Buchmann, C., DiPrete, T., & McDaniel, A. (2008). Gender inequalities in education. *Annual Review of Sociology* 34, 319-337.

Kirk, J. (2004). Impossible fictions: The lived experiences of women teachers in Karachi. *Comparative Education Review* 48(4), 374-395.

* Janigan, K. & Masemann, V. (2008). Gender and education. In Mundy, K. et al. (Eds.) *Comparative and international education: Issues for teachers* (pp. 215-248). Toronto: Canadian Scholars Press Inc. [not required, but highly recommended].

Week 9 - International Comparisons of Achievement and Effectiveness in Education (Nov. 8) (Project Proposal Second Draft Due)

This week will feature a guest lecture by **Professor Ben Levin** in the first part of the class. The class will look at comparative education research that uses quantitative methodologies to inform school improvement efforts. Research on education as an investment, the OECD education indicators project, UNESCO's International Standard Classification of Education (ISCED) system, cross-national studies of educational achievement, and cross-national studies of school effectiveness, each illustrate a quantitative 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.

Readings

Mundy, K. & Farrell, J. (2008). International Educational Indicators and Assessments. In Mundy, K. et al. (Eds.) *Comparative and international education: Issues for teachers* (pp. 189-214). Toronto: Canadian Scholars Press Inc.

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

Carney, Stephen. (2009). Negotiating policy in an age of globalization: Exploring educational "policyscapes" in Denmark, Nepal and China. *Comparative Education Review*, 53(1), 63-88.

In addition to the above three readings, students will be assigned to groups and asked to review one of the technical pieces below. Following small group work, summary presentations will be made by each group.

Group 1

World Bank (2011) Making schools work through accountability reforms. Chapter 5 in *Making schools work: New evidence on accountability reforms* (pp. 211-248). Washington, D.C.: Author.

Group 2

Mourshed, M., Chijioke, C. and Barber, M. (2010). Forward, introduction, overview. In McKinsey and Company's *How the world's most improved school systems keep getting better*. pp. 1-24. AND Report's executive summary (pp. 1-4).

Group 3

Ananiadou, K. and Claro, M. (2009). 21st century skills and competencies for new millennium learners in OECD countries. *OECD Education Working Papers*, no. 41. OECD Publishing.

Supplementary Resources

- OECD. (2009). Education at a Glance. Paris: OECD. <http://www.oecd.org/edu/eag2009>
- OECD & Australian Council for Educational Research. (2007). PISA Sample Questions. Paris: OECD. <http://pisa-sq.acer.edu.au/>
- UNESCO Institute for Statistics, Ottawa, ON: UIS. <http://www.uis.unesco.org>
- Third International Mathematics and Sciences Study (TIMSS) website, at <http://nces.ed.gov/timss/>
- IEA Civics Study website, at <http://terpconnect.umd.edu/~jtputa/>
- The American Institute for Research offers a website for analyzing PIRLS and TIMSS data, allowing users to create simple charts and comparative studies: <http://lighthouse.air.org/timss/>

Week 10a - Studying Democracy, Political Socialization and Education (Nov. 15)

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. Hahn discusses teaching democracy, and Benavot reports on a cross national and longitudinal study of the relationship between education and democratization. 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. The piece by Mundy and Manion looks more closely at civic, or “global education” in Canadian schools.

Readings

Hahn, C. (1998). Teaching Democracy. Chapter 6 in C. Hahn, *Becoming Political: Comparative Perspectives on Citizenship Education* (pp. 235-248). New York: SUNY Press.

Benavot, A. (1996). Education and political democratization: Cross-national and longitudinal Findings. *Comparative Education Review*, 40(4), 377-403.

Mundy, K. & Manion, C. (2008). Global education in Canadian elementary schools: An exploratory study. *Canadian Journal of Education*, 31(4), 941-974.

Week 10b – Religion and Education

Faith-based non-governmental actors have long played a role in education service provision around the world. Over the past few decades there has been much talk of a global “resurgence” of religion, with scholarly questions arising in the context of education concerning how to conceptualize and understand the role and nature of religious affiliation, organizations and leaders in relation to educational development and improvement. The second half of this week’s class focuses on these questions, with the first two readings offering valuable conceptual and theoretical discussions, and the last reading presenting an empirical study of pedagogy and student learning in Islamic schools.

Readings

Stambach, Amy. (2010). Education, religion, and anthropology in Africa. *Annual Review of Anthropology*, 39, 361-380.

Marshall, Katherine. (2010). Education for all: Where does religion come in? . *Comparative Education*, 46(3), 273-287.

Boyle, H.N. (2006). Memorization and learning in Islamic schools. *Comparative Education Review*, 50(3), 478-495.

Week 11 - Power and Control: Studying the Politics of Education (Nov. 22)

Whereas the power to define and control the development and reform of national education systems has historically been understood to rest with national governments, the emergence of new trans- and supra-national actors and networks, the promotion of education partnerships between government, donors, and civil society groups, and decentralization reforms (among other important changes) have challenged or otherwise shifted the nature of governmental authority in education. Globalization processes, economic crises, poverty, and conflict continue to shape the politics and practices of educational development. The readings this week speak to a number of changes, challenges and opportunities characterizing the shifting fields of power, control and politics in education.

Readings

Mundy, Karen and L. Murphy. (2001). Transnational Advocacy, Global Civil Society. *Comparative Education Review*, 45(1), 85-126.

Bray, M. (2003). Control of Education: Issues and Tensions in Centralization and Decentralization. In Arnove, R.F. & Torres, C.A. (Eds.) *Comparative education: The dialectic of the global and the local* (pp. 204-228) Lanham, MA: Rowman and Littlefield Publishers, Inc.

Samoff, J. (2003). Institutionalizing international influence. In Arnove, R.F. & Torres, C.A. (Eds.) *Comparative education: The dialectic of the global and the local* (pp. 52-91) Lanham, MA: Rowman and Littlefield Publishers, Inc.

Novelli, M. (2010). The new geopolitics of educational aid: From Cold Wars to Holy Wars? *International Journal of Educational Development* 30(5), 453-459.

Week 12 - Transfer, Borrowing & Lending of Educational Ideas, Policies & Practices (Nov. 29)

While policy borrowing and cross-national educational comparison have been central concerns of the field of comparative education since its inception, as the course topics have revealed thus far, political, economic, and cultural changes worldwide have challenged comparativists to consider new questions of power, politics and relevance in relation to educational policy transfer and diffusion processes. In this last class we will use the readings to explore some of the key debates and issues constituting the contemporary field of educational policy borrowing.

Readings

Halpin, D., Tryona, B. (1995). "The Politics of Education Policy Borrowing". *Comparative Education*, 31(3), 303-310.

Johnson, S., Monk, M., & Hodges, M. (2000). Teacher Development and Change in South Africa: A Critique of the Appropriateness of Transfer of Northern/Western Practice. *Compare*, 30(2), 179-192.

Takayama, K., & Apple, M. (2008). The Cultural Politics of borrowing: Japan, Britain, and the Narrative of Education Crisis. *British Journal of Sociology of Education*. 29(3), 289-301.

Steiner-Khamsi, G. (2010). The politics and economics of comparison: Presidential Address. *Comparative Education Review* 54(3), 323-342.

Wrap-Up/Conclusion

Supplementary Reading List by Week

Week 1 - Introduction

- Altbach, P. (1991). Trends in comparative education. *Comparative Education Review* 35(3), 491-507.
- Arnové, R., Altbach, P. G., & Kelly, G. P. (1992). *Emergent issues in education: Comparative perspectives*. Albany, New York: State University of New York Press.
- Arnové, R., and Torres, C. (1999). *Comparative education: The dialectic of the global and the local*. New York: Rowman and Littlefield.
- Bray, M. (2007). Actors and purposes in comparative education. In M. Bray, B. Adamson & M. Mason (Eds.), *Comparative education research: Approaches and methods* (pp. 15-38). Hong Kong: Comparative Education Research Centre and Dordrecht: Springer.
- Carnoy, M. (2006). CIES Presidential Address: Rethinking the comparative – and the international. *Comparative Education Review* 50(4), 551-570.
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