CIE1001
AN INTRODUCTION TO COMPARATIVE, INTERNATIONAL, AND DEVELOPMENT EDUCATION
Winter 2012
Ontario Institute for Studies in Education, University of Toronto

Instructor: Dr. Zahra Bhanji
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Tuesdays 5:45pm – 8:45pm
Room 7-105 Smart Room
Office Hours: By appointment

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 a paper proposal, and a final essay.

**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. 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.

*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 that reflects an understanding and synthesis of assigned readings. (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 2. (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 January 31, 2012.* The proposal should highlight the rationale, objectives, major research questions to be explored in the paper. The proposal should also review available empirical research and data sets if available on the topic and highlight the comparative international dimension (theory or method) of the upcoming paper. *Second draft is due February 21, 2012.* The second draft will be graded. (20%)

- **Final paper** (maximum 2,500-3,000 words or 12-15 pages, excluding references). *Due April 3, 2012 at the beginning of class.* (45%).

The paper should explore a topic, theme, issue or problem that is of interest or relevant to the student’s experience and should be situated within comparative international education theory and/or methods. The aim of the paper is to review and analyze the literature in a substantive area or on a specific topic and should also address the comparative international education dimensions (theory and/or method) of the topic.
The paper will be graded for:
(1) addressing the major ideological, theoretical and/or methodological debates animating from the research topic
(2) the use of comparative theory and/or method for analysis
(3) ability to highlight the topic's implications for comparative international education
(4) ability to connect the review with class readings, discussion and/or your personal experience/context or culture.
(5) clarity, coherence, and conciseness in writing

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 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)

Other suggested texts:


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:

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<tr>
<th>Alternatives</th>
<th>International Education</th>
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<tr>
<td>Anthropology and Education Quarterly</td>
<td>International Journal of Ed. Research</td>
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<tr>
<td>Canadian and International Education</td>
<td>Int'l Journal of Qualitative Studies in Ed.</td>
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<td>Canadian Journal of Education</td>
<td>International Journal of Science Education</td>
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<td>Comparative Education</td>
<td>International Organization</td>
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<td>Comparative Education Review</td>
<td>International Review of Education</td>
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<td>Compare</td>
<td>International Studies in the Sociology of Ed.</td>
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<td>Convergence</td>
<td>Journal of African Studies</td>
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<td>Current Issues in Comparative Education</td>
<td>Journal of Educational Policy</td>
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<td>Discourse: Studies in the Cultural Politics of Education</td>
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<td>Economics of Education Review</td>
<td>Journal of Moral Education</td>
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<td>European Journal of Education</td>
<td>Journal of Research in International Education</td>
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<td>Gender and Education</td>
<td>Journal of Studies in International Education</td>
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<td>Global Social Policy</td>
<td>Oxford Review of Education</td>
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<td>Globalization, Societies and Education</td>
<td>Oxford Studies of Comparative Education Prospects (UNESCO)</td>
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<td>Harvard Educational Review</td>
<td>Race, Ethnicity, and Education</td>
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<td>Higher Education</td>
<td>Sociology of Education</td>
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<td>Higher Education Policy</td>
<td>Studies in International Education</td>
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<td>International Higher Education</td>
<td>Theory and Research in Education</td>
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<td>International Journal of Early Childhood</td>
<td>Third World Quarterly</td>
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<td>International Journal of Ed. Development</td>
<td>World Development</td>
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<td>Women's Studies International Forum</td>
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**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 if you have any questions, so as to ensure that you are not committing plagiarism.

**OVERVIEW BY WEEK**

**Introduction to the Field**

1. January 10  
   Course Overview: What is International and Comparative Education?
2. January 17 
   The Social Sciences and Comparative Education  
   (*Student Paper Presentations begin*)
3. January 24 
   Theory and Methodology and their Purposes in Comparative Education I
4. January 31 
   Theory and Methodology and their Purposes in Comparative Education II (*Project Proposal: first draft due*)
5. February 7 
   Philosophy of Comparative Education  
   Ethnographic and Interpretivist Approaches

**Main Issues in Comparative and International Education**

6. February 14 
   Education and Equality: Theories, Methods, Empirical Debates
7. February 21 
   Globalization and Education: How and Why Does It Matter?  
   (*Project Proposals: 2nd draft due*)
8. February 28 
   Gender and Comparative and International Education
9. March 6 
   Religion and Education
   March 13 
   No Class (March Break)
10. March 20 
    Private Authority and the Politics of Education
11. March 27 
    Transfer, Borrowing & Lending of Educational Ideas, Policies & Practice
12. April 3 
    International Comparisons of Educational Achievement and Effectiveness  
    Course Wrap-Up (*Papers Due: April 3 at the beginning of class*)
Week 1: An Introduction and Course Overview. What is International and Comparative Education? What is Canadian Education in Comparative Perspective? (January 10)

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. The class will also include introductions and an overview of course themes, assignments and evaluation. We will watch the film, “2 Million Minutes” which will be followed by a group discussion.

Readings:


Film: "2 Million Minutes"

Week 2 - The Social Sciences and Comparative Education (January 17)

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 from 5:30pm to 6:30pm.

Group topics for next week will also be selected.

Readings


**Week 3 - Theory and Method and their Purposes in Comparative Education I (Jan. 24)**

This class will include a review of Marginson and Mollis’ efforts to map the use of different paradigms and theories in comparative education. Time will be allocated for small group discussions on comparative education essays that put forward different perspectives on what the field is or should be.


**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**


**Group 2**


**Group 3**

**Week 4 - Theory and Method and their Purposes in Comparative Education II: The Rise and Fall of Development Theories (January 31)**

This week will feature a guest lecture by **Dr. Carly Manion**, Post-Doctoral Fellow. 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.

**Readings**


**Week 5 – (1) Philosophy and Comparative Education (II) Ethnographic and Interpretivist Approaches (Feb. 7), (Project Proposal: first draft due)**

The first part of the class will feature a video presentation by **Professor Ruth Hayhoe** on philosophy and comparative education with a special focus on East Asia. This will be followed by an opportunity to have a discussion and a question and answer session with Professor Hayoe via SKYPE.

The second part of the class will focus on 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.

**Readings**


**Week 6 - Education and Equality: Theories, Methods, Empirical Debates (Feb. 14)**

A Literature Search Workshop will be held with Monique Flaccavento in class from 5:45pm to 6:45pm.

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**


**Week 7 - Globalization and Education: How and Why Does It Matter? (Feb. 21) (Project Proposal Second Draft Due)**

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. The last reading presents a case study on Microsoft Corporation’s global strategy and
localization efforts in education. We will try to simulate a debate between different viewpoints about the nature of the world system and place of education within it.

**Readings**


**Week 8 - Gender and Comparative and International Education (Feb. 28)**

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**


**Week 9 - Religion and Education (March 6)**

This week will feature a guest lecture by Professor Safaroz Niyozov in the first part of the class. 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**


**March 13 No Class (March Break)**
Week 10 – Private Authority and the Politics of Education (March 20)

This week will feature a guest lecture by Dr. Justin Van-Fleet, Post-Doctoral Fellow, Center for Universal Education at Brookings. 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, corporate and civil society groups, have challenged or otherwise shifted the nature of governmental authority in education. 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


Week 11 – Transfer, Borrowing & Lending of Educational Ideas, Policies & Practices (March 27)

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


Week 12 - International Comparisons of Achievement and Effectiveness in Education (April 3)

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


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**

**Group 2**

**Group 3**

**Supplementary Resources**
- IEA Civics Study website, at [http://terpconnect.umd.edu/~jtpurta/](http://terpconnect.umd.edu/~jtpurta/)
- 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/](http://lighthouse.air.org/timss/)

**Wrap-Up/Conclusion**
Supplementary Reading List by Week

Week 1 - Introduction

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.

Week 2 – Comparative Education and the Social Sciences


**Week 3 – Theory and Methods (I)**


**Week 4 – Theory and Methods (II) – International Development**


**Week 5 – Ethnographic and Interpretivist Approaches**


**Week 6 – Education and Equality**


**Week 7 – Globalization and Education**


Nekhwevha, F. (1999). No matter how long the night, the day is sure to come: Cultural and educational transformation in post-colonial Namibia and post-apartheid South Africa. International Review of Education, 45(5-6), 491-506.


**Week 8 – Gender and Education**


education (pp. 423-438). Dordrecht: Kluwer. Papers from the 9th World Congress of Comparative Education Societies, Sydney, Australia, July, 1996.


Week 9 – Religion and Education


Week 10 – Private Authority and the Politics of Education

Achievements and Challenges.” Comparative policy research: Learning from experience (pp.13-25). New York: St. Martin's Press.


Levin, B. (June 1998). An epidemic of education policy: (What) can we learn from each other?” Comparative Education 34(2), 131-41.


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**Week 11 – Policy Borrowing and Transfer**


Wong, K. K. (February 1998). Laying the groundwork for a new generation of policy research: Commentary on 'knowledge utilization in educational policy and politics.' Educational Administration Quarterly 34(1), 141-46.
### Week 12 - International Comparisons of Educational Systems and School Improvement


