CIE1001H F 0131
An Introduction to Comparative, International, and Development Education
Winter 2011

Sarfaroz Niyozov
Mondays, 5-8 pm; Room 7105
E-mail: sarfaroz.niyozov@utoronto.ca
Office Hours: Tuesday 3pm-5pm, 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 two reflection papers on selected 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. You will be asked to lead a class discussion with a partner or small group, prepare two short written assignments and a proposal, and finish the class with a polished essay on a topic of your choice along with a presentation. 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.
DESCRIPTION OF ASSIGNMENTS:

- Participation (15%): Active participation in class discussions that reflects an understanding and synthesis of assigned readings.
- Student-led discussion/presentations (20%): 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. Starts on **week 3**.
- Paper project proposal (four pages) and annotated bibliography of at least 15 references, of which five are annotated (20%). The first draft will be reviewed and returned (**due week 5**). The second draft will be graded. The proposal should highlight the rationale, objectives, major research questions, and the comparative international dimension (theory and/or method) of the upcoming paper. Maximum 2-4 pages (**due week 10**).
- Final paper (15-20 pages double spaced, excluding references) (45%). This essay should explore a topic, theme, issue or a problem that is relevant to the student’s experience, situated within CIDE framework. A student will be expected to apply their learning during and beyond the course in applying cide theory and methods to the topic/issue/question. The paper will be graded for (i) the clarity, coherence, and conciseness with which you write; (ii) your command of the intellectual content, including examining more than one perspective on the topic/issue of your study and major debates around the issue; (iii) your use of comparative method/theory 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. Due April ??, 2011.

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

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, 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

Readings for this course will be made available in a course packet available at a designated copy shop.

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:

Alternatives
Anthropology and Education Quarterly
Canadian and International Education
Canadian Journal of Education
Comparative Education
Comparative Education Review
Compare
Convergence
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 Education
International Higher Education
Journal of Development Studies

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
Oxford Review of Education
Prospects (UNESCO)
Race, Ethnicity, and Education
Sociology of Education
Studies in International Education
Third World Quarterly
World Development
Women’s Studies International Forum
International Journal of Early Childhood
International Journal of Ed. Development

**OVERVIEW BY WEEK**

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<th>Introduction to the Field</th>
<th>1. January 5</th>
<th>Course Overview What is International and Comparative Education? What is Canadian Education in Comparative Perspective?</th>
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<td>2. January 12</td>
<td>The Social Sciences and Comparative Education</td>
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<td>3. January 19</td>
<td>Theory and Methodology and their Purposes in Comparative Education I (Student Paper Presentations begin)</td>
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<td>4. January 26</td>
<td>Theory and Methodology and their Purposes in Comparative Education II:</td>
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<td>5. February 2</td>
<td>Ethnographic and Interpretivist Approaches (Project Proposals; first draft due February, 2)</td>
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Main Issues in Comparative and International Education

6. February 9  Globalization and Education: How and Why Does It Matter?
7. February 16  Education and Equality: Theories, Methods, Empirical Debates
8. February 23  Gender and Comparative and International Education
9. March 2  Lending, Borrowing and Transfer of ideas, policies and practices in Education
   (Studying Democracy, Political Socialization and Education)
   (*Project Proposals: 2nd draft due March 9*)
10. March 9  Power and Control: Studying the Politics of Education
11. March 16  11a. International Comparisons of Educational Achievement and Effectiveness in Education
    11b. Beyond Comparison: How is Education Internationally Organised?

April 19, FINAL PAPER DUE

WEEKLY CALENDAR: readings with asterisks are not included in course packet for copyright reasons. Read from other sources. They are covered in class.

1. An Introduction and Course Overview. What is International and Comparative Education? What is Canadian Education in Comparative Perspective?

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 an overview of course themes, assignments and evaluation, and introductions among ourselves.

Readings:

Film: "Preschool in Three Cultures"

2. The Social Sciences and Comparative Education

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.

Readings


3. Theory and Method and their Purposes in Comparative Education I

This class will begin with a review of Marginson and Mollis' efforts to map the use of different paradigms and theories in comparative education. The second half 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.


Students will join in rotating small groups to discuss two of the following articles with other members 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?


4. Theory and Method and their Purposes in Comparative Education II: The Rise and Fall of Development Theories

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. I have included the article by Leys to give you a broad overview of the demise of both modernization and dependency theories in the 1980s and 1990s. Fuller’s article is included as a useful contemporary overview of different theoretical or conceptual frames for thinking about the relationship between education and development.

Readings


5. Ethnographic and Interpretivist Approaches (Paper Project Proposals, first draft due)

Readings


6. Globalization and Education: How and Why Does It Matter?

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.
Readings

General


Individual


7. Education and Equality: Theories, Methods, Empirical Debates

Readings


• Klees, S. (2010). Aid, Development and Education.

8. Gender and Comparative and International Education

Readings


- Film; Muslim Feminists Speak on Gender and Islam

9. **Studying Democracy, Political Socialization and Education**

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. Ibrahim provides a totally different conceptual framework for looking at these ideas.

**Readings**


10. **Power and Control: Studying the Politics of Education**

**Readings**


11a. International Comparisons of Achievement and Effectiveness in Education

In this class we look at comparative education research that follows positivist methodologies and is highly utilitarian in its objectives. Research on education as an investment, the OECD education indicators project, cross-national studies of educational achievement, and cross-national studies of school effectiveness, each illustrates a positivistic scientific 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


Resources


• Third International Mathematics and Sciences Study (TIMSS) website, at http://nces.ed.gov/timss/

11b. Beyond Comparison: How is Education Internationally Organized?

Comparativists clearly differ in their answers to the question, “how is education internationally organized?” While each author sees education deeply embedded in a world system, her/his portrayal of the nature of this system, and identification of the structures which give this system its salience, differ. In this class we look at four different articles, and try to understand the conceptual frame and research evidence being presented. We will contrast these articles to readings on globalization. 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


This week will be devoted to the issues of transfer, borrowing and lending of ideas, policies, and practices in education. Students are requested to critically engage with one of the central issues in Comparative and International education to identify purposes, forms and challenges and implications of the practices of lending and borrowing in education.

Readings:


Conclusions/Wrap Up

Final Papers due April 20, 2009

Supplementary Reading List by Week

Week 1


Week 2
Wilson, D. (2009). To Compare is Human: Comparison as a Research Methodology. In Zajda, J., & Val Rust (Eds.), Globalization, Policy and Comparative Research: Discourses in Globalization. (pp. 49-60), Dodrecht: Springer.

Week 4


Week 5

Week 6

Week 7


**Week 8**


**Week 9**


**Week 10**


**Week 11**

**a)**


**b)**


