Purpose and Approach:

This course was first developed in the mid-1980s to complement Comparative Education Theory and Methodology (1825) by focusing on higher education within the frame of comparative education theory and methodology. In 1992-3, after the collapse of the Soviet Union, and the emergence of a literature around the dialogue/clash of civilizations, a group of graduate students worked with me to re-think the course completely. We wanted to develop an approach to comparative higher education that emphasised culture and civilization as the basic framework, rather than the modern political economy. We also wished to integrate feminist concerns and perspectives throughout the course reading materials. In 2004, the course was again revised fundamentally, with students contributing especially to the shaping of the thematic sections in Part D.

The course attempts to introduce three distinct literatures which can be drawn upon for comparative higher education - a classic historical literature, the literature of comparative education as it applies to higher education and social change, and the specialist literature of comparative higher education, which deals mainly with sociological and anthropological aspects of higher education systems. The focus is on the work of scholars that have had longstanding influence.

The course begins from a civilizational perspective, looking at higher learning institutions in various world civilizations, and considering the situation of both women and men in these traditions. It then turns to the great social change period that has been termed "modernization" and looks at how comparative education scholars such as Brian Holmes, George Bereday and Gail Kelly applied their methodology to issues of higher education in a comparative perspective. Next, it considers the literature on comparative higher education, developed by scholars such as Burton Clark and Tony Becher, and sees how the disciplines of sociology and anthropology are used for comparative analysis among different national systems. This is set against a parallel feminist literature on higher education. Next come several regional examples of higher education in the transition to "modernity" - Europe, Latin America, and East Asia.

The final part of the course deals with themes or issues in higher education which can be analysed using some of the theoretical frameworks suggested in the literature: university-state relations in different societies, the professoriate, students and student movements. This fourth part of the course is highly flexible, and students will be encouraged to work with one of the above issues, or select a different issue for comparative reflection.

The main purpose of the course is to acquaint students with the wealth of literature available for the study of comparative higher education, and to assist them in developing an understanding of the different types of literature and critical judgement for selecting material from the literature.
Method of Evaluation: Evaluation for the course is based on a brief critical summary of one article, book or book chapter dealing with theoretical or conceptual issues in comparative higher education (15%). This will be due by October 19. A second short reflective paper will be due on November 16, which should draw on selected literature and focus on an issue or theme that will be pursued in the final research paper. (15%) We will organise small groups according to closeness of theme, so there can be time for discussion and planning, as well as presentations of these papers during the second half of the course. Each student will also be able to discuss the paper with the instructor on an individual basis. The final paper will be a research essay of fifteen to twenty pages in which an issue in higher education is analyzed comparatively. (70%) It will be due towards the end of December.

Core Reference Material for the Course:


Ruth Hayhoe and Julia Pan, Knowledge Across Cultures: A Contribution to Dialogue Among Civilizations (Hong Kong: Comparative Education Research Centre, University of Hong Kong, 2001).

Major Journals:

Comparative Education
Comparative Education Review
Higher Education: the international journal of higher education and educational planning
International Higher Education (newsletter from Boston College Higher Education Centre under Professor Philip Altbach)

Part A: Civilizational Perspectives on Higher Education

Session 1 Higher Learning and Universities in World Civilization

Common Readings:


Discussion Questions:

1. How does Le Than Khoi open our minds to reflect on education and higher learning at different periods of world history and in different societies and civilizations? What were the
main concerns of higher learning institutions in classical civilizations? How did they relate to
religion, the natural environment, the socio-political and economic environment?

2. What does Rashdall see as the main characteristics of universities as they emerged in Europe?
In what ways did the Church, the guild and the monastery shape the medieval university in
Europe in distinctive ways?

3. How does Noble account for the exclusion of women from the newly emerging universities
of Europe? How was this exclusion justified and how did it shape the emergence of modern
science?

Additional Readings

Cobban, A.B., The Medieval Universities: Their Development and Organisation (London: Methuen,
1975).

Gabriel, Askiel, Garlandia: Studies in the History of the Medieval University, (Frankfurt am Main:

Haskins, Charles Homer, The Rise of the University, (Ithaca, New York: Cornell University Press,
1965).

*Holmes, B., “Ideal Typical Normative Models,” in Comparative Education: Some

Kibre, Pearl, The Nations in the Medieval Universities, (Cambridge, Mass.: Medieval Academy of
America, 1948).

Kittleson, James and Transure, Pamela [eds.], Rebirth, Reform and Resilience: Universities in

Leff, Gordon, Paris and Oxford Universities in the Thirteenth and Fourteenth Centuries: An

Merchant, Carolyn, The Death of Nature: Women, Ecology and the Scientific Revolution, (San

of Higher Education, Parts One and Two (Dordecht, Netherlands: 2006), Part One, pp. 159-206.

especially pp.81-149.


chapters V and VII.


Session 2: Asian and Middle Eastern Traditions of Higher Learning

Common Readings:


Discussion Questions:

1. What do we learn from Altekar about the ancient institutions of higher learning in India? What subjects were studied and how broad was their influence? What was the experience of women in ancient Indian education?
2. What are some of the valuable aspects of Islamic higher learning which Stanton suggests gave an important legacy to European universities?
3. Nakosteen’s account of the Academy of Jundi-Shapur and the ways in which it prospered during the early period of Islamic development provides a dynamic picture of early Islamic higher education. What did you find most striking in this picture? What fields of knowledge were a particularly valuable legacy to the European universities?
4. What do you see as the most significant differences between the core values and views of knowledge in classical Chinese institutions of higher learning and the medieval universities of Europe? How does an understanding of these differences help to explain the conflicts that have arisen in the development of modern Chinese universities under Western influence? Can it be helpful in anticipating the future?
Additional Readings


Ji, Shuli, “A Modern Interpretation of Sinic Science,” in Ruth Hayhoe and Julia Pan, Knowledge Across Cultures: A Contribution to Dialogue Among Civilizations (Hong Kong: Comparative Education Research Centre, University of Hong Kong, 2001), pp. 139-151.


Part B Methodological Considerations in Comparative Higher Education

Session 3: Approaches from the Comparative Education Literature

Common Readings:

2. George Bereday, Universities for All (San Francisco: Jossey Bass, 1973), Preface (vii-xiv), chapter one (1-18) and chapter eight (131-145).


Discussion Questions:

1. Consider how the first two readings by Holmes and Bereday exemplify hypothetico-deductive and inductive method respectively in comparative education. What strengths and weaknesses do these approaches have in dealing with issues concerning the modern university and the transition from elite to mass higher education?

2. How far have Bereday's three theoretical conclusions about mass higher education been born out in the experience of the many other nations that have moved to this phase since the early seventies?

3. How would Holmes' approach help us to reflect on dimensions of societal culture and academic tradition which may shape the transition to mass higher education differently in various countries?

4. What has been the differential experience of women in the transition to mass higher education? What accounts for the differences in participation by level and by knowledge area which persist? What has happened to professional areas where women tend to dominate?

Additional Readings:


Session 4: Approaches from the Literature on Comparative Higher Education


Discussion Questions:
1. What do you see as the main strengths and weaknesses of Clark's sociological approach to comparison in higher education systems?

2. How does Becher's anthropological approach suggest a completely different set of comparisons? Do you think this kind of comparison can be extended to non-Western patterns? What type of adjustment might have to be made?

3. How are issues of women’s participation in higher education viewed within three major Western feminist paradigms? What did Acker see as the limitations and possibilities of these theoretical approaches?

Additional Readings


Clark, Burton, Creating Entreprenurial Universities: Organizational Pathways of Transformation (Oxford: Pergamon, for the IAU, 1998)


Clark, Burton, The Research Foundations of Graduate Education: Germany, France, United States, Japan (University of California Press, 1993)


Clark, Burton, The Higher Education System: academic organization in cross-national perspective (University of California Press, 1983)

Francis, Becky and Skelton, Christine, Investigating Gender: Contemporary perspectives in education (Buckingham: Open University Press, 2001)


Part C  Higher Education and Modernization

Session 5: The European Experience

Common Readings


Discussion Questions

1. What are the notable features of Humboldt's vision of the modern German university? Why do you think it became so influential?
2. What are the main characteristics of the Napoleonic University? How would it appeal to those interested in harnessing the university for modernization and state building tasks?
3. What five distinctive university models does Ashby identify in 19th century Britain? Why was the University of London see as most suitable for export?
4. Why do Johnston and Elton take a careful look at German and British traditions of higher learning in their consideration of the aspirations of contemporary British and German students for employment? How helpful do you find this approach?

Additional Readings

Europe

Amaral, Alberto, Neave, Guy, Musselin, Christine, Maassen, Peter (eds.) European Integration and the Governance of Higher Education and Research (Dordecht and New York: Springer, 2009).


France:

Archer, Margaret, Students, University and Society: A Comparative Sociological Review (London: Heinemann, 1972)


**Germany:**


**United Kingdom:**


**Session 6 The Latin American Experience**

**Common Readings**


Discussion Questions

1. What are the distinctive characteristics of the Latin American experience of higher education development in relation to modernization, according to Schwartzman? How helpful do you find the ideal types used to explain these characteristics?
2. What are the historic reasons that students have played a very important role in Latin American universities? What are the different elements in the comparative framework that Levy develops for exploring the role of students in various countries of Latin America?
3. How do Arocena and Sutz see the present prospects of Latin American universities facing globalization and neo-liberal economic pressures?

Additional Readings

Altbach, Philip G and Balan, Jorge, World Class Worldwide: Transforming Research Universities in Asia and Latin America (Baltimore: Johns Hopkins University Press, 2007).


Levy, Daniel C., To export progress: the golden age of university assistance in the Americas (Bloomington, Indiana: Indiana University Press, 2005)


Olivera, Carlos E. " Is education in Latin America dependent?" Prospects, 15:2, 1985, pp. 227-238.


Session 7 The East Asian Experience
Common Readings


Discussion Questions

1. What similarities and differences do you see in the experience of Asian universities and the transition of their societies to modernity? How might they be explained?
2. What aspects of Japan's modern higher education system are connected to its own cultural patterns and which aspects might be seen as part of a universal process of change?
3. In what ways did China's experience with socialism give a distinctive role to her higher education system, and make the transition to modernity different from other countries in East Asia?
4. What choices and possibilities face China's higher education in the transition to a mass system? Can comparative data help in anticipating how this is likely to affect women students and faculty?

Additional Readings

East Asia


Chapman, David, Cummings, William and Postiglione, Gerard (eds.), Crossing Borders in East Asian Higher Education (Hong Kong: Comparative Education Research Centre, University of Hong Kong and Springer, 2010)


China

Agalesto, Michael, Higher Education in Post-Mao China (Hong Kong: University of Hong Kong press, 1998)


Gu Mingyuan, Education in China and Abroad: Reflections from a Lifetime in Comparative Education (Hong Kong: Comparative Education Research Centre, University of Hong Kong, 2001).


Yang, Rui, “Tensions between the global and the local: A comparative illustration of the reorganization of China’s higher education in the 1950s and the 1990s,” Higher Education, Vol. 39,
No. 3, April, 2000, pp. 319-337.


Japan


Nagai Michio, Higher Education in Japan: Its Takeoff and Crash (Tokyo: University of Tokyo Press,


Part D Issues for Comparative Analysis

Session 8: Higher Education and the State

Common Readings:


Discussion Questions:

1. How does Guy Neave define the difference between state controlled and state supervisory models of higher education? How important is history and an understanding of longstanding cultural factors in the comparative understanding of different types of university-state relations in Europe and North America? What did you find most helpful for a deep understanding of differences in Neave’s account?

2. How have the values of university autonomy and academic freedom been played out in the experience of Brazil and other Latin American countries over the twentieth century? What are the most important points made in the analysis of De Figureido-Cowen?
3. How is globalization and marketization affecting university-state relations in OECD countries, according to King? What do you see as the benefits and risks of using performance-based accountability instruments to ensure the accountability of public higher education systems to the state?

Additional Readings:


Bruneau, William and Savage, D.C., Counting out the Scholars: The Case Against Performance Indicators in Higher Education (Toronto: CAUT Series, 2002).


Neave, G. and Van Vught, F.A., “Government and Higher Education in Developing Nations; A


Session 9: The Professoriate

Common Readings:


Discussion Questions:

1. In what ways does the professoriate differ from other professions? Consider definitions of work, governance and control, prestige, affiliation, reward structures and other variables you believe are relevant. What are the main pressures for change identified in Welch’s essay? How does he view the future of the profession?
2. What does historical analysis and understanding contribute to Gottlieb and Keith’s study of the ways in which research and teaching interact in the academic profession? What do you consider the most significant findings of the empirical study of faculty in eight countries? Why?
3. To what extent is it possible to generalize a woman's experience in the professoriate? To what extent are women professors in leadership positions handling the pressures of globalization and change differently than men might do in the three countries covered in Acker’s study?

Additional Readings


Sandra Acker, “Gender, Leadership and Change in faculties of education in three countries,” in C. Reynolds and J. Collard (eds.), Leadership, Gender and Culture (Maidenhead: Open University


Session 10: Students and Student Movements

Common Readings:


Discussion Questions:

1. What different aspects of a student's background are likely to affect their decisions about involvement in political movements? What broad contextual factors seem to lie behind the emergence of and development of student movements according to Lipset?
2. What major comparative distinctions does Philip Altbach identify in a retrospective look at student politics from the perspective of the 21st century?
3. What new dimensions does Rhoads identify in student activism that are related to issues of cultural diversity?

Additional Readings:


Levitt, Cyril, Children of Privilege: Student Revolt in the Sixties: A Study of Student Movements in Canada, the United States and Western Germany (Toronto: University of Toronto Press, 1984).


