

## EDHI605—COMPARATIVE EDUCATION

*College of Education  
University of Maryland*

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Fall Semester 2015  
Class time and location: Mon, 4:15-7 p.m.,  
Benjamin Building 2101

### Course Overview

This course will present an overview of the main theoretical, policy, and practice-related issues affecting educational systems today. As globalization becomes more widespread, educational systems are receiving increasing attention as a tool for social inclusion and economic competitiveness as well as being subjected to common pressures. The course will examine the role of educational systems in the democratization of society through the universalization of basic education and the broadening of higher education. It will examine as well how issues of equality/equity are competing today with those of efficiency, quality, and parental choice. Since financing is a determinant factor in the existence and maintenance of educational programs, the role of two critical providers, the state and international development agencies, will be examined. The situation of disadvantaged groups, particularly women, and the promise of instructional and educational innovations will complete this review of international education.

### Course Objectives

This course seeks to familiarize the student with the field of comparative and international education (CIE). This involves: (a) understanding the main educational issues facing efforts to apply education for national development today, (b) learning how various social science disciplines are used in the analysis of educational systems, (c) distinguishing the actual from the symbolic role of education in the transformation of developing societies, and (d) understanding the substance and reasoning behind CIE's intellectual and professional identity.

Additional course objectives are those of fostering policy analysis skills and research abilities (particularly the conduct of comparative analysis) in the students. These objectives will be accomplished through the production of research papers and class discussions of assigned materials.

### Course Format

This course will comprise three distinct and complementary activities: First, a number of key issues in the field of CIE will be pursued through lectures on selected conditions/problems. Second, students—who are expected to come to class prepared by *reading the assigned documents for each session*—will participate in class discussions and make presentations on

various class readings. Third, students will produce a reflective essay and two (a mid-term and a final) research papers.

Since the course proceeds by issues rather than national systems, each student are encouraged to adopt a country or region for further study and coverage through the mid-term assignment and course research paper.

## **Required Readings**

One textbook has been assigned for the course:

Robert Arnove, Carlos Torres, and Stephen Franz (eds.). *Comparative Education. The Dialectic of the Global and the Local*. 4th edition. Boulder: Rowman and Littlefield, 2013.

To complement the understanding of pertinent issues, there will be additional readings accessible through Canvas. They are presented by the class date. Readings identified as “text” refer to those in the textbook.

## **Recommended readings:**

Gary Sykes, Barbara Schneider, and David Plank (eds.). *Handbook of Educational Policy Research*. New York: Routledge, 2009.

Ingemar Fagerlind and Lawrence Saha. *Education and National Development. A Comparative Perspective*. Oxford: Pergamon Press, 1989.

Robert Arnove, Philip Altbach, and Gail Kelly (eds.). *Emergent Issues in Comparative Education*. Albany: SUNY Press, 1992.

Kas Mazurek, Margret Winzer and Czeslaw Majorek (eds.). *Education in a Global Society. A Comparative Perspective*. Boston: Allyn and Bacon, 2000.

## **Student Evaluation**

Students will be evaluated on the basis of five outputs: their informed participation based on reading assignments in seminar discussions (15% of the grade); their performance in a reflexive paper (15%); their performance in a mid-term assignment (20%); and their performance in the course research paper (45%), and your contribution to and performance in the student presentation session panel (5%).

A critical understanding of the assigned readings calls for: discussing the key points of the paper, its strengths and weaknesses, an assessment of the importance of the topic, and an identification of new issues or questions for further debate.

The reflexive paper (about 7 pages) will examine major educational accomplishments and persistent problems in a developing country of your choice. The mid-term assignment (10-12 pages) will compare educational statistics in two countries in terms of their efforts toward access, equity, and efficiency. The course research paper (25-30 pages) will address a particular

educational policy, project, or innovation being implemented in one or more developing countries and which appears to be especially promising. Guidelines for all three papers as well as for the panel presentation will be distributed to the students in advance. Please, note that the outline for the course research paper is due on **October 5th**. All assignments should be e-mailed to me—no need for paper versions. Using track changes I will make comments on your text and return it promptly to you.

### **Honor Code**

All students are expected to abide by the code of academic integrity throughout this course. Academic dishonesty, including cheating, fabrication, and plagiarism will not be tolerated and will be reported to the Student Honor Council. The full text of the code is available on the web at: [http://www.inform.umd.edu/CampusInfo/Departments/JPO/code\\_acinteg.html](http://www.inform.umd.edu/CampusInfo/Departments/JPO/code_acinteg.html). *Part of ethical behavior includes producing papers especially written for the course.*

### **Students with Disabilities**

A student with a documented disability or any other special needs who wishes to discuss academic accommodations should contact the instructor as soon as possible.

### **Religious Observances**

Students will not be penalized because of observances of their religious beliefs. Whenever possible, students will be given reasonable time to make up any academic assignment that is missed due to participation in a religious observance. It is the student's responsibility to inform the instructor of any intended absences for religious observances in advance. Notice should be provided as soon as possible, but no later than the end of the schedule adjustment period. Prior notification is especially important in connection with final examinations, since failure to reschedule a final examination before the conclusion of the final examination period may result in loss of credits during the semester.

### **Course Evaluation**

Your participation in the evaluation of courses through CourseEvalUM is a responsibility you hold as a student member of our academic community. Your feedback is confidential and important to the improvement of teaching and learning at the University as well as to the tenure and promotion process. CourseEvalUM will be open for you to complete your evaluations for fall semester courses between December 1 and Sunday, December 13. Go directly to the website ([www.courseevalum.umd.edu](http://www.courseevalum.umd.edu)) to complete your evaluation.

## **CLASS SCHEDULE**

**August 31**—Discussion of Course Objectives. Overview of the Field of International Development Education. Theoretical Frameworks in IDE.

Text: Arnove et al. Chapters 1, 4, and 18.

- CIE international organizations, professional associations, and journals.
- Hayhoe and Mundy. "Introduction to Comparative and International Education."
- Classroom portraits around the world.

**September 7**—School Efficiency.

Text: Arnove et al. Chapter 10.

- Bray and Packer. "The Dimensions of Scale," "Economies of Small States," and "Societies and Politics of Small States."
- Levin. "Effective Schools in Comparative Focus"
- Birdsall et al. "Education in Brazil: Playing a Bad Hand Badly."
- Plank. "Public Purpose and Private Interest in Brazilian Education."

**September 14**—The Logic and Use of Educational Indicators.

Class facilitated by Lauren DeCrosta (adv. doctoral student).

Exercises using and interpreting indicators.

- Stromquist. Handout on Educational Indicators

**September 21**—Conceptions of Equality and Equity in the Distribution of Education.

Text: Arnove et al. Chapter 6.

- Carnoy. "Improving Equity and Quality in World Education."
- Hallinan. "Equality in Education."
- Weiss. "Educational Outcomes and School Processes."
- Thomsen et al. "The Educational Strategies of Danish University Students from Professional and Working-Class Backgrounds."

**September 28** —Equality and Equity (cont'd)..

Text: Arnove et al. Chapter 5 and 9.

- Blunt. "Street Children and their Education: A Challenge for Urban Educators."
- Zachariah. "Education for Status Improvement."
- Kubow. "Educational Access and Opportunity."
- Nordtveit. "Schools as Agencies of Protection in Namibia and Swaziland."

**October 5**—Education as a Human Right.

- United Nations. "The Universal Declaration of Human Rights."
- Tomasevski. "Human Rights Obligations."

- Schugurensky and Silver. "Social Pedagogy."
- Hanson. "Educational Change under Autocratic and Democratic Governments: The Case of Argentina."

**Due:** Course research paper outline and preliminary bibliographic sources.

**October 12—** Parental Options and Vouchers.

- Bray. "Issues in Parenting and Community Financing of Education in East Asia."
- Lee, Park, and Lee. "Shadow Education Systems."
- McEwan and Carnoy. "The Effectiveness and Efficiency of Private Schools in Chile's Voucher System."
- Narodowski. "Socio-Economic Segregation in the Argentine Education System: School Choice without Vouchers."

**October 19--** Education for All, the Millennium Development Goals, and post-2015 initiatives.

- UN. "EFA Goals and Indicators"
- UN. "Millennium Development Goals, Targets, and Indicators."
- Torres. "Differences between Jomtien and Dakar"
- UNESCO. "Rethinking Education: Towards a global common good?"
- UN. "A New Global Partnership."
- Mundy and Murphy. "Transnational Advocacy, Global Society?"
- Burnett and Felsman. Post-2015 MDGs
- DAWN. "From People's Rights to Corporate Privilege."
- Unterhalter. "Silences, Stereotypes and Local Selection: Negotiating Policy and Practice to Implement the MDGs and EFA. In A. Verger, M. Novelli, and Hulya Altinyelken (eds.), *Global Education Policy and International Development: New Agenda, Issues and Policies* (e-book, borrow from library).

**Due:** Reflexive paper to be e-mailed by 3 p.m.

**October 26—** Gender Issues in Education.

- Text: Arnove et al. Chapter 7.
- Arnot and Dillabough. "Feminist Politics and Democratic Values in Education."
  - Stromquist, "Women's Empowerment and Education: Linking knowledge to transformative action."
  - Ali. "Women's rights, CEDAW, and international human rights debates."
  - Guinee. "Empowering Women through Education: Experiences from Dalit Women."
  - Findlow, "Higher education and feminism in the Arab Gulf."
  - Monkman and Hoffman: "Girls' education: The power of policy discourse."

**November 2** —Higher Education.

Text: Arnove et al., Chapter 11.

--Torres and Schugurenski. "The political economy of higher education in the era of neoliberal globalization."

--Altbach, "Globalisation and the University. Myths and Realities in an Unequal World."

--Academic Partnership. "Globalization of Higher Education."

--Sturm. "The Architecture of Inclusion."

--Acker and Armenti. "Sleepless in Academia."

**November 9** —Teachers in the Education Process.

--Robert. "Incentives, Teachers, and Gender at Work"

--Ankrah-Dove. "The Deployment and Training of Teachers for Remote Rural Schools"

--Mulkeen. "Teachers for Rural Schools: A Challenge for Africa."

--Kirk. "Impossible Fictions: The Lived Experience of Women Teachers in Karachi."

--Altinyelken. "A Converging Pedagogy in the Developing World? Insights from Uganda and Turkey." In A. Verger, M. Novelli, and Hulya Altinyelken (eds.), *Global Education Policy and International Development: New Agenda, Issues and Policies* (e-book, borrow from library).

**Due:** Mid-term paper to be e-mailed by 3 p.m.

**November 16** —Education Systems in Various World Regions. Similarities and Differences. Causes.

Text: Arnove et al. Chapters 14 to 16.

--Carnoy. "Education and the Transition State."

**November 23**—Decentralization and Participation.

Text: Arnove et al. Chapter 8.

--McLean and Lauglo. "Introduction: Rationales for Decentralization and a Perspective from Organizational Theory."

--Schmelkes. "The Problems of the Decentralization of Education: A View from Mexico."

--Stenvoll-Wells and Sayed. "Education Decentralization in South Africa and Zimbabwe: The Gap Between Intention and Practice." In A. Verger, M. Novelli, and Hulya Altinyelken (eds.), *Global Education Policy and International Development: New Agenda, Issues and Policies* (e-book, borrow from library).

**November 30**—The Role of International Development Agencies. Their Role in Policy Borrowing.

Text: Arnove et al. Chapter 2.

--Mundy with Ghali. "International and Transnational Policy Actors in Education."

--Rizvi and Lingard. "Globalization and the Changing Nature of OECD's Educational Work."

--Verger. "The Merchants of Education: Global Politics and the Uneven Education Liberalization Process within the WTO."

--Manion. "Power, knowledge and politics: Exploring the contested terrain of girl-focused interventions."

--Arutyunova and Clark. "Watering the Leaves. Starving the Roots."

**December 7**—Student Paper Presentations.

**Due:** Course research paper to be e-mailed by 4 p.m. No exceptions, please.

**Course evaluation:** Please participate in the online course evaluation. *Instructions appear on p. 3 of this syllabus.*

**Happy Holidays!**