H552, 25778: Comparative Education II, Case Studies, SoE 2280, 4-6:45 pm T
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Course Description: This class is designed to build upon and extend materials introduced in H551. H551 examines the historical development of comparative and international education, as well as the theoretical, conceptual, and methodological debates and challenges that have animated scholarship and practice in the field. In H552 we continue to explore different perspectives in comparative education by focusing on readings that address comparative methodology. One of the prominent themes in our reading is globalization, what it means and how it is influencing our intellectual and social landscapes and the way we are connected to each other.

We explore comparative methodology through “case study” monographs. The 5 monographs we will read have been chosen to represent: 1) different methodologies and interpretations of what “case studies” are; 2) different “genres” of comparative education; and 3) different approaches to how particular kinds of comparative scholarship might shape policy. The 6th recommended monograph by Robin Alexander is such a masterful work I will be suggesting selections throughout the syllabus. If you choose, the book can be the springboard for your second critical essay assignment. In addition to these texts, we will also read 2 books written for the general public. We will begin the semester by reading the best-seller, The World is Flat, because it has generated such interest in policy circles, including among higher education administrators.

We will also take a brief interlude toward the end of the semester to think seriously about the processes of cross-cultural knowing, understanding, and connection. Our text for inspiring our thinking is Mary Catherine Bateson’s Peripheral Visions. Some of you have already read this text, and I hope that a re-reading of the book in the context of this new class will be useful. As an alternative, you may read another book that could also provide the basis of your second critical reading essay, Anna Lowenhaupt Tsing’s recent ethnography, Friction, an Ethnography of Global Connection. Our class primarily will be discussion based, with class participants responsible for guiding our analysis of case studies.

Required Texts
3) Frances Vavrus Desire and Decline Peter Lang 2003 paper ISBN 0820463116
5) Thomas Friedman The World is Flat 2005 paper Farrar, Straus and Giroux ISBN 0312425074
8) recommended Robin Alexander Culture and Pedagogy, International Comparisons in Primary Education Blackwell Publishing, 2000 This large and impressive award-winning study is out of print but available at Amazon.com. paper ISBN 0631220518, Blackwell Publishing
Electronic Reserve Readings: H552 photocopied articles are available on the web at: http://ereserves.indiana.edu/courseindex.asp

Course Assignments and Expectations (650 points)
1) Energetic and informed class participation (100 pts)
2) 4 2-page reading briefs 25 pts each (total 100 pts) Due 1/17; 2/7; 2/21; 3/28
3) Two critical reading essays (handouts will be provided) 100 pts each Due 2/28 & 4/18
4) Group presentation of case study texts (including country briefs and questions to guide our discussion of comparative methodology) Due day of class discussion of text (50 pts)
5) Final comparative education research project (or grant proposal) on a question/topic of your choosing including:
   1-2 page summary of proposed research topic; Due 1/31
   8-10 page brief of two countries on topic with working bibliography and methodology discussion (50 pts) Due 4/4
   15-18 page final paper due (100 pts) Due 5/1
6) Final panel presentations to discuss projects (50) Due last two weeks of class
7) final course reflection (2 pages) no pts but required due 4/25
8) sign up for development gateway (see below for directions) by 1/17

All assignments must be completed to pass the course. Lateness will result in the deduction of points from your grade. As you know, completion of reading prior to our class meeting is of paramount importance. Discussions and presentations are central to this course and will be developed around the reading materials. Active class participation is expected and will be evaluated accordingly. I take dialogue within community as a foundation for learning and teaching. Finally, I understand why it is tempting to send papers as an email attachment, but please don’t. I need hard copies of your papers so I can read and react to them with the seriousness they deserve.

Comparative and International Education is a field of study much broader than development education. However, particularly since the 1960s development and its controversies have had a central impact on the field. The private, bilateral, and multilateral institutions and agencies involved in development education have in addition to academe been the primary professional home for individuals trained in comparative and international education. One of the requirements of this course is to sign up for development gateway emails. To do so, go to: http://home.developmentgateway.org/um/user/showUserRegister.do
Questions to think about as you sign up:
   What is the development gateway?
   Whose interests does it represent?
   What kinds of information will you be receiving through this gateway?
   What kinds of information might you not be receiving?

A further note on your “reading briefs” (see above)
The purpose of these briefs is for you to reflect upon and evaluate the most important questions, concepts, and conclusions in our various readings as we move throughout the semester. Your briefs should include your reactions to the readings and how the readings relate to each other. You may certainly include personal reflection, but in the first part of your briefs try to summarize (very briefly) the readings themselves. What are the authors assuming about the field of comparative education? How do they approach comparative methodology? What are their assumptions about the power of schooling or education to affect social, political, economic change/development? What theoretical orientations do they draw upon?
In addition, the following five points might serve as a general guideline for beginning to summarize any of our class texts:

a.) Break down the author’s argument. Outline it. Understand its logic.
b.) Summarize in one sentence the major motive or purpose the author(s) had in writing the article/book.
c.) What assumptions about comparison, comparative methodology, theory, education support the author’s argument?
d.) What evidence does the author use to support his or her claims?
e.) Finally, whose interests are being served by the argument?

Tentative Course Schedule

Week 1 Jan 10 Introduction to ourselves and to H552 --Overview of course, seminar participants’ study and research interests and background

Read: Arnove Introduction: “Reframing Comparative Education” e-reserve and (included in recent email to you & or class handout) New York Times, January 1, 2006 “Making Poverty History”

Week 2 Jan 17 - Is the world really flat and if so how does this influence comparative education?

Read The World is Flat (This is a long book, but it is not “heavy.” Focus particularly on pp. 1-172; skim 173-249; spend a bit more time on 250-306; jump to 371 if short on time and read to 413, then skip to the conclusion to read “11/9 versus 9/11” To get a sense of how “world is flat” ideas are influencing educational policy makers


ASSIGNMENT: Reading Brief #1 due

Week 3 Jan 24 Multiple Perspectives on What We Learn When We Compare


Read e-reserve Alexander Intro and Chapt 1 by David Phillips
Read e-reserve Bray and Thomas “Levels of Comparison…."
Read e-reserve William Cummings “The InstitutionS of Education…”

Recommended if you want more background on comparative education:

Read e-reserve Watson “Doing Comparative Education....”
Read e-reserve Crossley “Reconceptualizing…..”
Read e-reserve Broadfoot “Stones…..”

Week 4 Jan 31 Case Study #1: Dialogue, Typicality, Ethics, and the Power of the Anecdote

Read Preschool in Three Cultures, Chapters 1-3
Read e-reserve Tobin “Method and Meaning....”
Recommended: Read Alexander Culture and Pedagogy, pp 1-45
#1 CASE STUDY GROUP PRESENTATION
ASSIGNMENT: 1-2 page final project proposal due

Week 5 Feb 7 Typicality, Ethics, and the Power of the Anecdote, continued
  Read Preschool in Three Cultures, Chapters 4-5
  Recommended Read Alexander Culture and Pedagogy, pp. 263-319

ASSIGNMENT: Reading Brief #2 due
Week 6 Feb 14 The MDG’s, Poverty, and The State of the World’s Children, 2006 Excluded and Invisible – Policy/Advocacy in Comparative Education Research

Read parts of UNICEF report above at http://www.unicef.org/sowc06/index.php
(read the summary first, then go to the PDF full chapters)
For description of Millenium Development Goals see:
http://www.developmentgoals.org/About_the_goals.htm


Week 7 Feb 21 Case Study #2: The Child and the State in India
  Read all of The Child and the State in India
  Read e-reserve on India – to be announced?
  Recommended Read Alexander, Culture and Pedagogy, pp. 50-51; 82-100; 154-172

#2 CASE STUDY GROUP PRESENTATION
ASSIGNMENT: Reading Brief #3

Week 8 Feb 28 - Heidi Ross shares her research.

ASSIGNMENT Essay #1 Due (A Critical Review of What We Learn When We Compare)

Week 9 Mar 7 no class, Heidi in Taiwan

Week 10 Mar 14 no class, spring holiday/CIES conference in Honolulu
Week 11 Mar 21 Case Study #3: Institutionalism and the Global Culture(s?) of Schooling – is this policy conscious comparison?

**Read** all of *National Difference, Global Similarities*
See TIMSS background at [http://timss.bc.edu/](http://timss.bc.edu/)

**Recommended**: Read Alexander *Culture and Pedagogy*, pp 320-355

**Recommended**: e-reserve Wiseman and Baker “The Worldwide Explosion of Internationalized Education Policy”

#3 CASE STUDY GROUP PRESENTATION

**Week 12** Mar 28 Case Study #4: The Case for Particularism

Read *Local Meanings, Global Schooling*

#4 CASE STUDY GROUP PRESENTATION

**ASSIGNMENT**: Reading Brief #4

**Week 13** Apr 4 Case Study #5: The Postcolonial Ethnography (Tanzania)—Why Does Faith in Schooling Endure—a Critique of education as Panacea

Read Vavrus, *Desire and Decline*

**Read e-reserve** “Postcolonialism and Comparative Education guest editors, Michael Crossley and Leon Tilky

**Recommended Read e-reserve** Leon Tilky, “Globalisation and Education in the Postcolonial World: towards a conceptual framework” and Alexander, *Culture and Pedagogy* pp. 531-570

#5 CASE STUDY GROUP PRESENTATION

**ASSIGNMENT**: RESEARCH BRIEF DUE

**Week 14** Apr 11 *Peripheral Visions* – a useful metaphor for comparativists in an age of “friction?”

**Read** all of Bateson, *Peripheral Vision*

**Recommended e-reserve** Appiah “The Case for Contamination”

**Week 15** Apr 18 Final Research Presentations*

**ASSIGNMENT**: Essay #2 Due

**Week 16** Apr 25 Final Research Presentations*

*if we need to schedule another class period for research presentations we will do so

**ASSIGNMENT**: Final Course Reflection due

**Week 17** May 1 Final Research Papers MAY DAY

Become a Member of the Comparative and International Education Society (CIES) -- a bargain at $30.00
The CIES website is at [http://www.cies.ws](http://www.cies.ws)
To become a member go to [http://www.journals.uchicago.edu/CER/order1.html](http://www.journals.uchicago.edu/CER/order1.html)
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Consider participating in CIES 2006, March 14-18, 2006 in Honolulu

The conference website is at http://www.outreach.hawaii.edu/cies/

The conference theme this year is “rethinking the comparative.” A number of Indiana University faculty and students will be presenting this year, and Indiana University will be hosting a joint reception with Michigan State University, Loyola University, and University of Hawaii.