

# COMPARATIVE EDUCATION: COMPARATIVE STUDIES OF SOCIALIZATION

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## **Course Overview**

This course provides an overview of the history, methods, major concepts, and current trends in international comparative education. It is designed to help students identify strengths and limitations of international comparative research, and to learn about relevant studies and scholars dealing with methodological and conceptual issues of comparative education. We put a special emphasis on comparative educational politics and socialization theories paired with real-world examples. Part I lays the foundation, exploring the genesis of the field of international comparative education, the comparative tradition, and the concept of critical theory. Part II examines *intra*-state issues related to education, socialization and politics. Part III examines *inter*-state issues related to education, socialization, globalization and international relations. The assignments will support these substantive objectives, and in addition, help students to develop specific analytical reading, writing, presentation and research skills that are crucial to success in graduate school and careers.

The course aims to:

- provide an overview of the history and methods of the field of comparative education;
- consider the theoretical streams that have shaped the field;
- interrogate prevailing common-sense notions of education and schooling;
- explore the different ways that education has been understood to contribute to social change within and across countries;
- nurture a community of thinkers inside and outside of the classroom; and
- develop skills in thinking and in oral and written presentation.

## **Requirements and Evaluation**

All requirements will be further discussed in class. You are also always invited to discuss the requirements, your ideas, and other issues during office hours.

**Participation:** Marks (20%) will be awarded to students on the basis of their general participation in the weekly lectures and recitations. Participation does not simply mean attendance, or even “talking in class.” Please prepare for each session by carefully reading and thinking about the assigned readings. Note the key argument of each article or chapter and the main points that support the argument. Highlight key terms or concepts. It is also helpful when reading analytically to consider the similarities and differences between the authors’ positions as well as the way the pieces inform and respond to each other.

*Participation bonus marks:* Asking good questions is a key element of academic inquiry and professional life. Practicing this technique and honing your skills as questioners is a critical aspect of improving your academic work and professional skills. Bonus marks (2%) will be awarded for the most insightful questions to our guest speakers.

**Short Research Paper (30%):** International “study abroad” experiences are widely considered personally transformative for individuals who participate in them as well as politically useful for governments who sponsor them. Drawing on course readings and additional research, students will individually author one 10-page paper (double-spaced, 12 pt. font, 1 inch margins), responding to one of two assigned questions relating to the personal or political effects of study abroad programs. Due: 12am March 9.

**Grant Proposal (50%):** For this assignment, you will prepare a major portion of a grant proposal for either a *research study* or for an *applied project*. The purpose of this grant proposal project is to provide you with exposure to the proposal process and equip you with some practical tools relevant to the field of International Comparative Education. You will work in pairs or teams of three to author 20pp. (pairs) or 30pp (triplets) papers that respond to real-world grant opportunities with projects of your choice. Drafts will be presented in class May 11<sup>th</sup>. Final papers are due May 15<sup>th</sup>.

### **Class Policies:**

Late assignments: Barring serious illness or family emergency (both require documentation), *late papers will be reduced by 1/3 of a grade for each 24-hour period* for which they are turned in after the deadline. For example, a paper turned in one day late with a grade of B would be marked down to a B-. This is a strict policy. Exceptions are granted only in extreme circumstances and require written documentation. Examples of exceptional circumstances include a learning disability (documented by NYU in the form of a written letter from the Center for Students with Disabilities) or hospitalization. Changing topics, regions, countries of study for an assignment; poor time management; and procrastination *do not count as exceptional circumstances*.

Laptop policy: We have decided to **request that you not bring laptops to class**. This is for several reasons. First, it is very difficult not to do other things (e.g., check email or facebook) when your laptop is open. This can be distracting to you and to people around you. Since multitasking interferes with learning, it can also undermine your performance in the class. In addition, data shows that taking notes by hand allows you to process and understand material better than when you take notes on your computer. Because most people cannot record every word when they take hand-written notes, you end up synthesizing and summarizing material as you hear it, which improves learning. To read more about these issues, please see the following: <http://chronicle.com/blogs/linguafranca/2014/08/25/why-im-asking-you-not-to-use-laptops/>. Of course anyone who needs special accommodations should see below and come see us.

NYU Classes and email will be used to manage and coordinate the course. Much of the reading material and important course announcements will be posted electronically on NYU Classes. You are expected to check their emails and the course page regularly to ensure you have access

to this material and announcements. While we will endeavor to answer your weekday questions within 24 hours, we do not typically check email on the weekends.

Special Accommodation: Any student attending NYU who needs an accommodation due to a chronic, psychological, visual, mobility and/or learning disability, or is Deaf or Hard of Hearing should register with the Moses Center for Students with Disabilities at (212) 998-4980, 240 Greene Street, [www.nyu.edu/csd](http://www.nyu.edu/csd).

## **Readings:**

### **Books to be Purchased**

Dana Burde, *Schools for Conflict or for Peace in Afghanistan*  
Michel Foucault, *Discipline and Punish: The Birth of the Prison*

### **Part I: Comparative Education, Research, and Social Change**

#### **1/26 Introduction to the Class. What are some of the ways in which education contributes to social change? (EK & DB)**

Burde, Dana (2014). *Schools for Conflict or for Peace in Afghanistan*. Introduction.

UNESCO. (2013). *Education Transforms Lives*  
<http://unesdoc.unesco.org/images/0022/002231/223115E.pdf>

Nussbaum, M. (2003). "Women's education: a global challenge." *Signs: Journal of Women in Culture and Society* 29:325-355.

#### **2/2 What is Comparative International Education? What is/why comparison? (EK & DB)**

Carnoy, Martin. 2006. Rethinking the Comparative. CIES Presidential Address. *Comparative Education Review*. 50, 4: 551-570.

De Bruyckere, Pedro. (2013). "Blog entry: So you want to compare educational systems from different countries". Available at:  
<http://theeconomyofmeaning.com/2013/11/01/so-you-want-to-compare-educational-systems-from-different-countries-where-to-start/>

Landman, Todd. (2003). *Issues and Methods in Comparative Politics*, 2<sup>nd</sup> edition. London & New York: Routledge. read: Chapter 1: Why compare countries? (post on NYU classes)

Wallner, Jennifer. (2011). "Political Structures, Social Diversity and Public Policy: Comparing Mandatory Education in Canada and the United States", *Comparative Political Studies*, 47(7): 850-874. Available at: <http://cps.sagepub.com/content/early/2011/12/05/0010414011428590>

Optional:

Collier, David. (1993). "The Comparative Method" in *Political Science: The State of the Discipline II*. Ed. Ada Finifter. Washington DC: American Political Science Association. Available at: <http://polisci.berkeley.edu/sites/default/files/people/u3827/APSA-TheComparativeMethod.pdf>

**2/9 An introduction to critical theory (DB)**

*TBD: Skype interview with Rachel Wahl*

Foucault, Michel. *Discipline and Punish*, entire.

Ninnes, P. and Burnett, G. 2003. Comparative Education Research: Poststructural Possibilities, *Comparative Education*, 39 (3), 279-297.

Wahl, R. 2014. "Justice, Context, and Violence: Law Enforcement Officers on Why They Torture." *Law and Society Review*. 48(4): 807-836.

2/16 **Presidents' Day** - no class

**Part II: Comparative Education and Intrastate Dynamics**

**2/23 Education and Socialization (EK)**

*Special Guest: Naomi Moland*

Apple, Michael (1978). "Ideology, Reproduction and Educational Reform," *Comparative Education Review*, October: 367-387

Aries, Philippe. Yr. *Centuries of Childhood*, excerpts tbd.

Moland, Naomi. (2015). "Can Multicultural Education Be Exported? Dilemmas of Diversity on Nigeria's Sesame Square." *Comparative Education Review*. February.

Tsvetkova, Natalie. (2008). "International Education during the Cold War: Soviet Social Transformation and American Social Reproduction," *Comparative Education Review* (2): 199-217.

**3/2 Political Socialization (EK)**

Banerjee, Abhijit V., Selvan Kumar, Rohini Pande and Felix Su. *Do Informed Voters Make Better Choices? Experimental Evidence from Urban India*. Working paper. Available at: [http://www.yale.edu/leitner/resources/PMF-papers/delhi\\_rpmarv1-1.pdf](http://www.yale.edu/leitner/resources/PMF-papers/delhi_rpmarv1-1.pdf)

Shirayev, Eric and Richard Sobel. (2005). *People and their opinions: thinking critically about public opinion*, chapter 5, Political Socialization.

Torney-Purta, Judith, Rainer Lehmann, Hans Oswald and Wolfram Schulz. 2001. *Citizenship and Education in Twenty-Eight Countries: Civic Knowledge and Engagement at Age Fourteen*. Amsterdam: International Association for the Evaluation of Educational Achievement. Available at:

[http://www.iea.nl/fileadmin/user\\_upload/Publications/Electronic\\_versions/CIVED\\_Phase2\\_Age\\_Fourteen.pdf](http://www.iea.nl/fileadmin/user_upload/Publications/Electronic_versions/CIVED_Phase2_Age_Fourteen.pdf). Read at least: 11-26, 175-183

Zittrain, Jonathan. (2014). “Facebook Could Decide an Election Without Anyone Ever Finding Out The scary future of digital gerrymandering—and how to prevent it”. *New Republic*. Available at: <http://www.newrepublic.com/article/117878/information-fiduciary-solution-facebook-digital-gerrymandering>

### **3/9 - CIES : no class**

### **3/16 Spring Break: no class**

### **3/23 Education and Nation-Building (DB)**

Reinhard Bendix, *Nation-Building and Citizenship*, chps. 3, 8;

Zimmerman, J. 2011. ‘Money, Materials, and Manpower’: Ghanaian In-Service Teacher Education and the Political Economy of Failure, 1961–1971. *History of Education Quarterly*, 51(1).

Miguel, E. (2004). Tribe or Nation? Nation Building and Public Goods in Kenya versus Tanzania. *World Politics*, Vol. 56, No. 3 (Apr., 2004), pp. 327-362.

Read: <http://www.newrepublic.com/article/119556/obamas-syria-strategy-must-include-nation-building>

In class: Watch Stephen Colbert on nation building.

### **3/30 Education, socialization and standardized testing (DB)**

*Guest speaker: TBA*

Read: [http://www.nytimes.com/2013/12/03/education/american-15-year-olds-lag-mainly-in-math-on-international-standardized-tests.html?\\_r=0](http://www.nytimes.com/2013/12/03/education/american-15-year-olds-lag-mainly-in-math-on-international-standardized-tests.html?_r=0)

Chudgar, A. and Luschei, T. 2009. National Income, Income Inequality, and the Importance of

Schools: A Hierarchical Cross-National Comparison. *American Educational Research Journal*, 46 (3), 626-658.

Ramirez, F., Luo, X., Schofer, E., and Meyer, J. 2006. Student Achievement and National Economic Growth. *American Journal of Education*, 113 (1), 1-29.

Carnoy, M. and Rothstein, R. 2013. What do international tests really show about US student performance? Economic Policy Institute, Washington DC. Available: <http://s2.epi.org/files/2013/EPI-What-do-international-tests-really-show-about-US-student-performance.pdf>. **Read:** Exec summary, part II, discussion, and conclusion.

### **Part III: Comparative Education and Interstate Dynamics**

#### **4/6 Socialization, the Clash of Civilizations and Violence (EK)**

Brooks, David. (2011). "Huntington's Clash Revisited." *New York Times*. March 3. (note: read this after you have read Huntington)

Burde, chapter 3, Jihad Literacy

Jack Donnelly. (1984). "Cultural Relativism and Universal Human Rights". *Human Rights Quarterly*. 6(4): 400-419.

Huntington, Samuel P. (1993). "The Clash of Civilizations and the Remaking of the World Order". *Foreign Affairs*, summer. (note: read this piece first)

#### **4/13 Social Engineering and Peace (EK)**

King, Elisabeth. 2010. "Memory Controversies in Post-Genocide Rwanda: Implications for Peacebuilding". *Genocide Studies and Prevention*, 5(3): 293-308.

Paris, Roland. 1997. Peacebuilding and the limits of liberal internationalism. *International Security*. 22 (2): 54-89.

Scott, James. *Seeing Like a State: How Certain Schemes to Improve the Human Condition Have Failed*. New Haven and London: Yale University Press. Read pp. 1-8 and 53-83.

Stern, Jessica. 2010. "Mind Over Martyr: How to Deradicalize Islamist Extremists". *Foreign Affairs*. Jan/Feb.

#### **4/20 Education, Socialization and Globalization (DB)**

Joseph E. Stiglitz, *Globalization and Its Discontents*, chaps 1-2

Hull, G., Zacher, J., and Hibbert, L. 2009. Youth, Risk, and Equity in a Global World. *Review of*

*Research in Education*. 33:117 DOI: 10.3102/0091732X08327746.

John W. Meyer, John Boli, George Thomas, and Francisco Ramirez, World Society and the Nation-State, *American Journal of Sociology* (July, 1997)

Kollman, K. (2007). Same Sex Unions: The Globalization of an Idea. *International Studies Quarterly*. 51, 329–357

#### **4/27 How Schooling Spreads Internationally: Educational Transfer (DB)**

Burde, chapters 2, 5 & 6.

Finnemore, M. (1993). International Organizations as Teachers of Norms: The United Nations Educational, Scientific, and Cultural Organization and Science Policy. *International Organization*, 47, 4 (565-597).

Meyer, J, Ramirez, F.O., Soysal, Y., (1992). World Expansion of Mass Education, 1870-1980. *Sociology of Education*, 65, 2 (128-149).

*Girl Rising* docudrama: Watch excerpt tbd

Malala Yousafzai speech at the UN 2013, or Noble Prize acceptance speech, tbd

#### **5/4 Education and democracy (EK)**

Amr, Hady and P.W. Singer, “To Win the ‘War on Terror,’ We Must First Win the War of Ideas: Here's How,” *Annals of the American Academy of Political and Social Science* (July 2008)

Diamond, Larry (1996). “Is the Third Wave Over?,” *Journal of Democracy* 7(3): 20-37.

Fukuyama, Francis and Michael McFaul. (2009). “Should Democracy Be Promoted or Demoted,” *Washington Quarterly*. Available at: <http://www.mafhoum.com/press10/312P6.pdf>

Kelley, J. (2008) “Assessing the Complex Evolution of Norms: The Rise of International Election Monitoring,” *International Organization*.

#### **5/11 Presenting Grant Proposals (DB & EK)**

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**Present your proposal to the class.**