H 637 14767 Advanced Comparative Methodology 1 – 3:45 Mondays 4204 SoE

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“Thinking without comparison is unthinkable. And, in the absence of comparison, so is all scientific thought and scientific research.” (Guy Swanson)

“In scientific work, we find that new theories are understood only by the graduate students, whose intellectual identities are then wholly transformed.... In contrast, the senior professors are burdened with such connectional inertia that when they encounter new ideas there is no apparent effect, other than an occasional vague irritation.” (A General Theory of Love Thomas Lewis, Fari Amini, and Richard Lannon)

This seminar builds upon materials and theoretical, conceptual, and methodological debates and challenges introduced in our comparative education course sequence, EDUC H551 and H552. Our primary purpose is to focus on comparative methodology and its relevance to. We will do so by looking at how comparative methodology has been practiced in the social science disciplines (with occasional guest lectures from IU faculty in the College and School of Education) and by considering, in particular, “what is/are a case/data,” how we collect/select them for comparison, and (ultimately) what this knowledge can tell us about improving education. Seminar participants will be encouraged to reflect broadly on how they are setting their research approaches and goals and how they are building their scholarly trajectories and (collaborative) networks and to what end. One of the important themes of debate in this semester’s seminar will be how “the global politics of borrowing and lending” influences our field’s practice of comparison. Requirements include a significant research/review project and presentation of weekly class readings.

Required texts include:

The Comparative Method, Moving Beyond Qualitative and Quantitative Strategies by Ragin

The Global Politics of Educational Borrowing and Lending edited by Gita Steiner-Khamsi

What is a Case by Charles C. Ragin and Howard S. Becker

Electronic Reserve Readings are available at: http://ereserves.indiana.edu/courseindex.asp
Password: methodology (currently all of H552 readings are here, as well, and I can continue to add things we’d like to read as we move through the semester)

Our Oncourse class site is located at: https://oncourse.iu.edu/portal/site/FA08-BL-EDUC-H637-14767/page/3be69321-5fac-4686-a425-a017d668c566
Course Assignments and Expectations

1) Energetic and informed class participation, presentation of material and discussion (25%)

2) Group Project/Individual 5-page Essay: Borrowing Comparative Lessons from the Professions (25%)

3) Research project on a comparative question/topic of your choosing + class presentation (50%)

   Possible topics for papers, as examples:
   
   A comparative research project—this could build on or extend work you are currently doing

   A critical review of comparative education texts and their approach to methodology

   A review of one discipline's approach to comparison and how that would inform comparative education

   The ethics of comparison

4) final un-graded but required course reflection (2 pages) no pts but required

All assignments must be completed to pass the course. This course is a seminar. Read the materials and come with questions and concerns. Those of you who know me already know I take a constructivist approach in the classroom, and I believe that our exploration of materials and our learning will happen dialogically, in community. Thus, active class participation is expected. If you must miss class, please let me know. You are encouraged to bring your personal and professional experiences to bear on class discussions. The sharing of diverse views is desired. Adopt an attitude of critical inquiry and reflection. Why does any of this matter? 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.

Referencing Style Use APA style for referencing your papers. For guidance go to: http://apastyle.apa.org/
Tentative Course Schedule, Topics, and Reading

Part 1 Introduction

Week 1 Sept 8 Introductions
Introduction to seminar participants and their research interests and background
  Why are you taking this course? How will it help you in your work? What do you want to know?
  What's been missing so far in your experiences with comparative education/methodology

Week 2 Sept 15 What/Where is Theory in Comparative Methodology: Comparing Places, Systems, and Times & Two Million Minutes – and lecture at 5 pm
  Belgrade activist Dasa Duhacek reminds us that theory is not opposed to praxis; it is “a way of praxis, a powerful tool.”

  How do you think about theory? If theory is ____________, then what is methodology?

  Part 1: 4 Excerpts from Comparative Education Research, Approaches and Methods on e-reserve, comparing places; comparing systems; comparing times; different models…; & Bray, “levels of analysis…” [all 5 of these pieces are on e-reserve]

  Part 2: For class watch the DVD 2 Million Minutes—on reserve in School of Education library—Heidi also has a copy; read responses on Oncourse, under “resources” -- 2MM-moderated discussion

Part 2 The Comparative Method

Week 3 Sept 22 The Comparative Method
  Ragin: pp 1-84

  1 page of ideas for research paper

Week 4 Sept 29 Making A Case for Cases
  Ragin and Becker: pp 1 – 118

  Choose presentation groups

Week 5 Oct 6 Making A Case for Cases, continued
  Ragin and Becker: pp 119-226

Part 3 The Politics of Comparison (also the theme for 2009 CIES): does globalization influence our understanding of comparative methodologies and its purposes, its uses/abuses?

Week 6 Oct 13 The Politics of Borrowing and Lending--& Comparative Research
  Steiner-Khamsi, et al: 1-68; + choose 3 chapters from part 2
Week 7  Oct 20  The Politics of Borrowing and Lending & Research, continued
Steiner-Khamsi, et al: 169-220 + other reading to be announced?

Readings due for your presentation groups

Week 8  Oct 27 NO CLASS

Work on your presentations and final papers

Week 9  Nov 3 NO CLASS

Work on your presentations and final papers

PART 4: Learning from the “disciplines:” does comparative education lack theory?

Week 10  Nov 10  What Can we Learn from Comparative History

  Part 1: guest speaker

  Part 2: group presentation

Week 11  Nov 17  What can we learn from Comparative Sociology

  Part 1: guest speaker

  Part 2: group presentation

Week 12  Nov 24  What can we learn from Comparative Politics

  Part 1: guest speaker

  Part 2: group presentation

Week 13  Dec 1 Final Discussion – where are we?

Part 5: Class Participants’ Research Presentations

Week 14  Dec 8 class participants’ presentations

  Final course reflection due

Week 15  Dec 15 class participants’ presentations

  FINAL PAPERS DUE!!
Get Professionally Involved! Become a Member of the Comparative and International Education Society (CIES) -- a bargain at $32.50

The Comparative and International Education Society (CIES) was founded in 1956 to foster cross-cultural understanding, scholarship, academic achievement and societal development through the international study of educational ideas, systems, and practices. The Society's members include more than 1200 academics, practitioners, and students from around the world.

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To become a member go to http://www.journals.uchicago.edu/CER/order1.html

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Consider participating in CIES 2009 March 22-26, 2009 http://www.cies.us/Flyer%20CIES%202009.pdf

The conference is in Charleston, South Carolina. The theme is “the politics of comparison.” A number of Indiana University faculty and students will be presenting in the spring, and Indiana University will be hosting a joint reception again with Michigan State University & Loyola University. It’s a great place to meet new friends, network and begin developing life-long colleagues.

Watch an Oral History documenting CIES History

Go to http://www.cies50years.org/
Mr. Robert Compton and Dr. Yong Zhao to Kick-Off 2008-09 Education Policy Chat Series, Sept 15th, 5 pm

The Center for Evaluation and Education Policy (CEEP) and the East Asian Studies Center will host Mr. Robert Compton, executive producer of Two Million Minutes, and Dr. Yong Zhao, Michigan State University Distinguished Professor and Director of the US-China Center for Research on Educational Excellence, on Monday, September 15, 2008, at 5:00 p.m., in the Wilkie Auditorium. The debate event will include a viewing of Mr. Compton’s documentary, Two Million Minutes, and a discussion of the educational systems of the U.S., China, and India, and their future effects on the global economy.

In today’s globalized economy, Asian countries such as China and India are having a greater impact than in the past, especially in the emerging markets produced by science, technology, and engineering. Will the U.S. remain globally competitive with China, India, and other countries in these emerging markets? To answer this question, the capacity of the educational systems of the U.S., China, and India to prepare students for the 21st century workforce will be examined by the speakers. Mr. Robert Compton is a Harvard Business School graduate with an honorary Doctorate from the Rose-Hulman Institute of Technology. Mr. Compton has spent most of his career as a professional venture capital investor specializing in start-up technology companies, primarily medical tech and software. Mr. Compton’s latest endeavors include global traveler, author, record producer, photographer, and film-maker. Two Million Minutes: A Global Examination is his first documentary film. Dr. Yong Zhao is a University Distinguished Professor in the Department of Counseling, Educational Psychology, and Special Education at the College of Education, Michigan State University, where he also serves as the Founding Director of the Center for Teaching and Technology, as well as the Director of the US-China Center for Research on Educational Excellence. Dr. Zhao has extensive international experiences. He has consulted with government and educational agencies and spoken on educational issues in many countries including Chile, China, Ireland, Singapore, Thailand, and Vietnam.

**Topic:** Is the U.S. Prepared to Compete Globally in the Emerging Economic Markets Produced by Science, Technology, and Engineering?

**Location:** Wilkie Auditorium, 150 North Rose Avenue

**Time:** September 15, 2008, 5:00 p.m.