

Unveiling Masked Ideologies

The Culture/World Culture Debate in Comparative Education

Dr. Iveta Silova & William C. Brehm
Lehigh University
College of Education

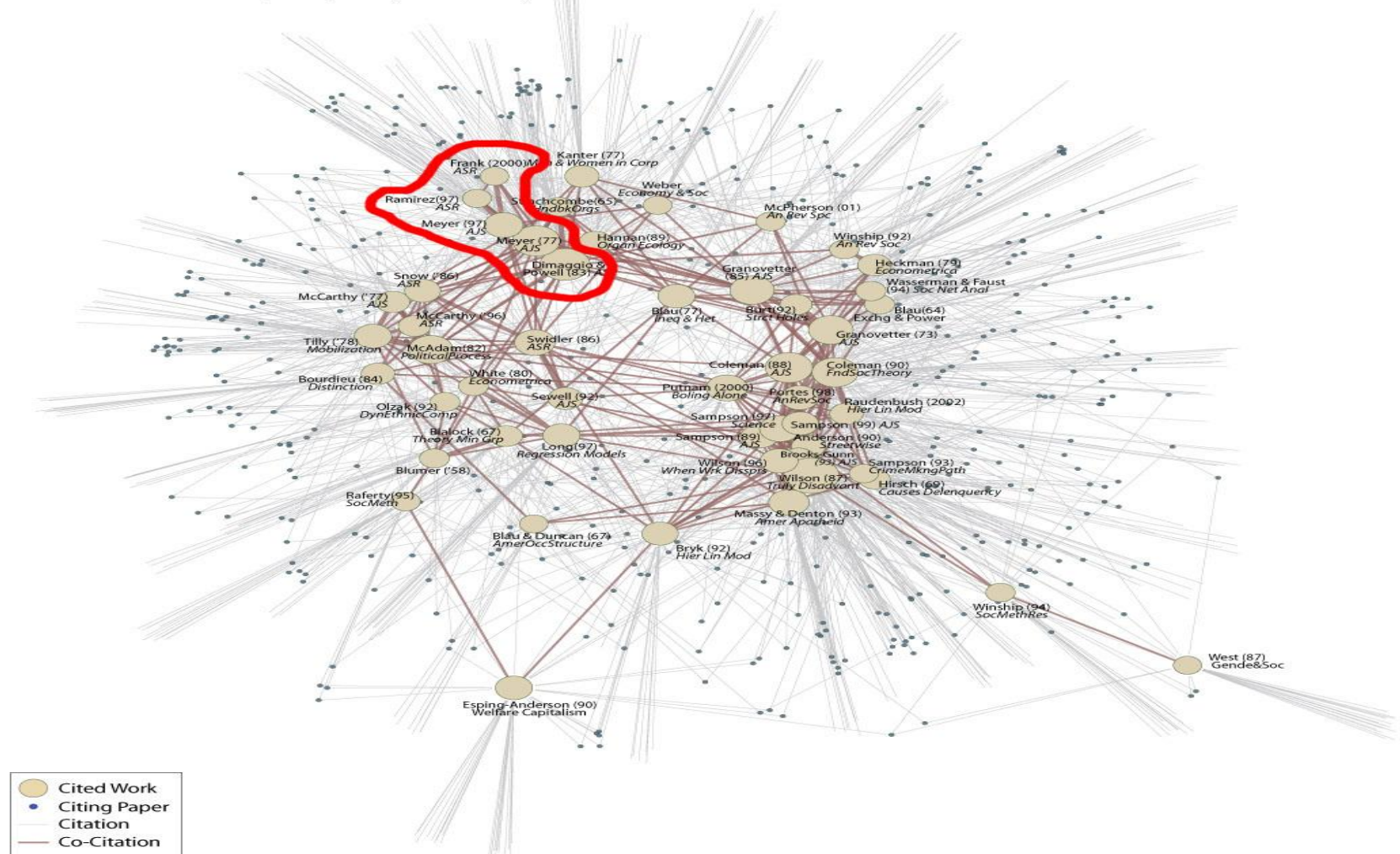
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Approach

1. Trace Genealogy of Debate
2. Examine Context of Debate
3. Problematize Discourse of Debate

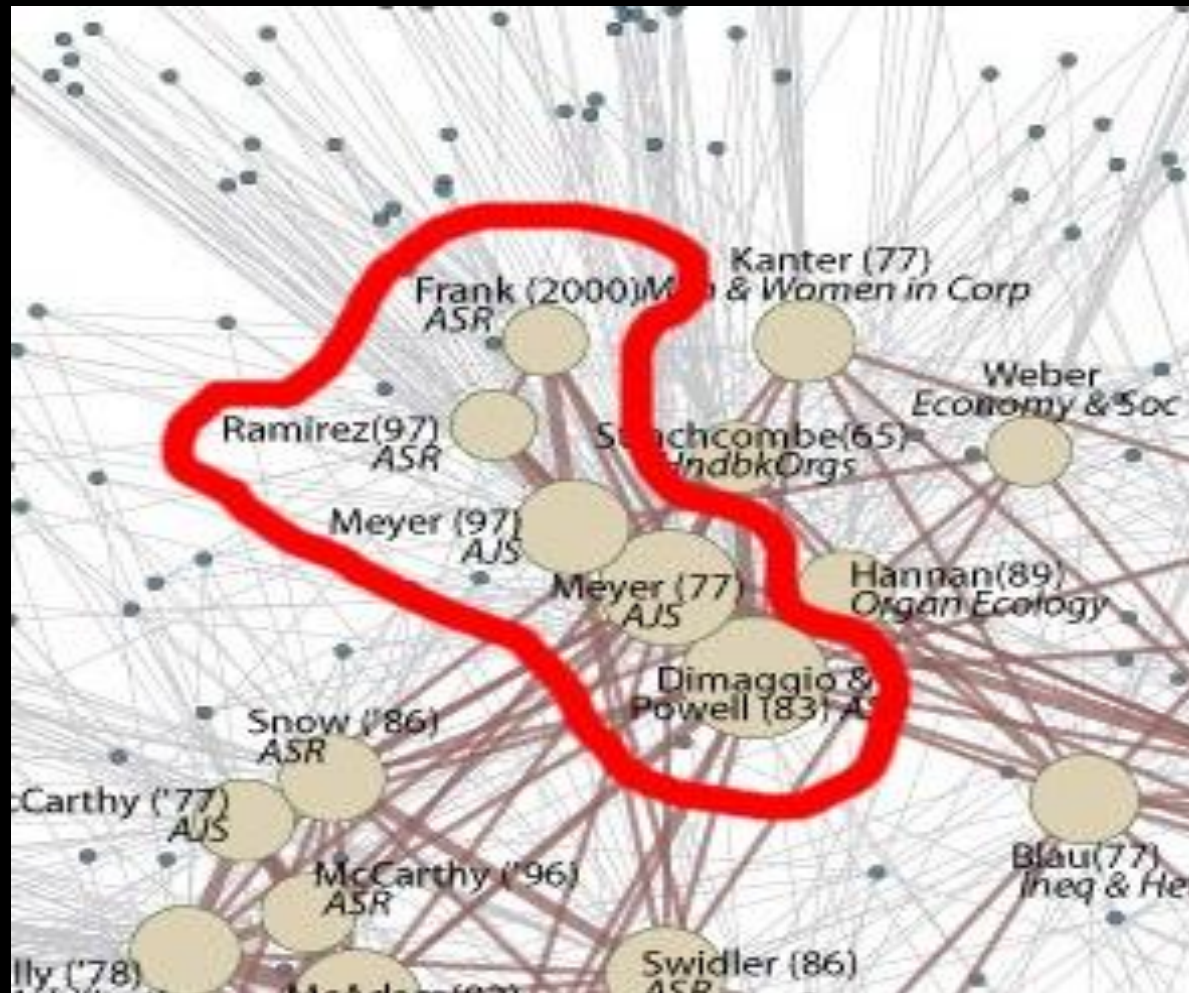
Neo-Institutional Citation Map

Citation Core for ASR, AJS, SF (1999-2009)



Caption: Data compiled from Web of Science. Citing papers include all those published in ASR, AJS, and SF since 1999 that cited one of the most-cited works. Cited works are the 53 pieces most cited by papers published in ASR, AJS or Social forces since 1999. Node size is proportional to number of cites received. Edges without nodes are from papers that cite only the target node, all other citing papers cite at least two of the 53. Citation ties indicate that the source paper cites the cited work, co-citation links are the number of times two cited works are jointly cited by a single paper.

Neo-Institutional Citation Map



What is the World Culture?

Global models shape and provide a **script** for national education arrangements.

The State is not only affected by society but also affects it.

Institutions are political actors.

Deconstructing Neo-Institutionalism

1. Geopolitical Determinism
2. Legitimization of Neoliberal Education Policies
3. Neglect of Agency

Geopolitical Determinism

"From an institutional perspective, the *United States, often a forerunner in global institutional trends*, was just ahead of a general world trend in the production of mass schooling and growing gender equality in education."

(Baker & LeTendre, 2005, p. 17)

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Some of what is considered 'Japanese' about Japanese schooling is actually *attributable to reforms introduced by the American* occupation after World War II"

(Baker & LeTendre, 2005, p. 113)

Legitimization of Neoliberal Ideologies

"**Decentralization, devolution, localization, and even marketization of public services** have become part of a new way to think about how public schools are managed."

(Baker & LeTendre, 2005, p. 134)

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"**Decentralization of school authority** is part of a sizable world trend toward a new way of thinking about the **nation-state's responsibility to provide social services and how best to do so.**" (Baker & LeTendre, 2005, p. 135)

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"... the world **megatrend of managerial philosophy and practice** has real repercussions for what happens in schools and classrooms." (Baker & LeTendre, 2005, p. 141)

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"... a unilateral national mission for successful **global competition**" (Baker & LeTendre, 2005, p. 62)

Legitimization of Neoliberal Ideologies

"...Schooling is a key component in producing *the good society*"

(Baker & LeTendre, 2005, p. 168)

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"*Standardized educational models thus celebrate and increasingly equalize diversity...*"

(Meyer & Ramirez, 2000, p. 130)

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"... world models of *progress and justice*"

(Meyer & Ramirez, 2000, p. 130)

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"Schooling becomes synonymous with the project of forming *the good society that gives modern nations a sense of meaning.*"

(Baker & LeTendre, 2005, p. 178)

Neglect of Agency

"All the while that schooling has been considered a national technical project, from nation to nation considerable **global forces** are at work shaping and changing the schooling in fundamental ways that many **people are unaware** of as they view education mostly from a national perspective."

(Baker & LenTendre, 2005, p. 3)

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"The extent to which a country looks like an educational winner or loser is now made evident at a **global level to an unprecedented degree.**"

(Ramirez & Meyer, 2002)

Reification of Knowledge & Scientific Rationality

... mass schooling has greatly legitimized ***academic achievement***"
(Baker & LeTendre, 2005, p. 69)

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"...we know that mass schooling is legitimated by (among other values) the commonly held idea that schooling should operate in a ***meritocratic fashion with achievement as its main currency***"
(Baker & LeTendre, 2005, p. 79)

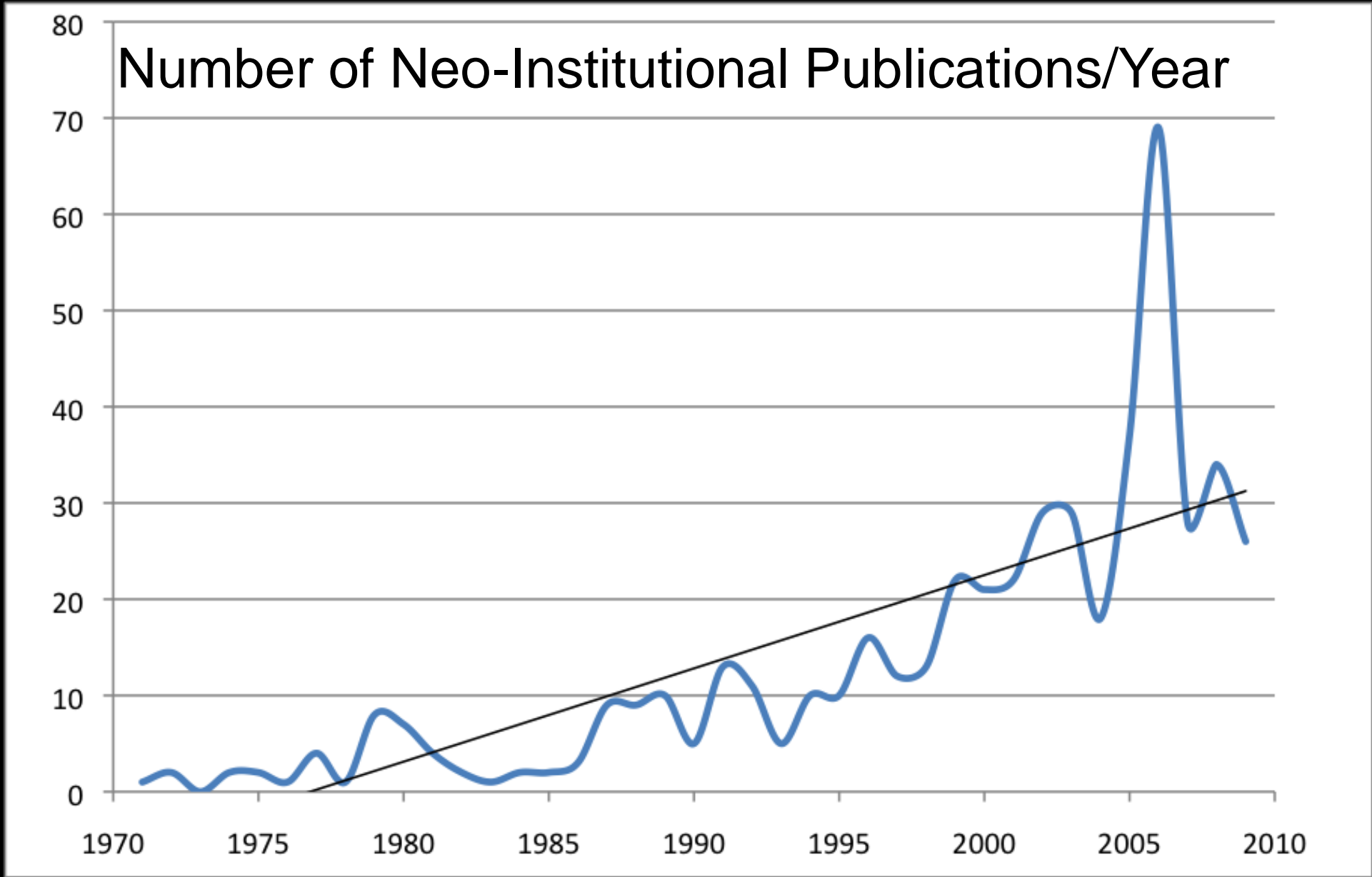
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"Moreover, the world organizational dedication to international educational data gathering and ***assessment*** takes place at the same time that world culture emphasizes the overwhelming importance, for attaining national progress and justice, or '***getting it right***' educationally"
(Ramirez & Meyer, 2002).

How has the World Culture become legitimate?

1. Self-referencing
2. The use of history
3. *The Scientific Method*

Self-Referencing



Source: World Society-World Polity Theory Bibliography (September 1, 2009)

The Role of History

"Only after Bismark successfully divided the moribund empire and confronted Austria with a powerful and unified Germany did Austria go the route of national state construction. At that historical juncture (1867-1868), the process of tying mass education to the state in Austria no longer differed greatly from that in Prussia. In both cases, ***mass public education*** was adopted as a means of improving national competitiveness in the interstate system."

(Ramirez & Boli, 1987)

The Scientific Method

The Scientific METHOD

1st Ask a Question or Make an Observation
What are you curious about, or what have you seen that makes you wonder?

2nd Write a Hypothesis
What do you think is the answer to your question or the reason for your observation?

3rd Make Predictions
What are some if/then statements that explain and confirm your hypothesis?

4th Perform Tests or Experiments
What will you do to test your predictions? Your hypothesis may not have been correct. That's OK!

5th State Your Conclusions
What did your experiment show? Did the experiment confirm your hypothesis?

Application
How does the information you found relate to everyday life?

Re-Conceptualizing the Debate

1. Questioning Established Dichotomies
2. Problematizing the Role of Academics
3. Creating Space for ongoing Critical Inquiry

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