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the authors could challenge the dominant paradigm and its efficiency or inefficiency in providing solutions to the basic problems of education, problems most likely found through true understanding in the phenomenological sense of the word.

One of the biggest challenges to researchers in C&IE is probably the impregnation of everyday and research language by terms and expressions from the consensus-oriented, quantitative, and modernization approaches and the domain of policy making. The authors themselves seem to have fallen prey to this. They write, for instance, “planners, funders and *consumers of education*” (2; my emphasis). The idea that parents and pupils are consumers of education does not fit into the type of research they suggest. Also, an expression such as “the rapidly changing demands of the 21st century” (66) causes the reader to ask: Whose demands? Those from the transnational corporations, those from the low-income farmers in Guinea-Bissau, or . . . ? It is also difficult to agree when they describe the World Bank as “the largest donor agency” (87). Many educators and others would see the World Bank as a bank and not as a donor agency.

Instead of consensus, we need critical and world-systems perspectives. For instance, what if the position of a low-income country in the world system is the most important factor contributing to the country’s inability to run a quality and relevant education system?

Finally, it is difficult to tell who the target readers are. As mentioned earlier, the book does cover a broad area and a variety of themes, but it is impossible to go deeply into the issues raised within only 142 pages of text. On the other hand, many of the issues, historical and otherwise, are not well known to students in C&IE; yet the book takes for granted that the reader is familiar with the area. As a result, the book is too broad for experts and assumes too much for undergraduate students.

In all, the book has an important message, but I feel that the authors attempt to do too much in too few pages. They could have omitted some issues and repetition and gone more deeply into a narrower selection of issues.

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Education in a Globalized World: The Connectivity of Economic Power, Technology, and Knowledge by Nelly P. Stromquist. Lanham, MD: Rowman & Littlefield, 2002. 221 pp. \$22.95 (paper). ISBN 0-7425-1098-0. \$65.00 (cloth). ISBN 0-7425-1097-2.

Nelly Stromquist’s ambitious volume, *Education in a Globalized World: The Connectivity of Economic Power, Technology, and Knowledge*, is a significant contribution to the literature on globalization and education. Adopting an international comparative approach, Stromquist draws on examples from developed and industrializing countries and critically examines the influence of globalization on primary, secondary, and higher education. The author also brings a carefully crafted theoretical frame-

work to the study of education in contemporary societies, highlighting the “interconnection between economics, politics, technology, and culture” (16) and emphasizing the importance of various actors who promote, experience, and react to globalization. The volume highlights social inequalities, especially related to gender but also with respect to race, ethnicity, class, and north-south international development patterns. Stromquist also calls upon educators to recognize the links between globalization and education and to use classrooms to “create active citizens, moving people from passively observing the actions of others to undertaking action themselves” (188).

The book is based on the assumption that “globalization has multiple dimensions—economic, technological, and political—all of which spill into culture and affect in all-encompassing ways the kinds of knowledge that are created, assigned merit, and distributed” (3). Yet, Stromquist’s theoretical understanding of globalization is clearly rooted in the economic sphere and a critique of the neoliberal development policies advocated by central countries that stress the primacy of the market through deregulation, decentralization, and privatization. Stromquist argues that as a consequence primary and secondary education in both developed and developing countries have increasingly served economic interests, introducing business norms such as accountability through standardized testing, instrumental education and efficiency, and performance-based rewards. Public institutions are decried for failing to provide quality education, and actions are taken to decrease the role of the national state through decentralization and privatization of education. The central goals of education are becoming less concerned with the “common good” and the attainment of social equality, while greater emphasis is placed on “the reframing of schooling as a site for financial investment” (60).

Higher education in the global era is confronted with both opportunities and challenges. Situated at the forefront of the emerging “knowledge society,” universities have the potential to benefit substantially from technological advances. Increased access to higher education through privatization and program differentiation also characterizes the global era. Despite these advantages, however, Stromquist notes the following challenges that neoliberal globalization poses to systems of higher education: (a) governance structures increasingly characterized by an economic management model, (b) the spread of Western norms and values to the developing world, and (c) the narrowing of the college curriculum to fields that have explicit connection to business needs. By emphasizing the economic aspects of globalization, Stromquist calls attention to the tension between the interests of the “market” and the goals of attaining social equality within societies and a more equitable international pattern of development.

A central concern of the book’s theoretical project lies in the identification of the key actors in globalization. Stromquist’s detailed discussion of these institutions helps to demystify globalization, a phenomenon that is often portrayed as out of reach and insurmountable. Among the facilitators of globalization we find the state, transnational corporations, and the mass media. Nongovernmental organizations, by contrast, have “acted to define issues and set political agendas usually overlooked by globalization as well as to question globalization” (7), thus underscoring the importance of agency in understanding globalization. For instance, women’s groups have contributed important perspectives to resisting globalization

by organizing campaigns and demonstrations to protest the impact of world poverty on women as well as violence against women (e.g., prostitution).

Educators and educational researchers must be seen—and must see themselves—as agents of globalization, and Stromquist calls upon educators to move from complacency to action by paying closer attention to the interconnections between globalization, education, and “social inequalities” (187).

The theoretical perspective Stromquist develops drives the discussion of empirical evidence taken from the literature on globalization, policy documents, official statistics, and Internet materials. Nonetheless, the author’s desire to examine the evidence is greatly inhibited by the lack of extensive research on the topic. For this reason, much discussion in the volume revolves around issues largely unrelated to education. Indeed, the book is a clear testament to the need for substantial work to be undertaken to understand the impact of globalization on educational systems in both developed countries—the source of much of the evidence cited in the volume—and industrializing nations.

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Comparative Education: The Dialectic between the Global and the Local by Robert F. Arnove and Carlos Alberto Torres. 2nd ed. Oxford: Rowman & Littlefield, 2003. 491 pp. \$39.95 (paper); \$75.00 (cloth). ISBN 0-7425-2381-0.

Professional journals are reluctant to review second editions whose initial editions were relatively recently reviewed. *Comparative Education: The Dialectic between the Global and the Local* is an exception for the *Comparative Education Review*, not because the second edition is so much different from the first, but because of its significance as a potential textbook for courses in comparative education. The major difference between the first and second editions is a final chapter by Carlos Torres (chap. 16), who reviews developments in the world that affected the field in the 3 years between the first and second editions. Some developments are striking, including September 11, 2001, which was so significant in the author’s personal life that he was moved to reexamine his entire approach to the world. That event has necessitated the creation of a new globalization category of analysis: terrorism and education.

Other than the final essay by Torres, the volume is structured much as was the first edition, although there is a slight change in authors. This edition continues to include some of the most prominent scholars in the field of comparative education. An introductory chapter by Robert Arnove provides an insightful analysis of the field of comparative education and the direction the field appears to be taking. The essays are then divided into three major areas of consideration. The