Message from the Director

For the first time in 40 years, the Comparative and International Education Society (CIES, USA), the first and largest among the 36 national and regional professional organizations recognized by the World Council of Comparative Education Societies, will meet in Chicago in March 2010. As the largest (in terms of numbers of students) center for comparative education in Illinois, and among the largest in the Midwest, Loyola’s Center for Comparative Education will have a prominent place at that meeting. I anticipate reporting on our activities at the CIES meeting for the spring 2010 edition of the CCE Newsletter.

The CIES meeting is not the only meeting for which we are preparing. The World Congress of Comparative Education Societies, attended by comparativists of education worldwide and which normally meets once every three years, will be held in Istanbul, Turkey in June 2010. That during the coming year CIES will meet in our own city of Chicago, and that, after a three-year hiatus, the World Congress will also be held, has created genuine excitement among our students, faculty, and alumni.

While we prepare for these important meetings, we bid farewell to Prof. Janet Nolan, who has retired from Loyola, and we welcome Prof. Dina Berger as our newest Faculty Associate. Prof. Nolan has been an active and valued Faculty Associate of the Center. Prof. Berger, as had been Prof. Nolan, is a member of Loyola’s Department of History. Her specialty is modern Latin American history.

I share Prof. Berger’s interest in Latin America. Having spent much of August in Medellín, Colombia, where I gave the keynote address at the Second International Congress on Research on Education, Pedagogy and Teacher Preparation, I am well aware of the importance of comparative education in that part of the world. Indeed, as a major advance of CIECAP (Comparative and International Education Course Outline Project), the Center intends to survey, in Spanish and Portuguese, universities across Latin America to examine the nature and extent of comparative education programs in that vast region. We also expect to utilize our expertise in Chinese, Greek, and other languages to assess comparative education programs in a multiplicity of countries.

The Center and its faculty have done considerable outreach in the past few months. In September, I gave a presentation on the Center’s M.A./J.D. dual degree program with Loyola’s School of Law in a symposium on “Immersion in Colombia: Interdisciplinary Reactions to Colombia’s approach to the United Nations Convention on the Rights of the Child,” hosted by Loyola’s Center for the Human Rights of Children. In October, Faculty Associate Robert Roemer and I gave presentations to the School of Education faculty on gaining funding support for international scholarship, and, later in the month, I conducted a symposium entitled “Why Is Internationalization Important in Graduate Higher Education?” in behalf of the Gerald Read Center for Intercultural and International Education at Kent State University. In October too, the Center hosted Michael Cunningham and Lisa McKarny, publication managers at the University of Chicago Press, who spoke on “The Journal Publication Process” as part of our CCE Speaker Series. The Center’s Comparative and International Graduate Students Association has also been very busy planning future events, including a project to bring eighth grade students from Emmet Elementary School, an inner city school, to Loyola, a reprise of a project conducted last year with great success.

Finally, this Newsletter issue would not have been possible without the energetic assistance and contributions of Center student and alumni associates. In particular, I wish to thank corresponding editors Erin Hardacker, Maria Trakas, and Desmond Odugu; alumni correspondent Laura Perry from Murdoch University in Australia; and Lou Berends, managing editor.

Erwin H. Epstein
Director
Student Associate Profile: Yao Chen

Yao Chen began her Ph.D. studies in Comparative Education at Loyola University Chicago this fall. Prior to her arrival at LUC, she studied Comparative Education in her homeland of China. Yao earned two B.A. degrees from Central China Normal University: one in education and the other in English. During her senior year, she was recommended by faculty at the School of Education to continue her studies at Beijing Normal University. Yao studied for her master’s degree in Comparative Education at the International and Comparative Education (ICE) Institute of Beijing Normal University, which is regarded as China’s most authoritative research team in the field, and receives national support to engage in Comparative Education studies.

In discussing her experiences at the ICE Institute of Beijing Normal University, Yao says, “Due to historical and political traditions, the Marxist framework in China plays a dominant role in comparative research, and yet most research is aimed at drawing from the experiences of industrialized countries for the development and reform of China. Such mixed purposes sometimes inhibits research into the origins and backgrounds of those experiences.”

While studying in Beijing, Yao worked for the Beijing Organizing Committee for the 2008 Summer Olympic Games. Starting in 2007, she worked as a Venue Operation Center supervisor, performing management and administration tasks ranging from preparing contingency plans to training volunteers.

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Faculty Associate Profile: Mine Çinar

School of Business Administration Professor and Area Coordinator of Economics, Mine Çınar was recently named Indo-U.S. Professor of Management Studies. This appointment stems from the Memorandum of Understanding signed by Loyola University Chicago’s School of Business Administration and Xavier Labor Relations Institute (XLRI) in Jamshedpur, India in February 2007. The agreement is meant to promote faculty and student exchange, joint research, and programmatic activities between two Jesuit institutions across the globe. The partnership further connects two leading economies of the world and, in addition to studying and understanding business practices, gives students at both institutions an opportunity to immerse themselves in the local culture and learn about the country and its people.

Dr. Çınar will hold the position as Indo-U.S. Professor for a period of one year, from September 1, 2009 through August 30, 2010. In that capacity, Dr. Çınar will be coordinating student exchange activities between the two institutions, teaching a course at XLRI, and conducting and promoting research on global economics and management issues with a specific focus on the US – India relationship. More specifically, she is leading an initiative to create a new Center of Global Management and Ethical Leadership, also as a partnership between the School of Business Administration and XLRI.

The partnership honored Dr. Çınar for her extensive studies and publications on women and work, subcontracting, agricultural land distribution, small business bankruptcies, banking, and conflict resolution in emerging markets. She is active in the Middle East Economic Association and is a Research Fellow on the journal Economic Research Forum…

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Dr. Çınar is originally from Izmir, Turkey. She received her B.A. from Robert College in Istanbul, Turkey, M.A. from Vanderbilt University, and Ph.D. from Texas A&M University. She has received several awards and grants including: School of Business Administration Faculty of the Year (2000, 2005), Faculty Advisor of the Year-Economics Forum (2004), Population Council Post-Doctoral Fellow, Social Science Research Council Research Grant, Ford Foundation Fellowship, and Fulbright-Hays Exchange Student.

Maria Trakas, CCE Graduate Student Associate
Student Associate Profile: Thomas Sapp

Thomas (Tom) Sapp is a Ph.D. student in Comparative Education who has spent his entire adult life in education—both as a teacher and as a student. He received an M.Ed. in Administration & Supervision at LUC and an Illinois Type 75 general administrative certificate prior to entering the Comparative Education program. In addition to studying for his doctorate, he is completing the coursework necessary for the superintendent endorsement in Illinois.

Tom is interested in how Islam is presented in French middle and high school history textbooks. According to Tom, “The Muslim population has been increasing in this predominantly Roman Catholic country; consequently, it is interesting to see how Islam as a second religion is described in textbooks. In recent years, the textbooks have become more comparative (for example, students are asked to study similarities and differences between a church and a mosque), but this a newer change.” Tom presented a paper at the 2007 Midwest CIES conference related to this topic titled, “Shifting Representations of Islam in the Collège and Lycée: A Study of Current History Textbooks Used in French Schools.”

While pursuing his Ph.D., Tom works as a French teacher at Loyola Academy, a high school in Wilmette, where he is also the faculty administrator for the student council and honors program, among other co-curricular activities.

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On Thursday, October 29, 2009, Michael Cunningham and Lisa McKamy of the University of Chicago Press (UCP) addressed graduate students, staff and faculty of Loyola University Chicago during the fall 2009 Speaker Series. Cunningham and McKamy spoke about the academic journal publishing process, outlining major trends in and challenges with journal publishing in this age of electronic information technology. The Speaker Series is a biannual event hosted by the Center for Comparative Education (CCE) in collaboration with the Comparative and International Education Graduate Students Association (CIEGSA). Held in Lewis Towers at the Loyola University Water Tower campus, this event featured extensive discussions about the academic journal publishing industry.

With a wide range of experiences in publishing, Michael Cunningham is currently the Publications Manager of the University of Chicago Press, and serves as the operations and business management liaison to the Humanities and Education portfolio of UCP’s journal division. Lisa McKamy is the managing editor of Current Anthropology, a bimonthly journal of anthropology. McKamy’s and Cunningham’s backgrounds cover the editorial and publication aspects of scholarly journal publishing. UCP publishes about 250 books each year, 43 scholarly journals and 5 annuals in the social sciences, humanities, education, biological and medical sciences, and physical sciences. Among these 43 journals is Comparative Education Review (CER), the preeminent journal of the field of comparative and international education.

Cunningham and McKamy discussed the structures of University of Chicago Press’s book and Journal divisions and the role of Chicago Distribution Services (CDS) in providing warehousing, distribution, business and customer services, sales representation, marketing and promotion, digital printing, and digital storage for UCP and academic publishers. In an overview of the publishing process, Cunningham explained that journal offices manage the review and final selection of manuscripts before the publisher engages in the publication process. For the CER, this role is played by the editorial office in Penn State University. CCE Director and former editor of CER, Professor Erwin Epstein reflected on his experiences in journal editorship and discussed the functions of CER editorial office and UCP within broader historical contexts, highlighting major trends in the journal’s history. McKamy and Cunningham explained that journal publishing face domestic and international circulation and pricing challenges due to the populariz-
Alumna Associate Profile: Jamie Alea

Jamie Alea was awarded a Ph.D. in May of 2009. Her dissertation, entitled “English Proficiency and Admission and Graduation of Post-Secondary Students at a Puerto Rican University,” examined English proficiency as a mediating social factor within the occupational structure of Puerto Rico. It involved an analysis of the educational records of 641 students majoring in industrial engineering, nursing, education and finance at the University of Puerto Rico, Mayagüez. The investigation considered the extent to which post-secondary undergraduate students’ English proficiency influenced their admittance to and graduation from academic programs leading to high-paying occupations.

Jamie has over 10 years of experience in teaching at the university level, coordinating teacher preparation programs, grant writing, counseling, and supervision. After teaching in the Chicago Public School system for several years, she became the coordinator of the Field Based Teacher Preparation Program in the College of Education at Chicago State University. As a university-school liaison, she supervised pre-service and student teacher candidates’ clinical experiences in Chicago public elementary and high schools.

While at Chicago State, she worked on numerous funded projects concerned with counseling post-secondary students, helping at-risk youth, and increasing diversity in school and university communities. Her background includes counseling and advising graduate and undergraduate students, serving on a myriad of College of Education committees, as well as conducting educational and international grant project research. For example, she served as a teacher education consultant on a USAID South African Area Initiative grant. In that capacity, she conducted a needs assessment of schools in Durban South Africa. The grant promoted a collaboration between the University of Zululand and Chicago State to support student achievement, teacher preparation, and community development in Durban secondary and post-secondary schools.

Jamie is interested in the impact of teacher training on student achievement and teacher retention. She collaborated with Dr. Sandra Westbrooks, interim President of Chicago State University, on an article that explored the impact of mentor-based teacher training on teacher effectiveness and student teacher performance [Westbrooks, S., & Alea, J.D. (2007). Mentor-Based Teacher Preparation and Student Teacher Performance. Illinois Schools Journal. 86:2, 42-55.].

Jamie lives in Little Rock, Arkansas with her husband, Marino, and their three children. She works for the University of Arkansas at Little Rock on a sponsored grant aimed at easing the burden of poverty on local children.

Laura Perry
CCE Alumna Associate
Midwest CIES Conference at Kent State University

The 2009 Midwest regional conference of Comparative and International Education Society (CIES) hosted by Kent State University (KSU) started with a keynote address on the afternoon of Friday, October 23 2009. Earlier in the day, an intellectual atmosphere was already aflame as the Professional Advisory Board of the Gerald Read Center for Comparative for International and Intercultural Education (CIEE) lectured on a variety of topics as part of a Global Friday event organized by CIEE. CCE Director and CIEE Advisory Board member, Professor Erwin Epstein, delivered a lecture on “Why Internationalization is Important in Graduate Higher Education”. World Bank’s Dr. Vinay Bhargava spoke about employment and research opportunities in the World Bank and other international organizations. Rosalind Strickland of Cleveland Clinic discussed the internationalization of medical services and internships at Cleveland Clinic. CCE associates, who were attending the conference took part in the Global Friday lectures.

Consistent with the theme of the regional conference, “Current Research and Activism in Comparative and International Education: Advancing the Legacy of Gerald H. Read”, Professor Gita Steiner-Khamsi of Teachers College gave an insightful keynote address titled “Comparison as a Policy Tool in an Era of Globalization”. In her address, the CIES President distinguished between development studies and international studies as two major trends in CIE research. Acknowledging the utility of development studies in calling attention to enduring educational conditions of developing nations, she argued that they are still overwhelmingly prescriptive even in their diagnosis and therefore limited in utility within the diversified contexts they describe. International studies also engender norms credited to an externalized global core such that it lacks utility within local contexts. Building on reviews of neo-institutionalism, Steiner-Khamsi suggested that researchers need to refocus on how globalization is local, not external, and how domestic reform agents externalize to an imaginary global center in their effort to legitimize policy projects.

The conference chair, Dr. Vilma Seeberg, and other KSU faculty and staff led attendees to a presentation on the life and legacy of Gerald H. Read at the Gerald H. and Victoria C. T. Read Archival Classroom where two CIES figures – Dr. Robert Lawson and Dr. Don Adams – shared their thoughts on the early years of CIES. Participants were challenged to advance Read’s legacy of activism in comparative education scholarship. The session included a tour of the archival collection, including the CIES Archives holdings under the CIES historian, Professor Erwin Epstein.

The two-day conference was packed with insightful and thoughtful presentations on a wide range of topics. CIEGSA president and vice president, Desmond Odugu and Chai Roungchai respectively presented papers on language policy in multilingual societies, and compulsory education in Singapore. The conference ended with an informative plenary session on current trends in comparative and international education featuring Dr. Amita Chudgar and Dr. Vilma Seeberg. Other Loyola participants are Jason Lemberg, Danielle Jerdee and Jacqueline Pollis, whose family treated the Loyola team to a nice Italian diner and free accommodation.

Desmond Odugu, CCE Graduate Student Associate and CIEGSA President
In his role at Loyola Academy, Tom has been able to organize and accompany his students on several trips to France. The trip for 2010 is in partnership with a school in Le Havre, in which students will stay with families there, followed by five days in Paris. Reciprocally, French students and teachers will stay with Tom and his students in Chicago for ten days in February.

Tom has worked as a Graduate Assistant for the past six years at LUC’s Summer Rome Program. As a G.A., his duties included taking LUC students on an orientation trip to central Rome the first evening; planning a weekend trip to Pompeii, Sorrento, and Capri; and taking students on tours of the major Jesuit sites in Rome (e.g., the rooms where Saint Ignatius lived and died, the Gesù Church, and the Church of Saint Ignatius). While he personally ran out of classes to take at the Rome Center three years ago, he continues to happily serve other LUC students as the Center’s Graduate Assistant.

Tom has one semester of coursework to complete before taking his comprehensive exams and beginning work on his dissertation proposal. Upon receiving his degree, he hopes to teach at the university level or work in secondary education as an administrator.

Erin Hardacker, CCE Graduate Student Associate

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The participants asked questions on technical and substantive issues involved with the editorial and publication process. In the discussion, the speakers highlighted the importance of following authors’ guidelines, citation rules and substantive framework of the journal. Participants include students, staff and faculty in Comparative and International Education, Social Works and other programs at Loyola University Chicago.

Desmond Odugu, CCE Graduate Student Associate and CIEGSA President
Comparative Education at Loyola University Chicago had a distinguished history well before the Center for Comparative Education was established in 2005. Emeritus Professor John Wozniak taught the first Comparative Education course at Loyola in 1961. Indeed, Comparative Education played a role in the founding of Loyola’s Rome Center, being among the very first courses taught there (by Prof. Wozniak jointly with Fr. Felice). Professor Wozniak continued to teach Comparative Education at Loyola until 1977, joined thereafter by (Emeritus) Professor Gerald Gutek. Emeritus Professor Steven Miller also occasionally taught Comparative Education courses until his retirement in 2006.

Among the most important Ph.D. dissertations in the field of Comparative Education was authored at Loyola by Erwin Pollack under Professor Gutek’s direction. That dissertation contains the field’s most definitive analysis of the work of Issac Kandel, arguably the most prominent comparativist of education in the 20th century.

Two years after Prof. Gutek’s retirement in 1996, Professor Erwin H. Epstein, who had been Director of the University Center for International Studies at the Ohio State University, came to Loyola to chair the Department of Educational Policy and Leadership and teach courses in Comparative Education. Assistant Professor Noah Sobe joined the Comparative Education and History of Education programs in 2003 and became Associate Director of the Center for Comparative Education at the Center’s founding.

Since the 1990s, the number of graduate students in Comparative Education has grown from a handful to more than 40 today. The Center for Comparative Education, in terms of students, faculty and coursework, hosts the largest program in Comparative Education in Illinois and among the most prominent in the U.S. and, indeed, the world. The Center’s graduate students and alumni come from many parts of the U.S. and a wide array of countries, including: Benin, Camaroon, Colombia, Estonia, Finland, Greece, Hong Kong, India, Iran, Italy, Japan, Kenya, Korea, Liberia, Lithuania, Mexico, Mongolia, Mozambique, Nigeria, Spain, Thailand and Venezuela.

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For more information, visit us online at
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Student Associate Profile: Yao Chen
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Leading up to, and during the Olympics, Yao worked 60 hours per week with more than 400 people from various backgrounds. During this incredibly busy and exciting time, she successfully balanced school and work.

While studying for her master’s degree in Beijing, Yao became familiar with the prestigious programs and researchers in the field of Comparative Education, which included the Cultural and Educational Policy Studies program at LUC. Besides the outstanding reputation of LUC’s program, and its concentration in Comparative Education, living and studying in the city of Chicago also appealed to Yao. Her research interests lie within Comparative Education theories and education in China, particularly in regard to higher education. Upon receiving her degree, Yao hopes to obtain a job that involves investigating the influences of social and cultural contexts on education practices in different regions, either in academic institutions or international education agencies.

Erin Hardacker, CCE Graduate Student Associate