Message from the Director

The Center for Comparative Education (CCE) takes pride in its accomplishments over the years. Of particular satisfaction has been our collaboration with the School of Law, engaging in research, and doing outreach.

We have worked with the Law School’s Civitas ChildLaw Center to form the Joint Centers for Comparative Law and Education. The Joint Centers harness Loyola’s strengths on behalf of international advocacy for children’s right to an education by preparing advocacy specialists in a dual-degree M.A./J.D. program in Comparative Law and Education. The program is now in its second year. We began with one student—Zephranie Buetow, whom we profiled in our last (Spring 2010) CCE Newsletter issue—and we now have five students in the program. Prof. Michael Kaufman, Associate Dean of the Law School, joined me in developing the Joint Centers, and I am pleased to announce that Prof. Noah Sobe, Associate Director of the Center for Comparative Education, has replaced me as co-director (with Prof. Kaufman) of the program.

Our big research program has been CIECAP—the Comparative and International Education Course Outline Project. CIECAP, which is featured on the Historian’s Corner (“Papers and Documents” link) of the Comparative and International Education Society’s website (www.cies.us), is a worldwide database and analysis of introductory comparative education course outlines. An Alumna Associate, Kathy Stone, and Student Associates Annmarie Valdes and Yao Chen are now working with me to extend the reach of CIECAP by including descriptions and analyses of Comparative Education programs at universities around the world. This issue contains a description by Annmarie Valdes of our current work on CIECAP.

The Center’s major outreach activity has been to bring 7th and 8th grade pupils from an inner city elementary school—Robert Emmet School, located in the Austin neighborhood—to Loyola’s Lake Shore Campus for a day of introduction to college life. Virtually no Emmet pupils go on to college, and fewer than half finish high school. Supported by an annual gift to the CCE of $750 from a group of community leaders to cover transportation and lunch for the pupils, we have each year for the past three years brought Emmet pupils to campus and presented them with a program of speakers and activities from various Loyola departments and professional schools, including, of course, the School of Education. The program has provided these students with the only direct exposure they have to university life and is intended to demystify the image they have of higher education, giving them a sense that college is a place to which they can and should aspire. Turn to p. 6 to find a picture of the Emmet students attending the last orientation in Spring 2010.

Our Center’s student and faculty associates have been especially busy. Noah Sobe, CCE Associate Director, was recently promoted to Associate Professor of Cultural and Educational Policy Studies and awarded a grant of tenure, and we offer our hearty congratulations to him. CCE Student Associate Linda Lu attended the Western Regional Meeting of the Comparative and International Education Society at California State University in Long Beach, and you will find her report on that conference in this issue. This issue also contains a profile on Dr. Henan Cheng, a Clinical (Visiting) Assistant Professor, who received her Ph.D. in Comparative Education from Teachers College, Columbia University. In this issue you will also find a profile on Simon Ziba, an M.A. student and Fulbright Scholar from Burkina Faso, and on Annmarie Valdes, a new Ph.D. student and Graduate Student Assistant. CCE Student Associate Charlotte Stroumza, who is from France and is Vice President of the Comparative and International Graduate Student Association, works as a Graduate Intern for Loyola’s Office for International Programs and helped to organize the University’s International Education Week, and she describes that event in this issue.

The Center sponsors a Speaker Series, and our recent program featured Michael Cunningham and Lisa McKamy, joint managers from the University of Chicago Press. Michael and Lisa were featured speakers at last year’s CCE Speaker Series, and the enthusiastic response from our students to that event prompted us to invite them for a return engagement. Before joining the Loyola faculty 12 years ago, I had for 10 years been Editor of the Comparative Education Review, arguably our field’s most prestigious journal. The Review, the official journal of the Comparative and International Education Society, is published by the University of Chicago Press, and bringing Michael and Lisa to our campus has renewed my ties to that publisher, this country’s largest academic press. See Yao Chen’s report on our Speaker Series event in this issue.

Finally, I welcome Erin Hardacker as our new CCE Newsletter Managing Editor. Erin is an M.A. CCE Student Associate with a research interest in U.S. educational policies abroad. Erin comes to us with considerable editorial experience. She replaces Lou Berends, whose skill at being Managing Editor has been evident in the production of every CCE Newsletter edition since 2004. I offer my sincere thanks to Lou for the years of dedicated work he has performed for the Center and its Newsletter.

Erwin H. Epstein
Director
Annmarie Valdes is a new Ph.D. student in Loyola’s Cultural & Educational Policy Studies program. She earned a B.A. in history and education from Mundelein College (now part of Loyola), and a M.A. in Latin American and U.S. constitutional history from DePaul University. Annmarie, a Chicago native, has been a teacher since 1992: working six years as a high school history teacher and eight years as a community college history instructor. She is currently on leave from teaching.

Of her decision to attend Loyola, Annmarie says, “I have always been interested in a contextual understanding of how I came to my own approach to teaching; the Loyola program so far actually has provided this—currently I am working on two research projects that are directly related to my teaching: female history teachers and undocumented students at community colleges.” Besides undocumented students in higher education and history teaching methodology, her other research interests include the relationship between government and education and national culture and education.

In 2008, Annmarie published an article, “The Virgin of Guadalupe: Linking the Past and Present by Exploring the Role of Religion in the Cultural Heritage of Mexican Consciousness” in the Forum of Public Policy. She has been a teacher since 1992: working six years as a high school history teacher and eight years as a community college history instructor. She is currently on leave from teaching.

International Education Week (IEW) has been celebrated at Loyola since 2007. … Mexico is the featured country, in honor of the bicentennial of its independence.”

We will host our major cultural celebration on Lake Shore Campus. This celebration will include poster sessions during which international and American students who studied abroad will present various aspects of their home / host countries. Students also have the option to write an essay focusing on the IEW theme. Monetary prizes will be awarded to one poster and four essays. The Mexican Folkloric Dance Company of Chicago, as well as the ensemble Africaribe, will provide live performances. An international movie night will close the week, featuring The Visitor, a movie directed by Thomas McCarthy.

Planning IEW requires significant effort, and being part of the IEW committee has been a very enriching experience for me. We now look forward to seeing IEW unfold, and hope it will be equally enriching for the entire Loyola community!

Charlotte Stroumza
CIEGSA Vice President
Graduate Intern, Office for International Programs
CIECAP Update

This Fall I began working with Dr. Epstein and Yao Chen as a new member of the CIECAP archive website team. As a group, we have been working diligently to update or confirm the names and directors of the colleges and universities who teach introductory Comparative Education courses and invite them to submit a syllabus to the CIECAP archive. Once received, the information in the syllabi is analyzed, including methodological frameworks, authors of books and journal articles, curriculum themes, and course descriptions.

As many of you may know, CIECAP is an online database of salient features of the introductory course in Comparative Education as taught at universities around the world. It is an important addition to the growing body of research on the nature of the field itself, including its form and parameters. The project’s unique contribution to this research is an accessible archive of key elements of the introductory course including unit topics, referenced articles, journals and texts, as well as the interests and specializations of Comparative Education course instructors. Instructors either planning to teach or already teaching Comparative Education can use the CIECAP website as a tool for designing their course syllabi and for comparing their course to what is being taught in other programs.

One of our main purposes is to maintain visibility of the teaching of Comparative and International Education courses and the submissions we receive to the CIECAP archive serve as a vital resource in representing the current guidelines, emerging themes, references, and course textbooks now being used in the field. Our goal continues to be not only the upkeep of the archive, but an expansion that reflects the ongoing growth of the field of Comparative Education.

Our next step will be an analysis phase where the CIECAP team will prepare for an eventual presentation at the annual Comparative and International Education Society conference this May in Montreal, Quebec, Canada. We hope to see you all there!

Annmarie Valdes
CCE Graduate Student Associate

CCE Student Profile: Simon Ziba

Simon Ziba is a graduate student from Burkina Faso in his second year of the Cultural & Educational Policy Studies (CEPS) MA program, with a focus in comparative education. Prior to arriving at Loyola, Simon received undergraduate degrees in Sociology, and in Arts and Foreign Civilizations from the University of Ouagadougou. He also received a master’s degree in Development Projects Management from the Institut Africain de Professionnalisation en Management, and a diploma in Projects and Programs Evaluation from the Institute of Population Sciences and Health at the University of Ouagadougou. Simon is studying at Loyola on a Fulbright Scholarship.
CCE Fall Speaker Series: The Academic Journal Publication Process

Hosted by the Center for Comparative Education (CCE) as part of its Fall Speaker Series, on October 25, 2010, Michael Cunningham and Lisa McKamy, publication managers of University of Chicago Press, spoke about the academic journal publication process to graduate students and faculty at Loyola University’s Water Tower Campus.

Mr. Cunningham has held various editorial roles in his 18-year publishing career. He joined University of Chicago Press in October 2006, and currently serves as the operations and business management liaison to the humanities and education portfolio of the journals division. Ms. McKamy started her career at University of Chicago Press in October 2007. She is the managing editor for the journal *Current Anthropology*.

Founded in 1891, University of Chicago Press is the largest American university press. It publishes 250 books each year and 50 scholarly journals in a wide range of disciplines, including *Comparative Education Review* (CER), the preeminent journal in the field of comparative education. In an overview of the publishing process, Mr. Cunningham and Ms. McKamy introduced the role of different subdivisions in University of Chicago Press, including editing, administration, marketing, production, and technology support. They also provided some suggestions for potential authors of scholarly articles. First, an author should submit through the online submission system to the journal that their paper best fits. Second, most journals do not accept simultaneous submissions. Third, the peer review process can take from three months to a year to complete before a decision to accept or reject is made, and there may be several rounds of revisions between the author and editor before an article is accepted and reaches its final form. Finally, every author will be required to sign a publication agreement pertaining to copyright upon acceptance of his or her manuscript. Dr. Epstein, CCE director and former editor of CER, reflected on his experience with copyright issues involved in writing a book chapter, which are different from journal articles.

The role of reviewing and selecting manuscripts for CER takes place in the editorial office at Pennsylvania State University. In 2009, the office received 216 new submissions. About 50 percent of the manuscripts went out for blind peer review. There were 267 different reviewers, many of whom agreed to review more than one paper. At the current rate of submission, only 10 percent of all the new articles submitted are accepted. In addition, it is fairly common for CER to have a themed issue for each volume, such as “Islam and Education” or “Education in Conflict and Postconflict Societies.” Editors may encounter difficulty when choosing a theme for an issue, as the theme must be neither too general nor too specific.

Mr. Cunningham and Ms. McKamy discussed the major challenges within academic journal publishing, ranging from competition for audience and shrinking library budgets to pricing and distribution for foreign subscribers in developing countries.

Yao Chen
CIEGSA Secretary
CCE Graduate Student Associate
CIES Western Regional Conference, 2010

California State University–Long Beach was host to this year’s CIES Western Regional Conference (October 14–16). It was an atypical weekend in a not-so-sunny California, where more than 200 scholars from all over the world came together to share and discuss their cutting-edge international research alongside the theme of the conference: “Reimagining Centers and Peripheries.”

Dr. Carlos Alberto Torres, a professor of social sciences and comparative education and the director of the Paulo Friere Institute at UCLA, gave the opening plenary and keynote speech. Dr. Torres’ speech, “7 Iconoclastic Theses on Higher Education and Globalization,” addressed growing neoliberalism as a dominant ideology that has become the new “common sense” within higher education. Dr. Hans G. Schuetze, from the University of British Columbia, was the Friday evening keynote speaker, and discussed “Universities as Centers, Communities as Periphery? Traditions and Issues of Community Engagement and Partnership.” Victor Kobayashi of the University of Hawaii hosted Saturday’s closing plenary.

It was a successful conference where sessions included “Leadership for School Principals in Contexts of Marginalization,” “Youth and Education Policy in Asia,” and “Innovative Educational Endeavors,” among many others. Within the “Youth and Education Policy in Asia” session, topics included education of Tibetan orphans; education and society in rural Chinese youths’ perception; and the local, translocal, and global discourse on the rights of the girl in South Asia. This particular session fielded interesting and unique questions and discussion on future policies and reforms affecting education in different parts of Asia.

Linda Lu
CCE Graduate Student Associate

CCE Faculty Profile: Dr. Henan Cheng

Dr. Henan Cheng is a new Clinical Assistant Professor in the Cultural and Educational Policy Studies program at Loyola University Chicago. Dr. Cheng has extensive interdisciplinary experience and training. She holds degrees in mechanical engineering and economics from universities in China, a M.Ed. from Boston University, and an Ed.D. from Teachers College, Columbia University. Before coming to the United States to pursue her graduate studies in 2001, Dr. Cheng taught in the Department of International Finance and Business at Guangzhou University in Guangzhou, Guangdong Province, China. Prior to that, she worked for five years as a mechanical design engineer at Dongfeng Motor Corp., one of the largest automakers in China. From 2002 to 2004, she worked for the Tibet Poverty Alleviation Fund in their offices in Lhasa and Boston. In 2003, she also worked as a Research Assistant for the UNESCO International Institute for Educational Planning on the Project of Education in Sudan. From 2007 to 2009, Dr. Cheng worked at the New Haven-based Yale-China Association as a program officer for health and higher education programs.

Dr. Cheng’s scholarly interests range widely, from international educational policy analysis to social justice issues to philosophy of education. In particular, her primary areas of research include policy issues facing urban schools, equality of educational opportunity, academic achievement gaps, schooling of marginalized groups both in China and in the U.S., socio-cultural research in education, and mixed-method research. Her most recent research has focused on academic performance of migrant children in China, especially those of ethnic minority background.

“Dr. Cheng’s most recent research has focused on academic performance of migrant children in China, especially those of ethnic minority background.”

Dr. Henan Cheng, CCE Faculty Associate
For five years, Simon worked as the manager of a sponsorship/education project for a nonprofit development and relief organization NGO in Ouagadougou. The project’s main purpose was to provide quality education for children from low-income families through a variety of local initiatives. His work with the NGO helped provide 4,000 children in eight provinces of Burkina Faso with school supplies and uniforms, one hot meal per day, and other basic necessities. He also helped train teachers in issues related to sanitation, the environment, and care for orphans and other vulnerable children. The NGO assisted communities in gaining access to clean water and in building schools. Simon also has experience working with other governmental organizations and NGOs in Burkina Faso, including the United Nations Millennium Campaign, the Global Call to Action against Poverty through the Consultative Framework for the Development of Basic Education in Burkina Faso, and the Burkina Faso National Coalition against Poverty.

Simon’s research interests include the issue of education system decentralization, and he feels that the CEPS program encourages students to examine international issues in education through both a globalization and democratization lens. “My current research involves a comparative study of the role of nation states toward the nearest responding local administrations in France and Burkina Faso in the framework of decentralization of formal basic education.” Simon is also interested in how children might be effectively prepared to participate in community development and the democratization of developing countries. His work and research has taken him to Mali, Ghana, Senegal, and Uganda.

Upon completion of his degree, Simon would like to work on his government’s 10-year basic education development plan: “I want to study educational and cultural policy in order to assist my government to build and strengthen national capacity in educational planning, management, and innovative reforms. I want to offer support to my government in its efforts to develop national education policies, strategies, and programs.” Further, with a degree in comparative education from Loyola, Simon hopes to become an educational policy expert, and “be able to give technical assistance to any organization of my country or for international organizations working in African developing countries.”

Erin Hardacker
CCE Graduate Student Associate
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 Gutke. Emeritus Professor Steven Miller, who, we are sad to report, recently passed away, 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 Gutke’s direction. That dissertation contains the field’s most definitive analysis of the work of Issac Kandel, arguably the most prominent comparative of education in the 20th century.

Two years after Prof. Gutke’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. Associate 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, Burkina Faso, Cameroon, Colombia, Estonia, Finland, France, Greece, Hong Kong, India, Iran, Italy, Japan, Kenya, Korea, Liberia, Lithuania, Mexico, Mongolia, Mozambique, Nigeria, Spain, Thailand, and Venezuela.

Student Associate Profile: Annmarie Valdes

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also presented papers at numerous conferences, including the Great Lakes History Conference and the Hispanic Alliance for Career Enhancement. Her paper topics included the migration of Catholicism in colonial Mexico and the history of women in Latin America.

This school year Annmarie is working as a Graduate Assistant for Dr. Epstein and Dr. Sobe. In her free time she enjoys doing family activities with her husband and two children, practicing yoga and kenpo karate, reading, and traveling to new places. Upon completion of her degree, Annmarie would like to continue teaching in higher education, and “pursue research in educational policies regarding national history curriculum and [the] rights of undocumented students.”

Erin Hardacker
CCE Graduate Student Associate