Globalization, Education and Childhood

Monday ~ Wednesday ~ Friday
11.30 ~ 12.20
Cuneo Hall ~ Room 324

Prof. Tavis D. Jules
COURSE DESCRIPTION

This course examines contemporary global shifts and transformations in how schools and other educational settings are set up and operate. In tandem with this, the course examines the experience of childhood and notions of what it means to be a child—both in terms of how this varies culturally, socioeconomically, and regionally, as well as how these experiences and conceptualizations are presently being transformed. Students will be able to demonstrate an understanding of how global and local issues impact education. Further, students will be able to articulate a nuanced understanding (in regards to schooling and education) of the ways that social justice concerns are being both advanced and hindered in our contemporary globalized world.

Course Objective: In keeping with the School of Education’s conceptual framework of advancing “professionalism in the service of social justice”:

- This class aims at helping students comprehend the impact of globalization upon national educational systems.
- It allows students to grasp the changing nature of childhood within and across countries, along with an understanding of the current issues surrounding social justice and inequity within the context of education.
- Students will be able to demonstrate an understanding of the current body of literature and will be able to critically evaluate new practices and research in the field.
- The major assessment tool for this class is the student’s ability to analyze new concepts, measured through their ability to write a clear, logical, and concise literature review.
- This course equips students with the necessary critical skills needed to undertake and conceptualize research projects.
- The course will rely on Twitter (#elps230) and Sakai as part of the students’ learning objectives.
- The course’s delivery methods and student assignments are enriched with the aid of additional technological tools to enhance the overall learning experiences.
- This course is committed to creating a multi-cultural classroom environment that respects issues of diversity including but not limited to disability, race, gender, sexual orientation, social class, and ethnicity.

Upon successfully completing this course, students should be able to:

- Gain factual knowledge (terminology, classifications, methods, trends);
- Learn fundamental principles, generalizations, or theories; and
Analyze and critically evaluate ideas, arguments, and points of view.

**Academic Honesty:** Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. A student’s failure to practice academic honesty, depending upon the seriousness of the misconduct, will result in a sanction ranging from the grade of “F” on the assignment to expulsion from the university. To plagiarize is to present someone else’s writing or ideas as your own and will not be tolerated. There are several good “How not to plagiarize” guides available on the web, such as [http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize](http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize). In class we will discuss how to cite and include the work of others in your own writing. Please also note that submitting the same paper or pieces of the same papers to meet the course requirements for two or more LUC courses is also academic dishonesty and will not be tolerated.

**Accessibility:** Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: [http://www.luc.edu/sswd](http://www.luc.edu/sswd)

**Harassment (Bias Reporting):** It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the university’s aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago’s Jesuit Catholic University – a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: [http://webapps.luc.edu/biasreporting](http://webapps.luc.edu/biasreporting).

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**ASSIGNMENTS**

This course uses primarily lectures; however, depending on the number of student enrolled, student-led discussions and presentations will be done. All assignments will be graded for: (i) the clearness, logic, and succinctness of your writing; (ii) your command of the intellectual content; (iii) your use of the comparative method for analysis; and (iv) your ability to propose a way forward.

1) **Students are expected to meet with me a minimum of four times during the semester during office hours.**

2) **Pre-Class Participation (10 points Due 9 Times Weekly – 3 tweets before each Module).**
   A total of 10 possible points will be awarded each week. The course will rely on Twitter (#elps230) and Sakai as part of students’ learning objectives. Students are expected to Tweet 9
time a week, and they should be done across two or more days. If a student Tweets all 3 Tweets on one day, he/she will not earn points. Students are expected to link Tweets to any of the readings for that week with a relevant article, newspaper clipping, video, or social media posting that is relevant to the weeks reading. Students will lose points for Tweeting random information that does not show a clear link between any of the readings and Tweet.

3) **In-Class Participation (10 points).** Active weekly participation of all students is a core requirement of this class. Your participation grade will be based on these factors:
   a. Coming to all sessions, reading the weekly assignments before class, and being ready to discuss all of the readings. Moreover, *class participation* entails speaking in an informed manner about the texts based on your analysis of them. I will be assessing the extent to which your participation in class discussions demonstrates that you have read the assignments and reflected on them and not the absolute amount of time you speak in class. In other words, it is the quality of your comments, informed by the readings, and not the quantity of words uttered in class that matters most. To help facilitate a discussion of the readings, you should come to class each week with a *key quotation* — several sentences or an entire paragraph — *highlighted from each required reading* and be prepared to explain to the class why this quotation was meaningful to you. You might explain how the quotation helped you to understand the author’s major argument, to reflect on your own education, or to develop your own opinion on the topic because you agree or disagree with the sentiments conveyed in the quotation. I will randomly call on people to share their key quotations, so you should be prepared every week to participate in this way.
      i. **Please ensure that you keep your reading notes/participation notes in one file.** At the end of every week, I will collect this file. All participation notes should be electronic. It is suggested that you use an App like “Evernote” (see [https://evernote.com/](https://evernote.com/)) to keep track of your class notes.
   b. You are expected to Tweet during class using #elps230. The quality of your Tweets should be informed by the readings, lectures and class discussion and not the quantity of Tweets produced.
   c. Each student is expected to sign up for one of the student led presentations of any case study assigned below. Additional details will be given in class.

4) **Take Home Midterm Exam (25 points):** Distributed on Module 18 and due on Module 20.

5) **Childhood/Education Country Presentations (20 points, 10-12 pages double-spaced):** During Modules 35, 36 and 36 in groups of 4, students are expected to make a 20-minute presentation to the class on the historical construction and experience of childhood in a chosen country/region. Accompanying this, each student is to write a 4-6 page (double-spaced) paper that will be submitted at the end of the class.

6) **Final Research Project:** (35 points, 8-12 pages double-spaced): A one page single-spaced outline of the Research Paper and a reference list is due at the beginning of Module 18. Final papers are due on April 28. The research projects will be in-depth studies conveying how globalization has affected education or childhood. Students should select a topic and meet with the instructor to discuss this topic. More details will be provided in class.

*PLEASE NOTE:*

- If a student misses a class, they are required to write a 500-word summary of that Module’s reading and submit it to me within 48 hours after the missed class and by 5 PM.
• More than two unexcused absences from class will automatically result in a grade point reduction.

• All written assignments should use 1-inch margins, Times New Roman 12pt, include references in APA style, and student’s name in top margin. Include in your bibliography all the literature that you have referenced in your written assignments and final project. For more information on APA style, see: http://owl.english.purdue.edu/owl/resource/560/01/.

Basic APA Format

1. for Books
   Author, A. A. (Year of publication). Title of work: Capital letter also for subtitle. Location: Publisher.

2. for Articles

• All assignments are due on the dates listed in the syllabus. Late assignments will be penalized one point for each day that they are late. Late assignments due to medical or family emergencies will be exempted from penalties on a case-by-case basis, but there will be no exception made as the result of poor planning.

10 Tips for Academic Reading

1) Know your purpose: Though you may read instructions word by word, you really should not read a complex journal article one word at a time. Understanding the purpose of your reading is critical to the development of effective reading strategies.

2) Develop sound note-taking skills: Taking notes as you read a text improves your understanding of the material. Keep the purpose of the reading in mind and use a note-taking style that works for you.

3) Concentrate on what’s being done, and not only on what’s being said: Pay attention to both the author’s purpose for writing (which is often different than your purpose for reading) and the organizational structure of the writing. For example, is the author making an argument or comparing two things? If arguing, what are the sub-arguments and supporting points?

4) Get to know the genre: Understanding the type of text you’re reading gives you a better idea of where key information is located, which will save you time by speeding up the reading process.

5) Read actively: Engage with the text by asking yourself questions as you read and by trying to figure out what’s coming up next. Is information missing or are your questions unanswered? Do you understand the key points? Do you feel the author’s ideas are clear and well supported?

6) Keep a dictionary on hand: Avoid simply guessing at a word’s meaning if you’ve never come across it before or are unsure of its meaning in a new context. Look it up in a dictionary!

7) Set aside blocks of reading time: It takes a considerable amount of time to read an academic text. Give yourself enough time to complete your weekly readings and be realistic about how long it usually takes.

8) Read material before class, not after: Reading assigned articles or chapters before class puts you ahead of the game.

9) Summarize your readings: Many textbooks have chapter summaries and most journal articles have abstracts that detail their contents. Look for a synopsis in your reading and review it

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closely to make sure that you’ve understood the central points. Jotting down a summary of your own will improve your chances of remembering key ideas.

10) Use the academic support available to you: Effective reading strategies for university-level texts aren’t always self-evident. Drop by Learning Support Services for more information about reading techniques that can save you time and help you retain content. Loyola’s writing center information can be found at: http://www.luc.edu/writing/home/

TEXTBOOKS

The library has made available electronically, all of the books for this class. The books have to be read, however, online, but you are able to highlight the online books. Please be aware that if you download a book your notes and highlights will NOT WORK once the book has expired. The average book can only be on loan for seven days. Visit here for more information: http://libraries.luc.edu/books/ebooks

REQUIRED


RECOMMENDED


WEEK 1

MODULE 1: Introduction (January 13)

Learning outcome for this Module: students should be able to:

- Identify the historical antecedents of the various types of globalization

Readings


Discussion Questions
• Is globalization a new or old phenomenon?
• What do you consider as the key characteristics of globalization?

MODULE 2: What is the global? Part I (January 15)

Learning outcome for this Module: students should be able to:
• Identify the historical antecedents of what we call the global

Readings
• Lechner & Boli (2012) – pp. 9-44 (All of Part 1)

Discussion Questions
• Lechner & Boli (2012) page 45

MODULE 3: What is the global? Part II (January 17)

Participation/Reading Notes for this week are due at the end of the class

Learning outcome for this Module: students should be able to:
• Use the case study in the Baker (2014) book to assess the impact of colonialism and how it has shaped what we define as global today.

Case Study
• Baker (2014) – Chapter 4

Discussion Questions
• Discussion questions for class can be found at the end of each chapter in Baker (2014).

WEEK 2

*MARTIN LUTHER KING, JR. HOLIDAY—NO CLASS (January 20)*

MODULE 4: Isolationism or nationalism? Part I (January 22)

Learning outcomes for this Module: students should be able to:
• Identify the historical role of the nation state
• Identity the purpose of education at the national level

Readings
Discussion Questions
  • Lechner & Boli (2012) page 248

MODULE 5: Isolationism or nationalism? Part II (January 24)
Participation/Reading Notes for this week are due at the end of the class

Learning outcome for this Module: students should be able to:
  • Use the case study in the Baker (2014) book to examine how neocolonialism has shaped society and education today.

Case Study
  • Baker (2014) – Chapter 5

Discussion Questions
  • Discussion questions for class can be found at the end of each chapter in Baker (2014).

1. Student led presentation of this case study: --------------------------

WEEK 3
MODULE 6: Theorizing the “global” in globalization? Part I (January 27)

Learning outcome for this Module: students should be able to:
  • Critically evaluate the evolving concept of childhood

Readings
  • Hecht (2002) Chapter 1 and Chapter 5

Discussion Questions
  • How was the global defined at the turn of the 21st century?
  • What was the role of childhood during the then global period of the industrial revolution?

MODULE 7: Theorizing the “global” in globalization? Part II (January 29)

Learning outcome for this Module: students should be able to:
  • Understand the conceptual and methodological paradigms that are used to understand and study the global.

Readings
  • Lechner & Boli (2012) – pp. 46-103 (All of Part II)

Discussion Questions
  • Lechner & Boli (2012) page 104

MODULE 8: Theorizing the “global” in globalization? Part III (January 31)
Participation/Reading Notes for this week are due at the end of the class
Learning outcome for this Module: students should be able to:
- Use the case study in the Baker (2014) book to assess the rise of development, donor aid and loan conditionality in the Global South and its impact upon education

Case Study
- Baker (2014) – Chapter 1

Discussion Questions
- Discussion questions for class can be found at the end of each chapter in Baker (2014).

2. Student led presentation of this case study: ________________

WEEK 4

MODULE 9: Governance and Childhood. Part I (February 3)

Learning outcome for this Module: students should be able to:
- Critically evaluate the institutional elements that define childhood

Readings
- Hecht (2002) Chapter 6 and Chapter 9

Discussion Questions
- How does the nation state perceive childhood?
- Concerning children, what does the nation state see as its role?

Activity

MODULE 10: Governance and Childhood. Part II (February 5)

Learning outcome for this Module: students should be able to:
- Identify the historical role of the nation state
- The purpose of education at the national level

Readings

Discussion Questions
- Lechner & Boli (2012) page 289

MODULE 11: Governance and Childhood. Part III: Quality (February 7)

Participation/Reading Notes for this week are due at the end of the class

Learning outcome for this Module: students should be able to:
- Use the case study in the Baker (2014) book to discuss the role of political instruction within education.
Case Study
• Baker (2014) – Chapter 10

Discussion Questions
• Discussion questions for class can be found at the end of each chapter in Baker (2014).

3. Student led presentation of this case study: ------------------------

WEEK 5
MODULE 12: Development and Childhood. Part I (February 10)

Learning outcome for this Module: students should be able to:
• Critically evaluate the institutional elements that define childhood

Readings
• Hecht (2002) Chapter 4 and Chapter 7

Discussion Questions
• How was childhood development viewed during the eighteenth and nineteenth centuries and how has it changed with the advent of globalization?

Activity
• In answering this Module’s questions use social media to illustrate what you think childhood will look like in 2144

MODULE 13: Development and Childhood. Part II (February 12)

Learning outcomes for this Module: students should be able to:
• Identify the historical role of the nation state
• The purpose of education at the national level

Readings
• Lechner & Boli (2012) – pp. 106-146 (All of Part III)

Discussion Questions
• Lechner & Boli (2012) page 147

MODULE 14: Development and Childhood. Part I (February 14)

Participation/Reading Notes for this week are due at the end of the class

Learning outcome for this Module: students should be able to:
• Use the case study in the Baker (2014) book able to identify how economic development impacts and influences educational mandates at the national level.

Case Study
• Baker (2014) – Chapter 2

Discussion Questions
• Discussion questions for class can be found at the end of each chapter in Baker (2014).

4. Student led presentation of this case study: ---------------

WEEK 6
MODULE 15: The Economics of Childhood. Part I (February 17)

Learning outcome for this Module: students should be able to:
• To critically evaluate the economic aspects of childhood

Readings
• Hecht (2002) Chapter 8 and Chapter 2

Discussion Questions
• How was childhood development viewed during the h and nineteenth centuries and how has it changed with the advent of globalization?

Activity
• In answering this Module’s questions use social media to illustrate the pros and cons of economic globalization.

MODULE 16: The Economics of Childhood. Part II (February 19)

Learning outcome for this Module: students should be able to:
• To identify the historical role of the nation state
• The purpose of education at the national level

Readings
• Lechner & Boli (2012) – pp. 149-205 (All of Part IV)

Discussion Questions
• Lechner & Boli (2012) page 206

MODULE 17: The Economics of Childhood. Part III (February 21)

Participation/Reading Notes for this week are due at the end of the class

Learning outcome for this Module: students should be able to:
• Use the case study in the Baker (2014) book to identify how external actors used economic contingences impact national education mandates.

Case Study
• Baker (2014) – Chapter 9

Discussion Questions
• Discussion Questions for class can be found at the end of each chapter in Baker (2014).

5. Student led presentation of this case study: ---------------
WEEK 7

MODULE 18: Transnational Actors and Childhood. Part I (February 24)
Mid-Semester take-home examination distributed

Learning outcome for this Module: students should be able to:

- To critically evaluate the institutional elements that define childhood

Readings

- Hecht (2002) Chapter 3 and Chapter 10

Discussion Questions

- How was childhood development viewed during the eighteenth and nineteenth centuries and how has it changed with the advent of globalization?

Activity

- In answering this Module’s questions use social media to address the rise of transnational actors in education.

MODULE 19: Transnational Actors and Childhood. Part II (February 26)

Learning outcome for this Module: students should be able to:

- To identify the historical role of the nation state
- The purpose of education at the national level

Readings

- Lechner & Boli (2012) – pp. 149-205 (All of Part VII)

Discussion Questions

- Lechner & Boli (2012) page 206

MODULE 20: Transnational Actors and Childhood. Part III (February 28)
Mid-Semester take-home examination due

Learning outcome for this Module: students should be able to:

- Use the case study in the Baker (2014) book to identify how Transnationalism has influenced childhood.

Case Study

- Baker (2014) – Chapter 6

Discussion Questions

- Discussion questions for class can be found at the end of each chapter in Baker (2014).

6. Student led presentation of this case study: ------------------------
Week 8

SPRING BREAK—NO CLASSES (March 3-7)

MODULE 21: Identity, Culture and Childhood. Part I (March 10)

Learning outcome for this Module: students should be able to:
- Identify the role of telecommunication and its impact upon education.

Readings

Discussion Questions
- Lechner & Boli (2012) page 385

MODULE 22: Identity, Culture and Childhood. Part II (March 12) – Online Class

Learning outcome for this Module: students should be able to:
- Use the case study in the Baker (2014) book to assess the impact of the media upon culture.

Case Study
- Baker (2014) – Chapter 7

Discussion Questions
- Discussion questions for class can be found at the end of each chapter in Baker (2014).

7. Student led presentation of this case study: ------------------------

Week 9

MODULE 23: Religion, Gender and Childhood. Part I (March 14) – Online Class

Learning outcome for this Module: students should be able to:
- Critically evaluate the institutional elements that define childhood

Readings
- Moghadam (2013) Chapters 1 and 5

Discussion Questions
- How was childhood development viewed during the eighteenth and nineteenth centuries and how has it changed with the advent of globalization?

Activity
- In answering this Module’s questions use social media to illustrate how religion influences gender preferences in education.

MODULE 24: Religion, Gender and Childhood. Part II (March 17)

Learning outcome for this Module: students should be able to:
To identify how religious and gender differences influence childhood.

Readings

Discussion Questions
- Lechner & Boli (2012) page 425

MODULE 25: Religion, Gender and Childhood. Part III (March 19)

Learning outcome for this Module: students should be able to:

Case Study
- Baker (2014) – Chapter 12

Discussion Questions
- Discussion questions for class can be found at the end of each chapter in Baker (2014).

8. Student led presentation of this case study: ------------------------

Week 10
MODULE 26: Environmental and Childhood. Part I (March 21)

Learning outcome for this Module: students should be able to:
- To critically evaluate the institutional elements that define childhood

Readings
- Moghadam (2013) Chapter 2 and 6

Discussion Questions
- How was childhood development viewed during the eighteenth and nineteenth centuries and how has it changed with the advent of globalization?

Activity
- In answering this Module’s questions use social media to illustrate the effect of the North American Free Arts Association (NAFAA) on Childhood.

MODULE 27: Environmental and Childhood. Part I (March 24)

Learning outcome for this Module: students should be able to:
- Examine how “going green” impacts childhood

Readings

Discussion Questions
- Lechner & Boli (2012) page 477
MODULE 27: Environment and Childhood. Part I (March 26)

Learning outcome for this Module: students should be able to:

- Use the case study in the Baker (2014) book able to assess the impact of global trade upon the environment.

Case Study
- Baker (2014) – Chapter 14

Discussion Questions
- Discussion questions for class can be found at the end of each chapter in Baker (2014).

9. Student led presentation of this case study: ------------------------

Week 11

MODULE 29: Citizenship and Childhood. Part I (March 28)

Learning outcome for this Module: students should be able to:
- To critically evaluate the institutional elements of citizenship

Readings
- Schattle (2012) Chapters 1 and 2

Discussion Question
- How has the concept of citizenship changed with the onset of globalization?

Activity
- In answering this Module’s questions use social media to illustrate the rise of national citizenship.

MODULE 30: Citizenship and Childhood. Part II (March 31)

Readings
- Schattle (2012) Chapters 3 and 4

Discussion Question
- Is citizenship being diluted by globalization? Explain.

Activity
- In answering this Module’s questions use social media to illustrate the rise of regional citizenship.

10. Student led presentation of this case study: ------------------------

MODULE 31: Citizenship and Childhood. Part III (April 2)

Learning outcome for this Module: students should be able to:
- Critically evaluate the institutional elements of citizenship

Readings
- Schattle (2012) Chapters 5 and 6

Discussion Question
• Is there such a thing as global citizenship?

Activity
• In answering this Module’s questions use social media to illustrate the rise of global citizenship.

11. Student led presentation of this case study: ------------------------

Week 12

MODULE 32: Revolution and Childhood. Part I (April 4)

Learning outcome for this Module: students should be able to:
• Critically evaluate the institutional elements that define childhood

Readings
• Moghadam (2013) Chapters 3, 4 and 7

Discussion Questions
• How was childhood development viewed during the eighteenth and nineteenth centuries and how has it changed with the advent of globalization?

Activity
• In answering this Module’s questions use social media to illustrate what you think childhood will look like in 2144

MODULE 33: Revolution and Childhood. Part II (April 7)

Learning outcome for this Module: students should be able to:
• To identify the current waves of endogenous and exogenous revolutions and how these affect global childhood.

Readings
• Lechner & Boli (2012) – pp. 478-528 (All of Part XI)

Discussion Questions
• Lechner & Boli (2012) page 529

MODULE 34: Revolution and Childhood. Part III (April 9)

Learning outcome for this Module: students should be able to:
• Use the case study in the Baker (2014) book to assess how state failures affect childhood.

Case Study
• Baker (2014) – Chapter 11

Discussion Questions
• Discussion questions for class can be found at the end of each chapter in Baker (2014).

12. Student led presentation of this case study: ------------------------
Week 13

MODULE 35: Group Presentations on Country Case Studies (April 11)

1. Student Presentation: --------------
2. Student Presentation: --------------
3. Student Presentation: --------------
4. Student Presentation: --------------

Group Paper Due after presentation

MODULE 36: Group Presentations on Country Case Studies (April 14)

1. Student Presentation: --------------
2. Student Presentation: --------------
3. Student Presentation: --------------
4. Student Presentation: --------------

Group Paper due after presentation

MODULE 37: Group Presentations on Country Case Studies (April 16)

1. Student Presentation: --------------
2. Student Presentation: --------------
3. Student Presentation: --------------
4. Student Presentation: --------------

Group Paper Due after presentation

Week 14

EASTER HOLIDAY– NO CLASSES (April 17-21)

MODULE 38: The Future of Globalization and Childhood (April 23)

Learning outcome for this Module: students should be able to:
- Use the case study in the Baker (2014) book to explain how the post-2015 development goals will influence childhood.

Case Study
- Baker (2014) – Chapter 13

Discussion Questions
- Discussion questions for class can be found at the end of each chapter in Baker (2014).

Debriefing of Presentations

MODULE 39: Debriefing of Presentations (April 25)
Learning outcome for this Module: students should be able to:

- Use the case study in the baker (2014) book to explain the role of the state, markets and development in influencing childhood policies

Case Study
- Baker (2014) – Chapter 8

Discussion Questions
- Discussion questions for class can be found at the end of each chapter in Baker (2014).

Debriefing of Presentations

Final Research Paper Due April 28

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Additional Information

Refereed Print Journals
Students are expected to undertake supplemental readings for their final papers. Below are some relevant journals in our field and those in **bold** are particularly useful for research. I strongly recommend students to explore articles from these journals to better understand the major trends and interests of comparative and international education.

- Alternatives
- Anthropology of Education
- Asia Pacific Journal of Education
- **Comparative Education**
- **Comparative Education Review** (*the premier journal in the field*)
- Compare
- Community College Review
- Convergence
- Discourse: Studies in the Cultural Politics of Education
- Economics of Education Review
- European Education
- Gender and Education
- Harvard Educational Review
- Higher Education
- Higher Education Policy
- History of Education Quarterly
- International Education
- International Higher Education
- International Journal of Early Childhood
- International Journal of Qualitative Studies in Education
- **International Journal of Educational Development**
- International Journal of Science Education
- International Organization
- **International Review of Education**
- International Studies in Sociology of Education
- Journal of African Studies
- Journal of Educational Policy
- Journal of Moral Education
- Journal of College Student Development
- Journal of Student Affairs Research and Practice
• Journal of College Student Retention
• Journal of College Admissions
• Oxford Review of Education
• Prospects (UNESCO)
• Race, Ethnicity, and Education
• Review of Higher Education
• Research in Higher Education

• Sociology of Education
• Studies in International Education
• Third World Quarterly
• Women's Studies International Forum
• World Development
• World Studies in Education

On-line Journals
• CICE "Current Issues in Comparative Education" http://www.tc.columbia.edu/cice/
• Education Review http://www.ed.asu.edu/edrev
• CIE "Current Issues in Education" http://cie.ed.asu.edu/
• In Focus: Journal of the International Institute of Educational Development, Florida International University http://www.fiu.edu/~iied/web/journal.html

Handbooks and Monographs:
• New Directions for Institutional Research
• New Directions for Teaching and Learning
• New Directions for Community Colleges