GLOBALIZATION, EDUCATION & CHILDHOOD

Tuesday and Thursday
11.30 ~ 12.45

Prof. Tavis D. Jules
ELPS 230: GLOBALIZATION, EDUCATION AND CHILDHOOD

Department of Cultural & Educational Policy Studies
School of Education
Loyola University Chicago

Tuesday and Thursday 11.30 ~ 12.45
Dumbach Hall ~ Room 228
Spring 2017

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Going Green: This class is committed to reducing our carbon and ecological footprints, and thus students are encouraged to bring laptops and tablets to class to facilitate class readings and discussions.

COURSE DESCRIPTION

This course examines contemporary global shifts and transformations in how schools and other educational settings are set up and operated. In tandem with this, the course examines the experience of childhood and notions of what it means to be a child—both regarding 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 Objectives: In keeping with the School of Education’s conceptual framework of advancing “Social Action through Education,” this class aims at:

- This class aims at helping students comprehend the impact of globalization upon national educational systems.
- In line with the Loyola School of Education Conceptual Framework Standards (CFS), which reflect our commitment to promote transformational learning within each student across all programs, this class assesses students on CFS2, which is the ability for candidates to apply culturally responsive practices that engage diverse communities.
- 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 present body of literature and will be able to evaluate new practices and research in the field critically.
The major assessment tool for this class is the student’s ability to analyze new concepts, measured through their capacity to write a clear, logical, and concise mid-term examination and research paper.

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 multicultural classroom environment that respects issues of diversity including but not limited to disability, race, gender, sexual orientation, social class, and ethnicity.

**IDEA COURSE EVALUATION LINK FOR STUDENTS**

Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: [http://luc.edu/idea/](http://luc.edu/idea/) and click on **STUDENT IDEA LOGIN** on the left-hand side of the page. This course is designed to provide students with the opportunity of:

- Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
- Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures
- Learning to analyze and critically evaluate ideas, arguments, and points of view

**DISPOSITIONS**

All students are assessed on one or more dispositional areas of growth across our programs: **Professionalism, Inquiry and Social Justice**. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

**SYLLABUS ADDENDUM LINK**

- [www.luc.edu/education/syllabus-addendum/](http://www.luc.edu/education/syllabus-addendum/)

This link directs students to statements on essential policies regarding academic honesty, accessibility, ethics line reporting and electronic communication policies and guidelines. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – **Social Action through Education**.

**COURSE SUGGESTIONS**

Course delivery is achieved primarily through lectures; however, depending on the number of students enrolled, student-led discussions and presentations will occur. 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.
Course Reading – Students will be assigned around a minimum of 4 required readings (articles or chapters) per week. Note that the recommended readings are just that, recommended. However, I have assigned them in case you are having trouble with a required reading; sometimes the recommended readings help tremendously.

- Please pace your reading and do not do them all the night before, this does not work.
- Before you begin to read for the week, skim all the readings (read the abstracts), then give them numbers with “1” being the most important in your mind. Subsequently, read from number 1 onwards. Some weeks you may find it easier to start with one of the recommended readings.
- Take notes of what you are readings as it will help you to link concepts and arguments together.
- Figure out what time, position, and place works best for you to read and always read there.
- Like everything else, academic reading is a skill that you must train yourself to be confident and comfortable doing.
- Try to relate the readings to current events/education issues. This helps you to understand the readings and makes the readings more practical.

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 the 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 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 on 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/

ASSIGNMENTS

This course uses primarily lectures; however, depending on the number of students 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.

All assignments are based on formative assessment, that is, if you show vast improvement in your final assignment you will be assigned that grade as your final class grade. **ALL ASSIGNMENTS ARE DUE BY MIDNIGHT.**

**ASSIGNMENT DUE DATES AT A GLANCE**

1) *All Modules – Pre-Class Participation via Twitter*

2) Modules 5, 7, 9, 11, 13, 15, 17, 19, & 21: Student-Led Discussion on Theorists (5 points)

3) Module 14: March 14 – (One-page Outline of the Research Paper)

4) Module 18: March 28 – (Take-Home Midterm Exam)


6) Module 28: April 26 – (Research Paper)

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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 8 Times Weekly – 4 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 8 time a week, and they should be done across two or more days. If a student Tweets all 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 week’s 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 Module’s readings before class, and being ready to discuss all the assigned 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 involvement 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 education, or to develop your 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 other 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/) to keep track of your class notes.

ii. 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.

2) STUDENT-LED DISCUSSION (5 points): Depending on the number of students in the class, individuals, pairs, or groups of students will be responsible for preparing an 8-minute PowerPoint or Prezi presentation to the class on the readings for that week. You should prepare at least a one-page handout (ideas include: printing slides, summary statement, etc.) and set the stage for the class discussion. As you wrap up the presentation, be prepared to ask your classmates questions, which synthesize major themes or point to issues that cut across the literature. NOTE: You can draw upon readings from previous weeks. SUBMIT YOUR PRESENTATION AND QUESTIONS TO ME BY 5 PM THE DAY BEFORE CLASS. This will give me time to review, provide feedback, and return it to you before you present in class the following day.

3) This class uses the American Psychological Association (APA) 6th Edition citation guide. Please familiarize yourself with this.

4) TAKE-HOME MIDTERM EXAM (25 points): Distributed on Module 18 and due on Module 20.

5) CHILDHOOD/EDUCATION COUNTRY PRESENTATIONS (15 points, 10-12 pages double-spaced): During the last few Modules of the semester (depending on the number of students), students are expected to make a 15-minute Non-PowerPoint presentation to the class about their final Research Paper. Cue cards can be used. Students should be prepared to ask and answer questions on their respective topics. Students should dress professionally for the presentation and prepare a one-page handout (ideas include: printing slides, summary statement, etc.) and set the stage for the class discussion. As you wrap up the presentation, be prepared to ask your classmates questions, which synthesize major themes or point to issues that cut across the literature. A presentation rubric will be posted in Sakai.

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 14. 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 an 800-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 by 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.

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**TEXTBOOKS**

The library has made available electronically, several of the required books for this class. The books have to be read, however, online and you can 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

Course reading materials (articles and book chapters) can be found using Loyola’s online library (http://libraries.luc.edu) search engine. Assignments should be submitted through Sakai, where Turnitin will be used to check for academic plagiarism. All recommended readings are for your edification and can be used as part of your final assignment. Readings listed under the “recommended sections” can be found using the library’s search engine. Familiarize yourself with the library facilities at LUC. The assigned librarian for this course is Tracy Ruppman <truppman@luc.edu>.

**REQUIRED**


**RECOMMENDED**
WEEK 1

MODULE 1: INTRODUCTION – PART I (JANUARY 17)

Learning outcome for this Module: students should be able to:
• Identify the historical antecedents of the various types of globalization
• Understand the rise of contemporary globalization

Readings

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

MODULE 2: INTRODUCTION – PART II (JANUARY 19)

Learning outcome for this Module: students should be able to:
• The historical debates around the role of education
• Understand the role of educational development in an era driven by interconnectivity

Readings
• Brock & Alexiadou (2013). Chapters 1 and 2
• Coleman & Sajed (2013). Four theorists (beginning in alphabet order)

WEEK 2

MODULE 3: DEBATING GLOBALIZATION – PART I (JANUARY 24)

Learning outcome for this Module: students should be able to:
• The historical debates around globalization
• Explain globalization’s impact upon education

Readings
• Lechner & Boli (2015) – (All of Part 1)

Discussion Questions
• Lechner & Boli (2015) – Part I Questions

MODULE 4: DEBATING GLOBALIZATION – PART I (JANUARY 26)

Learning outcomes for this Module: students should be able to:
• The historical debates around globalization
• Explain globalization’s impact upon education

Readings
• Coleman & Sajed (2013). Four theorists (beginning in alphabet order)

Discussion Questions
• Lechner & Boli (2015) – Part I Questions

MODULE 5: EXPLAINING GLOBALIZATION – PART I (JANUARY 30)

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

Readings
• Lechner & Boli (2015) – (All of Part 2)

Discussion Questions
• Lechner & Boli (2015) – Part II Questions

MODULE 6: EXPLAINING GLOBALIZATION – PART II – CASE STUDY (FEBRUARY 2)

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

Readings
• Coleman & Sajed (2013). Four theorists (in alphabet order)
Discussion Questions
  • Lechner & Boli (2015) – Part II Questions

1. 10-minute student-led presentation on theorists: ------------------------

**WEEK 4**

**MODULE 7: GLOBALIZATION AND THE NATION STATE – PART I (FEBRUARY 7)**

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 (2015) – (All of Part V)

Discussion Questions
  • Lechner & Boli (2015) – Part V Questions

**MODULE 8: GLOBALIZATION AND THE NATION STATE – PART II (FEBRUARY 9)**

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
  • Berson & Berson (2016). All of Part 1
  • Brock & Alexiadou (2013). Chapter 5
  • Coleman & Sajed (2013). Four theorists (in alphabet order)

Discussion Questions
  • Lechner & Boli (2015) – Part V Questions

2. 10-minute student-led presentation on theorists: ------------------------

**WEEK 5**

**MODULE 9: GLOBALIZATION & THE WORLD ECONOMY – PART I (FEBRUARY 14)**

Learning outcomes for this Module: students should be able to:
  • Explain the pros and cons of economic globalization
  • Explain the impact of economic globalization upon childhood and education

Readings
  • Lechner & Boli (2015) – (All of Part IV)

Discussion Questions
  • Lechner & Boli (2015) – Part IV Questions
Learning outcomes for this Module: students should be able to:

- Explain the pros and cons of economic globalization

Readings

- Handelman (2017). Chapters 1 and 9
- Berson & Berson (2016). Introduction Chapter
- Brock & Alexiadou (2013). Chapter 3
- Coleman & Sajed (2013). Four theorists (in alphabet order)

Discussion Questions

- Lechner & Boli (2015) – Part IV Questions

3. 10-minute student-led presentation on theorists: ------------------------

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WEEK 6

MODULE 11: GLOBALIZATION & CIVIL SOCIETY – PART I (FEBRUARY 21)

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

- Explain the role of civil society organizations in aiding and abiding globalizing
- Explain the role of civil society organizations in education

Readings

- Lechner & Boli (2015) – (All of Part VII)

Discussion Questions


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MODULE 12: GLOBALIZATION & CIVIL SOCIETY – PART II (FEBRUARY 23)

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

- Explain the role of civil society organizations in aiding and abiding globalizing
- Explain the role of civil society organizations in education

Readings

- Handelman (2017). Chapters 2, 7 and 8
- Brock & Alexiadou (2013). Chapter 8
- Coleman & Sajed (2013). Four theorists (in alphabet order)

Discussion Questions


4. 10-minute student-led presentation on theorists: ------------------------

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WEEK 7
MODULE 13: TRANSNATIONAL ACTORS & CHILDHOOD – PART I (FEBRUARY 28)

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

Readings
• Lechner & Boli (2015) – (All of Part VI)

Discussion Questions
• Lechner & Boli (2015) – Part VI Questions

MODULE 14: TRANSNATIONAL ACTORS & CHILDHOOD. PART II (MARCH 2)

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

Readings
• Berson & Berson (2016). Part IV
• Brock & Alexiadou (2013). Chapter 6
• Coleman & Sajed (2013). Four theorists (in alphabet order)

Discussion Questions
• Lechner & Boli (2015) – Part IV Questions

5. 10-minute student-led presentation on theorists: ------------------------

WEEK 8

SPRING BREAK— NO CLASSES (March 6-10)

WEEK 9

MODULE 15: IDENTITY, CULTURE AND CHILDHOOD – PART I (MARCH 14)
ONE-PAGE OUTLINE OF FINAL PAPER

Learning outcomes for this Module: students should be able to:
• Assess the impact of the media upon culture, childhood, and education.

Readings
• Lechner & Boli (2015) – (All of Part X)
Discussion Questions

MODULE 16: IDENTITY, CULTURE & CHILDHOOD – PART II (MARCH 16)

Learning outcome for this Module: students should be able to:
- Assess the impact of the media upon culture, childhood, and education.

Readings
- Berson & Berson (2016). Part III
- Coleman & Sajed (2013). Four theorists (in alphabet order)

Discussion Questions
- Lechner & Boli (2015) – Part IV Questions

6. 10-minute student-led presentation on theorists: ------------------------

WEEK 9

MODULE 17: RELIGION, GENDER & CHILDHOOD – PART I (MARCH 21)

Learning outcomes for this Module: students should be able to:
- To identify how religious and gender differences influence childhood.
- Explain religion influences gender preferences in education.

Readings
- Lechner & Boli (2015) – (All of Part IX)

Discussion Questions

MODULE 18: RELIGION, GENDER & CHILDHOOD – PART II (MARCH 23)

Learning outcome for this Module: students should be able to:
- To identify how religious and gender differences influence childhood.
- Explain religion influences gender preferences in education.

Readings
- Handelman (2017). Chapters 3 and 5
- Brock & Alexiadou (2013). Chapter 3
- Coleman & Sajed (2013). Four theorists (beginning in alphabet order)

Discussion Questions
- Lechner & Boli (2015) – Part IV Questions

7. 10-minute student-led presentation on theorists: ------------------------
MODULE 19: CITIZENSHIP AND CHILDHOOD – PART I (MARCH 28)

Learning outcomes for this Module: students should be able to:
- Explain the impact of social media to illustrate the rise of national citizenship.
- Identify the causes and consequences of displacement due to conflict, climate change, and other external factors.

Readings
- Lechner & Boli (2015) – (All of Part XII)

Discussion Questions
- Lechner & Boli (2015) – Part XII Questions

MODULE 20: CITIZENSHIP AND CHILDHOOD – PART II (MARCH 30)

Learning outcomes for this Module: students should be able to:
- Explain the impact of social media to illustrate the rise of national citizenship.
- Identify the causes and consequences of displacement due to conflict, climate change, and other external factors.

Readings
- Handelman (2017). Chapters 4 and 6
- Brock & Alexiadou (2013). Chapters 7
- Coleman & Sajed (2013). Four theorists (beginning in alphabet order)

Discussion Questions
- Lechner & Boli (2015) – Part IV Questions

8. 10-minute student-led presentation on theorists: __________________________

WEEK 11

MODULE 21: GLOBALIZATION & THE MEDIA – PART I (APRIL 4)

Learning outcomes for this Module: students should be able to:
- Explain the role of the media in shaping childhood.
- To identify the current waves of endogenous and exogenous revolutions and how these affect global childhood.

Readings
- Lechner & Boli (2015) – (All of Part VIII)

Discussion Questions

MODULE 22: GLOBALIZATION & THE MEDIA – PART II (APRIL 6)

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

Readings
- Berson & Berson (2016). Part II
- Brock & Alexiadou (2013). Chapter 4
- Coleman & Sajed (2013). Four theorists (beginning in alphabet order)

Discussion Questions
- Lechner & Boli (2015) – Part IV Questions

9. 10-minute student-led presentation on theorists: ------------------------

WEEK 12

MODULE 23: ENVIRONMENT AND CHILDHOOD. PART I (APRIL 11)

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

Readings
- Lechner & Boli (2015) – (All of Part XI)

Discussion Questions
Lechner & Boli (2015) XI

EASTER BREAK – NO CLASSES (April 13-17)

WEEK 13

MODULE 24: THE FUTURE OF GLOBALIZATION – PART I (APRIL 18)

Learning outcomes 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 (2015) – (All of Part VII)

Discussion Questions

MODULE 25: THE FUTURE OF GLOBALIZATION – PART II (APRIL 20)

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

• Coleman & Sajed (2013). Finish Book

Discussion Questions

• Lechner & Boli (2015) – Part IV Questions

10. 10-minute student-led presentation on theorists: ------------------------

WEEK 14

MODULE 26: INDIVIDUAL PRESENTATIONS ON COUNTRY CASE STUDIES (APRIL 25)

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

MODULE 27: INDIVIDUAL PRESENTATIONS ON COUNTRY CASE STUDIES (APRIL 28)

6. Student Presentation: -----------
7. Student Presentation: -----------
8. Student Presentation: -----------
9. Student Presentation: -----------
10. Student Presentation: -----------

Final Research Paper Due April 28

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 Educational Research
• International Journal of Educational Development
• International Journal of Qualitative Studies in Education
• 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