

CCE Newsletter

VOLUME IV, ISSUE I

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SPECIAL POINTS OF INTEREST:

- Letter from the President
- Experiences Abroad: Armenia and Spain
- CIEGSA around the world: Alum Profiles
- Midwest CIES Conference
- Center For Comparative Education (CCE)

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Letter from the President

A number of exciting developments have taken place during the last year. The credit for this rests not only with the excellent students at Loyola, but must also be given to the dedicated alumni, faculty, and new center associates. Expectations of students are high at Loyola, but life is made easier by students and faculty working in close collaboration. Recently, articles co-authored by students and faculty, as well as articles written by students or alumni with the advice of our faculty have appeared in the Comparative Education Review and the International Review of Education. The program has also recently initiated the Center for Comparative Education, designed to link graduate students with award-winning faculty in fields such as Anthropology, Economics, History, Law, Political Science, and Psychology as well as Education.

While our website will tell you a lot about the program's history, our faculty, our students, and our courses, the organization is strong because of the graduate student network. Within CIEGSA, there is an atmosphere of support and respect for the wonderful diversity of research within comparative education. Our faculty, graduate students, and alumni are doing research on an extraordinary range of topics. To name a few:

education and national identity in Mexico, refugee education in Toronto, democratic aspects of post-communist schooling, and Tripartite Western Colonial Educational Phenomenon in Cameroon.

I am sure you will enjoy the fourth bi-annual newsletter. The newsletter serves as a professional and academic outlet for our members to share their knowledge and experiences relating to Comparative and International Education. As you will soon discover within the newsletter, their diversity is also reflective in their research interests.

I am very excited to be leading such an incredible association this year. I am confident that the diverse group of individuals within Comparative and International Education Graduate Student Association will continue making unique contributions to the organization and I

am thankful to be working with so many great people, both personally and professionally. CIEGSA has done great things for me, and I hope it will do the same for you!

With kind regards,
Julie Jung-Kim, President



Summer at Armenian Camp

BY: SHELLEY TERZIAN, PH.D. STUDENT ASSOCIATE

This past summer I spent a month in Yerevan, Armenia volunteering for the Armenian Volunteer Corps. This was an exciting time because one did not know what to expect from day to day. I patiently waited

for the AVC Director to find assignments that fit my expertise. I was then offered the assignment to work for a camp with disabled children. The idea of the camp sounded exciting and as a teacher myself, I was

hoping to have time to work with children in Armenia. Interestingly, this was the first time such a concept - a camp for disabled children- was happening in Armenia.

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Former CIEGSA Presidents Receive Prominent Teaching Posts



Jose Cossa, Ph. D.
Student Associate

Two former presidents of Loyola's Comparative and International Graduate Students Association recently accepted appointments at prominent universities. José Cossa, an advanced student in the comparative education Ph.D. program will be Lecturer in Educational Foundations

at Colgate University in New York State. Mr. Cossa's dissertation is entitled "Global International Regimes and Regional International Regimes: Power Dynamics in Local School Autonomy in Southern Africa." Laura Perry, an alumna of Loyola's comparative education Ph.D. program, was appointed Lec-

turer of Comparative Education at Murdoch University in Australia. Dr. Perry's most recent publication is in the latest issue of the journal *Compare* and is entitled "The Seeing and the Seen: Contrasting Perspectives of Post-communist Czech Schooling."

New Student Profile

BY: CARRIE RACKERS, M.A. STUDENT ASSOCIATE

I've come to Comparative Education in sort of a round-about way. I did my undergraduate work at the University of Missouri-Columbia and majored in Business Administration with a concentration in Marketing and Computer Science. I joined the Peace Corps right after graduation and was soon deployed to Benin, West Africa. My primary assignment was to teach basic business skills to women who sold goods at market. However, like many Peace Corp volunteers, I quickly discovered that my secondary activities were where I spent the majority of my time and energy; namely AIDS awareness

and education for young girls. It was in Benin that I began to understand the complexity that surrounds education around the world. I knew at that time that I wanted to work in the educational field, but did not really know how to combine that with my desire to research and learn about other parts of the world. I found Loyola's CIES program after searching similar programs around the country.

"I joined the Peace Corps right after graduation and was soon deployed to Benin, West Africa."

Thoughts on CIEGSA and Midwest CIES

BY: CAL TAMANJI, PH.D. STUDENT ASSOCIATE

I want fellow comparativists to know that from my perspective, the comparative International Education Graduate Student Association (CIEGSA) and related monthly meetings have been an asset to my study program. I value these monthly meetings which even though are carried out socially are a forum for the exchange of great ideas. The CIEGSA executive and the Advisors Professors Epstein and Sobe are dedicated to serving the needs of comparativists outside the classroom. For instance, the

input I received from professors Epstein and Sobe as well as other fellow comparativists was vital to my ability to present my paper at the CIESGA conference at Michigan State University, MSU, on September 23-25, 2005. My paper addressed the Tripartite Western Colonial Educational Phenomenon in my native Cameroon from 1884-1961, specifically the case of German Kamerun from 1884-1914.



Cal Tamanji

Kathy Stone, Ph.D., Alumnus Associate

BY: KATHY STONE, PH.D.

It seems ages ago that I began working on my doctorate at Loyola. I remember having a special feeling of pride in being accepted into the Ph.D. program of a university with such a strong Jesuit commitment and spirit of social justice. I knew I wanted to make a small contribution to world peace and cross-cultural understanding, and I felt all along that Loyola would be an important part of my journey. I knew Loyola's Rome campus would provide an important experience toward that goal, but most important for me was Loyola's outstanding program in Comparative Education.

I sincerely identify with the comparative education students who are currently in the dissertation phase of their doctoral program. I truly believe that one person can make a difference in the world, and each scholar in Comparative Education is making a contribution to the dynamic of world peace.

My own emergence from the dissertation tunnel came on the day of my defense in the year 2000. It was not only the successful defense that was significant, but even more I felt the incredible power of self-efficacy in that I had facilitated the surveying of 1,965 university students from over 20 universities in ten countries, with the survey being translated into 8 languages. Yes, I had accomplished an extensive transnational research project that had connected the world, but that was not the end. For the closure that comes with the completed dissertation is actually a beginning, an opportunity to live the Jesuit tradition and represent social justice to the world. What an extraordinary responsibility!

As an alumna of Loyola, and Comparative and International Education, I have seen that being a comparativist is a lifelong calling, a hunger to make a difference in a world that is struggling with the adolescent growing pains of globalization. During the first year after graduation, I entered the arena of the struggling new scholar, attempting to achieve the first journal publication. The research was not published until two years later. The following year, I made a

presentation at a UNESCO conference in Finland on the strategies I used in transnational research. At various national and international conferences, I continued to maintain my commitment to be a voice for comparative and international education, while at the same time wondering what "in the world" was around the next bend.

To my surprise, the next leg of my journey came from a collection of course outlines that had been acquired by Dr. Erwin Epstein. As a leading comparative education scholar, and former editor of the Comparative Education Review, Dr. Epstein had been able to collect over 30 course outlines of the introductory course in comparative education. That treasury of data became the vehicle to tessellate me into a pragmatic global endeavor. As I collaborated with doctoral candidate Bruce Collett, we developed a database of information derived from the outlines, and CIECAP was born. The Comparative and International Course Archive Project! The first CIECAP database and analysis was presented at the 2003 CIES conference in New Orleans. In 2004, progress on the project was evaluated at the CIES conference in Salt Lake, as it was addressed through the critique of several comparative education scholars and students. At the 2005 CIES conference in Stanford, the CIECAP project was presented to the World Council of Comparative Education Societies for endorsement. This summer the CIECAP project received official WCCES endorsement, and the project has now become a vital resource throughout the world for university development of the course content in comparative and international education.

As a team leader for CIECAP, I recently made a CIECAP presentation at the Oxford Conference, and promoted additional course outline contributions from universities throughout the world. This summer, I wrote a journal article about CIECAP that will be published in 2006 in the International Review of Education. Also, this summer, I self-

"As a team leader for CIECAP, I recently made a CIECAP presentation at the Oxford Conference, and promoted additional course outline contributions from universities throughout the world."

published a book of poetry and photographs about the Matterhorn, and that book went on sale this summer in Zermatt, Switzerland. The book is dedicated to peace and harmony.

It's hard to believe it's been over five years since the defense of my dissertation. To someone currently in the dissertation stage, successfully defending the dissertation must seem like the end, like reaching the summit of the mountain. I can still see Dr. Epstein sitting in the back of the room during my defense, as he asked me a pointed question related to how my research supported the theory of cultural relativity. That day was merely a pit stop on my global journey. Surprisingly, it's difficult upon earning the Ph.D. to realize the disconnect from Loyola...little things like not having full access to the library. The CIECAP project has given me the unique pleasure of remaining connected to Loyola's comparative education program, and to the graduate student organization CIEGSA. It is truly a privilege to continue to be able to interface with a scholar like Dr. Epstein, who nurtures that lifelong passion of the comparativist.

Comparative & International Education is a very special calling. As an alumna, I am privileged to continue as an active and vital participant in Loyola's Center for Comparative Education, which has been able to pragmatically advocate for Loyola's mission of social justice throughout the world.

Red Cross

BY: LILITH WERNER, PH.D. STUDENT ASSOCIATE



I spent this past summer as a volunteer in the Immigrant and Refugee Program at the Spanish Red Cross in Salamanca, Spain. Salamanca (population 170,000), a city within the Autonomous Community of Castile and León, is known for its University (founded 1218), its magnificent Plaza Mayor, and its delicious *embutido*. Although for decades it has hosted endless streams of study abroad students, it has historically been isolated from migration flows to the Iberian Peninsula. This is perhaps due to the fact that Salamanca is not as industrialized as other cities nearby, like Valladolid. Apart from the study abroad students, most of the foreigners were migrant farm workers from Portugal who came for the harvest season and returned to their native country. However, in the past decade, there have been steadily rising numbers of immigrants from sub-Saharan Africa, South America, Eastern Europe, and Asia who seek to make Salamanca their permanent home. Due to immigrant networks, thousands of individuals now seek residence and/or refuge in Salamanca. Wholly subsidized by the central and local governmental authorities, the Immigrant and Refugee Program at the Red Cross has grown in tandem with the increase in immigration to Salamanca and offers an array of services.

This program serves as a liaison between the local municipal officials and the immigrants themselves. Any documented or undocumented foreigner is allowed to request aid from these offices. Aid may be in the form of financial assistance, food and goods (e.g., baby formula and diapers), professional training courses, non-formal classes in Spanish language and culture, and, most importantly, legal and psychological assistance. Three times a week, people may make appointments with a practicing immigration lawyer who will help them *pro bono* with their individual legal needs. The majority of the office staff has a background in

psychology and is able to provide these new residents with socio-emotional support and offer them strategies about how to cope as a "stranger in a strange land". In addition to the regular office staff, several volunteers work in the Program's offices throughout the year.

In June, I learned their intake process and aided them with processing the lengthy documentation that is required from all who request aid or services. All answers to questions must be handwritten, and it takes quite a while to write down the life history of an individual in longhand. I served as a translator for those individuals who did not have a working knowledge of Spanish. I also served as part of the team that dealt with behavioral interventions for the youth, and attempted to soothe anxieties and fears felt by certain individuals.

In July, I developed and wrote a "Guide for Foreigners" in Spanish and English, using the newly passed PSOE (socialist) legislation that sought to regularize the status of all immigrants within the borders (whether documented or not). This guide included step-by-step instructions for obligatory bureaucratic processes that usually leave people scratching their heads (e.g., how to obtain a visa, how to obtain a work contract, how to extend your visa, how to avoid expulsion, how to request Spanish nationality, how to register with the local police, where to do all this, etc.), as well as provided basic information about how to rent an apartment and the rights as a tenant. These guides are currently in press and shall be handed out to all immigrants and refugees who request aid from the Red Cross beginning in 2006.

In August, I spent a great deal of time at a local health center, acting as a translator for English and French speaking women and children who had medical needs. The Red Cross sends volunteers to where they are most needed, so I would physically race

across the city to make it to the health center before the women would get scared and slip out the door. The majority of women were undocumented prostitutes who required urgent medical attention and had children who were suffering physical abuse at the hands of their fathers. These were very delicate situations, as all were undocumented residents who were extremely afraid of all authorities. We had to proceed with much caution and make sure the women and children would be protected as much as possible. Unfortunately, not all stories ended on a happy note.

In addition to my office work, I gave Spanish language and cultural lessons to young immigrants from Eastern Europe and refugees from Palestine. As there is no such thing as summer school in Spain, immigrant minors who come to Spain in June cannot begin to formally acquire the Spanish language unless they go to the Red Cross and request instruction. These youths were extremely grateful to be given lessons and I was able to develop positive relationships with teenagers who had seen much suffering in their lives. They gained basic communication skills, as well as daily life skills. We would go out into the city together on field trips and they would learn how to ride the bus (and how to wait for change from the bus driver), how to ask for food and drink, and how to buy toiletries. All of these appear to be rather simple tasks, but as you know, there is no global standard for doing daily errands, and so they must be learned anew.

Lastly, I aided the team with their annual *Interculturalidad* programming: these were basically public outreach events which sought to educate a town about its increased diversity. As Spanish social life is very much lived in the streets and cafes, the Red Cross is prominent in promoting diversity every chance it gets. For example, on the hot summer nights when the city is alive with exhibitions and fairs

Armenian Camp (Continued from page 1)



Volunteering at Armenian Camp at Lake Sevan was the highlight of all my volunteer assignments this past summer. Every aspect of the camp left me thinking about how much good exists in Armenia. The director of the camp, Sam Rostomyan, worked so hard to organize creative and structured activi-

ties for the campers. Daily the campers went swimming, sailing, or even row boating. During the afternoon, campers attended arts and crafts sessions that were directed by counselors who are aspiring artists themselves. The campers even had a chance to go horseback riding one day.

Mr. Rostomyan had found an amazing staff that displayed their dedication towards the children in so many ways. Some of the counselors were physical therapists and took time away from their jobs so they too could create this new experience for the children. I was so touched at the amount of love displayed for these children by each and every adult working or volun-

teering at Armenian Camp. Even the kitchen staff stepped above their duties of making amazing meals for the campers and offered their assistance whenever it was needed.

The best part of this whole experience was that I was introduced to a variety of people who gave the most important gift one could give to these children – themselves. The amount of time and effort dedicated to the cause of assisting children with disabilities was second to none. Most importantly, the children received the camp well and were exposed to a variety of activities that they most likely had never experienced before attending Armenian Camp.

Lessons from Down Under: Interview of an Alum

BY: LOU BERENDS RIZZO, M.A. STUDENT ASSOCIATE

When Dr. Laura Perry finished graduate school at Loyola she had a lot on her academic plate. Living in the Czech Republic, Dr. Perry taught philosophy of education at Charles University in Prague and then sociology at Anglo-American University. In the meantime, she was applying to tenure track positions all over the world. On top of the pressures of teaching and finding a “permanent” faculty position, Dr. Perry was just beginning to start a family.

Starting a family and a life in academia can be quite a challenge. In the U.S. there is an enormous amount of pressure for Assistant Professors to publish in order to obtain the permanency of tenure. What Dr. Perry wanted was a balance between work and family. She found that balance at Murdoch University in Perth, Australia. Now a permanent faculty member at the School of Education, where she teaches educational policy and contexts of education, Dr. Perry explains the differences between U.S. and Australian higher education. Dr. Perry remarked, “There is a lot of pressure to publish in American higher education and working long hours is the norm, which makes it difficult to find the balance between your career and family. At Murdoch, I don’t feel like I have to

choose between being a mother or being a scholar. We are expected to be productive, but it is also taken for granted that we want to see our children sometimes! In addition, they have some policies that are extremely progressive and unusual for North



“At Murdoch, I don’t feel like I have to choose between being a mother or being a scholar.”

American universities. For example, staff can reduce their appointment to part-time and then regain full-time status later on, while keeping all the benefits of full-time staff. In the US, working part-time typically means being an adjunct, which for many academics is not a feasible solution – no job security, benefits, support for research, or status as a full member of the department.” In addition, Dr. Perry has learned how to manage her time more efficiently since having children. “I am much more efficient now, in part because of my children Tamara (4) and Klara (14 months). When I only have a few hours to myself, I’m forced to take advantage of that time.” For so many people like Dr. Perry, balancing work and family is not an easy task, but it can be done. To Loyola alumni around

the world, one thing is for certain, there are plenty of lessons being taught down under.

CENTER FOR

Comparative Education

The Center for Comparative Education (CCE) provides Faculty and Student Associates access to knowledge in an array of fields. Faculty Associates supply the Center with expertise in disciplines such as history and the social sciences with field work experience around the globe. Student Associates use Center resources to strengthen their understanding and apply unique perspectives to their area of interest.

Friends, alumni, faculty, and student associates of the Center take on various projects such as the [Comparative and International Education Course Archive Project \(CIECAP\)](#) and the [Amicus Curiae Project on Haitian Children in the Dominican Republic](#). The Center will develop long and short-term goals under the guidance of the Community Advisory Board, the Director, [Dr. Erwin H. Epstein](#), and Associate Director, [Dr. Noah W. Sobe](#).

CIEGSA is comprised of both present graduate students and alumni who are active in the field of Comparative and International Education. While the majority of our members specialize in Comparative Education within the Cultural and Educational Policy Studies Program, we do have members from across the Loyola community and beyond. We are advised by Dr. Epstein and other members of the School of Education Cultural and Educational Policy Studies faculty (see [faculty](#))

As a community, we are actively engaged in presenting research at our regional, national and international comparative education meetings. Contact our President, [Julie Jung-Kim](#) for more information.

A special thank you to all our contributors! Visit the CCE website to find out more about them at ...

http://www.luc.edu/schools/education/cce/academics_students.shtml

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For more information, visit us online at

CIEGSA: <http://www.luc.edu/education/ciegsa/>

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Red Cross (continued from page 4)

the hot summer nights when the city is alive with exhibitions and fairs throughout the downtown streets, the Red Cross always has a booth and they offer interactive cultural sessions (e.g., art, food, dance, etc.). During the academic year, the Immigrant and Refugee Program goes into elementary schools and attempts to show the benefits of belonging to a diverse nation. This winter, they will be holding a party for around 100 children in which stories from diverse cultures will be told by people from those cultures. After the storytelling time, there will be reflective activities.

While the Spanish Red Cross has a reputation of being the best among all of the Red Cross organizations, Salamanca is known within Spain to be the *crème de la crème*. For example, Salamanca is the only city in Spain that offers official Red Cross living quarters to refugee minors and those asylum-seekers who have recently come-of-age. The shelter is an apartment that can offer living space for up to 8 different young refugees. In reality, the shelter is much like a college dormitory with a live-in monitor.

Under Prime Minister José Luis Rodríguez Zapatero, Spain has become

very progressive and enlightened (as compared to its European Union compatriots) when it comes to the global issue of immigration. Although there still continue to be distressing reports where immigrants on homemade boats are turned back from the coasts of Spain, many more are provided governmental aid and assistance. It was rewarding for me to see the care and concern exhibited by all at the Red Cross toward people in such dire straits and I look forward to going back in the future to volunteer. *Acordaros todos vosotros: ninguna persona es ilegal...*