

CCE Newsletter

Volume V, No. 2

Spring, 2007

Special points of interest:

- Keynote Address
- Lecture on spread of Western Education
- Faculty Associate Profile
- Engaging a New Generation

Inside this issue:

- Student Participation in CIES 2
- Alumnus Profile: Dr. Bruce Collet 2
- Student Profile: Magda Banda 3
- Faculty Associate earns full Professorship 4
- Alumna Profile: Dr. Laura Perry 5
- A Brief History of the Center for Comparative 5



Message from the Director

The Newsletter is issued by the Center for Comparative Education at Loyola University Chicago, whose staff includes, in addition to the Director, Professor Noah Sobe, Associate Director, and Louis Rizzo, Graduate Assistant. This issue features activities of the Center's student associates, alumni associate profiles, a Faculty Associate profile, a Keynote address given by the Center's associate director, and a Center-sponsored public lecture.

In future issues we will continue to also on the activities of our Faculty Associates in the departments of Anthropology, Cultural and Educational Policy Studies, Economics, History, Law, Political Science, and Psychology. We will also highlight the accomplishments of our Alumnae Associates, whose global representation is expanding rapidly.

We are proud of the work of our still-new Center and are pleased to share information on our activities with friends both within and outside Loyola. I urge our readers to access frequently our website, which is shown on the last page of the Newsletter.

Erwin H. Epstein
Director



Erwin H. Epstein,
Director of the Center
for Comparative
Education

CCE Associate Director Gives Keynote Address

In November, 2006 Professor Noah W. Sobe traveled to Guanajuato, Mexico as guest of the Mexican History of Education Society to deliver the keynote address at the tenth annual "Encuentro internacional de historia de la educación". Sobe presented research he has done on international influences in the development of Yugoslav schooling in the early twentieth century. His talk was entitled "Mobility, Modernization and Slavic Relations: Yugoslav Education in the 1920s and 1930s" and it dealt with the particular shape that "modernity" – particularly ideas about the "modern school" and the "modern teacher" – took in Yugoslavia. The audience consisted of historians of education from Mexico as well as Central and South America. The talk took place in the general auditorium of the Universidad de Guanajuato, an edifice that dates back to the Jesuit college that was founded in the eighteenth century in this colonial mining

town. "In the interwar period we see an extraordinary amount of international exchange of educational ideas and reforms," Sobe notes, adding, "my talk in Mexico analyzed the specific ways that some of these ideas traveled to



Professor Sobe listening, via simultaneous translation, to discussant reactions. (continued on page 4)

Engaging a New Generation—Student Participation in CIES

Weather was the unavoidable topic of interest at this year's CIES conference in Baltimore. A snow storm spanning from the Midwest to the East coast caused numerous airports to be closed and countless flights to be delayed or cancelled on the first day of the conference. As a result, many individuals were unable to attend and it became a near competition among those who did to uncover who had survived the most harrowing travel experience. Despite the unfavorable weather and travel conditions, a strong contingent of Loyola students and alumni arrived safely in Baltimore, Maryland. True to its heritage, this year's conference, entitled "Engaging our Differences," presented a unique opportunity for students, faculty, and professionals within Comparative and International Education to meet and exchange ideas. More than a dozen associates of the Center for Comparative Education took advantage of this forum by presenting papers and participating on panels throughout the 5 day conference. From research on American science education in the Pakistani Madrasah, to reflections on secondary school reform in Benin, to a historical discussion on the name of the Society, the diversity of Loyola students' interests and the quality of their work was unmistakable. Additionally, the Center

joined with colleagues at Indiana University and Michigan State University to host one of the evening receptions. Thanks to the excellent planning of CIEGSA Vice President Lou Rizzo, the reception was overwhelmingly successful, with a strong attendance and highlighting the many activities and achievements of the Center and its Associates.



Left to Right: Carrie Rackers, Kendra Preston, and Maria Trakas enjoying the Inner Harbor in Baltimore, MD.

CCE Alumni Associate Profile: Bruce Collet, Ph.D. 2006

Bruce Collet was born in 1968 in Park Ridge, Illinois. Bruce studied philosophy at the University of Wisconsin - Madison, earning a Bachelors degree in 1991. During this time Bruce also studied music privately and developed an interest in both experimental as well as world music. Between 1993 and 1994 Bruce traveled to

Thailand and India, where he taught English as well as continued his study of music.

Upon returning to the U.S., Bruce served as Assistant Director for the Chicago chapter of the Tibetan refugee resettlement project. At this time Bruce also began a music project blending American folk music and "art rock" with a long-time friend from Wisconsin. Over the next several years Bruce continued to develop his dual interests in music and refugee-related professional work. Regarding the former, Bruce worked in three separate music groups, making a number of recordings and engaging in several performances. Regarding the latter, Bruce developed an increasing interest in relationships between migration and schooling, and served in educational leadership positions in organizations serving immigrants and refugees. He also taught English as a Second Language in the Chicago City College system.

Bruce earned an M.Ed. in Instructional Leadership with a focus on immigrant and



Dr. Bruce Collet speaking with Professor Epstein

(Continued on page 5)

CCE Student Associate Profile: Magda Banda

As a full time professional at Morton College and an advanced doctoral candidate, Magda Banda knows well the challenge of balancing and harmonizing academic and practical experiences. Magda has been a student in the Comparative Education program at Loyola for about six years, initially as a Master's student and now a Ph.D. candidate. Having successfully completed course work and comprehensive examinations, Magda has now moved into the final dissertation stage of her studies. Her research is focused in Mexico, in particular her parents' hometown of Villa Juarez, San Luis Potosi. Magda is taking a historical look at education since the period of the Bracero Program, which impulsively increased migration to the United States. Field notes, interviews, oral

histories, and archives have been instrumental in collecting the data for the study. Along the way, Magda has discovered the challenging necessity of setting boundaries for her research. While her research and interests have changed throughout the past six years, this boundary has allowed her to stay focused and grow her own understanding of the field. Her advice to fellow students is that while research can expand into many interesting paths, honing down the research topic is critical. Research is a process and mistakes are part of research and learning. One has to appreciate that process. You can read more about Magda and other Student Associates of the Center for Comparative Education at www.luc.edu/cce.

To make a contribution to the next CCE Newsletter, please contact the Newsletter Managing Editor, Louis Rizzo via e-mail at lrizzo@luc.edu. Submission deadline for the Fall 2007 Newsletter will be October 1, 2007.

The Center Sponsors Lecture on the Spread of Western

By: Caddie Nath courtesy of The Phoenix, the Official Student Newspaper of Loyola University Chicago

"This may be part Jerry Springer, part Oprah and part confessional, so do bear with me," Irving Epstein, Ph.D., of Illinois Wesleyan University began his talk Monday, March 26, 2007, in the Water Tower campus's 25 E. Pearson building, which was titled "Whiteness, Postcolonial Theory and Comparative Education: Prospects for Expanding the Field."

The talk focused on the current state of and future of "whiteness" and the pervasiveness of Western culture in the field of comparative education, was informal, friendly and opened up for questions and discussion at the end. Epstein spoke on the international effects of postcolonial theory and globalization as well, sharing anecdotes from his own career that demonstrated what he termed the "infusion of whiteness."

From Australia, where Aborigine children were expected to complete a "white" European education in order to become civilized; to China, where students ranked themselves and one another by the status of the American graduate schools that had accepted them, to Chile; where Epstein's own wife borrowed songs from The Beatles to sing with her sisters, examples of the infusion of Western culture and power could be found.

Whiteness, Epstein argued, has become a comparative ideal, such that white becomes conceptually the absence of color and that any race that is not white becomes the "other." This idea was pertinent to Epstein in the context of power in a post-colonial world where globalization has allowed "whiteness" to become a power that puts many people at a disadvantage, specifically in the area of education.

"In order to really challenge and expand the ways educators make policies and evaluate practices we have to look at the influences of power on children and people's lives on a day-to-day basis," Epstein said. "I'm arguing that power changes. It's not about white over black or rich over poor. People are in relationships and there are contradictions in those relationships. When you see those contradictions you can change those relationships."



The talk was attended primarily by graduate students in the comparative or international education fields who seemed interested in the arguments and theories of a well respected professional in their field. Epstein, a 28-year veteran of the field of comparative education with a Ph.D., is also the author of the book "Recapturing the Personal," which expands on the theories and arguments covered in the lecture. In the end, Epstein asked the future comparative educators to do a "better job of understanding people's lives. When we apply our own lens or biases on the way other people act or what they need, we get into trouble. But there is need for further exploration of these questions. I look to you to meet that challenge."

Professor Irving Epstein, Illinois Wesleyan University gives lecture on "Whiteness, Postcolonial Theory, and Comparative Education: Prospects for Expanding the Field."



Upcoming Event

“Living Together: Education and Intercultural Dialogue”

Thirteenth Congress of the World Council of Comparative Education Societies (WCCES)

September 3-7, 2007
Sarajevo, Bosnia & Herzegovina

More information online at
<http://www.wcces.net>

Keynote Address *(continued from page 1)*

Yugoslavia and how they were reassembled in the Yugoslav setting." Sobe's paper was based on archival research on the foreign travels of students and teachers, which revealed the tremendous significance that Czechoslovakia had as a cultural reference point for Yugoslavia in 1920s and 1930s. His previous publications on this topic have examined, for example, the ways that John Dewey's writings entered Yugoslavia via Czechoslovakia. A key concern in his work is to examine the role that transnational identities – in this case, the notion of a shared "Slavic" ethnic and cultural identity – have played in the historical

development of school systems. The talk in Guanajuato centered on teacher study tours to Czechoslovakia and how Yugoslavs played on Slavic identity to position Czechoslovakia as a palatable, sympathetic, and attainable model of modernity. One of Sobe's central points is that the educational ideals behind images of the Yugoslav child-as-future-citizen and his/her "modern teacher" were forged, not simply in one location, but through the mobility of people, objects and ideas along these particular circuits of international interaction. "My hope is that historical research of this type can help us better understand inter-

national educational borrowing and transfer as a long-standing and critically important component of school reform and educational restructuring," Sobe notes.

Professor Sobe's keynote address in Mexico is connected to a book project that grows out of his doctoral dissertation, completed at the University of Wisconsin-Madison in 2005. That book, *Provincializing the Worldly Citizen: Yugoslav Student and Teacher Travel and Slavic Cosmopolitanism in the Interwar Era*, will be published by Peter Lang in 2008.

CCE Faculty Associate Profile: Dr. Kathleen Adams



Dr. Adams has been promoted to full professor of Cultural Anthropology

Professor of Cultural Anthropology in the College of Arts and Sciences and CCE faculty associate, Kathleen Adams, has been promoted to full professor and has recently published a book based on her research in Indonesia. *Art as Politics: Re-crafting Identities, Tourism, and Power in Tana Toraja, Indonesia* (University of Hawai'i Press, 2006) is based on long-term ethnographic research on a Christian minority group in what is the world's largest Muslim country. Adams examines the intersection of art, tourism and identity politics and discusses how outsiders have appropriated native Toraja art, as well as how Toraja individuals have made use of this outside interest in pursuing their own objectives within Indonesia.

Professor Adams received her Ph.D. from the University of Washington in 1988. She is a socio-cultural anthropologist with field research experience in Indonesia (Toraja and Alor) and San Juan Capistrano, CA. Dr. Adams's research addresses issues pertaining to inter-ethnic relations, nationalism, conceptions of heritage, tourism, and the arts. Prior to coming to Loyola University Chicago, Dr. Adams held the Mouat Endowed Chair in International Studies at Beloit College, where she was on the Anthropology faculty.

In addition, Professor Adams has received grants from the Fulbright Foundation, the American Philosophical Society, the National Endowment for the Humanities Summer Studies Program, and other foundations.

CCE Alumna Profile: Laura Perry, Ph.D. 2003

Dr. Laura Perry was born in 1968 in Ohio. She studied liberal arts at Johns Hopkins University and the University of Michigan, earning a B.A. from the latter in 1991. After teaching English as a Second Language in Prague and first grade at a public elementary school in Chicago, she entered the Comparative and International program at Loyola, graduating with the Ph.D. in 2003. Her dissertation examined scholarship on schooling in post-communist Europe using a conceptual framework derived from the work of Edward Said and theory from intellectual history on the social construction of Eastern Europe.

From 2003 to 2005 Dr. Perry taught sociology and

political science at Anglo-American University in Prague. Since 2006, she has been working as a lecturer (i.e., Assistant Professor) of Education Policy at Murdoch University in Perth, Australia. While not teaching comparative education methodology or theory per se, she brings a strong comparative focus to all of her courses. To be sure, readings from the *Comparative Education Review* are very well represented in her syllabi!

Graduate student advising is also a large part of Dr. Perry's teaching responsibilities. She is currently advising three master's and five doctoral students. She has created and is leading an innovative year-long compulsory career development seminar for all



Dr. Laura Perry is currently Assistant Professor at Murdoch University in Perth, Australia.

doctoral students. In addition, Perry meets regularly with a group of graduate students interested in comparative and international education. Carrying on her experience at

(Continued on page 6)

Dr. Perry has created and is leading an innovative year-long compulsory career development seminar for all doctoral students at Murdoch University.

CCE Alumnus Profile: Dr. Bruce Collet *(continued from page 2)*

refugee education from the University of Illinois at Chicago in 1998. After further work in the field Bruce enrolled in the Ph.D. program in Comparative and International Education at Loyola University Chicago. During this time Bruce also worked in an experimental music project entitled *In Potentia*, producing two cds. In 2003 Bruce moved to Toronto, Canada, where he conducted his dissertation fieldwork with the large Somali refugee community there. In 2006 Bruce successfully defended his Ph.D. dissertation, "Migration, Education, and Perceptions of National Identity among Somali Immigrants in Ontario, Canada".

Bruce has recently accepted a position as Assistant Professor in social foundations of education at Bowling Green State University in Ohio. He will be

working with comparativists Patty Kubow and Margaret Booth to develop their new masters program in inter-cultural and international education. Currently Bruce is working with the Centre for Refugee Studies at York University in Toronto, serving as a Research Associate as well as Academic Director of an annual course on refugee issues. He teaches undergraduate and graduate level education courses at York in the areas of education and migration, globalization and global issues.

Bruce has a forthcoming publication in *Race, Ethnicity, and Education*, and has a manuscript under review with the Canadian journal *Refuge*. He is currently co-writing with Dr. Erwin H. Epstein a chapter on education and globalization for an encyclopedia on globalization and security studies

edited by Ronaldo Munck of Dublin City University, Ireland. Bruce's future research interests are to delve more deeply into comparative and international education theory as it relates to the study of relationships between global migration and education across global regional contexts. He is also interested in examining how dynamics of global migration such as transnationalism might inform new types of comparative inquiry. In his spare time Bruce continues to enjoy playing keyboards and electronics and listening to a variety of music, as well as reading, taking runs along Lake Ontario, and generally enjoying life with his wife Joya.

Bruce's future research interests are to delve more deeply into comparative and international education theory as it relates to the study of relationships between global migration and education across global regional contexts.



A Brief History of the Center for Comparative Education

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

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

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

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

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For more information, visit us online at

CCE: <http://www.luc.edu/cce/>

Alumna Profile: Dr. Laura Perry *(continued from page 5)*

Loyola, she plans to bring these students with her to comparative education conferences.

Between 1998 and 2003 Laura regularly presented at CIES. Since moving to Europe and later Australia, she has been presenting at the Comparative Education Society in Europe (CESE) and the Australian and New Zealand Comparative and International Education Society (ANZCIES). She is currently serving as the West Coast representative for ANZCIES, and is developing a strong network with colleagues in comparative education in Australia.

Laura's research falls into two broad groups: theoretical conceptions of democracy and education, and school choice. She is currently working on two research projects that are related to school choice: attitudes about ethnic and racial diversity, and the effects of school composition on academic achievement. Dr. Perry is also writing a chapter for Noah Sobe's edited collection on education in post-conflict con-

texts. She has two manuscripts currently under review, at *Educational Policy* (a conceptual model for analyzing and comparing education policy in democratic societies) and *Comparative Education Review* (comparing school choice in Australia and the US). Her previous work has been published in *Compare* and three smaller Australian journals (*Education and Society*, *Political Crossroads*, and *Educational Practice and Theory*), and she has a book chapter in J. Zajda's *International Handbook on Globalization, Education and Policy Research*.

Laura has two young daughters, Tamara (aged 5) and Klara (aged 2). Her husband, Ludvik, is a professional translator, operates bicycle tours of the Czech Republic, and competes in triathlons. In her spare time, Laura enjoys playing jazz standards on her 90 year old piano. Together with her family, she also enjoys traveling, camping and hiking, cycling, tennis and hanging out at Perth's excellent beaches.