

CCE Newsletter

Volume VI, No. 11

Spring, 2008

Special points of interest:

- CCE Director speaks at the University of Oxford
- Comparative Education Lecture Series
- Recent Scholarship by Ph.D. Alumni
- CIES 2007 Regional Meeting

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Message from the Director

There is so much to report in this issue of the CCE Newsletter that space is insufficient to contain all there is to say. Having returned from a stay during the winter as a visiting scholar at the University of Oxford in England (see photos on p. 3), my immediate task was to draft, with Professor Michael Kaufman, Director of the ChildLaw Education Institute and Associate Dean of the Law School, a proposal for a new Comparative Education/Comparative Law M.A./J.D. dual degree program focusing on the legal right of children to an education. A proposed Loyola Chicago Joint Centers (i.e., Center for Comparative Education and the Civitas ChildLaw Center) for Comparative Law and Education would administer the program. A draft of the proposal is now in the hands of the deans of the School of Education and the School of Law. Preliminary reactions to the proposal have been very favorable, and we anticipate moving forward in the process of having it approved. I hope in the next issue of the Newsletter to report on our progress and will furnish additional details on this exciting new development.

Another noteworthy news item relates to the several recent scholarly books authored or edited by our growing alumni. This issue of the Newsletter contains descriptions of books by Katherine Carroll, José Cossa, Timothy Martin, and Katherine Schuster, all published in 2007 or 2008. It is most gratifying to see our Ph.D. alumni so productive in their post-dissertation careers.

As usual we had a large group of our students and alumni participate in the annual meeting of the Comparative and International Education Society, which took place in March at Columbia University in New York City. I was inducted at that meeting as Society Historian and a member of the Board of Directors. The meeting was big in several ways. More people attended our (jointly with Indiana University, Michigan State, and Penn State) reception than ever before. Eighteen hundred comparativists participated at the meeting, the largest number in the Society's history. Membership in the Society is the most ever, with close to 5,000 individuals and institutions represented.

There are several other items of interest appearing in this issue of the Newsletter. As usual, we have profiles on faculty, student, and alumni Center Associates. Specifically, the issue contains profiles on Prof. Janet Nolan of the History Department, first year M.A. student Renee Timberlake and just finished Ph.D. student Mary McGrath, and alumni Katherine Schuster (Ph.D. '01) and Prompilai Buasawan (Ph.D. '03). We also have a report on our Comparative Education Speaker Series.

There are many people to thank for our Center's progress. Jennifer Schmuhl, one of our Ph.D. students, has worked tirelessly on updating our website and developing our CIECAP project. Maria Trakas, M.A. student, has assisted me in my duties as CIES Historian and was highly instrumental in the success of our reception at the CIES meeting. In regard to the CCE Newsletter, no one deserves more credit than our Newsletter Managing Editor and CIEGSA President, Louis Rizzo. He was ably assisted in this issue of the Newsletter by Prof. Noah Sobe, Center Associate Director; M.A. student Mousumi Mukherjee; and Laura Perry (Ph.D. '04), Assistant Professor at Murdoch University in Australia and another of our illustrious alumni.



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

Erwin H. Epstein
Director

Loyola Hosts CIES 2007 Regional Meeting

On Friday, November 2 and Saturday, November 3 2007, Loyola University Chicago's Center for Comparative Education along with the School of Education and the Comparative and International Education Graduate Student Association hosted the 2007 Midwest Regional Meeting of the Comparative and International Education Society. This conference was the third Midwest Meeting of the Society that Loyola University Chicago has hosted — the previous meetings were in 1972 and 1999.

While a regional meeting for the organization, Loyola welcomed participants who traveled from as far away as Africa, Hawaii, and New York to Loyola's Water Tower Campus. Counted among the participants are three past presidents (Dr. Erwin H. Epstein, Dr. Robert Lawson and Dr. Victor Kobayashi), and current President-Elect, Dr. Gita Steiner-Khamsi, of the Comparative and International Education Society.

The conference included a keynote address by Dr. Robert Lawson of The Ohio State University, and ten sessions where 35 paper presentations by faculty and graduate students in comparative education were given.

An open plenary session with discussion of plans for next year's regional conference served as a closing for the 2007 Midwest Regional CIES Conference. A decision has not yet been made regarding host(s) for the 2008 Midwest Conference.

The editors would like to take this opportunity to thank all the volunteers and participants for helping make the conference a tremendous success. Numerous Center student associates contributed to the meeting as presenters, moderators, and discussants to create a truly unique professional experience.

CCE Recent Graduate: Mary McGrath, Ph.D. 2008

"The interdisciplinary nature of the field has allowed me the intellectual latitude to consider questions related to the intersections of philosophy and social policy, particularly within the field of Early Childhood Education and Care."



Dr. Mary McGrath

Mary McGrath completed her undergraduate studies in Psychology and English Literature at the University of Illinois, Urbana - Champaign. She earned a Masters in Social Work at Washington University, St. Louis specializing in working with children and families in an educational setting. After graduation, she worked as a school social worker and special education coordinator in the south suburbs of Chicago. Through her service in the public school system she developed a strong interest in the social foundations of educational structures and policies. Thereafter, she decided to pursue these topics in an academic setting.

Mary originally enrolled in Loyola's Ed.D cohort program in Cultural and Educational Policy Studies. While taking her first Foundations overview course with Professor Erwin Epstein she encountered the field of Comparative and International Education. This field of study in general, and Loyola's program in particular, provided the theoretical grounding, international scope and methodological tools to Mary for pursuing the questions she had regarding educational structures and law and their interaction with individuals and society as a whole. Hence, she promptly applied to transfer to the Ph.D. program in Comparative Education.

Mary says that "The interdisciplinary nature of the field has allowed me the intellectual latitude to consider questions related to the intersections of philosophy and social policy, particularly within the field of Early Childhood Education and Care." Mary McGrath's dissertation examined ideological bias, in terms of human nature assumptions, in the Early Childhood Education and Care policy frameworks of 19 Western countries and how these assumptions were related to a range of progress indicators. Thomas Sowell's "A Conflict of Visions" guided the theoretical framework. She used a mixed methodology including content and statistical analysis to determine that divergent assumptions are identifiable in the policy frameworks of the countries examined. These ideological biases were also related to several indicators of progress. An additional, unanticipated finding exposed a relationship between the degree to which ideological assumptions were varied within a given policy approach and several key progress indicators, providing further evidence that ideological assumptions are important considerations in the making and analysis of early childhood educational policies.

In the future Mary plans to continue her work with early childhood centers and parents. She is also looking forward towards teaching and research opportunities. At present Mary is living in Austin, Texas.

Alumna Associate Prompilai Buasuwan, Ph.D. 2003

Prompilai Buasuwan was born in 1973 in Bangkok, Thailand. She earned a B.A. in Social Administration from Thammasat University. In 1995 she went to study in Chicago, where she received another B.A. in Communication Arts from Columbia College, a M.S. in Marketing Communication from Roosevelt University, and a Ph.D. in Educational Leadership and Policy Studies from Loyola University (2003). Her doctoral dissertation examined the influences of globalization and decentralization on the learning of civic participation in Thailand.

After she finished her doctoral study she returned to Thailand and worked as a project manager at the Center for Helping Disadvantaged Students, Ministry of Education. Since 2005 she has been working in the Program in Educational Administration, Faculty of Education at Kasetsart University, one of the most prestigious universities in Thailand. In addition to teaching and research, she holds an administrative position as assistant vice-president for international affairs.

While she is not working directly in the field of comparative education, she brings her comparative expertise to both her teaching and administrative work. She is teaching educational policy analysis and planning, qualitative research, school and community relations, and computers for school administration. As an international affairs administrator, she is involved in building and strengthening international collaborations with universities by developing dual degree programs, joint research programs, and exchange programs for staff, faculty and students.

The graduate program in educational administration at Kasetsart University is highly selective and competitive, and graduate student advising is a large part of her teaching responsibilities. She is currently advising ten master's and six doctoral students. Every year she organizes a one-week field trip outside of Bangkok for the

masters' students and a two-week international field trip (e.g., to Australia, Europe, America, and Asia) for the doctoral students. These field trips further develop her comparative and international experience.

Prompilai is heading two research projects outside of Bangkok about educational leadership and community development. She has learned a lot working with community people in provincial areas. Since moving back to Thailand, she has written three books on leadership and administration. She has also written articles on school-community safety, and ICT for social networking and learning community. Her research interests include school and community leadership development, with a particular emphasis on safety, education for sustainable development, networking development, and ICT for learning communities. She is also a deputy secretariat for the Social Science Association of Thailand, and is serving on a working committee for the Institute of Community Leadership Development charged with leadership training and conducting research.

Presently Prompilai is hosting two television programs called *Safety First* and *Quality of Life and Environment*. In her free time, Prompilai enjoys playing piano, tennis and badminton, and ballroom dancing.



Dr. Prompilai Buasuwan

"Since moving back to Thailand, she has written three books on leadership and administration. She has also written articles on school-community safety, and ICT for social networking and learning community."

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 2008 Newsletter will be October 1, 2008.

Dr. Epstein at the University of Oxford

CCE Director, Erwin H. Epstein, gave two lectures in November to graduate students and faculty at the University of Oxford in England. The titles of his lectures were "Crucial Benchmarks in the Epistemological Development of Comparative Education" and "The Role of Filter-effect Theory in the Use of Education as a Vehicle of Globalization." Professor Epstein was honored by being invited to sit at the "High Table" at two of Oxford's celebrated colleges: St. Edmund's and St. Antony's.



Professor Epstein, David Phillips and Professor Phillips' class at the University of Oxford



Professor Epstein at entrance to St. Edmund Hall

CCE Alumna Profile: Katherine Brown Schuster, Ph.D.



Professor Katherine
Schuster Brown

Katherine graduated with a B.A. in international relations from Gustavus Adolphus College in 1991, a M.S. in counseling and student personnel from Minnesota State University-Mankato in 1993, and a Ph.D. in

cultural and educational policy studies from Loyola University Chicago in 2001. Her doctoral dissertation was a historical analysis of folk high schools in Sweden.

Since 2003 Katherine has worked at Oakton Community College in Illinois, where she is now Professor and Coordinator of the Education Program, and Coordinator of the Global Studies Program. Her main research interests are comparative education, adult education, and

linguistic education policy. Her most recent publication is a co-edited book with David Witkosky, *Language of the Land: Policy, Politics, Identity, Studies in the History of Education, Volume 2* (Information Age Publishing, 2007).

She is an active member and former officer of both CIES and the Midwest History of Education Society. Katherine is married to Eric Schuster and lives in Chicago.

See a description of Dr. Brown Shuster's recent book on p. 6.

Upcoming Event

“Changing Landscapes, Topographies and Scenarios: Educational Policies, Schooling Systems, and Higher Education”

XXIII Annual Conference of the Comparative Education Society in Europe (CESE)

July 7th – 10th 2008
University of Athens
Athens, Greece

CCE Faculty Associate Profile: Janet Nolan, Professor of History



Dr. Nolan focuses on immigration, modern European history and oral history.

CCE Faculty Associate, Professor Janet Nolan, is a historian who specializes in Ireland and Irish-America. Her most recent book, *Servants of the Poor: Teachers and Mobility in Ireland and Irish America* (University of Notre Dame Press, 2004) looks at the teaching profession in the United States from the perspective of Irish immigrants and their Irish-America children. By researching school systems both in Ireland and the United States, Nolan is able to shed important light on trans-Atlantic and transgenerational influences in the development of American education. Professor Nolan continues to do research on Irish-Americans in the teaching profession and in the past several years has invited lectures on this topic at the College of Charleston, Creighton University, and New York University. Her teaching focuses on immigration, modern European history and oral history.

New Student Profile: Renee Timberlake

Renee Timberlake says that, "Loyola's CIE program provides the flexibility to direct my research towards my interests with the guidance and assistance of knowledgeable faculty who are actively engaged in both the organization and intellectual development of Comparative and International Education as a discipline."

Renee received her BA in Environmental Studies with a concentration in International Studies from Oberlin College in 2001. Her individual research as an undergraduate focused on environmental solutions to campus housing issues and sustainable agriculture.

Towards the end of her undergraduate experience she focused on socio-economic development and US foreign policy specifically related to poverty and global environmental concerns.

Renee has been keenly interested in global affairs and the welfare and opportunity of individuals and communities which have been historically oppressed and marginalized. She has traveled to Ecuador and Brazil as a volunteer with AMIGOS de las Americas working on community sanitation, alternative health education and reforestation programs and also to Honduras as a volunteer



M.A. Student Associate, Renee Timberlake

in a rural hospital in the Mosquito Coast. More recently her work has focused on the education of marginalized groups such as low-income, first-generation and Native American stu-

(Continued on page 7)

"Renee has traveled to Ecuador and Brazil as a volunteer with AMIGOS de las Americas working on community sanitation, alternative health education and reforestation programs."

Comparative Education Speaker Series

This past fall the Center for Comparative Education in cooperation with CIEGSA brought in two speakers as part of a Comparative Education Speaker Series. In September Jonathan Larson, a visiting Assistant Professor in the Anthropology Department at Miami University Ohio gave a talk titled " 'That's Your Critical Thinking': Classroom Intimacies, Voice, and Democratic Practice in Western Slovakia." Professor Larson received his Ph.D. from the University of Michigan and was trained as a linguistic and cultural anthropologist. His research focuses on language and political forms in East/Central Europe. In his talk at Loyola, Professor Larson discussed the ways that critical thinking appeared in Slovakia classrooms in both the socialist and post-socialist periods.

In November, Eckhardt Fuchs, the Research Director at the Georg Eckert Institute for International Textbook Research in Germany gave a talk entitled "Children's Rights and Transnational Civil Society". Professor Fuchs' lecture discussed the role of non-governmental organizations in norm emergence, diffusion and internalization around children's rights. He argued that the development and spread of children's rights and their worldwide standardization in fact depends on the existence of international non-governmental organizations and transnational networks.

Recent Scholarly Books by Ph.D. Alumni



Katherine T. Carroll (Ph.D., '06), Does Postmodernism Compare? An analysis of the use of postmodern constructs in comparative education studies (Mueller, 2008).

Dr. Katherine T. Carroll

Early scholars in comparative education sought to achieve *verstehen*, an internalized understanding of the nature of education in a culture.

They accessed German concepts, particularly Wilhelm Dilthey's, to interpret national studies to include the *Triebkräfte*, or forces, that made each nation's education system unique. Dilthey's inclusion of Johann von Herder's and Friedrich Schleiermacher's anti-rationalist ideas of *intuitus* and incommensurability was brought forward by Martin Heidegger, whose phenomenology incorporated these Idealist foundations. By the 1990s, some comparativists advocated for epistemologies and methodologies drawn from Heidegger and Michel Foucault, Jacques Derrida, and other postmodernists whose positioning was derived from Heidegger's thought. This book analyzes these theorists' foundational assumptions, exploring their use in epistemological and methodological approaches in recent studies in three major journals: *Compare*, *Comparative Education*, and *Comparative Education Review*. This examination of the conceptual influence Idealist and postmodern premises have had will benefit professionals in all areas of the fields of education and philosophy.

Jose Cossa (Ph.D. '08), Inter-Regime Power Dynamics and Educational Autonomy in Southern Africa (Cambria Press, 2008).



Dr. Jose Cossa

The book addresses the manifestations of power dynamics in negotiations between international organizations operating at the global level (e.g., the World Bank, WTO, and UNESCO) and international organizations operating at the regional level (e.g., NEPAD, SADC, and AAU). It further addresses how these dynamics influence the educational autonomy of governments in the region. Although it focuses on Southern Africa, the principles drawn and the models developed therein can contribute to a better understanding of inter-organizational interactions in other regions. The book unearths specific and general instances of power dynamics, which resulted in models of categories of power that are useful to inform a wide variety of academic disciplines in the social sciences and the humanities.

Timothy Martin (Ph.D. '06), Education, Religiosity, and the Cultivation of Social Capital (Mueller, 2008).



Dr. Timothy J. Martin

The Philippine political milieu is characterized by a "weak state" dominated by elite *cacique* patron-client relations that exploit state mechanisms for the private accumulation and distribution of public resources. Drawing on a rich collection of sources, this book examines the democratizing capacity of two forces within Philippine civil society--Nongovernmental Organizations (NGOs) and Catholic religiosity. Through an analysis of the political education, popular education, and micro-enterprise development efforts of three reputable Catholic NGOs, this book concludes that: 1) there are serious educational and knowledge conceptualization challenges inhibiting NGO democratization, and 2) Catholic religiosity is paradoxical concerning democracy, both reinforcing traditional patron-client patterns as well as offering a vast social capital and potent cultural framework for justifying and animating democratization at all levels of Philippine society. This book's thorough and detailed analysis offers theoretical insight as well as practical solutions to please both theorists and practitioners interested in the relationship between religion, democracy, and social capital.

Katherine Schuster (Ph.D. '01) with David Witkosky, eds., Language of the Land: Policy*Politics*Identity (Information Age, 2007).



Dr. Katherine Schuster Brown

The idea for this volume arose out of a need for a treatment of the interplay between language and ethnonationalism within both formal and non-formal educational settings. In no way intended to be exhaustive in scope, the contents give the reader a critical overview of issues related to language, cultural identity formation, and ethnonationalism. The chapters within this work deal with the effects of different language groups with differing amounts of power within society coming into contact with one another and provide insight into how language is both utilized by and affected by processes such as colonialism, post-colonialism, acculturation, and ethnonationalism. Language is central to culture—indeed houses cultural understandings and allows generational transfer of key aspects of a group's heritage.

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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 comparative 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, Camaroon, 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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CCE: <http://www.luc.edu/cce/>

New Student Profile: Renee Timberlake *(continued from page 5)*

dents at Yavapai Community College in Prescott, Arizona. These experiences have helped her to realize the important role of educational opportunity in altering the economic positions of individuals and ultimately drove her interest towards a degree in Comparative and International Education.

After graduation Renee would like to work for an international non-profit organization based in Chicago that focuses on education and socio-economic development. In the long term Renee plans to pursue

a Ph.D. in International Relations or socio-economic development in order to teach at the university level. At some point in her life, Renee hopes to join or create a non-profit that takes motivated low-income high school and college students from the United States to development programs abroad targeting children and youth; for example, vocational training programs for street children in Brazil.