Teaching Comparative Education: trends and issues informing practice

Edited by
Patricia K. Kubow & Allison H. Blosser

Oxford Studies in Comparative Education
Series Editor: David Phillips
Contents

Patricia K. Kubow & Allison H. Blosser. Introduction. Framing the Teaching Comparative Education Terrain: the need for critical agency in teacher education, 7

PART I: IDEOLOGICAL AND CONCEPTUAL LANDSCAPE OF COMPARATIVE AND INTERNATIONAL EDUCATION

Chapter 1. Robert F. Arnove & Barry L. Bull. The Roles of the Social Sciences and Philosophy in Teaching Comparative Education, 19


Chapter 4. Patricia K. Kubow & Allison H. Blosser. Multicultural Education is Not Enough: the case for comparative education in preservice teacher education, 75

PART 2: AIMS AND PURPOSES OF COMPARATIVE AND INTERNATIONAL EDUCATION

Chapter 5. Karen L. Biraimah. From Parochialism to Globalism: infusing comparative and international education through study abroad in teacher education programs, 91

Chapter 6. Irving Epstein. Comparative Education at the Undergraduate Level: affirming liberal inquiry as an alternative to the professional teacher education model, 113

Chapter 7. Maria Manzon. Comparative Educations to What Ends?, 133
PART 3: SOCIO POLITICAL TRENDS AND ISSUES INFLUENCING PRACTICE OF COMPARATIVE AND INTERNATIONAL EDUCATION

Chapter 8. Noah W. Sobe. Comparative Education, Globalization and Teaching with/against the Nation-State, 151

Chapter 9. Carlos Alberto Torres. Teaching Comparative Education: the dialectics of the global and the local, 163

Chapter 10. Marcelo Parreira do Amaral & Sabine Hornberg. Teaching Comparative and International Education: bridging social demands for practical performance-based competencies with critical reflectivity, 183

David Phillips. Afterword. Teaching Comparative Education: a personal afterword, 203

Notes on Contributors, 209