Course Description
ED 870 introduces students to the international aspects of higher education. Different interpretations of internationalization and globalization of higher education are considered; organizations that sponsor and support international activities are examined; and select national “systems” of higher education are considered in-depth. The challenges of integrating multiple national systems of higher education within the European Union and through the Bologna Process are also a focus of discussions.

The over-all goals of the course are to:
• Consider the complexities of globalization and the internationalization of higher education;
• Become familiar with general characteristics of higher education systems and the “particularities” that distinguish among them; and
• Consider issues related to international and comparative education research.

Course Requirements
Throughout the semester, students will be expected to take responsibility for leading discussions on select topics. Additional graded assignments include: a position paper regarding “university futures” (November 4), a presentation and briefing paper on a national system of higher education (November 25 & December 2), a take home examination (due December 16). The “university futures” assignment involves selecting from among scenarios developed by OECD or offering an alternative regarding likely worldwide developments in higher education. The national system assignment entails selecting a country of interest and preparing a description of key aspects of its higher education system similar to a briefing paper one would give to someone about to visit that nation. The take home exam consists of 2-3 essay questions calling for the integration of course content.

The final course grade will be based on class participation (40%), the OECD and national system papers/presentations (40%), and the take home exam (20%).

Policies on Late Papers and Missed Classes
If an extension of time is needed to complete an assignment, please notify the faculty member prior to the due date. Late papers are accepted up to a week late, with a penalty of half a grade, regardless of reason. The grade penalty is non-negotiable, but
one late assignment does not generally hurt the final grade. Missed classes will hurt the class participation grade, also regardless of reason. As you look through the syllabus, you will see several group assignments are to be completed prior to class and are used as a basis for class discussion.

Readings
The course readings are available electronically through CTools, provided in advance each week. Please download and print out these articles at your own convenience.

Academic Integrity

Operating under the highest standards of academic integrity is implied and assumed. Academic integrity includes issues of content and process. Treating the course and class participants with respect, honoring class expectations and assignments, and seeking to derive maximum learning from the experience reflect some of the process aspects of academic integrity. Claiming ownership only of your own unique work and ideas, providing appropriate attribution of others’ material and quotes, clearly indicating all paraphrasing, and providing the trail to the original source of any idea are key components to the content of academic integrity. Aspire to the spirit and highest representation of academic integrity. I would also encourage you to read the University’s General Catalogue, especially the sections that detail your rights as a student and the section that discusses the University’s expectations of you as a student. (See http://www.rackham.umich.edu/StudentInfo/Publications.)

Accommodation for Students with Disabilities

If you think you need an accommodation for a disability, please let me know at your earliest convenience. Some aspects of this course, the assignments, the in-class activities, and the way I teach may be modified to facilitate your participation and progress. As soon as you make me aware of your needs, we can work with the office of Services for Students with Disabilities to help us determine appropriate accommodations. I will treat any information you provide as private and confidential. See http://www.umich.edu/~sswd/ for more information about services for students with disabilities.

Religious Observation

This class observes University defined holidays (such as Labor Day, Thanksgiving Day, Fall break). Because other days may be of more significance than a University-designated holiday, please inform me as soon as possible if a class day or due date for a class assignment conflicts with your observance of a holiday important to you. I will work with you to accommodate your needs.
ED 870 Schedule of Readings and Assignments

**September 9**  
Introduction to Course

**September 16**  
Internationalization and Globalization – US Higher Education


Questions to Consider: What are the reasons to expand and to not expand study abroad by U.S. colleges and universities? Would you require an international experience for undergraduates? How about graduate students? Which of Altbach and Knight’s motivations do you think are evident in the U.S. Department of Education strategy?

**September 23**  
International Program Arrangements

**Conceptualizing “International”**


**Strategic Decision-Making**


**Lessons from the Field**


Waterbury, J. (2012). Doing good by doing little? University responsibility in a violent...
setting. In L. Weber & J. Duderstadt (Eds.) Proceedings of the Glion VI Colloquium (pp. 245-250).

Supplemental:

Questions to Consider: The first two readings suggest different ways of conceptualizing international activities undertaken by a university or college. What do you think are the strengths and limitations of these approaches and what would you offer as an alternative? The strategic decision-making reading offers some cautionary signals about international programming that planners might heed. Which of these do you see reflected in the lessons from the field readings?

September 30 Working with Students

Who studies where - Open Doors Data 2012

U.S. Students - Abroad


International Students in the US


Supplemental:


Questions to Consider: What ideas do the readings offer for maximizing student learning in short term sojourns? What are your thoughts about the advantages and disadvantages of programs designed and offered by a campus and those offered by a second party provider? What position would you take regarding language proficiency for US students going abroad and international students coming to the US? What do the articles suggest are key elements of orientation and support programs for international students in the US?

**October 7**

**Assessment Opportunities, Quality, and Impact**

Conceptualizing Outcomes

Individual Assessment (Choose two of the following):


Program Level (everyone read)
National (read national or one of the international)

International


Questions to Consider: What do you think Woolf intends as the primary take away message regarding global citizenship? How critical do you think this definitional issue is for those responsible for the evaluation of program impact? What similarities and differences do you see in the individual outcomes of interest described in the readings (e.g., intercultural sensitivity, global competence, global learning)? Do you think student motivation to study abroad is a factor that must be explicitly taken into account? How would you respond to critics who might argue the money spent on international study is better invested in intergroup dialogues on US campuses? What challenges does the internationalization of higher education pose for institutional researchers?

October 14 Study Days

October 21 Globalization

What is globalization?


Examples of social mechanisms
Isomorphism (select one of the following readings):

Market (select one of the following readings):


World Culture:

**Balancing Global, National and Local Interests**

Questions to Consider: What are the key characteristics of globalization? What global influences do you think are most important to U.S. higher education today? How do Schofer and Meyer explain global changes underway in higher education? What position would you take regarding the importance of a world-class university to nation building? What aspects of university life do you think are most resistant to globalization influences and why? What are some of the supranational organizations that are shaping the future of higher education around the world?

**October 28  Supranational Organizations: Education and Development**


Everyone must read 1 of the following reports:


Supplemental:


Assignment: You will be read either the UNESCO or WORLD BANK report and meet in groups before class to discuss their report. Groups must develop PowerPoint presentations that: summarize: the report's key points, underlying assumptions and arguments, the nature of evidence used to support the arguments, and the report's strengths and limitations. The summaries will be presented in class and used to facilitate discussion of common elements in the discourse of the reports.

The assigned readings by Chabbott, Resnik, and Heyneman highlight the networks that may be emerging among key supranational organizations and suggest how they shape discussions about the role of higher education in national development as well as why certain positions/approaches are advocated. What are the issues raised by the authors?

November 4 OECD Scenarios


Written Assignment Due: A panel of experts convened by OECD created six scenarios they thought captured challenges that will likely confront higher education in the future and different systemic responses that may occur. In the OERI/CERI document (posted on CTools), the glimpses into the future are anchored by six themes highlighted in Matrix 1: student characteristics, funding sources, relative emphasis of teaching and research, focus on national/international “markets”, differentiation and status of higher education institutions, and use of technology. You may find it is helpful to cluster your thoughts (at least initial thoughts) around these different themes.

The panel created the scenarios as catalysts for discussion and there is, of course, no single “correct” answer to this assignment. The readings on internationalization and globalization, the articles by Duke and Vincent-Lancrin, and class discussions offer food for thought about how different economic, social, political, and cultural forces may shape higher education in coming years. Your task in this assignment is to either pick one of the
OECD alternatives or create your own scenario. In either case, you must convince a reader that your view about the future is viable. Your position paper should be 8-10 pages long – double-spaced and 12 - point font. Be sure to draw upon and cite course readings and/or class discussions that you use to support your position.

November 11 National Systems – England and Germany


Questions to consider when doing the readings for this week and November 18 and when you prepare your briefing on a country of your choice:
Assume you’ve been asked to write a chapter or to describe higher education in your country to a group of visitors from abroad. What key points would you make regarding:
• The nature of academic work – scholarship and instruction, including the structural (e.g., degree and/or levels) and normative aspects (e.g., the continuously evolving place [or role] of higher education in society)
• The organization and administration of higher education, including governance and funding
  • Quality control and accountability
  • Conceptions of the civic responsibility of universities
  • Student access to postsecondary education
  • Recent changes and pressing issues in contemporary higher education

November 18 Transitioning Nations

Johnson, M.S. (2008). Historical legacies of soviet higher education and the
Please read either Silova or Bray:


Supplemental:


November 25 National Systems Presentations
December 2 National Systems Presentations – Briefing papers due
December 9 Bologna Process

Please Read Either Dinan or Strath:


Supplemental:


Questions to Consider: What role might education play in the economic and political integration of Europe? What parallels do you see between the discussion of EU citizenship and identity and debates within the U.S. regarding higher education as a private and public good? What similarities and differences do you see in tensions between institutional autonomy and government involvement in policy setting in the U.S. and Europe? Do you see similarities between the processes of compliance at work within the EU and isomorphism in the U.S.? If so, where do these similarities end?

December 16 Take Home Exam due at noon