EDHI 750 – International Higher Education

Fall 2009
Mondays 4:15pm – 7:00pm
3236 Benjamin Building

Noah D. Drezner, Ph.D.
Assistant Professor
Phone: 301-405-2980
e-mail: ndrezner@umd.edu

Education Leadership, Higher Education, &
International Education
2103 Benjamin Building
College Park, MD 20742

Appointments: By request

Course Overview, Purpose & Objectives

Higher education consumes a lot of public and private resources in developed and developing economies. It attracts the attention of governments, lobbyists, consumers and taxpayers all vying to shape public policy about various aspects of higher education. I intend to begin the course with the premise that policy makers, educational leaders and practitioners can learn from what has worked and failed in higher education policy and practice in other nations. They can use comparisons of processes and outcomes to guide domestic policies and practices.

We will look at all levels of higher education, vocational and community colleges and universities, treating them separately when appropriate and as a system when it is best.

The course will begin with the theoretical frameworks that might guide comparisons of public policy about higher education across nations. Then we will review some of the technical issues involved in finding, creating, using and interpreting comparative information and data. We will spend a good portion of the semester looking at specific case studies from across the world. We will use the frameworks discusses earlier to do this.

Texts


Bulk Pack—Available on Blackboard: http://www.elms.umd.edu
Assignments

All assignments must be typed, double-spaced, with one-inch margins, and in 12pt font. Please use APA style for references and formatting. You can find these guidelines in the Publication Manual for the American Psychological Association (5th edition or 6th edition). If you do not own one of these books, it can be found in most libraries.

Please use scholarly references—your work should be primarily based on peer review scholarship and academic books. Sometimes sources from the popular media are appropriate however; please remember to be critical in assessing their worth. Please do not cite work that you have not read and only cite work in your reference list that you used in your assignment.

Nota bene: Please take the time to read the assignments and have the syllabus in front of you when writing your papers and crafting your assignments. The best papers are the ones that follow the intended assignment, unless you make prior arrangements with me.

Persuasive Essay – In this “argument” paper you will take a stand on the use of comparative education as a policy tool. The perspective from which you will write your persuasive essay (“pro” or “con”) will be randomly selected in class. The key to this paper is to exhibit logical thinking, an analytical framework, specific evidence, the ability to inform and communicate, and sound organization in a clear, concise, and cogent manner. That argument should be backed up with specific factual information from your research, not just based on your own impressions. However, please feel free to use first-person grammar in your writing. Your paper should be about 1000-1200 words.

Group Presentation on Country Case Study – The class will form into 6 groups. Each group will be responsible for creating a presentation on the country/area case studies that we will be investigating in class and through our readings. Your group will have 45 minutes at the beginning of class to present the context and situation in which higher education is placed in the country/area that you are assigned.

The group should draw on the assigned readings in the syllabus and additional readings and materials that you find on your own. For example using the CIA’s World Factbook (https://www.cia.gov/library/publications/the-world-factbook/) might be helpful to understand more generally about the country and population for which you are responsible.

I encourage your group to be as creative in presenting your country/area’s case study. The best presentations will be interactive.

I am well aware that group work is often difficult and that it is often not possible to see everyone’s effort and contribution in the presentation in class. To encourage equal participation and contribution to this group project, each member of the group will be asked to “grade” the contribution of their partners and themselves. These evaluations will be used to determine the grades for this assignment. In unique situations, not all members of the group will receive the same grade.
**Final Paper**

You are expected to develop a term paper that identifies an issue of higher education policy or practice. In the paper please draw on international practices and reforms that can be used to design, justify, and promote an improvement in your identified policy or practice at the institution, state and/or national level.

In developing this paper you should also consider a number of questions including, but not limited to: What are the key issues of the policy issue or practice that you are investigating? What is the impact of this policy or practice on students, the institution, and/or society (on any/all levels)? What is the climate regarding this policy/practice? How are international perspectives currently used? How effective are these arguments, if they exist? What international perspectives and examples would be more appropriate? What are your recommendations?

15-20 pages, not including references.

**Peer Review** – You will submit a draft of your final paper to a partner who will provide you feedback. The following questions should be addressed in your review of your colleague’s paper.

1. Does the paper have a clear introduction?
2. Is the problem clear and focused?
3. Is enough context provided?
4. Are the themes and perspectives used to analyze them clearly articulated?
5. Does the author’s review of themes use appropriate conceptual and theoretical frameworks and constructs from the readings? Are appropriate citations provided to document these ideas?
6. Is the analysis focused on the problem statement?
7. Are the solutions that are offered related to the problem analysis?
8. Are the solutions feasible and reasonable?
9. Is a viable plan for implementing the solutions provided?
10. Does the author provide a reasonable time frame for implementing and achieving her/his plan?
11. Are the conclusions that are offered well grounded in the analysis and solutions?
12. Is the paper clearly organized?
13. Is the paper well written?
14. Does the paper emphasize interpretation and not merely describe situations and issues?
15. Does the author clearly state her/his assumptions and beliefs?

Your comments should be both constructive and critical. You will submit a draft of your paper to your writing partner on November 16, 2009 and you must provide your partner (and me) a copy of your feedback on November 23, 2009.

**Class Participation** – Your participation grade is dependent on the quality of your discussion and attendance, and so any absence or lateness may affect your grade. I will evaluate each person’s participation after each class session. I recognize that everyone has an “off-day;” this should not
worry you. However, it is your overall participation throughout the semester with which I am most concerned. Participation takes the form of offering thoughtful comments and questions, listening attentively, engaging in class activities, and taking leadership in discussion occasionally—this does not mean monopolizing the conversation.

This course will be conducted in a seminar and discussion-based format; therefore, your participation and contribution will determine the success of this course and your experience in it. Most of our class time will be spent in class discussions, small groups, or working on activities. Thus, each person is expected to participate in large and small group discussions.

A classroom must be a place where we share our thoughts and insights with each other without fear. Each of us will have opinions; some of you might not agree with me—this is OK. In fact, challenging each other’s academic opinions will add to the learning in this class. I believe that this is the best way for all of us, including myself, to learn this semester. However, while we challenge one another it is important that at all times, we are respectful towards each other.

If you have concerns about your class participation, please see me and we can think of ways to include you more.

Your participation will be evaluated as follows: (a) Attendance; (b) Integration and consideration of course readings; (c) Respect for others and; (d) Consideration of others in the class.

**Grading Scale and Criteria**

Each written assignment will be graded on the following criteria:
1. Organization and Development of Ideas
2. Writing Quality
3. Soundness of Analysis
4. Accurate Formatting, Referencing, and Style

<table>
<thead>
<tr>
<th>Assignment</th>
<th>% of Grade</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>15%</td>
<td>Every Class</td>
</tr>
<tr>
<td>Final Paper Topic Overview</td>
<td>Not Graded</td>
<td>October 5, 2009</td>
</tr>
<tr>
<td>Persuasive Essay</td>
<td>20%</td>
<td>October 19, 2009</td>
</tr>
<tr>
<td>Group Presentation</td>
<td>20%</td>
<td>Various Dates</td>
</tr>
<tr>
<td>Final Paper to Peer Reviewer</td>
<td>Not Graded</td>
<td>November 16, 2009</td>
</tr>
<tr>
<td>Peer Review</td>
<td>10%</td>
<td>November 23, 2009</td>
</tr>
<tr>
<td>Final Paper</td>
<td>35%</td>
<td>December 16, 2008</td>
</tr>
</tbody>
</table>

Late assignments will automatically lose 5-points for the first week late. Papers later than one week late are subject for a full letter grade deduction (i.e.; an A paper will receive a grade of a B.)
Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
<th>Grade</th>
<th>Score Range</th>
<th>Grade</th>
<th>Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>99-100</td>
<td>B+</td>
<td>87-89</td>
<td>C+</td>
<td>76-79</td>
</tr>
<tr>
<td>A</td>
<td>94-98</td>
<td>B</td>
<td>84-86</td>
<td>C</td>
<td>72-75</td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
<td>B-</td>
<td>80-83</td>
<td>C-</td>
<td>68-71</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D+</td>
<td>64-67</td>
<td></td>
<td>&lt; 60</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D</td>
<td>60-63</td>
<td></td>
<td>F</td>
</tr>
</tbody>
</table>

Rewriting Assignments

There are times in which I might suggest students consider rewriting their work. There is no obligation to do so. However, if there is improvement in the work, I will replace your original grade with the new one you earned.

Students may ask to rewrite an assignment as well. Please ask before you do so. I do not allow rewrites simply to get a higher grade on the assignment. There needs to be a reason beyond the grade.

Attendance

It is your responsibility to inform me before class if you will not be able to attend, be late, or will need to leave early.

Absence due to religious holidays or academic conferences

You will not be penalized because of their religious beliefs and observances. Whenever possible, you will be given reasonable time to make up any academic assignment that is missed due to a religious obligation or observance. Please inform me of any conflicts between the course schedule and religious observances as soon as possible so that appropriate arrangements may be made.

This is the case for participation in academic conferences as well. I am aware of when most academic conferences are and have tried to make sure that assignments do not conflict with those dates. However, should there be a conflict please let me know as soon as possible so that we can make other arrangements.

Inclement Weather

Official closures and delays are announced on the university Web site (www.umd.edu) and on the snow phone line (301-405-SNOW 7669). However, should the weather be bad and the University not close, I reserve the right to cancel class. I will inform all students via e-mail as soon as there as a decision is made.

Academic Integrity

All students are expected to abide by the Code of Academic Integrity throughout this course and all other courses offered at the University of Maryland. Academic dishonesty, including cheating, plagiarism, and fabrication will not be tolerated and will be reported to the University.
Additional information on the Code of Academic Integrity is available on the web at: http://www.shc.umd.edu/code.html.

**Special Needs**

If you have a documented disability or any other special need and wish to discuss academic accommodations please contact me as soon as possible. The University is obligated, whenever possible, to provide appropriate accommodations for students with disabilities. Students who have questions about their rights or accommodations may contact the Disability Support Service at 301-314-7682 or http://counseling.umd.edu/DSS/. Disability Support Services is located in Shoemaker 0126.

**Course Contingency Plan**

Should an emergency arise that closes the University for an extended period of time, I will be in contact, if possible, with additional instructions. Assignment due dates and readings may be altered depending on the length of time class might be canceled.

**Instructor Responsibilities**

Teaching and learning is a two-way process. While I have high expectations for you as the student, I also have high standards for myself. This being said, you should expect that I:

- Arrive prepared for class, read and return your work in a timely manner, and am interested and engaged in your projects;
- Remember that each student brings a different research background, experience, and perspective to this course;
- Learn from the students;
- Meet with students individually or in groups upon request and am available in person, by telephone, and by e-mail; and
- Work hard, have fun, and empower students to pursue research in these areas.

**Course Calendar**

**August 31, 2009**  **Introduction & Overview**


**September 7, 2009**  **Labor Day – No Class**

**September 14, 2009**  **Finance: A Possible Framework of Comparison**

Michael & Krelovich – Chapters 1 & 2

OECD (2003). *Higher Education Funding: International Comparisons*
September 21, 2009  Role of the State: A Possible Framework of Comparison


September 28, 2009  Yom Kippur – No Class

October 5, 2009  Themes Across Countries


OCED (2005). *Alternatives to Universities Revised*.


OCED (2008). Executive Summary of Tertiary Education for the Knowledge Economy.

October 12, 2009  Rates of Return Across Nations & Disciplines


October 19, 2009  Comparing Institutions and Degrees Across Borders

Persuasive Essay Due


October 26, 2009  South Africa

Seehole, Democratizing Higher Education Policy: Constraints of Reform in Post apartheid South Africa, 2005, selected chapters


Michael and Kretovics Chapter 7 – (Singh, Financing Higher Education in South Africa and Future Challenges)

November 2, 2009  India

Michael and Kretovics Chapter 8 – (Tilak, Financing Higher Education in India under Structural Adjustment)


Various press articles on Blackboard.
November 9, 2009  The Caribbean


Note: Above are in the same PDF file

Frater, T., Jamaica’s Development Goals and GATS Commitment, International Higher Education,

World Bank’s country brief on Jamaica.

November 16, 2009  Australia

Final Paper Draft Due to Peer Reviewer


November 23, 2009  Ireland and Finland – Two Small Developed Nations

OECD – Ireland Executive Summary
OECD – Finland report – Skip chapters 5 & 6

November 30, 2009  China


December 7, 2009  Conclusion & Overview

Final Paper Due