EDHI 750 – International Higher Education

Spring 2013
Wednesdays 4:15pm – 7:00pm
2102 Benjamin Building

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College Park, MD 20742

Appointments: By request

Course Overview, Purpose & Objectives

Higher education impacts the world significantly. It is used to be institutions for knowledge creation and training of skilled personnel. But since the onset of globalization, countries have seen higher education as the key force to boost a country’s social, economic, cultural and political development. New forms of provision of higher education prop up, while new issues appear alongside the persistent age-old issues of inequality. Countries from around the world face diverse challenges and opportunities, and transitions and transformations taking place in various countries/continents are interesting, perplexing, exciting and frustrating…

In this course, we will look at international higher education both from a micro and a macro perspective. We will examine general, overall issues and trends, and we will also spend a good portion of the semester looking at specific case studies from across the world. You will develop a global view of higher education development and trends of the world, and also understand context specific challenges and issues facing individual countries. By the end of this course it is hope you become very resourceful about international higher education, and you have also delved into some specific issues/contexts in great depth.

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.

Written Assignments – The paper you will write for this class is broken into three parts, but will ultimately be combined to create one final paper, which you can use to present at a conference and/or submit for publication to an academic journal. Each section of the paper will have its own
due date. You may select any topic you are interested in, as long as it relates to higher education and uses an international perspective. For example, you could choose to compare college retention issues in the United States and Brazil. Or, you could analyze the caste based affirmative action policies in universities in India. Comparative papers may look at issues in the United States, but single country papers may not.

*Part I: A Trend or an Issue in International Higher Education (due Feb. 27, 2013)* – this paper presents a trend or issue that interests you or concerns you. It can be general but also be specific in context. It should be approximately 4-5 pages in length. Additionally, you should select an academic journal that would be appropriate outlet for you to publish this paper in, and list that at the beginning of your paper.

*Part II: Literature Review on the Issue of Your Interest (due March 27, 2013)* – The second part of your paper will expand on your introduction and include a literature review of your topic from an international perspective – not just one country. Discuss what some of the major issues relating to your topic are, what existing research and theory has to say about them, and how they are similar or different in different parts of the world. In total, including the 4-5 page introduction, this paper should be approximately 10-11 pages in length.

*Part III: A Case Study (due May 8, 2013)* – The final part of your paper should be a case study (or comparative case studies) on the country or countries you selected. You should go in depth into the topic you selected, and the regional, political, historical, and cultural context that makes the issue in this country unique. Analyze the policies that impact the way the issue plays out in higher education, and make recommendations to improve those policies based on the theoretical and research-based literature you reviewed in Part II of your paper. In total, combining all three parts of your paper, it should be approximately 22-25 pages excluding references.

Alternatively, you can choose to focus on some international organizations or policies that have a major impact on international higher education. Hence this does not have to be country specific.

**Class Participation** – I hope this course to be a co-teaching, co-learning process. You will learn from the instructor and your classmates, and they will learn from you. So taking initiatives and contributing to the collective learning is important. This can take the form of presenting readings in class, adding contents to the sessions, offering thoughtful comments and questions, listening attentively, engaging in class activities, and taking leadership in discussion occasionally.

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

**Embodiment of Learning** - I strongly believe in the embodiment of learning. Hence, your own connection to the learning, the adherence of your topics with your interests and needs, and your active and proactive actions to learn what you need are important. Embodiment also means learning holistically, hence it is important to have a vision for a better form of higher education in the world, one that helps students and teachers find a fulfilling life, and that addresses world’s crises and problems effectively.

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Grading Scale and Criteria

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

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<th>% of Grade</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Participation</td>
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<tr>
<td>Introduction</td>
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<tr>
<td>Literature Review</td>
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<td>Final Case Study</td>
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Grading Scale

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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 and 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.

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.

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COURSE CALENDAR

January 23, 2013
INTRODUCTION & OVERVIEW

Session 1: January 30
GLOBAL TRENDS AND PARADIGMS FOR UNDERSTANDING INTERNATIONAL HIGHER EDUCATION DEVELOPMENT

Students please read three articles in the Boston College International Higher Education newsletter and contribute to group discussion and in class discussion: what are the trends? What concerns you the most? Theories that can help us make sense of the trends?

Topics for Discussion:
Global trends.
Paradigm 1: From elitism to massification of higher education
Paradigm 2: The advent of Knowledge Economy

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Paradigm 3: World cultures theory
Paradigm 4: Education as trade
Paradigm 5: holistic, wisdom based education and/or alternative paradigms.


Session 2: February 6
WHO DEFINES “EXCELLENCE?” - COMPETITION, RANKING, RESEARCH UNIVERSITIES AND ORDINARY/LOCAL UNIVERSITIES

Topics for Discussion:
Why care about ranking? Why the obsession? What ideologies and motives are behind? How does the ranking mania affect issues you care about? What are theories that can help us make sense of the trend?

Who set the standards? Who benefits from “world class excellence”? Is this a form of imperialism, and a form of social/racial/gender stratification? The bias in ranking; impacts on priorities of universities; impacts on employment

Great pushes for ranking worldwide, and how this impacts universities.
Great diversity of universities: comparison of China, Canada, U. S., and Liberia, and other countries
Changes in the goals of higher education: commercialization, internationalization, entrepreneurism…
Failure to deal with great crises in our world
Knowledge creation, academic freedom
Leadership and faculty governance
Public intellectuals vs commercialization
Academic pressures; Scholarship corruption

Various types of ranking institutions:
http://www.google.com/search?client=safari&rls=en&q=university+ranking&ie=UTF-8&oe=UTF-8


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University of Maryland as a case study: http://www.sp07.umd.edu/PlanApril29.pdf

**Session 3: February 13**  
**PRIVATIZATION, FOR PROFIT, IMPACT INVESTING, “ONLINIZATION” AND NEW FORMS OF HIGHER EDUCATION**

Group discussion and in class discussion: Why the rise of private universities? What goals and missions are behind the rise? What is the development in various parts of the world? Online higher education: replacing what we know the role of a university?

**Also Topics for Discussion:**

Higher education from being public good to commercial good
Privatization of Higher Education in Different Countries: *Why the rise; what are their features? Problems? Potentials? Debates? Governmental reactions?*

Global major players of education groups and Impact Investing
For profit universities in the U. S.
Commercial Civil Society?
Massive Online Open Courses: MOOC: www.coursera.com
Peace universities; new ideas and new universities

A boom in private higher education for Mexico’s middle class.
http://www.smartplanet.com/blog/global-observer/a-boom-in-private-higher-education-for-mexicos-middle-class/6431

PROPHE: National Data on Private Higher Education by Country:
http://www.albany.edu/dept/eaps/prophe/national_data.html


For Profit Higher Education: http://www.propublica.org/article/the-for-profit-higher-education-industry-by-the-numbers


Session 4: Feb. 20
INTERNATIONALIZATION OF HIGHER EDUCATION

Students will form into three groups. Each group will be responsible to research and present and comment on one to more of the topics below

Topics for Discussion
Globalization
Internationalization
Exchanges, collaborations
Study abroad programs
Student affairs; foreign students services
Collaborative programs and universities: Ed, D, MBA, Science, engineering, …
Competitions by universities of all kinds for opportunities;
Off site campuses
Brain drain issue
Peacebuilding
Regulations


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**Session 5: February 27**

**ISSUES OF EQUALITY: GENDER, ETHNICITY, RACE, CLASS, CASTE – A COMPARATIVE UNDERSTANDING**

Besides the articles on the list below, students find an article/a case to present to the class on any of the following topic: what the obstacles for the disadvantaged to receive higher education in terms of

- Access
- Resources (tuition, income…)
- Cultural traditions
- Treatment in universities (such as sexual abuses)
- Segregation
- Stratification
- Employment
- Leadership positions


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**Session 6: March 6**
**PRESENTATION of First Paper:**
An Issue or a Trend in International Higher Education

**March 13**
NO CLASS, CIES

**March 20**
NO CLASS, SPRING BREAK

**Session 7: March 27**
**INDIA AND SOUTH /SOUTH EAST ASIAN COUNTRIES**

Presentation by individual students or groups. Students are encouraged to search for info on a South Asian or Southeast Asian country or an issue related to their interest.

Status of Higher Education in India: http://www.unom.ac.in/asc/Pdf/Higher%20Education-1.pdf


**Session 8: April 3
CHINA and East Asia**

Presentation by individual students or groups. Students are encouraged to search for info on a country or an issue related to their interest.


**Session 9: April 10
SOUTH AFRICA and Other African Countries**

Presentation by individual students or groups. Students are encouraged to search for info on a country or an issue related to their interest.


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


Session 10: April 17
THE CARIBBEAN COUNTRIES and LATIN AMERICA

Presentation by individual students or groups. Students are encouraged to search for info on a country or an issue related to their interest.


The World Bank. (November 2007). Does the Eastern Caribbean Education System Adequately

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Prepare Youth for the Global Economy? (No. 38555).


Session 11: April 24
THE UNITED STATES AND EUROPE

Presentation by individual students or groups. Students/groups are to search for info on a European country or an issue in U. S. higher education related to their interest.


http://www.wes.org/ewenr/01march/feature.htm


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**Session 12: May 1**

**FINAL PAPER PRESENTATION**