EDHI750: International Higher Education | Fall 2016 | 3 credits

**Thursdays**, 4:15-7:00 pm | Benjamin 2101

**Instructor:** Taylor C. Woodman, Lecturer-CHSE-IEP | **Contact:** tcwood@umd.edu | **Office Hours:** By appt.

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**Course Description**
This course examines and compares higher education systems in several countries, and examines the problems and issues in higher education faced by these countries.

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 higher education from across the world. Students will also understand context specific challenges and issues facing individual countries.

**Objectives**
After this course students will:

- Understand the key theoretical frameworks and vocabulary that underpin the international higher education field.
- Analyze and critique the current trends and issues in international higher education.
- Learn about a variety of higher education systems throughout the world and the complexities and unique features of each system.
- Envision new ways forward for international higher education scholarship and practice.

**Required Reading**

**Additional Readings**—Available through the university library catalog and on our course website: [http://www.elms.umd.edu](http://www.elms.umd.edu)
Course Policies & Expectations
It is expected that you will be prepared, on time, and ready to participate in classroom discussions. Additionally, you should complete all assignments on time. Late assignments will not be awarded credit unless arrangements have been made prior to the due date.

At times during this course, there will be discussions on topics that might be considered sensitive to some people. It is important that we establish an atmosphere of mutual respect. We will not always all agree, in fact we will learn better from different viewpoints, but all discussion should be conducted with civility and integrity. This atmosphere of respect should be extended to all.

ELMS will be the course tool used to communicate and disseminate information regarding the course. Our course information can be found at elms.umd.edu/. Students are encouraged to visit the course website prior to each class.

You will be expected to have an email account that you will, not only, check regularly but is up-to-date, along with your other contact information.

Class Attendance
You are expected to attend every class. It is your responsibility to tell the instructor before class if you will be late or absent or if you need to leave early from class. It is your responsibility to contact the instructor and find out what you missed in class so we can work together to determine how you will make up the missed material.

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: www.president.umd.edu/policies/iii100a.html.

Accommodations
If you have a documented disability or any other special need and wish to discuss academic accommodations please contact the instructor as soon as possible but no later than September 13th. 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 counseling.umd.edu/DSS/. DSS is located in Shoemaker 0126.

Religious Observances
You will not be penalized because of your religious beliefs and observances. You will be given reasonable time to make up any assignment that is missed. Please inform the instructor of any conflicts between the course schedule and religious observances by September 13th.

Course Contingency Plan and Inclement Weather
From time to time an emergency arises that closes the University for an extended period of time. I will be in contact, if possible, with additional instructions should a closure occur. Assignment due dates and readings may be altered depending on the length of time class might be canceled. In the event of inclement weather, students should call the advisories hotline (301.405.7669). Instructions regarding the rescheduling of classes and assignments will be sent via email and posted on ELMS.
## Course Schedule:

<table>
<thead>
<tr>
<th>Course Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 1</td>
<td>Overview &amp; Introduction Course Framework</td>
<td>Session 1</td>
<td>Selection of Topic/Discussant Leader</td>
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<tr>
<td>September 8</td>
<td>Paradigms for Understanding International Higher Education</td>
<td>Session 2</td>
<td></td>
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<tr>
<td>September 15</td>
<td>Strategic Leadership &amp; Partnerships/Security &amp; Legal Issues</td>
<td>Session 3</td>
<td></td>
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<tr>
<td>September 22</td>
<td>Defining Excellence/Issues of Equality</td>
<td>Session 4</td>
<td>Part I: Introduction Due</td>
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<tr>
<td>September 29</td>
<td>Privatization of Higher Education</td>
<td>Session 5</td>
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<tr>
<td>October 6</td>
<td>Student Panel: International Higher Education Research</td>
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<tr>
<td>October 13</td>
<td>Internationalization of Higher Education</td>
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<tr>
<td>October 20</td>
<td>Asia</td>
<td></td>
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<tr>
<td></td>
<td>Country Focus: China</td>
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<tr>
<td>October 27</td>
<td>No Class</td>
<td></td>
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<tr>
<td>November 3</td>
<td>Latin America &amp; The Caribbean Country Focus: Cuba</td>
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<td>November 10</td>
<td>Europe Focus: Bologna Process &amp; Erasmus</td>
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<td>November 17</td>
<td>North &amp; Africa and The Middle East Country Focus: Qatar</td>
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<tr>
<td>November 24</td>
<td>No Class</td>
<td></td>
<td>Thanksgiving Break</td>
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<tr>
<td>December 1</td>
<td>Sub-Saharan Africa Country Focus: South Africa</td>
<td></td>
<td>None</td>
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<tr>
<td>December 8</td>
<td>Building Future Leaders/ Bridging Scholarship with Practice/Critiques &amp; New Ways Forward</td>
<td></td>
<td>Final Papers Due</td>
</tr>
<tr>
<td>December 15</td>
<td>Class Presentations</td>
<td></td>
<td>Final Presentations</td>
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</tbody>
</table>

### Reading List

All chapters listed refer to the required text for the course.

**Session 1:** Overview & Introduction/Course Framework

No required Reading
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**Session 2:** Paradigms for Understanding International Higher Education

Chapter 1, 2 & 3


Knight, J. (2003). GATS, Trade and Higher Education. Perspective 2003 - Where are we?


**Session 3:** Strategic Leadership & Partnerships/Security & Legal Issues

Chapter 7, 8, 9, 12, 13, 18, 19, and 20

**Session 4:** Defining Excellence/Issues of Equality


**Session 5:** Privatization of Higher Education


Session 6: Internationalization of Higher Education

Chapter 4, 15, 16, 17

Session 7: Higher Education in Asia


Session 8: Higher Education in Latin America & the Caribbean

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**Session 9:** Higher Education in Europe

Chapter 5


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**Session 10:** Higher Education in North Africa & the Middle East


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**Session 11:** Higher Education in Sub-Saharan Africa


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

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**Session 12:** Building Future Leaders/Bridging Scholarship with Practice/Critiques & New Ways Forward

Chapter 6, 24, and 25
Assignments
The case study research 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 or one of the focus countries within the syllabus, but single country papers may not.

Part I: Introduction to a Trend or an Issue in International Higher Education – 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 5 pages in length.

Part II: Literature Review on the Issue of Your Interest – 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 5 page introduction, this paper should be approximately 10 pages in length.

Part III: A Case Study Report – 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 23-25 pages excluding references.

Part IV: Presentation - You will present highlights from your case study on the final class period to the class. Presentations should have a visual component (PowerPoint, Handout, Prezi of some combination of visual aids).

Class Participation – The instructor subscribes to the belief that everyone in the classroom is a learner. 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. Each student will be required to be a discussant leader at least once throughout the semester. Discussant leaders will help guide the discussions on the articles for that particular topic or class session.

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.; (e) Discussant leadership.
Grading
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:
   - 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 (6th edition).

<table>
<thead>
<tr>
<th>Assignments</th>
<th>% of Grade</th>
<th>Due Date</th>
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</thead>
<tbody>
<tr>
<td>Participation</td>
<td>10%</td>
<td>Every Class</td>
</tr>
<tr>
<td>Introduction</td>
<td>15%</td>
<td>September 22</td>
</tr>
<tr>
<td>Literature Review</td>
<td>25%</td>
<td>October 20</td>
</tr>
<tr>
<td>Final Case Study</td>
<td>40%</td>
<td>December 8</td>
</tr>
<tr>
<td>Presentation</td>
<td>10%</td>
<td>December 15</td>
</tr>
</tbody>
</table>

Assignments will be reviewed and feedback will be given within two weeks.

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A+</td>
<td>97-100</td>
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<tr>
<td>A</td>
<td>94-96</td>
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<tr>
<td>A-</td>
<td>90-93</td>
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<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>84-86</td>
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<tr>
<td>B-</td>
<td>80-83</td>
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<tr>
<td>C+</td>
<td>76-79</td>
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<tr>
<td>C</td>
<td>72-75</td>
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<tr>
<td>C-</td>
<td>68-71</td>
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<tr>
<td>D+</td>
<td>64-67</td>
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<tr>
<td>D</td>
<td>60-63</td>
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<tr>
<td>D-</td>
<td>56-59</td>
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<tr>
<td>F</td>
<td>&lt; 56</td>
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</tbody>
</table>

Evaluations
Each student is encouraged to submit course evaluations each term through UMD’s online course evaluation system in order to help faculty and administrators improve teaching and learning at the University of Maryland. Please watch for the date on which the system will open for evaluation of the semester. Make a note of the link at which you can access the submission system: https://courseevalum.umd.edu/. Please put thought into this evaluation in an effort to help the program meet the needs of the students.