

International Higher Education
Education 779-001, Winter 2023
University of Michigan

Mondays 9:00am – 12:00pm
2340 School of Education Building
Instructor: Amy Conger, PhD
Email: aconger@umich.edu

Office Hours: By appointment via zoom or in-person based on preference. Evening hours also available.
Scheduling Requests: Please copy Kelly Espinoza (kaespino@med.umich.edu) and list EDUC 779 in the subject line to help prioritize course related messages.

Course Description

EDUC 779 examines international higher education as both a field of professional practice and an area of scholarly inquiry. Topics include approaches and challenges to campus internationalization; global trends and current issues in student mobility; the development and key features of selected national systems of higher education; and models for transnational higher education and institutional partnerships. In this course, students will:

- Explore relevant literature in international and transnational higher education
- Consider what it means to internationalize an institution of higher education
- Learn to distinguish among higher education systems globally
- Critically examine how institutional interests, national policies, and external forces shape collaboration or inequities in global education
- Engage with guest experts in the field

Course Requirements & Grading

Learning is a social process that requires students to actively participate in class discussions, raise questions, synthesize different perspectives, and share expertise on selected topics. Graded assignments include synthesis papers; a briefing paper and presentation on a national system of higher education; attendance and team participation; and a final course paper. The final paper will provide an opportunity to frame a research question, conduct a literature review, and consider how your research can inform professional practice. The final course grade will be based on the following breakdown:

- Synthesis papers 30%
- National system project 20%
- Class attendance and team participation 10%
- Final paper 40%

Incomplete “I” Grades: There may be unforeseen events that prevent students from completing planned coursework during a given semester. The [School of Education \(SOE\) Incomplete Grade Policy](#) provides guidance for instructors and students around expectations when these unexpected events occur. This policy permits students who have warranted need (e.g., illness, personal/family care, emergency, etc.) to request an “I” grade to allow for extended time to complete coursework within a reasonable time frame after the end of the semester. Please review this policy and note that incomplete “I” grades are awarded at the discretion of the instructor and based on individual student requests.

Policies on Late Assignments and Missed Classes

If an extension of time is needed to complete an assignment, please notify me prior to the due date. Late papers are accepted up to a week late, with a penalty of half a letter grade. Exceptions for medical reasons, including COVID-19, are available on a case-by-case basis. Unexcused absences from weekly course sessions may lower the attendance portion of the grade. Students who miss three course sessions must withdraw from the course.

Readings

The course readings are available electronically through Canvas or the U-M library system, provided in advance each week. Please download these materials at your own convenience. There are no required book purchases for this course.

Academic Integrity

Operating under the highest standards of academic integrity is implied and assumed. Students are expected to treat the course and course participants with respect; claim ownership only of their own unique work and ideas; provide appropriate credit for others' material and quotes; clearly indicate all paraphrasing; and provide the trail to the original source of any idea used for the course. For additional details about your rights and responsibilities as a U-M graduate student, please

see: <http://www.rackham.umich.edu/downloads/publications/AcademicIntegrity.pdf>

Accommodation for Students with Disabilities

If 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 success. As soon as you make me aware of your needs, we can work with the Office of Services for Students with Disabilities to 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. Because other days may be of more significance than a university-designated holiday, please inform me as soon as possible if a course session or due date for a course assignment conflicts with your observance of a holiday important to you. I will work with you to accommodate your needs.

U-M Health & Safety Guidelines

Winter 2023 course meetings will be held in-person, unless otherwise specified by the University or School of Education. Please note that all U-M guidelines for COVID-19 safety apply to our course meetings.

Details: <https://campusblueprint.umich.edu/>

Schedule of Discussions, Readings, and Assignments

Note: The course topics and readings are subject to change based on current events or evolving participant interests and needs. Advance notice of any changes will be provided via Canvas and in-class announcements.

January 9: Introduction to International Higher Education. Course overview, evolution of the field, and key terms.

January 16: Reverend Dr. Martin Luther King Jr. Holiday. No class meeting. Please take advantage of campus celebrations, including the [annual symposium](#).

January 23: Internationalization of Higher Education: Conceptual Complexities. Form National System Project Teams.

DUE: Reading Synthesis Paper 1

PRE READING:

- de Wit, H. (2011). Globalisation and internationalisation of higher education. *RUSC: Revista de Universidad y Sociedad del Conocimiento*; Barcelona, 8(2), 241-247.
- de Wit, H. (2019). Internationalization in Higher Education, a Critical Review. *Simon Fraser University Educational Review*, 12(3), 9-17.
- Fischer, K. (March 28, 2019). How international education's golden age lost its sheen. *Chronicle of Higher Education*.
- Knight J. (2007) Internationalization: Concepts, Complexities and Challenges. In Forest J.J.F. & Altbach P.G. (eds) *International Handbook of Higher Education*. Springer International Handbooks of Education, vol 18, 207-227.

January 30: Internationalization at the National and Institutional Levels

DUE: Reading Synthesis Paper 2

PRE READING:

- Fischer, K. (January, 2023). For international education, a bright future or a gloomy outlook? *Chronicle of Higher Education*.
- Hudzik, J. K. (2011). Comprehensive internationalization: From concept to action. *NAFSA Report*. 8-40.
- Ilieva, J., Killingley, P., Tsiligiris, V., & Peak, M. (2017). The shape of global higher education: international mobility of students, research and education provision. Volume 2.
- Merckx, G. (2018). Phases of internationalization and the senior international officer role. In Deardorff, D. & Charles, H. (Eds) *Leading internationalization: A handbook for international education leaders*, 9-15.

February 6: Cross-Border and Transnational Higher Education

DUE: Reading Synthesis Paper 3

PRE READING:

- Altbach, P. (2014). MOOCs as neocolonialism: Who controls knowledge? *International Higher Education*, 75, 5-7.
- Long, K. A. (2018). Battle of the Brand: Independent "American" Universities Abroad. *International Higher Education*, (95), 4-5.
- Edwards, R., Crosling, G., & Lim, N-C. (2014). Organizational structures for international universities: Implications for campus autonomy, academic freedom, collegiality, and conflict. *Journal of Studies in International Education*, 18(2). 180-194.
- Knight, J. (2016). Transnational Education Remodeled: Toward a Common TNE Framework and Definitions. *Journal of Studies in International Education*, 20(1). 34-47.

February 13: International Students and Scholars

Guest Expert: Judith Pennywell, Director, U-M International Center

DUE: Reading Synthesis Paper 4

PRE READING:

- Baer, J. & Martel, M. (2020). Resiliency, Value and Innovation. *IIE Networker*, Fall 2020, 16-17. Institute of International Education.

- Choudaha, R. (2017). Three waves of international student mobility (1999–2020). *Studies in Higher Education*, 42(5). 553-570.
- Ghosh, R. & Jing, X. (2020). Fostering Global Citizenship Through Student Mobility, *Beijing International Review of Education*, 2(4), 553-570.
- Stein, S. & Oliveira de Andreotti, V. (2016). Cash, competition, or charity: international students and the global imaginary. *Higher Education*, 72, 225-239.

February 20: Education Abroad

PRE READING:

- Engle, L., & Engle, J. (2003). Study Abroad Levels: Toward a Classification of Program Types. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 9(1), 1–2
- Perkins, C. (2020). Rewriting the Narrative: An Anti-Deficit Perspective on Study Abroad Participation Among Students of Color. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 32(1), 148-165.
- Stebleton, Michael & Soria, Krista & Cherney, Blythe. (2013). The High Impact of Education Abroad: College Students' Engagement in International Experiences and the Development of Intercultural Competencies. *Frontiers: The Interdisciplinary Journal of Study Abroad*. 22. 1-24.
- Tarrant, M., Rubin, D. and Stoner, L. (2014) The Added Value of Study Abroad: Fostering a Global Citizenry. *Journal of Studies in International Education*, 18(2), 141 – 161.

February 27: Mid-Winter Break. No course meeting.

March 6: Education Abroad Leadership Panel, National Systems Project Country 1

PRE READING:

- Bathke, A., & Kim, Y.-H. (Ryoka). (2016). Keep Calm and Study Abroad: The Effect of Learning Abroad on Student Mental Health. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 27(1), 1–16.
- Caton, Kellee & Santos, C. (2009). Images of the Other: Selling Study Abroad in a Postcolonial World. *Journal of Travel Research*, 48(2), 191-204.

March 13: Risk Management and International Education, National Systems Project Country 2

Guest Experts: Patrick Morgan, Chief International Travel Safety Officer & David Grimm, Associate General Counsel

PRE READING:

- Beecher, B. & Streitwieser, B. (2019) A Risk Management Approach for the Internationalization of Higher Education. *Journal of the Knowledge Economy*, 10(4), 1404–1426.
- Friend, J. (2014). When a student dies abroad: Preparing for the ultimate tragedy. *NAFSA: International Educator* (22)6.
- Redden, E. (August 24, 2017). Study abroad and a \$41.5M verdict. *Inside Higher Ed*.

March 20: Internationalization at Home, National Systems Project Country 3

PRE READING:

- Beelen J., Jones E. (2015) Redefining Internationalization at Home. In Curaj A., Matei L., Pricopie R., Salmi J., Scott P. (Eds.) *The European Higher Education Area*, 59-72. Springer.

- Wiley, D. (2012). Introduction: Seeking Global Competence through Title VI and Fulbright-Hays-Act. In Wiley, D. & Glew, R. (Eds.) *International and Language Education for a Global Future*. Michigan State University Press.

March 27: The Role of Higher Education in Capacity Sharing and International Development, National Systems Project Country 4

PRE READING:

- Ahmed A., Ackers-Johnson J., Ackers H.L. (2017) *Managing Reciprocity: No Harm Approaches to International Educational Placements*. In Ackers, H.L. (Ed.), *The Ethics of Educational Healthcare Placements in Low and Middle Income Countries* (pp. 117-130). Cham, Switzerland. Palgrave Macmillan.
- Gopal, P. (2021). On Decolonisation and the University. *Textual Practice*, 35(6), 873-899.
- Mwangi, C. A. G. (2017). Partner positioning: Examining international higher education partnerships through a mutuality lens. *The Review of Higher Education*, 41(1), 33-60. Collins, C. & Rhoads, R. (2010). The World Bank support for universities, and asymmetrical power relations in international development. *Higher Education*, 59, 181-205.

April 3: Reflections on COVID-19 and the Future of International Higher Education

April 10: Course Summary, Final Paper Peer Review and Consultation

April 17: Final Research Paper Sharing (Last course meeting of the semester)

April 21: Final Papers Due by 12:00pm EST