

COMPARATIVE HIGHER EDUCATION
(formerly ADMINISTRATION OF INTERNATIONAL HIGHER EDUCATION)
HIED 7/66674 – Fall 2011
Martha C. Merrill, Ph.D.

CONTACT INFORMATION:

Class meets: Monday, 11:00 – 1:45, White Hall 216

Contact information for Dr. Merrill:

White Hall 411B

mmerril@kent.edu (Note: One “L” in my e-mail, two “Ls” in my name.)

330-672-0646

Office hours:

Monday, 2-3 pm

Wednesday, 1-2 pm

Thursday, 4-5 pm

And by appointment

COURSE DESCRIPTION and comments

The current course description says simply: “Provides a framework that supports a better understanding of American higher education administration through an international perspective.” One of the course goals is indeed for you to better understand the US system of higher education (“American,” in contemporary usage, would refer to all of the Americas, from Canada to Chile’s southern tip; “US” is a more accurate term for referring to the United States). You will do this by looking at the higher education systems of other nations and regions, and understanding how they developed within their own historical, social, economic, and cultural contexts. This will help you to understand that the US system of higher education – or any other system you may be familiar with – is not “natural,” but rather responds to specific contexts and issues.

You will choose a theme affecting higher education, such as access, privatization, massification, student mobility, quality assessment, faculty preparation, governance, the impact of technology, lifelong learning, etc., and, through understanding how that theme has different ramifications in different contexts, you will come to understand how and why the US system (or another national system you are familiar with) has developed as it has. You also will learn, at an introductory level, about the systems of other nations and regions and will reflect on why they have developed as they have. In addition, you will learn how to learn about other higher education systems. While this is not a research course, we will discuss what you can learn about higher education through quantitative methods and what you can learn through qualitative methods.

COURSE OBJECTIVES

Students who complete the course successfully will be able to:

1. Define and explain the differences between the following terms, while understanding that different authors use the terms in different ways and that usage still is evolving:
 - a. international education
 - as used in the US
 - as used in the UK
 - b. comparative education
 - c. global education
 - d. cross-border education
 - e. borderless education
 - f. intercultural education
 - g. multicultural education
 - h. education for development
2. Describe how the “quasi-discipline” of comparative education has developed over time, and how comparisons between educational systems may be used and abused, particularly in the context of educational policy transfer.
3. Explain some of the approaches researchers have taken to comparing elements of education in different locations, and evaluate the pluses and minuses of different research strategies for achieving different purposes
4. Articulate how historical, cultural, and socio-economic factors affect the development of education in general and the development of higher education in particular, within selected educational systems
5. Articulate some of the ways that educators have described educational quality, including the current focus on “outcomes assessment” in many contexts, particularly accreditation, and consider which of Harvey’s conceptions of quality may be appropriate for use in which circumstances, as well as which ones various authors are implicitly or explicitly employing in their analyses:
 - a. For educational aims: “fitness for purpose” vs. transformation
 - b. For educational means: exceptionality vs. consistency
6. Analyze some of the factors that caused the US system of higher education to develop as it did and consider why other systems of higher education have developed similarly or differently, looking at questions such as:
 - a. What are the factors that account for the diversity of types of US higher education institutions? Why did higher education systems in some other countries tend to focus on one institutional type, and why have some of these systems been diversifying recently?

- b. What are the different missions of different kinds of institutions, and how did the mission differentiation develop?
 - c. Who (person or organization) has what kinds of authority in US higher education, and how did these patterns of authority develop? Why did patterns of authority develop differently in other contexts?
 - d. Why have curricula been designed in the way that they have? At a fundamental level, what are the purposes of higher education? (Why are you in school?) How do those purposes differ by institutional type? What are “instrumental” uses of higher education? Why have credentialing systems developed in the way they have? What kinds of reforms have been recommended at different points in time and why?
 - e. How should higher education be financed, and why? Is education a public good, which should be funded with public monies (i.e. taxes), or is it a private good that individuals should pay for? If you think that higher education is both a public good and a private good, to what extent do you think that it is each one, and what does that suggest about who should pay for what? How are globalization and increasing student mobility changing the concepts of public good and private good, both within the US and within regional higher education groupings, such as the European Higher Education Area (the result of the Bologna Process), as well as in previously socialist societies?
 - f. What responsibilities do higher education institutions have for students’ lives outside the classroom, and why?
 - g. What responsibilities do higher education institutions have for opening access to disenfranchised populations in their societies, and why?
 - h. What qualifications should professors have, and why? What should their functions be, and why? What should the balance be between teaching and research, and why? How is that balance different at different kinds of institutions, and why? How do you define academic freedom, and how important do you think it is?
7. Analyze selected systems of higher education in other countries and regions in terms of the issues listed above: institutional diversity, institutional mission, who has authority for what, what is in the curriculum and why, how higher education is financed, what responsibilities higher education has for student lives and issues outside the classroom, and what the roles of professors are, plus the ways in which globalization and institutional responses to it are changing these concepts.
8. Describe some of the macro-level issues that are affecting higher education around the world:
- a. The harmonization of higher education systems, processes, educational outcomes, and quality assessment processes between nations (e.g. the Bologna Process, new efforts by both the African Union and the East

African Community, plans for creating a “Common Education Space” among the ASEAN countries, US regional accrediting associations evaluating institutions outside the US, dual degree arrangements, GATS, universities setting up campuses abroad, etc.)

- b. The transition from elite to mass enrollment in higher education, its causes and implications
 - c. The growing emphasis on privatization and the use of higher education as an instrument for private gain, including the use of higher education as a positional good by geographically mobile students.
 - d. The changing role of higher education in countries undergoing political and economic change, such as the countries that are new members of the European Union, the countries that formerly were part of the Soviet Union, the countries of southern Africa, and China and India, as they restructure their economic systems.
9. Given all of the issues listed above, analyze the goals of and rationales for internationalizing higher education in different contexts, and describe the possible program designs and educational processes that might be needed to meet those goals and fit in with those rationales.
10. Give constructive feedback to a peer on his or her scholarly work.
11. Write and present academic and scholarly research to peers and to other professionals with increased skill and clarity, using the citation systems and research conventions accepted in the social sciences in the US (APA style).

GENERAL INFORMATION

Academic Integrity: The HIED program Student Handbook provides you with information about and links to Kent State’s policies on academic honesty. Academic integrity, using the definitions common in Western academic institutions, is taken very seriously in this class. Failure to observe appropriate standards of academic integrity can mean failure in the class – and failure in your career. If you have any concerns about APA style and the kinds of citations that are needed, please visit KSU’s Writing Center or consult the APA’s website (see <http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx> for a tutorial on the basics) or Purdue’s Online Writing Lab section on APA. <http://owl.english.purdue.edu/owl/resource/560/01/>

Accommodation: University Policy 3342-3-18 requires that students with disabilities be provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact Dr. Merrill at the beginning of the semester. Please note, you must first verify your eligibility for academic accommodation through Student Accessibility Services; this office can be reached at 330-672-3391 and is located on the ground floor of the DeWeese Center on

the Kent campus. For more information about your rights and responsibilities on this issue, see:

<http://www.registrars.kent.edu/disability/Current/StudentHandbook/RightsReas.htm>

Electronics: Out of courtesy to classmates, please remember to turn off cell phones and other electronic devices prior to class. Laptops are welcome for note-taking and doing research related to class, but not for non-course-related work.

Holidays: If you will be observing any religious holidays that fall on a class date, and will be unable to participate in class on those days, please let Dr. Merrill know in advance.

- Monday religious holidays – Fall 2011
 - November 7 – Eid al Adha, the Feast of the Sacrifice
 - December 5 – Ashura

Statement of Inclusion: Kent State University, as an equal opportunity educational institution, encourages an atmosphere in which the diversity of its members is understood and appreciated, and an atmosphere that is free of discrimination and harassment based on identity categories. Thus, all members of the university are expected to join in creating a positive atmosphere in which individuals can learn and work, an environment that is sympathetic, respectful and supportive. (See “University Policy Register”)

Technology: This course is supported by WebCT VISTA. I will post selected readings and other materials on Vista. You and your classmates may use Vista to e-mail each other. You may want to use this feature when you are working with a peer reviewer. If you will not be on Vista on a daily basis, you may wish to change your e-mail address in Vista so that your mail comes to an account you use regularly. Vista mail stays in Vista; it does not come to your Kent account. If you want to change the e-mail address that your Vista mail comes to, log on to Vista, go to “My Settings,” then to “My Profile,” and then you can “Edit Profile,” including changing your e-mail address.

Writing Commons: Kent State has a Writing Commons designed to help you with all kinds of writing issues, from grammar to transition sentences to writing thesis statements. It’s located on the fourth floor of the library. You can schedule an appointment online. If you can’t get there, you can e-mail your paper and ask for feedback on a couple of specific problems. The Writing Center will NOT edit your paper for you, but will work with you to help you improve your work. Check the website for details. Contact information:

- (330)-672-1787

- E-mail: writing@kent.edu
- www.writingcommons.kent.edu

HIED and Class Policies

Absences and extensions: Because of the class Teaching and Learning Philosophy described below, in which we use everyone's expertise and perspectives, everyone depends upon everyone else being in class. I am aware that life happens, that it snows in Ohio, and that it is possible that upon occasion you may be *forced* to miss a class. Please contact me *in advance* if at all possible, and please also contact any of your classmates who may be affected by your absence. *You* are responsible for finding out what happened in class. Please also contact me if for some *unavoidable* reason you wish to hand in an assignment late. Lateness *will* affect your grade, because it *will* affect you in your professional life.

Citations: The HIED Program, like most programs in the social sciences, uses APA style. (In the social sciences, the date something was published is important; for example, for an analysis of higher education trends in Europe, you would care whether the book or article was published before the Bologna Declaration was signed [1999], or after. In the humanities, where MLA style is generally used, the date of publication is not quite so important; an analysis of Mozart's works, or Tolstoy's, that's fifty or even a hundred years old still may have valuable insights.) The new edition of the APA *Publication Manual* (6th ed.) came out in July 2009. It had many mistakes and has since been reissued. If you do not have a copy, I strongly suggest that you buy one. *Be sure you get the second printing, which corrects the mistakes that were in the first edition.* In August 2011, new copies of the *Manual* were available on Amazon for \$21.34. (The Amazon site says that a Kindle version is available, but what Amazon lists there are three books by other people explaining APA style, not the *Manual* itself. On the APA website, the *Manual* costs \$28.95. <http://www.apa.org/pubs/books/4200066.aspx>) You will use APA style not only for classes, but also in your professional writing. You can find information online (Purdue's "OWL" – Online Writing Lab – is particularly well known. <http://owl.english.purdue.edu/>), but having the original source is helpful. (The APA's own website I find rather cumbersome for looking up answers to specific style questions.)

American Psychological Association. (2009) *Publication Manual of the American Psychological Association* (6th ed.) Washington, DC: APA [2nd printing, October 2009. ISBN-10: 1-4338-0561-8]

You *must* cite the sources you have used; otherwise, you are a thief: you have stolen someone else's work. Your in-text citation must provide enough information for the

reader to find the full reference in your Reference List (usually the author and publication date). Your Reference List must provide enough information for the reader to find a copy of your source. If you cite an author's general line of argument, put the author's name and the publication date of the work in parentheses. If you quote an author's exact words, you must add the page number, or, if you are using electronic material that does not have page numbers, you should use paragraph numbers or other identifying marks, so your reader can find that exact quote.

Sources for research: You must use scholarly journals and other scholarly sources for your research in this class. You may supplement these by respected news sources in the field, such as *University World News*, *International Higher Education*, *The Chronicle of Higher Education*, etc. In general, you will want to use *peer-reviewed* periodicals, which means that other experts in the field (academic peers of the writer) have read the article before it was published and believe it has sufficient merit to warrant publication. For books, you should look at the author's biography to determine his or her expertise on the topic you are interested in, as well as factors which may influence his or her perceptions. (In qualitative research, it has become common for researchers to describe the factors that may influence their perceptions, so that readers can better understand their work.) Wikipedia is *never* an acceptable source, since anyone, with any degree of knowledge or lack of knowledge, can add material to an entry. (In late August 2009, Wikipedia announced that it would provide editorial oversight of some entries. This does *not* mean that the entries will be written by experts in the field. You still should *never* use Wikipedia in your research, for this class or any other class in the HIED program.)

Case Studies class: Remember that among the last classes you will take in the HIED Master's program is the Case Studies class, in which you reflect on all that you have learned and the skills you have gained in the program, and try to synthesize your learning across all of your classes and experiences. You apply both theory and practical knowledge and skills to specific case studies in higher education administration, and you create an electronic portfolio of your work. Therefore, you will want to *keep copies* of all of your syllabi, papers, postings to Vista, etc., and periodically to reflect on your own learning and to how this course and others connect with what you are learning elsewhere in the program and with your own professional goals.

Dr. Iverson, who teaches the Case Studies class, adds:

In students' final semester of the HIED program, they enroll in the capstone requirement, Case Studies in Higher Education (HIED 66655). A component of this course is to compile a graduate portfolio - a retrospective of one's experience in the program and thoughts regarding one's job search and future professional development. One part of the portfolio is to prepare a course work summary. In

order to best prepare, students are advised to draft and retain a brief reflection of this course at the end of the semester, and encouraged to retain copies of syllabi and course materials such as papers or projects.

In addition, I will ask you, both in the middle of the semester and at the end of the course, what readings and activities have most helped your learning. Please keep notes on what works for you – not what you “like,” but what made you learn the most. I change my syllabi every semester, based on both new material in the field and on what previous students have told me helped them to learn. Help your colleagues who will take this class next time – please give me thoughtful and specific feedback!

TEACHING & LEARNING PHILOSOPHY:

In August of 1994, when I was one of the “Founding Faculty” planning the New College for Global Studies at Radford University in Virginia (it never came into existence, but that’s another story), I attended a workshop given by Dr. Barbara Walvoord, an expert on teaching and learning in US colleges and universities, who has consulted at more than 300 higher education institutions. (See a brief biography at <http://www.theideacenter.org/helpful-resources/consulting-consultant/barbara-walvoord/00283-about-barbara-e-walvoord-phd>.) Dr. Walvoord said that learning takes place in many spaces: when a student is working alone, reading, writing, or researching; when a student is working with other students, listening to their ideas and responding with his or her own; when the student is meeting one-on-one with the professor; when the professor is meeting with a group of students; and, finally, when the whole class and the professor are meeting together. She stated further that *class time thus should be used for learning activities that can not take place in any of those other spaces*, and that the implication of that is that class time should never be used to introduce new material, since students can read or watch or find new material on their own. Class time should be used to *do something* with the material: debate it with classmates, apply it to a real or hypothetical case, contrast it with other material, combine it with other material to come up with an abstract principle, etc. – something that makes use of all of the minds that are in the room, both the students’ and the professor’s. This is what Bob Barr and John Tagg, the creators of “The Learning Paradigm” have called “teaching as if the students were present.” You will read more about the shift from a teaching paradigm to a learning paradigm the week that we discuss the Bologna Process, particularly in the reading by Carol Geary Schneider, the President of the Association of American Colleges and Universities (www.aacu.org). (For more on the Barr and Tagg model, see http://fpdc.kent.edu/johntagg_files/From%20Teaching%20to%20Learning.pdf) Whether or not you are in class makes a difference. YOU are part of the teaching and learning for all of us.

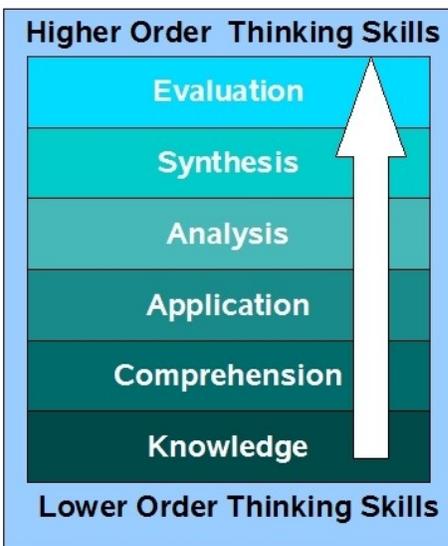
What “doing something with the course material in class” of course means is that you must come to class having done the reading and other assignments, so that you can *participate* in class, including bringing your own perspectives and experience to the discussion. Mary Field Belenky and her colleagues, in *Women’s Ways of Knowing* (1986,1997), distinguished between *received knowledge* and *constructed knowledge*. *Received knowledge* means that you sit passively, like an empty glass, and knowledge is poured into you. *Constructed knowledge* means that you combine what you read and hear in class with your own knowledge from other sources and your professional and personal experience, and you *construct* knowledge, together with your classmates, subject to rigorous (but kind!) questioning and challenges from all of us, to help you strengthen and refine your thinking.

What we are aiming for is what Chris Argyris (in the *Harvard Business Review*, September-October 1977) has termed “double-loop learning” – that is, challenging and perhaps changing the *underlying assumptions* of actions, as well as changing the actions themselves. To see how John Tagg applies these ideas to higher education administration, look at his 2007 *Change* magazine article:

http://fpdc.kent.edu/johntagg_files/Double-Loop%20Learning%20in%20Higher%20Education.pdf

These concepts, in turn, suggest two more ideas about your learning.

First, to construct knowledge, you need to engage the higher order thinking skills suggested in Bloom et al’s *Taxonomy of Educational Objectives* (1956):



Source: http://blogs.wsd1.org/etr/files/blooms_taxonomy.jpg Derived from:

Bloom, B. S. et al (eds.) (1956) *Taxonomy of Educational Objectives. Vol. 1: Cognitive Domain*. New York: McKay

Second, in order to comprehend ideas as well as to simply recall facts, to apply knowledge to new situations, to analyze those situations, to synthesize material from multiple sources, and to evaluate the quality of the materials and the results in your own work and that of others, you need to listen to and collaborate with your classmates. (Therefore, you need to attend class!) You all have different ideas and experiences, and we all can learn from each other.

What follows from this notion of collaboration and sharing -- education is not a competitive sport! -- is my use of *criterion-referenced* grading. That is, I have constructed criteria for what I would like you to know and be able to do by the end of the semester (and we can discuss whether the criteria, or learning outcomes, I have listed reflect your learning goals as well, and perhaps modify them if not). It is entirely possible that everyone in the class will meet all of those criteria (achieve all of those learning outcomes) in an exemplary way, and that everyone therefore will receive an A. In *norm-referenced* grading, the students who do the “best” receive an A, and the rest receive lower grades, with the grades often distributed in a bell-shaped curve. That is, “the norm” for the class would be a B or a C, and those who do better than “the norm” get As. This leads to student competition, as only a few students can receive that top grade. That is not how this class works. The field of higher education -- and particularly comparative and international education -- changes every day. No one person can know everything you need to know. You need your classmates and their brains, not just now, but as a continuing network throughout your career. Cooperation and not competition will help everyone to learn and to contribute more in his or her career.

Major assignments

Reflective paper and presentation

Your major assignment is to choose a theme relevant to higher education, such as student access or effects of massification or privatization or quality assessment or lifelong learning, and to describe elements of that theme, in the US and in one other country (students who are not from the US are encouraged to use their home country as the basis for comparison, but are requested to include the US in the countries compared) in a paper of 15-20 pages. You should explain why it makes sense to compare the two countries you are comparing and contrasting, and to explain the basis for your comparison. You should be sure to define your terms. You will want to define the theme you are considering (e.g. access or privatization or quality), both as you are using it in the paper over all, and in the way it is understood in the countries you are comparing and contrasting. You then should compare and contrast how the theme is

manifested similarly and differently in the two different locations, and you should analyze some of the reasons for similarities and differences. You will not be able to compare and contrast more than two or at most three locations (three if you already are very familiar with two, e.g. the US and your home country), in order to do the analysis with any degree of complexity. Be sure to consider the why questions as well as the what questions: for example, if you consider the ways student access issues are different in India than they are in the US, you need to describe those differences and then explain why the issue has played out the way it has in the US and in India. Do not focus on evaluating practices in a country outside your own; in a one semester class, describing practices elsewhere and understanding why they have developed as they have will be quite enough! Pay attention to what Harold Noah (1973, quoted by Phillips and Schweisfurth, 2008, 23) has written:

A comparative study is essentially an attempt as far as possible to replace the names of systems (countries) by the names of concepts (variables).

For example, if you were looking at the issue of massification in the US and in China, you would want to analyze the variables that have led to massification in each country, such as economic factors, demographic factors, etc., comparing and contrasting the characteristics of that factor in each country and how that factor plays out in each one. Conclude with an analysis of what you have learned – about comparative analysis, about where to find information, about what assumptions you had that were and were not accurate, etc.

If you discover, as the semester goes on, that the theme you have chosen doesn't work well in a country you are considering, or that it makes less sense than you thought to compare two countries, because some of your assumptions about each country were not accurate, do not worry – this is good, because you have learned something!! I am less interested in your producing a “perfect paper” than in how much you learn and in how much you increase your ability to learn about other higher education systems and practices.

Students who are interested in the same theme or the same countries are encouraged to consult with each other. You are free to present jointly or individually. Everyone, however, must write an individual paper.

Working paper

You have a working paper due in the middle of the semester. “Working” does *not* mean careless, informal, or undocumented. “Working” means “this is where I am in my thinking and here are the questions I have and would like assistance on.” You will receive 3-4 pages of feedback from a peer reviewer at the mid-semester.

Peer review

As a peer reviewer, you will want to focus on “appreciative inquiry,” a concept created by two professors at Case Western, David Cooperrider and Suresh Srivastava, in 1987 (See <http://appreciativeinquiry.case.edu/intro/whatisai.cfm> for definitions). Originally designed as a method of organizational development, AI has developed into a more generalized idea of building up rather than tearing down. Thus, as a reviewer, you want to look for the strengths in the draft that your colleague presents, and you want to think about how to build upon them to make the paper and the analysis even stronger. The idea is *not* to ignore the issues that concern you, but rather to connect your feedback to what will make your colleague a stronger writer, analyst, or presenter. Therefore, you might write something like, “X is a very interesting idea. I am having a little difficulty understanding this aspect of it. Do you have any concrete examples?” In general, focus on what will *help* your classmate. It’s to everyone’s benefit for all Kent State HIED students to be as insightful and competent as possible, and if you analyze what will make a classmate’s work stronger, you’re likely to learn something yourself.

Class participation

Class participation draws upon the same idea of appreciative inquiry. Look for the strengths in your classmates’ ideas, and engage them respectfully. You also should delve into the ideas you read about in class assignments or your own research, and the ideas you encounter at conferences and elsewhere, applying, analyzing, and synthesizing, to use Bloom’s terminology, rather than simply re-iterating the material you read and hear. Since you are constructing knowledge, you are encouraged to include and reflect on incidents from your own experience and background. However, Plato, in his *Apology*, reports that Socrates said, “The unexamined life is not worth living” (See “Apology” section of <http://www.philosophypages.com/hy/2d.htm> for links.). Thus, in class discussion, you want to not simply *recount* your experiences; you also want to *re-examine* them in light of what you have read as a graduate student and what you have heard from others. In particular, you want to be wary of generalizing from your own experience without considering the specific contexts, such as location or institutional type or culture or social setting, which may have influenced your experiences and your perception of them.

Doctoral assignment

1. In order to receive doctoral-level (7-level) credit for this course, students must complete an additional assignment. This assignment may take any form that is useful to the student, provided that it meets the following characteristics:
 - a. It is in some way connected with the comparative higher education.
 - b. It reflects approximately 20 hours of work.
 - c. It has some kind of scholarly or theoretical basis.

In the past, students have used this additional assignment to begin the literature review for their dissertations, to compile an annotated bibliography on a particular topic of interest, to write a book review of publishable quality, to explore an idea or concept in more depth than we have been able to in class, or to consider its application in a particular work context. Because at the doctoral level you are preparing to design and carry out an independent research project, you are welcome to design and carry out an assignment here that is to your benefit.

Dates to be aware of:

- a. Week 3 – send me an e-mail with the tentative idea you’re thinking of
- b. Week 9 – send me a brief update (1 page) of where you are.
- c. Week 10 --Be ready to discuss briefly (5-7 minutes maximum) what you’re working on in class. Note any problems or issues you’d like to get others’ thinking on.
- d. Week 15 – brief verbal summary to the class of what you learned (about 7-8 minutes)
- e. Week 15 – e-mail your project to me.

Book recommended for purchase:

Phillips, D. and Schweisfurth, M. (2008) *Comparative and International Education: An Introduction to Theory, Method, and Practice*. London and New York: Continuum International Publishing Group

Sources for other readings:

(Books – periodical sources are listed in the calendar)

Adelman, C., Ewell, P., Gaston, P., Schneider, C. G. (2011) *The Degree Qualifications Profile* Indianapolis: Lumina Foundation

Altbach, P. ed., (1999) *Private Prometheus: Private Higher Education and Development in the 21st Century* Westport, CT: Greenwood Publishers (CD version distributed by the Center for International Higher Education at Boston College)

Altbach, P., Berdahl, R. and Gumport, P. eds. (2005) *American Higher Education in the 21st Century* (2e) (Baltimore: Johns Hopkins University Press).

Altbach, P., Reisberg, L., and Rumbley, L. (2009) *Trends in Global Higher Education: Tracking an Academic Revolution* Chestnut Hill, MA: Boston College Center for Higher Education

Altbach, P. and Umakoshi, T. eds. (2004) *Asian Universities: Historical Perspectives and Contemporary Challenges* Baltimore: Johns Hopkins University Press

Association of American Colleges and Universities (n.d.) Essential Learning Outcomes. Available: http://www.aacu.org/leap/documents/EssentialOutcomes_Chart.pdf

Baker, D. and Wiseman, A. W. eds. (2008) *The Worldwide Transformation of Higher Education* Bingley, UK: Emerald Group Publishing Ltd.

Bray, M., Adamson, B., and Mason, M. (2007) eds. *Comparative Education Research: Approaches and Methods* Hong Kong: Comparative Education Research Centre, University of Hong Kong/Springer

Chisholm, L. ed. (2005) *Knowing and Doing: The Theory and Practice of Service-Learning* New York: International Partnership for Service-Learning

Daun, H., and Walford, G. eds. (2004) *Educational Strategies among Muslims in the Context of Globalization: Some National Case Studies* Leiden: Brill

de Wit, Jaramillo, Gacel-Avila, and Knight, eds. (2005) *Higher Education in Latin America: The Latin American Dimension* Washington, DC: The International Bank for Reconstruction and Development/The World Bank

Douglass, J. A., King, C. J., and Feller, I., eds. (2009) *Globalization's Muse: Universities and Higher Education Systems in a Changing World* Berkeley: Berkeley Public Policy Press, Institute of Governmental Studies, University of California

East African Community Secretariat. (2011, April) *The Regional Report on the Study of the Harmonisation of the East African Education Systems and Training Curricula* Arusha, Tanzania: Author

Gaston, Paul. (2010) *The Challenge of Bologna* Sterling, VA: Stylus

Guruz, K. (2008) *Higher Education and International Student Mobility in the Global Knowledge Economy* Albany: State University of New York Press

Kelleher, A. (2005) Global education continuum – four phases. *Diversity Digest* 8 (3), p. 10. As cited in Hovland, K., et al, *It Takes a Curriculum: Bringing Global Mindedness Home*, in Lewin, R., ed. (2009) *Handbook of Practice and Research in Study Abroad: Higher Education and the Quest for Global Citizenship* New York and London: Routledge

Kubow, P.K. and Fossum, P. (2002) *Comparative Education: Exploring Issues in International Context* Upper Saddle River: Merrill Prentice Hall

Mohamedbhai, G. (2008) *Effects of Massification of Higher Education in Africa* Accra: Association of African Universities

Osfield, K. J. and Associates. (2008) *Internationalization of Student Affairs and Services: An Emerging Global Perspectives* Washington, DC: NASPA

Rhoads, R. A. and Torres, C. A. (2006) *The University, State, and Market: The Political Economy of Globalization in the Market* Stanford, CA: Stanford University Press

Silova, I. ed. (2011) *Globalization on the Margins: Education and Postsocialist Transformations in Central Asia* Charlotte, NC: Information Age Publishing, Inc.

Stark, J. and Lattuca, L. (1997). *Shaping the College Curriculum: Academic Plans in Action* Boston: Allyn and Bacon (1e)

Teferra, D. and Altbach, P., eds. (2003) *African Higher Education: An International Reference Handbook* Bloomington: Indiana University Press.

Tuning Educational Structures – Europe and America Latina. (n.d.) Available: <http://www.unideusto.org/tuning/>

World Bank (2009) *Accelerating Catch-up: Tertiary Education for Growth in Sub-Saharan Africa* Washington, DC: International Bank for Reconstruction and Development and the World

Yigitcanlar, T., Velibeyoglu, K., and Baum, S. (2008) *Knowledge-Based Urban Development: Planning and Applications in the Information Era* Hershey, PA: Information Science Reference.

Zezeza, P.T. and Olukoshi, A., eds. (2004) *African Universities in the 21st Century*, vol. 1: Liberalisation and Internationalisation. Dakar: Council for the Development of Social Science Research in Africa

CLASS CALENDAR

WEEK 1 – August 29, 2011

- Introductions, syllabus, definitions of terms, major assignment and themes
- Reading:
 - Phillips & Schweisfurth, Introduction (pp. 1-6)
 - Why do Phillips and Schweisfurth consider comparative education to be a “quasi-discipline” rather than a discipline? Do they consider this to be a

- strength or a weakness, and why?
- Twice, in this brief introduction, Phillips and Schweisfurth repeat the phrase, “We are all comparativists now.” What does this phrase mean, and why do you think that they give it the emphasis they do?
 - Phillips & Schweisfurth, Ch. 1 (pp. 7-26)
 - How are the terms “comparative education” and “international education” used in the UK? How is this different from how Epstein defines them?
 - What, according to Halls, is development education?
 - Do Phillips and Schweisfurth consider the diversity of perspectives in comparative education to be a strength or a weakness? Why?
 - What is Phillips and Ochs’ “Spectrum of Educational Policy Transfer” ?
 - What are some of the ways in which comparative education research may be abused? Have you ever seen instances of someone abusing comparative education research?
 - According to the Bray and Thomas cube, what may be studied in comparative education?
 - What does Rich Rodman’s cube (posted on Vista) add to the mix?
 - What is the definition of comparative education the authors have come to by the end of the chapter?
 - Please subscribe to and read (all of these are free):
 - *World Education News and Review* (quarterly)
To sign up: <http://www.wes.org/ewenr/registration.asp>
To look at the most recent issue: <http://www.wes.org/ewenr/08dec/index.asp>
 - *University World News* (weekly)
To subscribe: <http://www.universityworldnews.com/forms/subscribe.php?mode=subscribe>
Sample of the kinds of articles:
<http://www.universityworldnews.com/>
 - *International Higher Education* (Boston College) (quarterly)
CIHE website: http://www.bc.edu/bc_org/avp/soe/cihe/ (current issue on the right hand side)
To subscribe to the paper version:
http://www.bc.edu/bc_org/avp/soe/cihe/newsletter/
Link to searching the archive at the same URL. If you get a request to sign in when you search, just click “guest.”

WEEK 2 – September 5 – LABOR DAY – No class

WEEK 3 – September 12: Why did US higher education develop as it did? What issues and trends are context-specific to the US, and what global trends affect US higher education?

- What, in 2011, in higher education is universal and what responds to specific conditions in a society? Make some notes on your thoughts about this as you do this week’s readings. I’ll ask you for your ideas in class.
- What are the trends that Altbach et al identify as being global trends in higher education? Do you see evidence of these trends in the US or in another system you are familiar with?
- Why did US higher education develop as it did?
- Choose one or two of the themes the authors listed below discuss, themes you think you might be interested in pursuing throughout the semester, and think about how those themes have played out in the development of US higher education. Be ready to discuss your observations in class.
- Doctoral students: please send me an e-mail with your tentative project idea.
- Readings:
 - Altbach, Reisberg, and Rumbley (2009) “Introduction: Twenty-First-Century Global Directions” (pp. 1-21) in *Trends in Global Higher Education: Tracking an Academic Revolution* Chestnut Hill, MA: Boston College Center for Higher Education (on Vista)
 - Geiger, R. (2005) “Ten Generations of American Higher Education” in Altbach, Berdahl, and Gumpert, eds. *American Higher Education in the 21st Century 2e* (Baltimore: Johns Hopkins University Press). How did the specific contexts in the US cause its higher education system to develop as it did? (on Vista)
 - Merrill, M. (2005) “The Cultural and Intercultural Contexts of Service-Learning” in L. Chisholm, ed. *Knowing and Doing: The Theory and Practice of Service-Learning* New York: International Partnership for Service-Learning (pp. 177-201) Again, consider how cultural contexts affect learning, ideas, and institutions. (on Vista)
 - Compare and contrast what the authors of the following two readings think are the purposes of higher education. Refer back to the Rodman cube and see if you can identify the lens the authors of each article are using in their analysis.
 - Torres, C.A. and Rhoads, R.A. (2006) “Introduction: Globalization and Higher Education in the Americas” in Rhoads, R. A. and Torres, C. A. *The University, State, and Market: The Political Economy of Globalization in the Market* Stanford, CA: Stanford University Press (pp. 3-38) (on Vista)
 - World Bank (2009) “Executive Summary” in *Accelerating Catch-up: Tertiary Education for Growth in Sub-Saharan Africa* Washington, DC:

International Bank for Reconstruction and Development and the World Bank. Available at:

<http://www1.worldbank.org/education/pdf/Tertiary%20Education%20Paper%204-10.pdf>

WEEK 4 – September 19, 2011: Approaches to comparative education research

- Students should have chosen the theme or issue and the countries they will research and posted this information to Vista by class time. Give a definition of the theme you are researching and explain, in a few sentences, why you chose the countries you did for comparison.
- In class: Choose peer reviewers/consultants.
- In class: We will be working with all the data in the eight appendices to the Altbach, Reisberg, and Rumbley (2009) book. This data was collected by UNESCO. The Bray chapter that you will read for today will give you some background on UNESCO and why it collects data. The charts – 54 pages worth – give you LOTS of data. In class, I'll ask you to pair up with a classmate, to choose two countries, and to come to some conclusions about what you think you know about education in those two countries on the basis of the UNESCO data. I'll also ask you to think about what you can not know from the kinds of data presented. The data will be posted to Vista. Those of you with laptops or I-pads may want to bring them along to access the data that way. Those of you who won't have laptops or other devices with you will be able to go to the Instructional Resource Center, which is on the same floor of White Hall as our classroom, to look at the data there.
- Readings:
 - Phillips and Schweisfurth, Ch. 2. "How comparative education has developed"
 - Pay particular attention to Figure 5 on p. 28, "Historical emphases in comparative analysis," which Phillips and Schweisfurth have adapted from Noah and Eckstein (1969). Note that the categories listed are not sequential in the sense that one is "done" with another begins. Rather, the categories are additive – description still exists (and you will want to do it in your own work) but researchers have used many alternatives for analyzing the "facts" and even for determining what those "facts" are. Think about what kinds of analyses make sense for your own work, and why. Don't worry about memorizing all of the names and dates in the chapter, but do think about why each researcher chose the stance or position or perspective that he (in this chapter, it's primarily "he") did. Think about what can be learned and what can not be learned by each method. No "best" research method exists. What is "best" depends upon the question that you want to answer.

- Phillips and Schweisfurth, Ch. 5. “Comparative education: Method” (pp. 82-102)
 - How and why did Edmund King and Brian Holmes differ in their approaches to the comparative study of education?
 - Do you think that a “scientific” approach to the comparative study of education is possible? Why or why not?
 - In what ways might ethnocentricity, language ability, and unit of analysis influence the results a researcher gets?
 - What are some factors a researcher needs to take into account in designing a comparative research study and analyzing the results?
- Bray, M. (2007) “Actors and Purposes in Comparative Education” (pp. 15-38) in Bray, M., Adamson, B., and Mason, M. (2007) eds. *Comparative Education Research: Approaches and Methods* Hong Kong: Comparative Education Research Centre, University of Hong Kong/Springer (on Vista)
 - Bray describes three categories of comparative education researchers: policy makers, international education agencies, and academics. How does he think the purposes of each group differ, and how are they the same? Look at the readings you have done so far. Which authors fit into which categories? What does that mean you want to think about as you read their research?
 - You’ll be working with UNESCO data in class today. According to Bray, why does UNESCO collect data on education? What do you think you will and will not be able to find out by using UNESCO data?
- Drummond, T. (2011) “Higher Education Admissions Regimes in Kazakhstan and Kyrgyzstan: Difference Makes a Difference” (pp. 117-144) in Silova, I. ed. *Globalization on the Margins: Education and Postsocialist Transformations in Central Asia* Charlotte, NC: Information Age Publishing, Inc.
 - You might assume that the creation and use of a national admissions test in Kyrgyzstan (in 2002) and in Kazakhstan (in 2004) would be similar. According to Drummond, you would be wrong! Think about why you might think that there would be more similarities than differences in the creation of a national test in the two countries, then read Drummond’s chapter, both to learn the specifics of the differences and to think about how to think about your own thinking – as you make comparisons between educational systems, what kinds of assumptions are you making?
 - Why does Drummond have to study the two systems in different ways? What is gained and lost by each method of study?
 - What is “world culture theory” and in what ways does Drummond critique it?
 - For those of you who read Potts (below), what might she say about

Drummond's work?

- Huang, F. (2006) "Internationalization of Curricula in Higher Education Institutions in Comparative Perspectives: Case Studies of China, Japan, and the Netherlands" *Higher Education* 51
 - What's your first reaction to a comparison that includes institutions in China, Japan, and the Netherlands? Is it different from your reaction to a comparison of Kyrgyzstan and Kazakhstan? Why or why not?
 - What reasons does Huang give for choosing these countries? What similarities and what differences does Huang find? What kind of research data did the author collect? Does it convince you?
- Recommended for all and strongly recommended for the doctoral students::
 - Rybalkina, O. (2008) "Competence in Student Affairs Administration: Perspectives in the UK and the US" (pp. 37-48) in Osfield, K. J. and Associates. (2008) *Internationalization of Student Affairs and Services: An Emerging Global Perspectives* Washington, DC: NASPA (on Vista)
 - Just as you might have assumed that the introduction of national tests in Kyrgyzstan and Kazakhstan would have more similarities than differences, you might also assume that student services in the UK and the US would be more similar than different. According to Rybalkina, you would be wrong! ☺ (Doctoral students, note that this chapter is based on Rybalkina's dissertation.) What do you think of her research design? What are the main differences in the competencies practitioners in each country consider important? What are the differences in how practitioners in each country prepare for their careers and stay up-to-date on current developments?
 - Fairbrother, G. P. (2007) "Quantitative and Qualitative Approaches to Comparative Education" (pp. 39-62) in Bray, Adamson, and Mason.
 - In what ways do the assumptions of quantitative and qualitative researchers differ? What is each trying to achieve? What can you learn from a quantitative researcher's work that you can not learn from a qualitative researcher's work, and vice versa?
 - Phillips and Schweisfurth (2008), Ch. 7 "Comparative education research: Survey outcomes and their uses" (pp. 118-129)
 - Note that Phillips and Schweisfurth refer to UNESCO and OECD studies; Bray (above) discusses these "actors" and their purposes.
 - What can you learn from large scale studies, and what can you not learn? How have the results of these studies been abused?
 - Potts, P. (2007) "The Place of Experience in Comparative Education Research" (pp. 63-81) in Bray, Adamson, and Mason
 - Potts suggests that some elements of education can be studied only

through direct experience and interaction with participants. What are the issues that she thinks must be studied in this way? What kinds of learning about education can be done through experience?

WEEK 5: September 26 -- Quality and Curricula: Universal and Contextual Influences

- Should standards of quality in higher education be universal, or should they be specific to national or regional contexts? Come to class ready to discuss this, as well as the questions below.
 - Kubow, P.K. and Fossum, P. (2002) “What is Quality Education?” (pp. 125-134) in *Comparative Education: Exploring Issues in International Context* Upper Saddle River: Merrill Prentice Hall (on Vista)
 - These conceptions are based on the work of Lee Harvey, a very prolific author in the field of quality assessment in higher education.
 - In what ways are “fitness for purpose” and “transformation” in opposition with each other as educational aims?
 - In what ways are “exceptionality” and “consistency” in opposition with each other as educational results?
 - What would influence a nation or system or institution to choose the conception of excellence that it did?
- What should be studied in higher education institutions? Think about what Bastedo (below) says about why what is studied in US higher education institutions now is studied. To what extent are circumstances the same or different elsewhere? What is knowledge that every student should have, and what is knowledge that student in some societies or some circumstances should have, and why?
 - Bastedo, M. (2005) “Curriculum in Higher Education: The Historical Roots of Contemporary Issues” in Altbach, Berdahl, and Gumpert, eds. *American Higher Education in the 21st Century 2e* (Baltimore: Johns Hopkins University Press) (on Vista)
 - Bastedo states that three major tensions in US curricular reform – prescription and election, stability and growth, and conservation and innovation -- are firmly grounded in the specific contexts of US history and social forces. What evidence does he provide to support that thesis?
 - What five social forces does Bastedo think are influencing curricular change?
- Why are particular issues important in higher education at particular times? What influenced debates about these issues in the US? How might circumstances be different elsewhere?
 - Stark, J. and Lattuca, L. (1997). “Recurring Debates in US Higher Education” from *Shaping the College Curriculum: Academic Plans in Action* Boston: Allyn

- and Bacon (1e) (on Vista)
- Stark and Lattuca, referring to the famous historian of US higher education and its curricula, Frederick Rudolph, write: “The main thesis of Rudolph’s history, and ours, is that curriculum history is American history, because of the continual interaction between curriculum and society.” (p. 94 of the ASHE Reader on Curriculum (2002) version of this.) What five recurring curricular debates do they identify, and how do they think that what was happening in US history influenced those debates?
 - How is comparative education research used to make policy arguments?
 - Douglass, J. A. (2009) “Treading Water: What Happened to America’s Higher Education Advantage?” (pp. 165-186) in Douglass, J. A., King, C. J., and Feller, I., eds. (2009) *Globalization’s Muse: Universities and Higher Education Systems in a Changing World* Berkeley: Berkeley Public Policy Press, Institute of Governmental Studies, University of California
 - Douglass is making an argument for certain policies. What do you think of the ideas he presents and his evidence for them? What does he think the purpose of higher education is?

WEEK 6 – October 3, 2011: Regionalization, Massification, and the Rise of Market Forces

- Readings:
 - Regionalization of higher education systems
 - The most influential of all the regionalization systems is the Bologna Process, which has led to the creation of the European Higher Education Area. We will discuss that next week.
 - Torres and Rhoads (2006) discussed this issue also.
 - Three short articles on the ASEAN – SEAMEO discussions for a common higher education space (November 2008) (on Vista)
 - Why do the ASEAN nations want to create a common higher education space?
 - What are some of the problems they might encounter in doing so?
 - East African Community Secretariat. (2011, April) *The Regional Report on the Study of the Harmonisation of the East African Education Systems and Training Curricula* Arusha, Tanzania: Author
 - http://www.eac.int/rmo/index.php?option=com_docman&task=cat_view&gid=53&Itemid=109&limitstart=10 Available on p. 2 of the list of downloadable reports that you can find at this URL.
 - Since this document is 253 pages long, I really don’t expect you to read all of it! ☺ Please read the four pages of the Executive Summary

- and the first two paragraphs of Ch. 1 (Background)
- Why do Burundi, Kenya, Rwanda, Tanzania, and Uganda want to harmonize their educational systems? Are the reasons the same as those reasons that motivate the ASEAN nations?
- What problems stand in the way of harmonization? Are those the same as the problems the ASEAN nations may encounter?
- Massification
 - Altbach et al (2009) discussed this issue also.
 - Guruz, K. (2008) *Higher Education and International Student Mobility in the Global Knowledge Economy* Albany: State University of New York Press. Ch. 2, “Enrollment and Increasing Demand” (pp. 21-34) (on Vista)
 - Why is demand for higher education increasing in many countries around the world?
 - What does increasing demand mean in terms of the kinds of institutions that are being created in different societies?
 - What is the major source of much of Guruz’s data?
 - What groups are enrolling in HEIs in increasing numbers worldwide, and why?
 - Trow, “From Mass Higher Education to Universal Access,” <http://cshe.berkeley.edu/publications/docs/PP.Trow.MassHE.1.00.pdf> (16 pp) (Note: Trow’s article was published in 2000, just a year after the Bologna Process began, so take what he says about European forms of governance and tuition practices with a grain of salt. His article nevertheless is worth reading, partially just because it’s a decade old and already out of date – think about that as you plan a career in higher ed; you’re planning on a career that requires continuous updating. The other reason that Trow is worth reading is because he challenges the “knee-jerk” reaction that increased access to higher education is always a good thing. See what you think about some of the concerns he raises.)
 - Recommended:
 - Li, J. and Lin, J. (2008) “China’s Move to Mass Higher Education: An Analysis of Policy Making from a Rational Framework” in D. Baker and A. W. Wiseman, eds. *The Worldwide Transformation of Higher Education* Bingley, UK: Emerald Group Publishing Ltd. (pp. 269-295) (on Vista)
 - Note that Li and Lin first *describe* what has happened in China, and then explain the framework they will use for analyzing what has happened, and then do the analysis.
 - Do you think that the rational policy framework is a good framework to use to analyze China’s move to mass higher education? Why or why not? What does it explain, and what does it not explain?

- What additional kinds of knowledge do the authors suggest is needed in order to explain China's move to mass higher education?
- The rise of market forces
 - Both Altbach et al (2009) and Torres and Rhoads (2006) discussed this also.
 - Guruz, (2008) Ch. 3, "The Rise of Market Forces" pp. 35-78 (on Vista)
 - According to Guruz, HE in many countries has shifted from a public sector activity to a semi-public activity. What does he mean by this, and when and why did this happen?
 - What are the three ways in which Guruz sees market forces entering HE? Do you see any of these operating in Ohio?
 - Guruz maintains (p. 44) that distinctions between public and private and for-profit and not-for-profit institutions are becoming blurred. What evidence does he offer in support of this? What do you think are the implications?
 - What is Burton Clark's Triangle? How is the relative influence of each point of the triangle changing, in Guruz's view?
 - Guruz (p.58) writes that the state role in HE has changed from regulatory to evaluative. Do you see any evidence of this in Ohio, or in other contexts with which you are familiar?
 - What is "the entrepreneurial university"? Why has it come into existence? What implications does it have for you and your career?
 - What country's HE system does Guruz consider to be the most market-driven of all?

WEEK 7 -- October 10, 2011: The Bologna Process (KSU *does* have classes on Columbus Day.)

- Think about how whatever theme you have chosen plays out in the various elements of the Bologna Process. What was the original impetus for the Bologna Process? What would Torres and Rhoads think about it? What would policy-makers at the World Bank think about it?
- Reading:
 - Council of Europe – "Bologna for Pedestrians"
http://www.coe.int/t/dg4/highereducation/EHEA2010/BolognaPedestrians_en.asp
I recommend you read this first – the Bologna Process is *complex* and involves 47 countries; this will give you a good overview. I would advise that you read the whole document and then click on any of the links that interest you.

- “Bologna Booklet” from the official Bologna Process website
http://www.ond.vlaanderen.be/hogeronderwijs/bologna/documents/Bologna_booklet.pdf
 This would be a good second document to read – another overview, but with a few different emphases. This will help you figure out who would like the Bologna process more – Rhoads and Torres or the World Bank?
- Home page of the official Bologna Process website: <http://www.ehea.info/>
 You could spend five minutes on this page – or five years, if you follow all the links! Please choose something in-between! Please take a look at the “About,” “Documents,” and “Work Program” links – these will help you get a sense of what Bologna is all about. If you are examining a BP member country in your paper, I recommend that you read all of its country reports, which you can find through this web site. Go from “Documents” to “National Reports,” or go directly to <http://www.ehea.info/article-details.aspx?ArticleId=86> .
- Gaston, Paul. (2010) “An Expeditious Overview” (pp. 1-11) in *The Challenge of Bologna* Sterling, VA: Stylus (on Vista)
 - Dr. Gaston’s book is aimed at explaining the BP to US educators and policy makers. His overview is in a Q&A format, which may clarify some issues for you. Look again at the impetus of the BP: why was it initiated? When you read the critiques of the BP, think about whether the writers are criticizing the purpose of the BP, or are they criticizing the effectiveness with which the BP is being carried out?
- Contexts, concerns, critiques:
 - Schneider, Carol Geary. (2010) “Foreword” (xi-xxiv) in Gaston, Paul. (2010) *The Challenge of Bologna* Sterling, VA: Stylus (on Vista)
 - Schneider is the President of the Association of American Colleges and Universities (AAC&U, www.aacu.org), the HE association in the US that promotes liberal learning. How does this stance inform her perspective?
 - Schneider names five areas on which she thinks US and European educators should have a dialogue. What does she think each can learn from the other? What strengths does she think the US system has? What does she assume the aims of HE should be?
 - Tomusk, V. (2011) “The Geography and the Geometry of the Bologna Process: Central Asian Higher Education in the New Global Periphery” (pp. 41-62) in Silova, I. ed. (2011) *Globalization on the Margins: Education and Postsocialist Transformations in Central Asia* Charlotte, NC: Information Age Publishing, Inc.
 - Tomusk writes (p. 42), “The process of creating the European

Higher Education Area ... has been filled with contradictions from the very beginning.” What contradictions does he identify? What conflicts does he see between the cultural, political, and economic agendas of the BP?

- Why would countries in Central Asia want to enter into the European Higher Education Area?
- Kazakhstan was accepted as the 47th member of the BP in March 2010. Tomusk discusses this in the Postscript to his chapter, which was already on its way to the book’s publisher when this happened. (Yes, you have to keep reading everything, all the time. You are never “done” with this course! ☺) What does Tomusk think Kazakhstan’s acceptance into Bologna means?
- Recommended:
 - Association of American Colleges and Universities (n.d.) Essential Learning Outcomes. Available: http://www.aacu.org/leap/documents/EssentialOutcomes_Chart.pdf
 - Why do you think that the educators working with AAC&U chose these outcomes?
 - Did your undergraduate degree prepare you to meet all of these outcomes? Which ones did you meet, and which ones did you not meet?
 - Do you think that these are appropriate outcomes for US undergraduates?
 - Adelman, C., Ewell, P., Gaston, P., Schneider, C. G. (2011) *The Degree Qualifications Profile* Indianapolis: Lumina Foundation (29 pp). Available for download at: http://www.luminafoundation.org/publications/The_Degree_Qualifications_Profile.pdf
 - What is a degree profile (or qualifications framework) and why do the authors think degree profiles are needed? What are the five basic areas of learning they consider to be important in all degrees? Can you do everything the authors think someone with a Bachelor’s degree should be able to do? In what ways are these degree qualifications profiles similar to the National Qualifications Frameworks in the BP, and in what ways are they different? Why do you think that is?
 - Kelleher, A. (2005) Global education continuum – four phases. *Diversity Digest* 8 (3), p. 10. Also presented in Hovland, K., et al, It Takes a Curriculum: Bringing Global Mindedness Home, in Lewin, R.,

ed. (2009) *Handbook of Practice and Research in Study Abroad: Higher Education and the Quest for Global Citizenship* New York and London: Routledge and available on the AAC&U *Diversity Digest* website as a stand-alone:

<http://www.diversityweb.org/digest/vol8no3/kelleher.cfm>

- Kelleher provides a series of learning outcomes for students in international and intercultural education. She categorizes these outcomes as introductory, exploratory, participatory, and integrative. Did you achieve some of these outcomes in your undergraduate work? Kelleher designed these when she worked at a liberal arts college, Pacific Lutheran University. Do you think they are appropriate in other contexts?
- O'Banion, T. (2010, October/November) "The Completion Agenda: To What End?" *Community College Journal* (pp. 44-47)
 - O'Banion describes the movement in US community colleges from the "Access Agenda" to the "Success Agenda" to the "Completion Agenda" that Obama, Arne Duncan, the Lumina Foundation, and others are promoting. He expresses a number of concerns about "the Completion Agenda." What are they and what is his reasoning?
- Tuning Educational Structures – Europe and America Latina. (n.d.) Available: <http://www.unideusto.org/tuning/>
 - Carol Geary Schneider mentioned educators who critique the Tuning Project as "reifying the disciplines" and not emphasizing the kind of integrative learning that she believes is needed for the 21st century. Take a look at the aims and methodology of the Tuning Project and see what you think.
- Phillips and Schweisfurth, pp. 130-137, on studying "transitions" in former socialist countries. To what extent is what Tomusk described in sync with some of the models presented here (Birzea, McLeish, Arnhold, etc.) and to what extent does the situation he described differ? What accounts for the similarities and differences?

WEEK 8 – October 17: Higher Education in Asia

- Reading:
 1. Altbach, P. (2004) "The Past and Future of Asian Universities: Twenty-First Century Challenges" in P. Altbach and T. Umakoshi, eds. *Asian Universities: Historical Perspectives and Contemporary Challenges* Baltimore: Johns Hopkins University Press, pp. 13-32 (on Vista)
 - According to Altbach, what role did colonization play in the creation of higher education systems in Asia?
 - What kinds of economic developments impact HE?

- What impacts has massification had in various Asian countries? In what ways is it connected with the growth of private higher education?
 - In addition to massification, what seven other challenges does Altbach think Asian higher education institutions face?
2. Min, W. (2004) “Chinese Higher Education: The Legacy of the Past and the Context of the Future” in Altbach and Umakoshi, pp. 53-84 (on Vista)
 - How have political events shaped higher education in China?
 - What kinds of changes in HE have resulted from the changes in China’s economy?
 - What are *minban* institutions and why were they created?
 - Why does China want world-class universities?
 - What does Min think are the six challenges facing Chinese HE?
 3. Jayaram, N. (2004) “Higher Education in India: Massification and Change” in Altbach and Umakoshi, pp. 85-112 (on Vista)
 - Jayaram thinks that the Indian HE system is in crisis. Why does he say this? What are the characteristics of that crisis?
 - What is “shadow education”? (Note – this is a problem not just in India. At the May 2011 Comparative and International Education Society meeting in Montreal, half a dozen panels focused on this subject.)
 4. Yu, H. H. and Ke-Quan, O. (2008) “Mainland China” (pp. 61-72) in Osfield, K. J. and Associates. *Internationalization of Student Affairs and Services: An Emerging Global Perspectives* Washington, DC: NASPA (on Vista)
 - What have HE reforms in the PRC meant for student affairs work?
 - What are the goals of student affairs work in the PRC?
 - What challenges does the student affairs profession in the PRC face, and why?

WEEK 9 – October 24, 2011 – Class will not meet – Working paper due

- Dr. Merrill will be at the Board meeting and conference of the Alliance of Universities for Democracy (AUDEM www.audem.org), which this year is meeting on Dubrovnik, Croatia. AUDEM can be characterized as both an international education organization and a comparative education organization. Take a look at the website. AUDEM is a small, welcoming conference – an ideal place for a graduate student to make his or her first international conference presentation. Think about it for next year! The conference next year will be somewhere in East/Central Europe, possibly in Poland.
- Have a working reflective paper on your chosen theme and how you have seen it manifested in different contexts, approximately eight pages long, ready for your peer reviewer. Post it on Vista, send it to your reviewer, and send it to Dr. Merrill

by class time. (I will comment after your peer has had a chance to comment.) Be sure to define any relevant terms. Use APA style (6e) for citations and your list of works cited. Include a list of any questions you're thinking about and would like classmates to help you think about.

- Come to class next week ready to discuss your thoughts and questions about the theme you've been reflecting on.
- Doctoral students: Please e-mail me a one-page description of where you are with your project.
- Take a look at the course objectives. Where do you think we are in terms of meeting each one?

WEEK 10 – October 31, 2011: Peer comments due

- Peer reviewers' response to a colleague (3-4 pages, or the equivalent in sidebar comments) should be sent to the colleague and to Dr. Merrill by class time. Remember, you are writing an “appreciative inquiry” – not simply praising, not simply criticizing, but rather focusing on what you think will make your colleague's work stronger. Each HIED student represents the entire program – helping a colleague helps everyone!
- Come to class ready to discuss any issues or problems you are having with your research. Think of your classmates as consultants who can help you!
- Doctoral students: 5-7 minute update of where you are with your project, including any questions you have that you'd like your classmates' assistance with.
- Return to the issue of quality you thought about in Week 3. Do you have any new or different ideas about what constitutes quality in higher education and whether standards should be universal or particular? If so, what readings or class discussions or presentations or conversations caused you to begin to think differently? Come to class ready to discuss this.
- Review the course objectives. Are we meeting them? What can we do to help you learn?

WEEK 11 – November 7, 2011: Higher Education in Africa

- Reading:
 - Teferra, D. and Altbach, P. (2003) “Trends and Perspectives in African Higher Education” in *African Higher Education: An International Reference Handbook* Bloomington: Indiana University Press. (13 pp) (on Vista)
 - What three problems do Teferra and Altbach think are legacies of colonial education policies in Africa?
 - Why is private higher education growing across Africa?

- What are some of the initiatives that various countries have taken to increase the participation of female students?
- What are some of the issues affecting faculty roles and responsibilities in areas such as research and publishing, academic freedom, “brain drain,” and capacity building for the future?
- What issues are of concern in considering language of instruction?
- Lulat, Y. G.-M. (2003) “The Development of Higher Education in Africa: Historical Perspectives” in Teferra and Altbach. (18 pp) (on Vista)
 - What kinds of higher education existed in pre-colonial Africa?
 - In what ways did the four major colonial powers differ in the kinds of HEIs they permitted or constructed (or did not construct) in the colonized territories?
 - Why does Lulat consider the development of HE in Ethiopia, Eritrea, Liberia, and South Africa in a separate section?
 - Overall, how have historical and political issues affected the development of HE?
 - Reconsider Ochs and Phillips' Spectrum of Educational Policy Transfer (described on p. 17 of Phillips and Schweisfurth). Where would you place colonial education policies on this spectrum?
 - Note the relevance of issues and themes we have discussed before, such as the role of multilateral organizations like the World Bank and UNESCO, and the idea of education for development. See also the Phillips and Schweisfurth chapter on development education, recommended below.
- Thayer, B. (2004) “Private Higher Education in Africa: Six Country Case Studies” in Zeleza, P.T. and Olukoshi, A., eds. *African Universities in the 21st Century*, vol. 1: Liberalisation and Internationalisation. Dakar: Council for the Development of Social Science Research in Africa (14 pp) (An earlier version of this chapter was included in Teferra and Altbach.) (on Vista)
 - What kinds of questions can Thayer answer by doing a comparative case study?
 - Recall Noah's dictum about identifying variables rather than simply studying countries. What variables does Thayer identify as being important to look at in the development of private higher education in the six countries she considers?
 - How do these variables work differently in different contexts? Why is this so?
 - Do you see any connections between the patterns Thayer identifies and some of the historical forces Lulat discusses?

- Mohamedbhai, G. (2008) “Executive Summary” and Part I. *Effects of Massification of Higher Education in Africa* Accra: Association of African Universities. <http://www.aau.org/announce/docs/massification.pdf>
 - Be sure to note how Mohamedbhai defines “massification” – his definition is different from the one you have seen in other readings. Why is that?
 - What strategies are African universities using to respond to massification?
 - Mohamedbhai also uses the comparative case study method. Note that the universities themselves prepared the data.
 - What problems is massification causing? How are the various universities addressing it?
 - When you read the recommendations that Mohamedbhai suggests, what can you infer that he thinks the purposes of HE are? How might he define quality?
- MacGregor, K. (2011, January 9) “Africa: Continental University Initiatives Take Shape” *University World News* 153. <http://www.universityworldnews.com/article.php?story=20110107103435182&mode=print>
 - The continent-wide initiatives identified in MacGregor’s article include the creation of a Pan-African University, the harmonization of higher education structures throughout Africa, the elaboration of a university rating system that was initiated in 2010, and the development of AfriQAN, also initiated last year, for the assessment of university quality. Why are these initiatives being developed?
- Recommended:
 - Phillips and Schweisfurth, Ch. 4, “Education and national development: An introduction to key ideas and questions” (pp. 60-81)
 - What are the various ways in which development may be defined? What accounts for the relative emphasis that is placed on different factors?
 - What has been the connection between economic development, multilateral agencies, and privatization?
 - What is social development? What are some ways of measuring it? How can educational institutions increase social development, and how can they retard it?
 - What is UNDP’s Human Development Index? Where do the countries you are studying rank?
 - How would you define each of the following theories? Which ones are relevant to African HE? How so?
 - Human capital theory
 - Modernization theory
 - Liberation theory and conscientization

- Correspondence theory, reproduction theory, and perpetration theory
- Return to Harvey's conceptions of educational quality. Which conceptions underlie each of these theories?

WEEK 12 – November 14, 2011: Islamic education and education in predominantly Muslim countries

- Reading:
 - Sadaalah, S. (2004) "Islamic Orientations and Education" from H. Daun, and G. Walford, eds. *Educational Strategies among Muslims in the Context of Globalization: Some National Case Studies* Leiden: Brill, pp. 37-61
 - A key idea for you to understand here is "orientations" in the plural – four different conceptions of education for four different religious orientations. Despite what you hear in the Western press about "the Muslim world," an enormous diversity of opinion exists on every question imaginable, and that extends to beliefs about appropriate education.
 - Sadaalah identifies the four orientations as secularism, traditionalism, modernism/liberalism, and fundamentalism/Islamism. What do those in each tradition consider to be the function of higher education?
 - Karlsson, P. & Mansory, A. (2004) "Islamic and Western-Style Education in Afghanistan – Conflictual or Complementary?" from Daun & Walford, pp. 81-101
 - How do the ideas presented in this chapter connect with the classifications Sadaalah proposes?
 - Since this chapter was written, the American University in Afghanistan has opened <http://auaf.edu.af/home> . HIED alumna Sabina Uzakova worked there in Residence Life and Student Success. Take a look around the web page. Student services positions are open there – would you ever think of taking a position like that? Why or why not? What do you "know" about Afghanistan, and how do you know it?
 - What three issues do the authors say have been important in educational debates in Afghanistan throughout the 20th century? Go back to what Bastedo and Stark and Lattuca had to say about recurring debates in US HE. What are the variables in Afghanistan that make the debate so different?
 - What conclusions do the authors reach about the possibility of reconciling the two systems? Why do they reach these conclusions?
 - Alraouf, A. A. (2008) "Emerging Middle Eastern Knowledge Cities: The Unfolding Story" in Yigitcanlar, Velibeyoglu, and Baum (2008) *Knowledge-Based Urban Development: Planning and Applications in the Information Era*

Hershey, PA: Information Science Reference.

- What do you think Alraouf thinks the purpose of higher education is?
- Why are “knowledge cities” developing in the Middle East?
- We have discussed how context affects education. Here, Alarouf, quoting Saskia Sassen, discusses the inverse: how education and knowledge affect context, specifically how the knowledge economy affects city planning and other elements of socio-economic development. He also discusses how the growth of the knowledge economy and Knowledge Cities blurs the lines between public and private and between scientific and creative. What do these and other characteristics of KC mean for you and for your career?
- What is “Dubaization”?
- What is “the post-oil paradigm” and what does that mean for education in the Gulf states?
- In what ways do K.C.s draw on past institutions and traditions in the Arab world?
- Kadi, W. (2006, August) “Education in Islam: Myths and Truths” Guest editorial in *Comparative Education Review* vol. 50, no. 3, August 2006. Special issue on Islam and Education. (pp. 311-324)
 - Kadi's article is both an overview of some traditions of education in Islam and an introduction to the nine articles in this special issue of *CER*. The articles in the issue cover aspects of education and Islam in Egypt, Indonesia, Iraq, Lebanon, Morocco, Pakistan, and the Philippines. As you consider the diversity of issues and subjects that the authors in this issue write about, consider context and variables – what in the context made a particular issue important in Islamic education in the time period being written about?
- Karkenhabadi, S. M. (2008) “Iran” (pp. 137-146) in Osfield, K. J. and Associates. (2008) *Internationalization of Student Affairs and Services: An Emerging Global Perspectives* Washington, DC: NASPA
 - What proportion of the population of Iran is under 30?
 - How does that proportion affect government policies on political repression, the economy, and education?
 - What goals are student affairs providers trying to achieve in Iran, according to the author?
- Hanson, J. and Farouki, D. (2008) “United Arab Emirates” (pp. 147-160) in Osfield, K. J. and Associates. (2008) *Internationalization of Student Affairs and Services: An Emerging Global Perspectives* Washington, DC: NASPA
 - What is “Emiratization” and what role does HE play in achieving it?
 - Why is the UAE host to HEIs from a variety of countries?

- What institutions can foreigners in the UAE choose from? What institutions can UAE nationals choose from? Why?
- How does accreditation affect what student services are provided?
- What are some of the within-country differences in student services provision at HEIs in the UAE? What accounts for these differences?

WEEK 13 – November 21, 2011: East/Central Europe, Eurasia, and Issues of Transition

- Reading:

- Johnson, M. S. (2008) “Historical Legacies of Soviet Higher Education and the Transformation of Higher Education Systems in Post-Soviet Russia and Eurasia” in D. P. Baker and A.W. Wiseman, eds. *The Worldwide Transformation of Higher Education* Bingley, UK: Emerald Group Publishing, Ltd. (pp159-176) (on Vista)
 - Johnson believes that the emphasis on privatization and decentralization that many Western analysts thought would strengthen higher education in the former Soviet countries was misguided. Why does he say so?
 - In what ways were the strengths of the Soviet system of HE possible only within a Soviet context, according to Johnson?
 - What kinds of factors did educational policy exporters not understand about the Soviet system when they tried to change it?
- Silova, I., Johnson, M. S., and Heyneman, S. (2007, May) “Education and Social Cohesion in Azerbaijan and Central Asia” *Comparative Education Review* vol. 51, no. 1 (pp. 159-180)
 - What is the “social cohesion” function of HE?
 - What forms of social cohesion existed in Central Asia before the creation of the Soviet Union? What did the Soviet Union do to create an alternate form of social cohesion?
 - What kinds of “educational deterioration” are occurring in Central Asia now, according to the authors? Why is this so?
 - What risks do the authors see from the current lack of social cohesion?
- Reeves, M. (2004, Fall) “Academic Integrity and Its Limits in Kyrgyzstan” *International Higher Education* Fall 2004
http://www.bc.edu/bc_org/avp/soe/cihe/newsletter/News37/text012.htm
 - Silova et al spoke of the problem of “corruption” in education in Central Asia. Reeves speaks about “academic integrity,” with a double meaning. How does she define this term, and why does she use it?

- According to Reeves, what would be needed in order to create academic integrity in Kyrgyzstan?
- Temple, P. (2002) "Reform in a Fragmented System: Higher Education in Bosnia-Herzegovina" *Higher Education Management and Policy* vol. 14, no. 2 (pp. 87-98) (on Vista)
 - What does Temple say in his abstract is his purpose of writing this article?
 - What mistakes does he think Western aid agencies have made in working on higher education reform in Bosnia-Herzegovina? How could a comparative educator help them avoid these mistakes?
 - Why would introducing strategic planning be problematic in Bosnia-Herzegovina?
 - What does Temple recommend?

WEEK 14 – November 28, 2011: Higher Education in Latin America

- Everyone should read Bernasconi and Brunner (who, in looking at the problems Latin America would have in implementing a Bologna-style process, gives you a fairly broad overview of Latin American higher education). If your last name begins with A-H, also read Boron and Gacel-Avila et al. If your last name begins with I-Z, also read Gonzalez and Malo.
- Reading:
 - Bernasconi, A. (2007) "Is There a Latin American Model of the University?" *Comparative Education Review*, vol. 52, no. 1
 - Bernasconi considers Argentina, Brazil, Chile, and Mexico in developing his model. Why does he choose them? Do you think his reasons are valid?
 - How does Bernasconi define "model"?
 - What factors have accounted for changes in the "model" of a university in Latin America, and the kinds of institutions on which it has influence?
 - Do you think that the model of a university is changing in the US, or in another country with which you are familiar? Why or why not?
 - Boron, A. A. (2006) "Reforming the Reforms: Transformation and Crisis in Latin American and Caribbean Universities" in R. A. Rhoads and C.A. Torres, *The University, State, and Market: The Political Economy of Globalization in the Market* Stanford, CA: Stanford University Press
 - Boron revisits themes you by now are familiar with: massification, privatization, quality assurance, marketization, and decentralization. Boron, who has fairly strong opinions about everything, maintains that the "reforms" that have been attempted have exacerbated the problems. See if you agree.

- Brunner, J.J. (2009, Winter) “The Bologna Process from a Latin American Perspective” *Journal of Studies in International Education* vol. 13, no. 4, Winter 2009
 - Brunner maintains that a Bologna-style harmonization of HE systems in Latin America is highly unlikely. What reasons does he give? What are the contextual differences between the continent of Europe and the continent of Latin America that account for the choice of one to harmonize systems and the other not to?
- Gacel-Avila, J., Jaramillo, I. C., Knight, J., and de Wit, H. (2005). “The Latin American Way: Trends, Issues, and Directions” in de Wit, Jaramillo, Gacel-Avila, and Knight, eds. *Higher Education in Latin America: The Latin American Dimension* Washington, DC: The International Bank for Reconstruction and Development/The World Bank
 - Gacel-Avila and her co-authors discuss internationalization of higher education in Latin America in all of its manifestations: student and faculty mobility, curriculum integration, university partnerships, etc. In what ways is internationalization of LA universities similar to internationalization in the US or elsewhere, and in what ways is it different? Why is this so?
- Gonzalez, L.E. (1999/2003) “Accreditation of Higher Education in Chile and Latin America” in P. Altbach, ed., *Private Prometheus: Private Higher Education and Development in the 21st Century* Westport, CT: Greenwood Publishers (CD version distributed by the Center for International Higher Education at Boston College)
 - Gonzalez maintains that universities in Latin America are unique, different from universities elsewhere. Why does he say that?
 - In what ways do massification, financing, privatization, and governance interact to create a new focus on accreditation and quality assurance in Latin America?
 - When you read the mini case studies Gonzalez presents of eight Latin American nations, and his longer study of Chile, do you think his analyses support Brunner's contention that Latin American HE systems are unlikely to harmonize in a Bologna-style model?
- Malo, S. (2007) “The Role of Research Universities in Mexico: A Change of Paradigm?” in P. Altbach and J. Balan, eds. *World Class Worldwide: Transforming Research Universities in Asia and Latin America* Baltimore: Johns Hopkins University Press (pp. 216-233)
 - Massification has brought diversification to Mexican HE. What are some of the factors that are considered in determining whether or not a university is a “research-oriented” university?
 - What public policy issues are raised by the creation of “flagship” or “world-

class” universities in Mexico?

- What possible paradigm shift may be occurring in HE in Mexico? What social and economic forces account for this?
- How might you apply Harvey’s conceptions of quality to Mexican HE? What competing concepts do you see here?

WEEK 15 – December 5, 2011

- Final presentations of your research – 10 minutes & brief Q&A
- Doctoral student presentations (7-8 minutes)
- Doctoral students: e-mail me your projects by 5 pm today

FINALS WEEK:

- Papers due on Monday, December 12, 2011 by e-mail.

EVALUATION

Master’s students:

Assignment	% of grade
Class participation, with evidence of having done the readings and other assignments; respectful engagement with classmates’ ideas	25
Mid-semester working version of reflection paper on a theme in comparative context	15
Final version of reflection paper	30
Final presentation	15
Peer review of a classmate’s working paper	15

Doctoral students:

Assignment	% of grade
Class participation, with evidence of having done the readings and other assignments; respectful engagement with classmates’ ideas	15
Mid-semester working version of reflection paper on a theme in comparative context	15
Final version of reflection paper	25
Final presentation	10
Peer review of a classmate’s working paper	10
Doctoral assignment – topic & mid-semester presentation	5
Doctoral assignment – final presentation & paper	10