

Comparative and International Higher Education

Higher Education (HIED) 571
Comparative and International Education (CIED) 571
(Spring 2012) Penn State University

Professor: Beverly Lindsay, Ph.D., Ed.D.

Office Hours: 12:30 to 2:30 p.m. (Tuesday)
3:30 to 5 p.m. (Wednesday)
By appointment

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International education exchange is the most significant current project designed to continue the process of humanizing mankind to the point, we would hope that nations can learn to live in peace (J. William Fulbright. www.cies.org --- Retrieved January 6, 2012)

Too often our search for ‘Truth’ becomes an escape device whereby we can divorce ourselves from the tough and dangerous controversies of the world (Ralph J. Bunche, “The Role of the University in the Political Orientation of Negro Youth,” October 1940).

Violence is the language of the unheard (Ambassador Andrew Young Oprah Winfrey Show, undated).

All cell phones, Blackberries, and similar electronic devices must be put on silent mode or turned off during the seminar. Computer netbooks/notebooks and the like are to be used only for material directly related to this seminar during our meetings.

Texts:

Institute of Education Sciences (2011, October). *Comparative Indicators of Education in the United States and Other G-8 Countries: 2011*. Washington, DC. Department of Education – National Center for Education Statistics. (online at NCES)

Lindsay, Beverly and Blanchett, Wanda J. (eds-2011). *Universities and Global Diversity: Preparing Educators for Tomorrow*. New York and London: Routledge (select chapters and sections)

Salmi, Jamil (2009). *The Challenge of Establishing World-Class Universities*. Washington, DC: The World Bank. (online at World Bank)

Other readings may/will be assigned from very current sources like journals and newspapers such as *Research in Comparative and International Education*, *Comparative Education Review*, *Washington Post*, *New York Times*, *Herald Tribune*, *The Chronicle of Higher Education*, *Black Issues in Higher Education*, *London Times*, *Daily Nation* of Nairobi, and the like.

Required and supplemental readings are both included on the syllabus. Various readings will not be specifically discussed during the seminars; however, they will be useful for background information and your individual task forces. In addition, some of the readings may be distributed in class. Select material may be added during the semester. Others can be accessed directly through the appropriate web sites such as Google Scholar, J-Stor, and the like. Given the request from previous Penn State graduate students, whom I have taught, you may also order and/or retrieve books and other material (identified in the syllabus), from on-line web sites such as Amazon.com.

Major Course Objectives:

1. To explicate basic premises and purposes of comparative and international higher education;
2. To explore conceptual Western/Northern and Southern/Eastern perspectives of comparative and international higher education and how conceptual frameworks have evolved;
3. To analyze the phenomena of globalization and evolving forms of technology and their connectivity to higher education;
4. To comprehend the salience of international and global affairs as they impact colleges and universities and higher educational systems;
5. To understand the significance of ongoing domestic and regional matters of social stratification, gender, ethnicity and race, and economic differentials as they impact equity among various demographic groups and the higher education communities' responses thereof;
6. To examine and then posit alternative and/or new conceptual perspectives and policies of how global phenomena are addressed in select American and international universities and colleges to include new forms of public engagement;
7. To help ensure that the tenets of the Universal Declaration of Human Rights apply equally and fairly to everyone so that individuals and domestic and global societies can move from their comfort perspectives and zones via innovative and multi- and interdisciplinary paradigms and public policies.

Critical Note: This seminar is NOT designed to be mere descriptions of higher education in other nations. Nor will the course focus primarily on Western Europe. Illustrations will be presented from six continents, with salient illustration from Asia, Africa, Australia, Europe, and the United States of America in comparative and international contexts. Students may explore higher education topics throughout the world as cited above and Latin America, the Caribbean, and Pacific Realm, for example. If you reside permanently in a particular country, you cannot examine your home country. For instance, a graduate student from the United States cannot focus solely on the United States nor could a student from China focus primarily on China.

Requirements and Evaluation:

1. Participate in seminar and required co-curricular activities
2. Engage in three to five persons teams [depending upon size of class/seminar] project(s) to address concrete challenges in post-baccalaureate education in formal and non-formal milieus via oral presentation and written document
3. Design, present orally, and write/display/exhibit individual innovative project

Each of the preceding items is evaluated as one-third of the seminar requirement. Item 1) will entail succinct written assignment(s). For item 2), each team member must contribute and will make oral comments during the team presentations; and there is a jointly written component of 15 to 18 total pages (about 3500 words of text, excluding bibliography) --at least 15 substantive/scholarly references [does not include mere web citations from a newspaper or an organizational website, for instance], double spaced, 12 point font. With item 3) an outline should be shared with Professor Lindsay prior to your oral presentation. The written/displayed/exhibited component should be delivered to Professor Lindsay within two weeks after your oral presentation. – but no later than two weeks before the end of the semester if your oral presentation occurs in April 2012. For item 2), it must be completed and delivered to Professor Lindsay after your team presentation at the final seminar/class.

For items 2 and 3, the evaluation criteria will be based upon those of the American Sociological Association (ASA) and/or American Educational Research Association (AERA). The criteria are: a) objectives/purposes; b) significance/importance of problem/issue; c) conceptual/theoretical/policy framework; d) data sources; e) findings - conclusions – recommendations – summary; f) style of delivery – presentation – clarity; and g) responsiveness to comments and questions. For items f) and g), seminar peers will provide succinct written comments for consideration in the professor's evaluation.

For item 2, each team member must contribute to the development and writing of the project and must make notable oral statements during the group presentations. If a team member is not participating fairly and fully, the professor is to be notified of any serious infractions rather than complaints such as arriving at a team meeting 5 minutes late or copying 9 rather than 10 pages of an agreed upon team article. Item 2 Task Forces (Team Projects) will be assigned and commence after sufficient exposure to literature and conceptual frameworks. Such assignments are normally disseminated four to six weeks into the semester.

If it is necessary to miss one graduate seminar, the professor is to be notified. Missing multiple seminars will lower the overall course evaluation. For example, if a student's grade is an A- and s/he misses a second seminar, the grade will become a B+. Missing multiple seminars due to professional work assignments or dormitory problems, for example, are not valid reasons. Certainly, if someone has emergency surgery, gives birth to a baby, or similar circumstances, these are valid reasons.

Late Assignments are not accepted, unless there are compelling reasons such as those identified in the preceding paragraph. Written team task force projects are due no later than the close of the final seminar/class.

For all endeavors in this course, see the attached statement on academic integrity. All inappropriate discriminatory, defamatory, or the like comments – that I hear or are reported directly to me – will be reported to the Dean of the College of Education, David Monk, and/or other Pennsylvania State University officials, and appropriate others.

You may contact me at 814-865-8278. I will check voice mail several times a week. Please indicate the nature of your call and include your phone number. You may also call 814-863-2690 and ask that a message be sent to me.

You are required to attend the Penn State University Board of Trustees meeting on January 20th or March 16th. This January or March meeting will be in lieu of a future regularly scheduled seminar time. Remember that Board meetings of other colleges or universities can also be used. Students may wish to attend a Board meeting of their alma mater or a university where they are currently working or were formerly employed. This must be a college and/or university-wide body, not for an entity within the college or university like the Advisory Board for a College of Health Sciences within an overall university. You may also opt to observe and/or participate in a real-time online Board meeting where you are watching live and, as possible submit a question to the Board, a Facebook comment, or the like. You may communicate/speak formally and/or informally with Board members about international and global matters if this is not the subject of a formal presentation during the Board meeting.

For PSU meetings, normally you should arrive in the Board Room at the Nittany Lion Inn no later than 8:15 a.m. and stay until approximately 10 or 10:30 a.m., depending upon the presentations during that time. The precise time of the meeting will be posted later on the Board websites of the appropriate university or non-Penn State College or University.

You will also be required to watch President Barack Obama's State of the Union Address on January 24, 2012 and the response by a senior Republican elected official (normally a Governor, Senator, or Member of the House of Representatives). There will be a written assignment focusing on the international components of the speech(es).

Note the following weekly outline may be modified as appropriate. If readings or assignments are not completed in a particular session, normally they will continue in the following one. If notable modifications occur, normally students will be notified at least one week in advance.

For example, a number of faculty in the College of Education (including Professor Lindsay) will attend annual conferences such as the Comparative and International Education Society (CIES) (April 22 to 27, 2012).

January 11th

Explicating Basic Premises and Purposes of Comparative and International Higher Education

Introduction, Syllabi, Course Evaluation Requirements, and Evaluations of Professor Lindsay

Presentation and discussion of major international events highlighted in the media

Videos:

YouTube (www.youtube.com – Retrieved January 6, 2012)

British Prime Minister on Arab Spring and Palestinian State

Pentagon created Arab Spring over Decade ago – Russia Today

The Arab Spring Part II Z

Power Struggles Rage Across the Middle East

Arab Bloody Spring: Protests bring Sharia Law, Not Democracy

The University of Manchester Arab Spring – Free Syria

Readings:

Carnoy, Martin. “Rethinking the Comparative – and the International” *Comparative Education Review*, Vol. 50, No. 4, 2006

Phillips, David. “Comparative Education: Method,” *Research in Comparative and International Education*, Vol. 1, No. 4, 2006.

Wiseman, Alexander and Matherly, Cheryl (2009). “The Professionalization of Comparative and International Education: Promises and Problems,” *Research in Comparative and International Education*. Vol, 4. No. 4.

January 18th

Explicating Basic Premises and Purposes of Comparative Higher Education
Exploring Conceptual Western/North and Southern/Eastern Perspectives of Higher Education

- Domestic and international influences on Presidential speeches and actions and those of American Congress
- Acting alone, in unison, or a combination thereof
- Definitions of governance and justice

DVD: *Comparatively Speaking: An Oral History of the 1st 50 Years of the Society*
Readings. See CIES website and/or listen to audio copy.

Readings:

Continue readings from January 11th

Lindsay, Beverly and Blanchett, Wanda J. *Universities and Global Diversity* – Foreword, Preface, and Chapter One

Crossley, Michael and Leon Tikly (2004). “Postcolonial Perspectives and Comparative and International Research in Education: A Critical Introduction,” *Comparative Education*. 40 (2) pp. 148-156.

Dodds, Anneliese. (2008). “How Does Globalisation Interact with Higher Education? The Continuing Lack of Consensus.” *Comparative Education*, 44(4), pp. 505-517.

January 25th

Exploring Conceptual Western/Northern and Southern/Eastern Perspectives of Higher Education

Analyzing the Phenomena of Globalization and Evolving Forms of Technology and their Connectivity to Higher Education

- Nature of globalization
- Impact of globalization on individuals and national infrastructures
- Impact of media and technology on international events and comparative education
- Preliminary Discussion of individual and seminar team projects

Interview with Michele Schweisfurth, Editor of *Comparative Education*, (December 13, 2010 www.tandf.co.uk/journals -- Retrieved January 5, 2012)

Readings:

Continue readings from January 18th

Stromquist, Nelly and Smolentseva, Anna (2011). "The University in Turbulent Times: A Comparative Study of the United States and Russia" in Lindsay and Blanchett.

NASULGC Task Force, *A Call to Leadership: The Presidential Role in Internationalizing the University*. http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/1b/a0/71.pdf -- View in relation to Task Force Assignments and will be discussed in more detail when actual Task Force assignments are announced

February 1st

Exploring Conceptual Western/North and South/East Perspectives of Higher Education Analyzing the Phenomena of Globalization and Evolving Forms of Technology and their Connectivity to Higher Education

Readings:

Continue readings, objectives, and discussions of January 26th

Lindsay, Beverly (2004). "Transforming African and African American Sociopolitical and Educational Realities: Possibilities or Pipe Dreams?" *African Studies Quarterly*, Vol. 7 (4) pp. 41-47.

February 8th

Comprehending the Saliency of International and Global Affairs as They Impact Colleges and Universities and Higher Educational Systems

- American and international public opinions
- Introduction to the world's largest Muslim nation - Indonesia
- Sociocultural, political, and economic realities in Indonesia
- Higher education in Indonesia

Readings:

View websites of Zogby polling of American citizens/residents and those in the Middle East and/or Gulf States.

Watson, David. (2007). *Managing Civic and Community Engagement*. London: Open University Press. Chapters One and Two.

Website of United States Indonesia Society (USINDO) – See Higher Education Initiatives

Website of University of Indonesia – President’s Message and Welcome; Mission, Strategic Plan, Organizational Structure, Achievements, and the like

February 16th

The actual taught class and/or another will be in lieu of the Board of Trustees meeting attendance and/or the Presidential State of the Union address. This will be announced after the semester commences. Material will still be covered at an appropriate time.

Comprehending the Saliency of International and Global Affairs as They Impact Colleges and Universities and Higher Educational Systems

- Educational opportunities and challenges in Australia and Indonesia in the post-tsunami wake and under “normal” conditions
- The relationships between Australian education and international students from diverse demographic and geopolitical regions
- Challenges arising from Indonesian socioeconomic issues and the role of higher education
- Domestic and international matters and the relationship to the nature of Indonesian academic degrees, disciplines, paradigms
- Comparison and contrast issues between the neighboring states of Australia and Indonesia
- Autobiographical perspectives of Senator Barack Obama on Indonesia and Africa

Readings:

Continue readings from February 8th and 15th

President Barack Obama Speech at Cairo University -- June 4, 2009

[www.huffingtonpost.com/2009/06/04/Obama-Cairo-speech-video] Retrieved January 2, 2010
Obama, Barack. “Origins.” pp. 3-143.

Masters, Edward. *Strengthening U.S. Relations with Indonesia: Toward a Partnership for Human Resource Development* [USINDO-United States Indonesia Society website] USINDO Higher Education Initiatives [<http://www.USINDO.org/education/highered.html>] (January 10, 2008).

February 22nd

Comprehending the Saliency of International and Global Affairs as They Impact Colleges and Universities and Higher Educational Systems

English version of the Website of the University of Indonesia regarding missions, strategic directions, structure, and the like.

Readings:

Continue readings, objectives, and discussions of February 16th

Hudson-Hickling Anne and Ravinder Sidhu (2011), “Australia’s Universities and the Challenges of Internationalization,” in Lindsay and Blanchett.

Discussion of individual and seminar Task Force projects

Task Forces:

Comparative Analysis of Minority American STEM University Students with English Minority Students

University Women and Leadership in Emerging and Post-Conflict Societies

Challenges to Middle Eastern and Gulf State Universities Post Arab Spring

February 29th

Comprehending the Saliency of International and Global Affairs as They Impact Colleges and Universities and Higher Educational Systems;

Comprehending the Significance of Ongoing Domestic and Regional Matters of Social Stratification, Gender, Ethnicity, Race, and Economic Differentials as They Impact Equity among Various Demographic Groups and the Higher Education Communities’ Responses Thereof

- Finishing the discussions and assignments of the past weeks regarding Australia and Indonesia
- Understanding the interrelations of domestic and regional/international problems and their impact on select African nations
- Emerging universities and their responses to human resource needs and evolving educational challenges
- Violence at university doorsteps
- Iraq and Afghanistan and its implications for higher education

Student Seminar Presentations

Readings:

Lindsay, Beverly (2012). “Articulating Domestic and Global University Descriptors nad Indies of Excellence,” *Comparative Education* (online version – www.tandf.co.uk)

Salmi, Jamil (2009). *The Challenge of Establishing World-Class Universities*. Washington, DC.: The World Bank.

Sung, Kiwan (2011). “Beyond Globalization: Possibilities and Challenges in Korea and China

Mid-Term Evaluation of Seminar

March 7th

Spring Break

March 14th

Comprehending the Significance of Ongoing Domestic and Regional Matters of Social Stratification, Gender, Ethnicity, Race, and Economic Differentials as They Impact Equity among Various Demographic Groups and the Higher Education Communities’ Responses Thereof

Readings:

Continue readings, objectives and discussions of February 29th

Video: “South Africa and United States Relations: A Post Election Prognosis” Speeches by USA Ambassador Johnnie Carson (Assistant Secretary of State for African Affairs) and South

African Minister of Science and Technology Naladi Pandor – Woodrow Wilson International Center for Scholars, Washington, DC June 10, 2009.
[http://wilsoncenter.org/index.cfm?topic_id_]

Baber, Lorenzo & Lindsay, Beverly. “Analytical Reflection on Access in English Higher Education: Transnational Lessons Across the Pond,” *Research in Comparative and International Education*. Vol 1, No. 2, 2006, pp.146-155.

Individual Student Seminar Presentations

March 21st

Comprehending the Significance of Ongoing Domestic and Regional Matters of Social Stratification, Gender, Ethnicity, Race, and Economic Differentials as They Impact Equity among Various Demographic Groups and the Higher Education Communities’ Responses Thereof;

Examining and Positing Alternative and/or New Conceptual Perspectives of how Global Phenomena are addressed in select American Universities and Colleges

- Development assistance for education in relation to national development
- Development assistance in relation to the American economy

Readings:

Continue Readings from March 14th

Video Clip: “Katrina: NPR News and Notes with Ed Gordon – An African Response to Katrina” Ed Gordon, October 5, 2005.

Individual Student Presentations

March 28th

Examining and Positing Alternative and/or New Conceptual Perspectives of how Global Phenomena are addressed in select American Universities and Colleges in relation to international matters

Continue readings, discussions, and objectives of March 21st

Individual Student Presentations

Readings:

Lindsay, Beverly. "Fulbright Story in Mozambique,"
[www.cies.org/specialists/stories/ss_blinday2.htm]

Khoury, Issam and Lindsay, Beverly (2011). "Globalization and Higher Education in the Middle East," in Lindsay and Blanchett.

See American University, Washington, DC website on International Peace and Conflict Resolution.

April 4th

Examining and Positing Alternative and/or New Conceptual Perspectives of how Global Phenomena are addressed in select North American and Universities and Colleges

Readings:

Continue, readings, discussions, and objectives of March 30th

Lindsay, Beverly (2009). "Multidisciplinary Perspectives and Policy Research on Terrorism: Creating Authentic Solutions or Lingering Intellectual Debates?" in Adam Lowther and Beverly Lindsay. *Terrorism's Unanswered Questions*.

Individual Student Presentation

Comments and Discussion about Penultimate Task Force Presentations

April 11th

Examining and Positing Alternative and/or New Conceptual Perspectives of how Global Phenomena are Addressed in select American Universities and Colleges

- The examination of concrete historical relations between national violence – civil wars and diplomacy via education
- International relations and education for public and civic engagement
- Highlights of Lindsay Scholarly Sojourn in Israel in Summer 2006

Readings:

Continue from previous seminar.

Task Force Presentations

April 18th

Examining and Positing Alternative and/or New Conceptual Perspectives of how Global Phenomena are addressed in select American Universities and Colleges

Helping to Ensure that the Tenets of the Universal Declaration of Human Rights apply Equally and Fairly to Everyone so that Individuals and Domestic and Global Societies Can Move Toward Individual and National Progress

- The creation of the Universal Declaration of Human Rights
- The United Nations and the United States

Readings:

Continue reading and discussion of material from April 11th

Task Force Presentations

April 25th

Examining and Positing Alternative and/or New Conceptual Perspectives of how Global Phenomena are addressed in select American Universities and Colleges

Continuation of Readings and Discussions from April 20th

Final Task Force Presentations

Cultural Reception with Invited Student Guests

Evaluation of Dr. Lindsay

All Task Force Reports due at the conclusion of the last class/ seminar.

From your elements, we extract guns and bombs,
From your elements, you produce lilies and roses,
Earth what mercy and patience you have (paraphrase of Khalil Gibran)!