Highly trained people are critical for economic growth in the new, knowledge-based economies. Consequently, higher education institutions, and particularly universities, are increasingly seen as significant agents for economic growth around the world. Major U.S. funders of research such as the NSF and the NIH have begun to initiate collaborative international programs to increase research capacities at home and abroad. International funding agencies such as the World Bank and the Asia Development Bank have shifted focus away from sole investment in elementary and secondary education to focus on higher education.

This class will explore the impact of globalization on higher education, and the strategies used by higher education institutions to achieve internationalization. Students will study conceptual frameworks linking higher education institutions to economic competitiveness in a global economy and critically analyze recent national and international reports on this topic.

This class has five sections:

1. We will begin with reviewing existing definitions of globalization and internationalization in higher education and discuss what links the two phenomena together.

2. We will familiarize ourselves with key concepts, the history, and themes in the internationalization of higher education.
3. We will read and discuss theories relevant for studies of the impact of globalization on higher education and the higher education’s actions (agency) in its internationalization process:
   - Globalization theories
   - Globalization and Higher Education (Academic Capitalism)
   - Knowledge Production
   - The University’s Role in the Knowledge Economy
   - Innovation and Higher Education
   - Quality Assurance
   - World-Class Research Universities
4. We will critically analyze recent key reports on innovation, higher education the US (National Academies), and Canada, UK, OECD, UNESCO, and the League of European Research Universities (LERU) that are widely quoted inside and outside the US and seem to have had a major influence on governments within upcoming economies.
5. You will analyze how selected countries (countries of your choice – for example South Africa, Brazil, Chile, China, India, the European Union, Malaysia, Singapore, Saudi Arabia, Qatar, or Korea and their funding agencies have responded to pressures for globalization in higher education and to internationalization activities. In these analyses we will closely watch for the influences of various concepts and international agencies, particularly those from the World Bank, OECD, and UNESCO.

**Learning Goals**

1. Be able to differentiate between key concepts of globalization and internationalization in higher education.

2. Understand of key theoretical concepts relevant in the discussion of globalization in higher education.

3. Critically analyze higher education policy documents.

4. Learn about higher education in selected countries and their efforts in internationalizing their higher education systems.

5. Learn to collect relevant literature on the topic of the class of a chosen country including web-resources; learn to write annotated literature reviews.
Course Format

Learning is an interactive experience and it is therefore important that we become a learning community. The majority of the class sessions will be devoted to the discussion of literature and reflections related to class readings, and presentations based on the readings and your research into your chosen country. You will be expected to present in front of the entire class and participate in group-work out of and in class. In each session we will engage in academic skills practices, professional competencies, and inter-cultural awareness.

Course Requirements

The course grade will be based on your contributions and performance in the following areas:

1. **Class Participation (20%)**
   Participation depends on your careful readings in advance of each session. Everybody is expected to contribute to the class meetings, group discussions and debates throughout the entire semester. You will take terms in leading the discussion of readings in class. For this purpose you are expected to develop discussion questions for the readings in advance, lead the discussion, and post them on gopost.

   ADVICE: Form reading groups (2-3 students) to discuss course readings and possible questions prior to class meetings.

   You will monitor one website of an international organization/resource of your choice and periodically report on it.

2. **Keep a field journal (voluntary)**
   Keeping a field journal has been found a useful tool by students and no waist of time. A field journal is a blend between a diary and a log book.

   In preparation for the discussion of the topic of each class and its assigned readings, write a short summary of the article (not just highlight sections in the readings), add your thoughts, and possible experiences related to the readings.

   **Your field journal will contain:**
   i. Main arguments the author(s) made, method used, lens applied (historical, sociological, pedagogical, psychological),
level of analyses (macro, micro). This can be in bullet form and serves you in class to more easily remember and formulate your thoughts.

ii. Your dialogue with the text, i.e., what surprised you and why? What did you expect instead? What do you think were missing aspects? What questions do you have on the assigned readings? Any other ideas that come to your mind, connections you see with other readings, topics, classes, etc.

iii. Your weekly experiences relevant to the class topics.

These field journal entries will be essential for:

- your class discussion,
- the writing of your term paper,
- and your personal and professional development.

The field journal will help you reflect on key ideas, chart how and when creative ideas emerge, and help you keep track of your development.

3. Write a 1-2 Q&A (question+ answer) page

Provide in this Q&A short paper the most relevant information on your chosen resource. This will be a valuable information resource for peers interested in international higher education. May 2

4. A term paper + annotated literature review (65%)

Decide on a country, review the literature on empirical studies of the impact of globalization on its higher education and its international activities in higher education.

Write a term paper (15-18 pages double spaced) on how globalization has affected “your” country’s higher education system and what policies and activities are happening to internationalize its higher education system.

5. A short reflection paper (2 pages) about your learning in this class (5%) (send by e-mail to me and be prepared to talk about it in class).
Grading of Performance
A superior graduate-level performance will yield a 4.0 grade, a satisfactory performance 2.8.

Percent allocation:
- Class participation, reading, discussions: 20%
- Q&A paper assignment: 5%
- Term Paper: 75%
- Reflection paper: 5%
- Total: 100%

(See matrix for the Evaluation of the Paper at the end of the syllabus)

UW policy: Plagiarism, submitting someone else’s words or ideas as your own work, is a serious academic offense. Possible penalties range from disciplinary warnings to dismissal from the university. All students are expected to demonstrate academic integrity at all times, and to learn what constitutes plagiarism. A useful definition of plagiarism can be found at:

http://depts.washington.edu/grading/issue1/honesty.htm#plagiarism

Class 1 March 28, 2012

Overview
Globalization: loosers and winners
Internationalization of Higher Education

Introduction of peers (expectations and background)

Syllabus


Class 2: April 4, 2012
Globalization and Internationalization of Higher Education: key concepts


Recommended Readings

Internationalization of Higher Education: ipod cast
Jane Knight, International Center for Higher Education, Boston College, website (listening)

Assignment:
- Decide on your country/ or Super-national Block (European Union) that you want to investigate in your term paper (send a paragraph on XX)
- Find a website/resource that you will monitor throughout the class: everybody will report once about this resource during the first 5 classes (for example CHE international, inside higher education international, etc.)
- Read “critically” the readings and be prepared to discuss.
- Prepare possible discussion questions.

Class 3: April 11, 2012
History and Conceptual Frameworks for the Internationalization of Higher Education
National Innovation, Public Policy, and the Academic Research Enterprise
   Chapter 1: the Historical Context of the Internationalization of Higher Education
   Chapter 5: Rationales for the Internationalization of Higher Education

   Chapter 1: Introduction
   Chapter 13: Conclusion

Assignment:
- Readings
- people develop discussion questions ahead of class *(post on)*
- Your literature list (at least 5 references) for paper (post of gopost) for class mates to add

Class 4: April 18
Sociological Theories of Globalization
Academic Capitalism

   Chapter 2: Systemic Thinking: Immanuel Wallerstein
   Chapter 3: Conceptual Thinking: Anthony Giddens
   Chapter 4: Sociological Thinking Manuel Castells
   Chapter 13: Conclusion: Rethinking Globalization Again


**Further (not required) Readings**


**Assignment:**
- Readings
- people develop discussion questions ahead of class *(post on go-post)*
- Annotated literature (send to instructor and post)

### Class 5: April 25
**Universities in the Knowledge Economy**


- Chapter 1: Introduction, pp.1-8
- Chapter 2: University Organization and Knowledge Production, pp.11-18

**Further (not required) Readings**

Chapter 5: Philip Ternouth. *Universities as Knowledge Producers*.


Introduction (pp. 1-11)

World Bank. *The Four Pillars of the Knowledge Economy* [http://go.worldbank.org/5WOSIRFA70](http://go.worldbank.org/5WOSIRFA70)

World Bank. Innovation and Competitiveness Workshop Series [http://go.worldbank.org/RR1HYOL8T0](http://go.worldbank.org/RR1HYOL8T0)

**Assignment:**
- Readings  develop discussion questions ahead of class  
  *(post on gopost)*
- **outline of paper** (send to instructor and post)

**Class 6: May 2nd,**

**The Internationalization of Community Colleges**

**Guest Visitor**

Dr. Meg Ryan,


**Assignment: information page (max. 2 pages) on your resource that you have been monitoring.** The idea is to begin a collection of information pages on resources on the internationalization of higher education. The audience is your peers. *(send by e-mail to me and post of go-post.)*

**Class 7: May 9, 2012**

**A US National Academies Influential Report**

**Beyond National Market and the European Higher Education**


The National Academy report and Bologna Quo Vadis is to read by everyone. The remaining readings will be divided among class members.


Further (not required) Readings


SEC(2010) 1161

royalsociety.org/policy/projects/knowledge-networks-nations/report/

Assignment:
• Readings
• develop discussion questions ahead of class and post on-going-post
• First draft of paper (send to instructor and exchange with a peer)

Class 8: May 16
Quality (Assurance) and the Internationalization of Higher Education


www.eua.be/Libraries/...list/EUA_Building_Bridges_web.sflb.ashx

EQAF 2010 Steering Committee – A report from a continuing journey into quality pp.8-13,

Class 9: May 23
Presentations

Assignment:
• Prepare presentation
• Read each other papers and provide feedback
• Final Paper Due: May 30
Class 10: May 30

Synthesis
If needed more presentations

- Reflection paper due on May 29 midnight


Altbach, Philip G. (1998). Comparative Higher Education: Knowledge, the University and Development. Hong Kong: Comparative Education Research Centre, the University of Hong Kong.


Bakar, Abu Hassan Abu, et. al. (2008) SWOT Analysis for Postgraduate Education in USM. Report by Institute of Graduate Studies, Universiti Sains Malaysia.


Kapur, Devesh and Megan Crowley (2008). *Beyond the ABC’s: higher education and developing countries.* Working Paper No. 139, Center for Global Development, Washington DC, USA.


Matrix for the evaluation of literature review paper

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Complete, clearly articulated and explicit (3)</th>
<th>Somewhat complete, clearly articulated and explicit (2), Needs work (1)</th>
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<tbody>
<tr>
<td>Introduction</td>
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<td>Your questions</td>
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<td>About the authors</td>
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<td>Their lenses</td>
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<td>Their claims</td>
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<td>Methods/ Sample/ Process</td>
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<td>dependent/inde-pendent variable</td>
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<td>Major findings</td>
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<td>Conclusion: Comparison of</td>
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<td>authors/ Towards your argument</td>
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<td>Recommendations/Future research</td>
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<td>Overall organization</td>
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<td>Citing of references</td>
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<td>Total points/Final grade:</td>
<td>Maximum 24/24 points</td>
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