

The College of William and Mary
EPPL 638 Comparative Higher Education

Syllabus
Spring 2010

Tuesdays, 7:15-9:45pm

Dr. Dorothy E. Finnegan

Course Description: During the spring term 2010, students and their faculty facilitator will explore through class discussion and individual research the topic of higher education in countries or systems other than the traditional American system. All participants will pursue research topics according to their interests and share the fruits of their research and understanding with others in the seminar. The goals of the seminar are to gain a broad appreciation for the logic, operations, and issues of a variety of other systems of higher education, to hone research skills, and to perceive the American system from new perspectives.

Course Outcomes: By the end of the term, successful participants will have

- participated actively and cogently in class discussions of the assigned readings
- co-facilitated (with the instructor and a small team) a class discussion of assigned articles for one week during the term
- conducted independent research on a self-selected topic of interest in comparative higher education and reported to the class at various assigned times the knowledge and information acquired and the argument achieved to date
- participated actively in assisting seminar members with their arguments through analysis and assessment during reports
- presented a finished research report on their chosen topic to the colloquium by the end of the term

Course Activities: Seminar participants are expected to participate fully in three different activities through the term.

The first class meeting requires everyone to prepare a presentation that provides an overview of the tertiary structure of one country. The presentation should include a map of the country (so that everyone knows where it is), a drawing of the country's tertiary structure, and provide a short explanation of the structure, including any major differences when compared with the United States. Resources are available through **Blackboard/Links**. **The drawing and short (one-page) explanation should be saved with the country and your last name and then emailed to me by January 20.** I will post all of them before class so that we can look at them electronically while the "owner" describes the system. So that we do not duplicate countries, send your choice to me and I will post the list of countries and "owners". First come, first ownership.

Second, the seminar participants explore contemporary issues through a variety of readings and class discussions through the course. The intent is for the group to contemplate universal issues of higher education from the perspectives of several different countries and

systems of tertiary education. Along the way, participants become more analytical and critical of American practices while examining the policies, practices, and problems of other countries. On a rotating basis, two participants will team up to assume responsibility for co-facilitating the discussion with me.

Simultaneously, participants research a topic of their choice within a post-secondary system that is non-American (or non-mainstream American) higher education. Participants apprise seminar colleagues of their progress in a systematic manner, providing outlines of the state of their current research communicated in their reports. In other words, the preliminary introduction to the system orients others to the **demographics and major issues within the system**. The second report may outline the **salient elements of the problem or issue being studied**. The final report presents **the penultimate synthesis of the analysis**. In this way, seminar participants perform as teachers and learners simultaneously. Everyone benefits doubly—learning from the research of others about myriad systems and profiting from constructive critiques of their on-going work from the group. Everyone should post a short outline of the material that they will be sharing with the class by the Sunday evening prior to our research salons (see Course Outline for the dates of the Salons).

The final paper is due on **May 6th** (two days after the last class), which allows for any changes that authors may want to make after presenting their penultimate version in class.

ASHE's International Forum takes place during the day and a half before the main ASHE conference begins. Proposals are due on **May 1**. A goal for some or all of you would be to be able to propose a paper for the conference. I would suggest that anyone wanting to submit a proposal based on their work should consult with me no later than April 1.

Readings: The Colloquium requires no text books; participants investigate the introductory topics via a plethora of articles. On-line web-sites maintained by national governments, educational systems (ministries or departments), private and public foundations and agencies, and universities enable participants to gather unprecedented information on other tertiary systems and organizations. Virtually all resources are possible to locate and access through on-line connections current library holdings, and through inter-library loan, and through Blackboard.

Planning is a crucial element in securing needed resources. In addition, with the use of email, it is possible to communicate with scholars who specialize in the area of interest or who are scholars within the particular type of system. Colloquium participants can and should avail themselves of all of these resources.

2010 Class Agendas and Readings

January

26 Exploring the World of Higher Education

Resources: See Links on our Blackboard site

Assignment:

Prepare a one-page synopsis and a figure of the structure of the higher education system of one country (chosen beforehand)

Send to Dot by Sunday evening, January 24

Class Agenda:

- Class exercise in comparing educational systems
- Overview of Topics (class and personal)

February**2 Topic I: Globalization & the Study of Comparative Higher Education****Readings:**

Clayton, Thomas (2004). "Competing conceptions of globalization" revisited: relocating the tensions between world-systems analysis and globalization analysis. *Comparative Education Review*, 48 (3), 274-294.

Epstein, Erwin H. & Carroll, Katherine T. (2005). Abusing ancestors: historical functionalism and the postmodern deviation in comparative education. *Comparative Education Review*, 49 (1), 62-88.

Class Agenda:

- Theories of Globalization
- Comparative Higher Education

9 Topic II: International Agencies: Issues and Agendas**Readings:**

Olsson, Berit & Mkandawire, Thandika (2009). Compelling rationale for a UNESCO forum on knowledge systems. In V. Lynn Meek, Ulrich Teichler, & Mary-Louise Kearney (Eds.), *Education, Research and Innovation: Changing Dynamics*. Kassel, Germany: International Centre for Higher Education Research, University of Kassel and UNESCO.

Fraser, Alastair & Whitfield, Lindsay (2008, July). *The politics of aid: African strategies for dealing with donors*. Global Economics Governance Working Paper, 2008-42. Oxford: Department of Politics and International Relations.

Vavrus, Frances & Seghers, Maud (2010). Critical Discourse Analysis in Comparative Education: A Discursive Study of "Partnership" in Tanzania's Poverty Reduction Policies. *Comparative Education Review*, 54, 77-103.

The World Bank ← explore the site (search on research/education)

<http://www.worldbank.org/>

Recommended:

Bloom, D., Channing, D. & Chan, K. (2005). *Higher education and economic development in Africa. Report of the World Bank.* (September 20).

[http://siteresources.worldbank.org/EDUCATION/Resources/278200-1099079877269/547664-1099079956815/HigherEd Econ Growth Africa.pdf](http://siteresources.worldbank.org/EDUCATION/Resources/278200-1099079877269/547664-1099079956815/HigherEd_Econ_Growth_Africa.pdf)

Roberts, Susan M, Jones, John Paul & Frohling, Oliver (2005). NGOs and the globalization of managerialism: a research framework. *World Development* 33 (11), 1845-1864.

Resnik, J. (2006). International organizations, the “education-economic growth” black box, and the development of world education culture. *Comparative Education Review*, 50, 173-195.

Class Agenda:

- International Agencies
- Millennial Goals

16 Topic III: Borderless Education

Readings:

Explore Erasmus Mundus

http://ec.europa.eu/education/external-relation-programmes/doc72_en.htm

Explore the European Union

http://ec.europa.eu/index_en.htm

Commission of the European Communities (2009). *Progress towards the Lisbon objectives in education and training: Indicators and benchmarks.*

(see Higher Education section in Chapter 2, p. 57-

62) http://ec.europa.eu/education/lifelong-learning-policy/doc/report09/report_en.pdf

Papatsiba, Vassiliki (2006). Making higher education more European through student mobility? Revisiting EU initiatives in the context of the Bologna Process. *Comparative Education*, 42, 93–111 DOI: 10.1080/03050060500515785

Reichert, Sybille (2009). The unintended effects of the Bologna reforms. *International Higher Education*, 57 (Fall), 9-11.

Class Agenda:

A shrinking world OR How national boundaries of education are being erased

European Union and higher education

23 Report I

Class Agenda: participants share their topics and progress on their research

March

2 Topic IV: Access

Readings:

Clothey, Rebecca (2005). China's policies for minority nationalities in higher education: negotiating national values and ethnic identities. *Comparative Education Review*, 49 (3), 389-409.

Abu-Rabia-Quedera, Sarab & Weiner-Levyb, Naomi (2008). Identity and gender in cultural transitions: returning home from higher education as 'internal immigration' among Bedouin and Druze women in Israel. *Social Identities*, 14, 665-682.

Zha, Qiang (2009). Diversification or homogenization: How governments and markets have combined to (re)shape Chinese higher education in its recent massification process. *Higher Education*, 58, 41-58. DOI 10.1007/s10734-008-9180-y

Recommended:

Andreas, Joel (2004). Leveling the little pagoda: The impact of college examinations, and their elimination, on rural education in China. *Comparative Education Review*, 48 (1), 1-47.

Usher, Alex & Cervenán, Amy (2005). *Global Higher Education Rankings: Affordability and accessibility in comparative perspectives, 2005*. Washington, DC: Education Policy Institute.

McClaran, Anthony (2003). From "admissions" to "recruitment": The professionalisation of higher education admissions. *Tertiary educational and management* 9: 159-167.

Class Agenda:

Access: ethnic and gender minorities

9 Spring Break! 😄

16 Catch-up Class

23 Topic V: Private Higher Education Trends

Readings:

Levy, Daniel C. (2004, January). The new institutionalism: Mismatches with private higher education's global growth. PROPHE Working Paper #3.

Levy, Daniel C. (2006, September). An introductory global overview: The private fit to salient higher education tendencies. PROPHE Working Paper # 7.

Bernasconi, Andrés (2006). Does the affiliation of universities to external organizations foster diversity in private higher education? Chile in comparative perspective. *Higher Education*, 52: 303-342.
DOI 10.1007/s10734-004-5326-8.

Class Agenda:

The development of private higher education

30 Report II

Class Agenda: 1/2 of participants share their progress on their research

April

6 Report II

Class Agenda: ½ of participants share their progress on their research

13 Topic VI: Freedom and Security

Readings:

Labi, Aisha. (2010, January 7). After bomb plot, British universities again wrestle with issues of security and freedom. *The Chronicle of Higher Education*,

20 Topic VII: The Academic Community: Faculty and Students

Readings:

Szelényi, K. & Rhoads, R.A. (2007). Citizenship in a global context: the perspectives of International graduate students in the United States. *Comparative Education Review*, 51, 25-47.

Arocena, Rodrigo & Sutz, Judith (2005). Latin American universities: From an original revolution to an uncertain transition. *Higher Education*, 50, 573-592.

Galaz-Fontes, Jesús Francisco (2009). The changing personal characteristics, career trajectories and sense of identity/commitment of academics in mature/emergent higher educational systems: Some preliminary comments and tables. ASHE International Forum, Vancouver.

With two partners, read one of the reports on faculty (assignment to be determined in class)

Argentina

Portugal

Mexico

Canada

Class Agenda:

Student and faculty

27 Work on your papers

May

4 Presentation of Penultimate Draft of Papers (paper due on May 6)