ELPS 503

CRITICAL PERSPECTIVES ON THE INTERNATIONALIZATION OF HIGHER EDUCATION

International Higher Education (IHE) Program
School of Education
Loyola University Chicago

Session Days (Asynchronous online course)
Location Online (Sakai, Zoom, email)
Term Fall 2021

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(Additional times available by request)

Syllabus v2, last updated: August 28, 2021

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Syllabus Addenda
Course Introduction

Over the past decades, universities have been compelled to internationalize, even in the absence of a clear understanding of the benefits and risks of internationalization strategies for specific institutions. Internationalization has often been implemented as an “add-on” to existing institutional missions and structures, an important aspect of the pursuit of prestige and competitiveness that takes on certain well-known forms: student and academic mobility, collaborations, distance and transnational education, and so on.

In this course, we will approach these broad issues through the lens of the following question, *What does meaningful, socially responsible internationalization look like?* The course will expose you to a diversity of approaches to internationalization and prepare you to make informed decisions about internationalization strategies that are 1) congruent with one’s institutional mission, constituencies, resources, and values; 2) informed by best practices and empirical research; and 3) rooted in principles of equity and inclusiveness.

The course is divided into three broad areas. The first will establish the background for understanding the different modalities of internationalization, and the broader geopolitical, societal, financial, and cultural forces shaping the internationalization of higher education worldwide. Second, we will critically analyze the impact that internationalization can have on students, faculty, and other institutional actors, including how internationalization strategies that are not informed by empirically-driven considerations of impact can perpetuate many of the inequitable, discriminatory, and exclusionary societal structures. Finally, we will consider ways to integrate this knowledge into strategic planning and thoughtful decision-making for future internationalization projects in real-world settings.

Learning Outcomes & Course Objectives

**Learning Outcomes**

Upon completion of this course, you will be able to:

1. Articulate the different modalities of internationalization and the main geopolitical, societal, and economic forces shaping the internationalization of higher education worldwide;
2. Reflect on how these forces translate into concrete strategies, expectations, and challenges surrounding internationalization at the institutional level;
3. Critically analyze the impact that internationalization can have on students, faculty, and other institutional actors, especially in terms of perpetuating inequitable, discriminatory, and exclusionary societal structures; and
4. Integrate this knowledge into empirically-supported recommendations for internationalization strategic planning in real-world settings.

**Course Objectives**

Prepare students to make informed decisions about HEI internationalization strategies that are

A. Congruent with their institution’s mission, constituencies, resources, and values (institutional alignment of internationalization strategies).
B. Informed by best practices and empirical research (internationalization best practices).
C. Rooted in principles of equity and inclusiveness (equity and inclusivity).

**Course Requirements & Expectations**

This course is oriented around the exploration of new ideas and concepts through readings and media, followed by engagement with those ideas with short quizzes, reflections, and other assignments. This approach is
used to introduce you to important ideas and then to help you investigate those and related ideas from your own perspectives, cares, concerns, and professional roles and goals. Larger assignments should be an opportunity to develop your own ideas in light of that which has been explored up to that point, again incorporating your own ideas, concerns, roles, and goals.

Graduate courses demand both time and focused attention, and this is especially the case for online courses that require a great deal of self-direction and intentionality for staying on track. You must keep up with weekly readings and assignments, which requires setting aside time each week devoted solely to this course. It also requires planning and forethought, as you balance coursework, personal time, and other commitments. Please review the course syllabus and the week’s detailed instructions within the Sakai site.

**Participation**
Active participation of all students is a core requirement of this course. When considering participation in this course, this means

1. Completion of readings in a timely manner;
2. Participation in all course activities;
3. Commitment to respectful and careful involvement in group discussions, projects, and activities.

Participation in this course entails responding in an informed manner about the texts based on your analysis of them. It is the quality of your work, informed by the readings, and not the amount that you contribute, that is most important. It is also important to balance your contribution to class work with the contributions of your classmates; that is, please be aware of, and responsive to, how much you are contributing relative to your peers.

**Expectations**
This class is structured as a student-centered, collaborative course. As such, the class will be focused around the following learning tenets:

- Shared responsibility among all learners (both instructor and students) for constructing and making sense of knowledge within a community of practice;
- An emphasis on the critical role that peers play in the learning process, especially as it relates to helping one another decode, make meaning, and promote understanding of course content.
- Communication is key. You are expected to communicate with the instructor if you are encountering difficulties or have concerns about anything related to the course. This is especially important in an online course where face-to-face interactions limit the instructor’s ability to identify issues that you might be experiencing.

With this in mind, I expect each of you to take an active role in your learning both inside and outside our virtual classroom. Likewise, an important aspect of a Jesuit education is learning to respect the rights and opinions of others. Please respect others by (1) allowing all classmates the right to voice their opinions without fear of ridicule, and (2) not using profanity or making objectionable (e.g., gendered, racial or ethnic) comments, especially disparaging comments directed at a classmate.

**School of Education Notices**

**SOE Vision**
The School of Education of Loyola University Chicago is a community that seeks to transform members to impact local and global communities through the principles of social justice.
School of Education Mission
The School of Education at Loyola University Chicago, a Jesuit Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision, the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers who work across the developmental continuum, and by conducting research on issues of professional practice and social justice.

School of Education Conceptual Framework
This course follows the School of Education’s mission emphasizing social justice and embraces our responsibility for “social action through education and research.”

A conceptual framework that emphasizes “Social Action through Education” guides instructional, extracurricular, and professional activities at Loyola’s School of Education. The Loyola School of Education faculty are dedicated to promoting professionalism in service of social justice by developing students’ knowledge, skills, ethics, and service to improve educational opportunities for all members of society. This course houses a core assessment for the following Conceptual Framework Standards:

- CFS1: Candidates critically evaluate current bodies of knowledge in their field.
- CFS3: Candidates demonstrate knowledge of ethics and social justice.

Loyola’s School of Education is committed to the value of diversity in all of its courses. In our examination of internationalization in higher education we will consider many issues related to social justice, such as equity, diversity, institutional emphases, power, colonialism, and access to higher education. This course addresses these issues and invites students to critically reflect on them for their own current and future professional practice in higher education.

Dispositions
All students are assessed on one or more dispositional areas of growth across our programs:

- **Professionalism**, **Inquiry**, and **Social Justice**. The rubric for assessing dispositional behaviors can be found in Appendix A in this syllabus. The following are some general disposition-related expectations for all students in this course:
  - I expect each of you to take an active role in your learning both inside and outside the classroom. You have a responsibility to our classroom community to come to class prepared having made an earnest attempt to read the assigned readings and complete assignments by their respective due dates.
  - Likewise, an important aspect of a Jesuit education is learning to respect the rights and opinions of others. Please respect others by (1) allowing all classmates the right to voice their opinions without fear of ridicule. Our goal is not always to reach consensus, but to be open to hearing and exploring divergent perspectives, even if that means hearing some views we might not agree with; (2) not using derogatory language or making objectionable (e.g. gendered, racial or ethnic) comments, especially comments directed at a classmate; and (3) behave with professionalism and kindness.
COVID-19 Notices

School of Education Commitment: COVID-19
Loyola’s School of Education (SOE) recognizes that this is an unprecedented time. We understand that moving into the 2021-2022 academic year while living in the context of the COVID-19 pandemic may stir feelings of uncertainty, fear, or anxiousness. We want you to know that your safety, health, and well-being, as well as that of our faculty and staff, remain our primary concern. We want to be able to support you in any way that we can. We ask you to embody the Jesuit value of *Cura Personalis*, or care for the whole person, as we prepare to learn together. We ask that you consider your way of being in this community, to act with care, and treat all with dignity to keep yourself and others safe. If you are not feeling well, please use Loyola’s SYMPTOM Checker. It can be found on the webpage or app [Loyola Health](https://www.loyola.edu/health) under the [COVID-19 Related Information Tab](https://www.loyola.edu/health/covid-19) at the top of the page.

The University understands that you may encounter obstacles that make reaching academic goals more difficult. We strongly encourage you to access the Student Resources on [Loyola’s COVID-19 Response webpage](https://www.loyola.edu/covid-19) for information, supports, and resources on basic needs such as housing, food, financial aid, and medical and mental health. This webpage also offers information on official University communications, access to technology, and student services. All Loyola University Chicago administrators, faculty, and advisors are also here for you.

The SOE is committed to working with all students to address any challenges that may arise during the semester. Please reach out to your professor as early as possible to discuss any accommodations you think may be necessary in order for you to successfully complete your coursework. Active and engaged communication with all of your professors is encouraged. We know the Fall 2021 Return to Campus will be like no other, but through collaboration, communication, and shared responsibility, we will not only get through this difficult time; we will thrive.

**COVID-19 Required Personal Safety Practices**
We all have a part to play in preventing the spread of COVID-19. Following a simple set of required personal safety practices can lower your own risk of being infected and can help protect others. All members of the Loyola community are expected to follow these practices while on any of the University’s campuses. *Face masks or face coverings must be worn by all students, faculty, and staff while on any of Loyola’s campuses, when in the presence of others, in classrooms, and in public settings where other social distancing measures are difficult to maintain.* Appropriate use of face masks or coverings is critical in minimizing the risks to others around you, as you can spread COVID-19 to others even if you do not feel sick. Please be sure to review all [LUC REQUIRED Safety Protocols](https://www.loyola.edu/covid-19).

**COVID-19 Reporting Protocol**
In preparation for our upcoming semester, Loyola University Chicago’s Emergency Response Management team has been working to develop [protocols](https://www.loyola.edu/covid-19) in accordance with Centers for Disease Control and Prevention (CDC) guidelines that help ensure the health and safety of our community. Given the rising number of COVID-19 cases across our country, it is very likely that incidence within our community will occur in the fall.

Students, faculty, and staff who have tested positive for COVID-19 must report their case to the University as soon as possible. If you have tested positive for the virus, please contact us at [covid-19report@LUC.edu](mailto:covid-19report@LUC.edu) or by calling 773-508-7707. All COVID-19-related questions or feedback should continue to be sent to [covid-19support@LUC.edu](mailto:covid-19support@LUC.edu), not the new case reporting email address.
Course Readings and Media

Required readings and media for this course:

  ○ Please purchase, rent, or otherwise secure access to this book for the duration of the semester.
  ○ This book is referred to as Hudzik (2015) throughout the syllabus.

- Additional readings and media will be required at various points during the semester; these will be accessible through the course’s Sakai page, either as downloadable PDFs or otherwise accessible through Sakai.

Assignments Overview

Each week, in addition to completing readings or engaging with media (e.g., videos, podcasts), there will be Weekly Assignments (WA), which will be based on the readings and other media for that week. Instructions for these Weekly Assignments will be provided in the syllabus and on the Sakai site for each week, and will include due dates and timelines for following up. The course also has a smaller number of Course Assignments (CA), which are larger assignments incorporating content from multiple weeks. Instructions for these will be more detailed and will be presented in Sakai as a separate PDF document to outline the parameters of the requirements and expectations. It is important for you to stay on top of the large and small assignments, aided by information in the syllabus and Sakai, and of course, by communicating with me.

Weekly Assignments (WA)

See descriptions in the Weekly Schedule and in Sakai. These are usually due on Thursday night each week, and may have small follow-up requirements due Saturday night. Each week’s WAs are worth a combined 7 points. One recurring assignment is the Reflection & Response, which will be posted in the Sakai Forums space. This assignment type is an opportunity to reflect on the week’s readings, media, and conversations. Depending on the week, you might be asked to provide your reflections from a specific angle; for example, personal, professional, student, reflections based on a prompt. You will also be asked to respond to another student’s reflections. Please pay close attention to the WA instructions each week, especially in Sakai, in case there have been any updates to the content in the syllabus.

Course Assignments (CA)

The larger Course Assignments are described briefly below, but more information will be made available in Sakai.

CA1: Mid-Semester Exam

- The Mid-Semester Exam consists of three short essay responses.
- Due Saturday, October 16 by 11:00pm.
- Complete details and instructions will be made available in Sakai.
- Worth 20 points.

CA2: Internationalization Plan Critique

- Small group presentations and a response.
- Due by Thursday, November 4 at 11:00pm, with response to peer presentation due Saturday, November 6 at 11:00pm.
- Complete details and instructions will be made available in Sakai.
- Worth 25 points.
CA3: Internationalization Plan

- Final project
- Due Friday, December 17
- Complete details and instructions will be made available in Sakai.
- Worth 50 points.

Semester Overview

<table>
<thead>
<tr>
<th>Assignment Values</th>
<th>Course Grade Derivations</th>
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<tbody>
<tr>
<td>All Weekly Assignments 105 points</td>
<td>A  100-93%</td>
</tr>
<tr>
<td>Mid-Semester Exam 20 points</td>
<td>A-  92-90%</td>
</tr>
<tr>
<td>Internationalization Plan Critique 25 points</td>
<td>B+  89-87%</td>
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<tr>
<td>Internationalization Plan 50 points</td>
<td>B  86-83%</td>
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<tr>
<td>Total 215 points</td>
<td>B-  82-80%</td>
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<td>C  79-77%</td>
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<tr>
<td></td>
<td>C+  76-73%</td>
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<td>D  66-63%</td>
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<td>D-  62-60%</td>
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<td>F  59-0%</td>
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Semester Overview

A Note about Time

- Unless otherwise noted, each week generally follows the same rhythm:
  - The week begins on Sunday.
  - Weekly assignments are due Thursday and/or Saturday night.
  - The week ends on Saturday night.
- Any references to times listed are in the Eastern time zone (New York, i.e., ET); please be sure to pay careful attention to the time zone you are currently in.
- If you have questions or concerns relating to time zone differences, please do not hesitate to reach out.

<table>
<thead>
<tr>
<th>Week</th>
<th>Week Of</th>
<th>Topic(s)</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Sunday, August 29</td>
<td>Internationalization: Roots, trends, and evolution</td>
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<tr>
<td>2</td>
<td>Sunday, September 5</td>
<td>Internationalization in a broader theoretical and empirical context</td>
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<tr>
<td>3</td>
<td>Sunday, September 12</td>
<td>Measuring internationalization</td>
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<tr>
<td>4</td>
<td>Sunday, September 19</td>
<td>‘Critical Theory’ and internationalizing the curriculum</td>
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<tr>
<td>5</td>
<td>Sunday, September 26</td>
<td>Internationalization at home</td>
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<tr>
<td>6</td>
<td>Sunday, October 3</td>
<td>International students</td>
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<tr>
<td>7</td>
<td>Sunday, October 10</td>
<td>Short week for Mid-Semester Break</td>
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<tr>
<td>8</td>
<td>Sunday, October 17</td>
<td>Study abroad</td>
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<td>9</td>
<td>Sunday, October 24</td>
<td>International Collaborations</td>
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<tr>
<td>10</td>
<td>Sunday, October 31</td>
<td>Internationalization Plan Critique</td>
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<tr>
<td>11</td>
<td>Sunday, November 7</td>
<td>Internationalization and diversity</td>
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<tr>
<td>Date</td>
<td>Event</td>
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<tr>
<td>Sunday, November 14</td>
<td>Internationalization, accreditation, and rankings</td>
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<tr>
<td>Sunday, November 21</td>
<td>Thanksgiving Break: No Class</td>
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<tr>
<td>Sunday, November 28</td>
<td>Internationalization and the environment</td>
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<td>Sunday, December 5</td>
<td>Writing Time: Internationalization Plan</td>
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<tr>
<td>Sunday, December 12</td>
<td>Internationalization Plan</td>
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# Weekly Schedule

## Week 1: Sunday, August 29

The first day of the semester is Monday, August 30. This week serves as the introduction to our course, including the topic of 'internationalization' in a general sense, looking at the roots, trends, and evolution of the term and the phenomenon. As the first week of the semester, we will also take some time to continue to get to know one another.

### Readings / Media

- Watch introductory video (link in Sakai)
- Watch video lecture (link in Sakai)
- De Wit (2011)
- Hudzik (2015): Chapter 1 (*Comprehensive internationalization: Roots, aspects, and evolution*)
- Beck (2012)

### Week 1 Assignments

| Meetings with Max | I will schedule small group meetings throughout the first weeks of the semester so that we can get to know one another.  
| DUE: Zoom meeting times TBD |
| Introductions: Personal & Professional | A 1-2 paragraph description of your personal and professional goals as they relate to this course and to your degree program.  
| Posted in Sakai Forums  
| DUE: Saturday, September 4 at 11:00pm ET |
| Readings Quiz | A short quiz on the Readings / Media for the week  
| In Sakai Tests & Quizzes  
| DUE: Saturday, September 4 at 11:00pm ET |
| Check Sakai | Please be sure to check Sakai for updates to assigned readings / media and assignments to undertake. This is important as there may be changes to the information listed in the syllabus  
| DUE: Monday, August 30 |
# Week 2: Sunday, September 5

Internationalization in a broader theoretical and empirical context.

## Readings / Media
- Week 2 Video Lecture
- Hudzik (2015): Chapter 2 (*Trends, environments, and organization shaping comprehensive internationalization*)
- Hudzik (2015): Chapter 3 (*Motivations and rationales for comprehensive internationalization*)
- Gacel-Ávila (2005)
- Vavrus & Pekol (2015)

## Week 2 Assignments

### Meetings with Max
- I will schedule small group meetings throughout the first weeks of the semester so that we can get to know one another.
  - **DUE:** Zoom meetings time TBD

### Reflection & Response
- **Reflection:** “Me and Internationalization of Higher Education”
  - In 2-3 paragraphs, describe your own interactions with internationalization in higher education. This might be as a student, as a member of an institution, or as a professional.
  - **DUE:** Thursday, September 9 at 11:00pm ET.
  - Please make sure to read the response to your reflection (see below).

**Response**
- Read all of your classmates’ reflections
- Respond to the post of your assigned partner. This should be a probing response, perhaps asking questions, sharing similarities, making connections to the literature, etc.
  - **DUE:** Saturday, September 11 at 11:00pm ET.

### Readings Quiz
- A short quiz on the Readings / Media for the week
  - In Sakai Tests & Quizzes
  - **DUE:** Saturday, September 11 at 11:00pm ET

### Check Sakai
- Please be sure to check Sakai for updates to assigned readings / media and assignments to undertake. This is important as there may be changes to the information listed in the syllabus
  - **DUE:** Monday, September 6
# Week 3: Sunday, September 12

Measuring and assessing internationalization.

## Readings / Media

- Week 3 Video Lecture
- Green (2012)
- Hudzik (2015): Chapter 6 (*Measuring outcomes from institutional comprehensive internationalization*)
- Gao (2018)
- Msweli (2013)

## Week 3 Assignments

<table>
<thead>
<tr>
<th>Meetings with Max</th>
<th>I will schedule small group meetings throughout the first weeks of the semester so that we can get to know one another.</th>
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<tbody>
<tr>
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<td>DUE: Zoom meetings times TBD</td>
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<table>
<thead>
<tr>
<th>Reading Quiz</th>
<th>A short quiz on the Readings / Media for the week</th>
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<tbody>
<tr>
<td></td>
<td>In Sakai Tests &amp; Quizzes</td>
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<td>DUE: Saturday, September 18 at 11:00pm ET</td>
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<tr>
<th>Check Sakai</th>
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<td>DUE: Monday, September 13</td>
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</table>
**Week 4: Sunday, September 19**

Exploring ‘critical theory’ and internationalizing the curriculum.

**Readings / Media**

- Week 4 Video Lecture
- Kincheloe & McLaren (2011)
- Zagalo-Melo (2018)
- Heleta (2021)
- OPTIONAL: Hudzik (2015): Chapter 17 (Melissa Banks: *Connecting internationalization to university vision*)

**Week 4 Assignments**

<table>
<thead>
<tr>
<th>Reflection &amp; Response</th>
<th>Reflection: What is ‘Critical Theory’?</th>
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<tbody>
<tr>
<td></td>
<td>● In 2-3 paragraphs, describe your current understanding of ‘critical theory’ as outlined in the readings for this week. Among other things, you may include areas of confusion or concern, connections with your time as a student or as a professional, insights from other resources, and more.</td>
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<td>● DUE: Thursday, September 23 at 11:00pm ET.</td>
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<td></td>
<td>● Please make sure to read the response to your reflection (see below).</td>
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<tr>
<td>Response</td>
<td>● Read all of your classmates’ reflections</td>
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<td>● Respond to the post of your assigned partner. This should be a probing response, perhaps asking questions, sharing similarities, making connections to the literature, etc.</td>
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<td>● DUE: Saturday, September 25 at 11:00pm ET.</td>
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<tr>
<th>Readings Quiz</th>
<th>A short quiz on the Readings / Media for the week</th>
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<tbody>
<tr>
<td></td>
<td>● In Sakai Tests &amp; Quizzes</td>
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<tr>
<td></td>
<td>● DUE: Saturday, September 25 at 11:00pm ET</td>
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<tr>
<th>Check Sakai</th>
<th>Please be sure to check Sakai for updates to assigned readings / media and assignments to undertake. This is important as there may be changes to the information listed in the syllabus</th>
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<td>● DUE: Monday, September 20</td>
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</table>
### Week 5: Sunday, September 26

Internationalization at home.

#### Readings / Media
- Week 5 Video Lecture
- Agnew & Khan (2014)
- Leung et al. (2021)
- Almeida et al. (2019)
- Mittelmeier et al. (2021)
- Hudzik (2015): Chapter 13 (*Nelson Mandela Metropolitan University, Port Elizabeth, Eastern Cape, South Africa*)

#### Week 5 Assignments

**Reflection & Response**

Reflection: What is gained by ‘Internationalization at Home” (IaH)? What is lost in IaH?
- In 2-3 paragraphs, respond to these two prompts. Among other things, you may include areas of confusion or concern, connections with your time as a student or as a professional, insights from other resources, and more.
- DUE: Thursday, September 30 at 11:00pm ET.
- Please make sure to read the response to your reflection (see below).

**Response**

- Read all of your classmates’ reflections
- Respond to the post of your assigned partner. This should be a probing response, perhaps asking questions, sharing similarities, making connections to the literature, etc.
- DUE: Saturday, October 2 at 11:00pm ET.

**Check Sakai**

Please be sure to check Sakai for updates to assigned readings / media and assignments to undertake. This is important as there may be changes to the information listed in the syllabus
- DUE: Monday, September 27
Week 6: Sunday, October 3
Internationalization and international students.

Readings / Media
- Week 6 Video Lecture
- Guo & Chase (2011)
- Castiello-Gutiérrez & Li (2020)
- Lo (2019)
- Hudzik (2015): Chapter 8 (Beloit College: Internationalization in the American Midwest)

Week 6 Assignments

| Readings Quiz | A short quiz on the Readings / Media for the week  
|---------------|-------------------------------------------------
|               | • In Sakai Tests & Quizzes  
|               | • DUE: Saturday, October 9 at 11:00pm ET |
| Check Sakai   | Please be sure to check Sakai for updates to assigned readings / media and assignments to undertake. This is important as there may be changes to the information listed in the syllabus  
|               | • DUE: Monday, October 4 |
**Week 7: Sunday, October 10**

Mid-Semester Break

**Readings / Media**
- Week 7 Video Lecture

**Week 7 Assignments**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Details</th>
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</thead>
</table>
| CA1: Mid-Semester Exam   | See *CA1: Mid-Semester Exam* document in Sakai for additional assignment details.  
                          |   - DUE: Saturday, October 16 at 11:00pm ET                              |
| Check Sakai              | Please be sure to check Sakai for updates to assigned readings / media and assignments to undertake. This is important as there may be changes to the information listed in the syllabus  
                          |   - DUE: Monday, October 11                                              |
## Week 8: Sunday, October 17

Internationalization and study abroad.

### Readings / Media

- Week 8 Video Lecture
- Adkins & Messerly (2019)
- Chakravarty et al. (2020)
- Sharpe (2015)
- Hartman et al. (2020)
- Netz et al. (2021)

### Week 8 Assignments

#### Critical Conversations

**Instructions:** With your assigned partner, set aside time to have a back-and-forth email debate in real time. You will then post a debate “transcript” (i.e., a copy of the email thread) in the Forums. To get started, student #1 should write a message supporting, refuting, and/or problematizing the prompt below, using evidence from readings, personal experience, etc. Then student #2 will respond, pushing back on student #1’s assertions or arguments, and making their own arguments, again using various forms of evidence. Even if you generally agree with one another, try to highlight important points, concerns, and ideas that should be considered related to the topic.

- Each partner should write a minimum of three emails (statements, arguments, etc.), but this is just the minimum: keep the conversation going if you would like.
- Remember to debate respectfully; the purpose of this assignment is to challenge yourself and to consider new perspectives of study abroad.
- **DUE:** Saturday, October 23 at 11:00pm ET

**Prompt:** Short-term study abroad is an inherently colonial undertaking.

#### Readings Quiz

A short quiz on the Readings / Media for the week

- In Sakai Tests & Quizzes
- **DUE:** Saturday, October 23 at 11:00pm ET

#### Check Sakai

Please be sure to check Sakai for updates to assigned readings / media and assignments to undertake. This is important as there may be changes to the information listed in the syllabus

- **DUE:** Monday, October 18
Week 9: Sunday, October 24

Internationalization and international collaborations.

Readings / Media

- Week 9 Video Lecture
- Knight (2014)
- Hydén (Chapter 1 in Halvorsen & Nossum, 2016)
- Ishengoma (Chapter 7 in Halvorsen & Nossum, 2016)
- Wu (2019)
- Adriansen & Madsen (2019)

Week 9 Assignments

Reflection & Response

Reflection: What collaboration factors do you think are imperative for inclusion in internationalization plans? What is important to avoid in internationalization plans vis-a-vis international collaboration?

- In 2-3 paragraphs, respond to the prompt(s). Among other things, you may include areas of confusion or concern, connections with your time as a student or as a professional, insights from other resources, and more.
- DUE: Thursday, September 30 at 11:00pm ET.
- Please make sure to read the response to your reflection (see below).

Response

- Read all of your classmates’ reflections
- Respond to the post of your assigned partner. This should be a probing response, perhaps asking questions, sharing similarities, making connections to the literature, etc.
- DUE: Saturday, October 2 at 11:00pm ET.

Check Sakai

Please be sure to check Sakai for updates to assigned readings / media and assignments to undertake. This is important as there may be changes to the information listed in the syllabus
- DUE: Monday, October 25
# Week 10: Sunday, October 31

Presentations of the Internationalization Plan Critiques.

## Readings / Media
- Week 10 Video Lecture

## Week 10 Assignments

| CA2: Internationalization Plan Critique | See [CA2: Internationalization Plan Critique](#) document in Sakai for additional assignment details.  
- PRESENTATION DUE: Thursday, November 4 at 11:00pm ET  
- RESPONSE DUE: Saturday, November 6 at 11:00pm ET |
| Check Sakai | Please be sure to check Sakai for updates to assigned readings / media and assignments to undertake. This is important as there may be changes to the information listed in the syllabus  
- DUE: Monday, November 1 |
# Week 11: Sunday, November 7

**Internationalization and diversity.**

## Readings / Media
- Week 11 Video Lecture
- [Video] Beek (2020): *What's race doing in a nice field like internationalization?*
- Moon (2016)
- Choose a chapter: Hoffman et al. (Eds.) (2018)

## Week 11 Assignments

### Reflection & Response

**Reflection:** Which chapter did you choose and why? What are the important take-aways that your classmates should know about? What is missing from the discussions presented in these three readings?

- In 2-3 paragraphs, respond to the prompt(s). Among other things, you may include areas of confusion or concern, connections with your time as a student or as a professional, insights from other resources, and more.
- **DUE:** Thursday, September 30 at 11:00pm ET.
- Please make sure to read the response to your reflection (see below).

**Response**

- Read all of your classmates’ reflections
- Respond to the post of your assigned partner. This should be a probing response, perhaps asking questions, sharing similarities, making connections to the literature, etc.
- **DUE:** Saturday, October 13 at 11:00pm ET.

### Readings Quiz

A short quiz on the Readings / Media for the week

- In Sakai Tests & Quizzes
- **DUE:** Saturday, November 13 at 11:00pm ET

### Check Sakai

Please be sure to check Sakai for updates to assigned readings / media and assignments to undertake. This is important as there may be changes to the information listed in the syllabus

- **DUE:** Monday, November 8
Week 12: Sunday, November 14
Internationalization, accreditation, and rankings.

Readings / Media
- Week 12 Video Lecture
- Hazelkorn (2014)
- Blanco Ramírez (2015)
- Kinser (2014)
  https://ebookcentral-proquest-com.flagship.luc.edu

<table>
<thead>
<tr>
<th>Week 12 Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Quiz</td>
</tr>
<tr>
<td>A short quiz on the Readings / Media for the week</td>
</tr>
<tr>
<td>• In Sakai Tests &amp; Quizzes</td>
</tr>
<tr>
<td>• DUE: Saturday, November 20 at 11:00pm ET</td>
</tr>
<tr>
<td>Internationalization Logo</td>
</tr>
<tr>
<td>Many international organizations and international offices at HEIs have logos that incorporate depictions of the globe or individuals with interlocking hands to depict their role and ‘internationality.’ Based on the work we have so far done in the course, design your own ‘internationalization logo.’ How will your logo move beyond simple imagery of the global or ‘diverse peoples’? Provide a 1-2 sentence description of your rationale for why your design is a good institutional logo for ‘internationalization.’</td>
</tr>
<tr>
<td>• Submit an image in Sakai.</td>
</tr>
<tr>
<td>• DUE: Saturday, November 20 at 11:00pm ET</td>
</tr>
<tr>
<td>Check Sakai</td>
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</tr>
<tr>
<td>• DUE: Monday, November 15</td>
</tr>
</tbody>
</table>
**Week 13: Sunday, November 21**

Thanksgiving Break: No class this week

**Readings / Media**
- None (Thanksgiving Break: No class this week)

<table>
<thead>
<tr>
<th><strong>Week 13 Assignments</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>None (Thanksgiving Break: No class this week)</td>
</tr>
</tbody>
</table>
Week 14: Sunday, November 28

Internationalization and the environment.

Readings / Media
- Week 14 Video Lecture
- NAFSA (2021)
- Ilieva et al. (2014)
- Crumley-Effinger & Torres-Olave (2021)
- Shields (2019)

Week 14 Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Readings Quiz</td>
<td>A short quiz on the Readings / Media for the week</td>
</tr>
<tr>
<td></td>
<td>- In Sakai Tests &amp; Quizzes</td>
</tr>
<tr>
<td></td>
<td>- DUE: Saturday, December 4 at 11:00pm ET</td>
</tr>
<tr>
<td>Meeting with Max (as needed)</td>
<td>As needed, I will be available to discussion work on the Internationalization Plans</td>
</tr>
<tr>
<td>Work on your Internationalization Plan</td>
<td>See CA3: Internationalization Plan document in Sakai for additional assignment details.</td>
</tr>
<tr>
<td></td>
<td>- DUE: Friday, December 17 at 11:00pm ET</td>
</tr>
<tr>
<td>Check Sakai</td>
<td>Please be sure to check Sakai for updates to assigned readings / media and assignments to undertake. This is important as there may be changes to the information listed in the syllabus</td>
</tr>
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<td></td>
<td>- DUE: Monday, November 29</td>
</tr>
</tbody>
</table>
# Week 15: Sunday, December 5

## Writing time

## Readings / Media
- Week 15 Video Lecture

## Week 15 Assignments

<table>
<thead>
<tr>
<th>Activity</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work on your Internationalization Plan</td>
<td>See CA3: Internationalization Plan document in Sakai for additional assignment details. DUE: Friday, December 17 at 11:00pm ET</td>
</tr>
<tr>
<td>Meeting with Max (as needed)</td>
<td>As needed, I will be available to discussion work on the Internationalization Plans</td>
</tr>
<tr>
<td>Check Sakai</td>
<td>Please be sure to check Sakai for updates to assigned readings / media and assignments to undertake. This is important as there may be changes to the information listed in the syllabus DUE: Monday, December 6</td>
</tr>
</tbody>
</table>
## Week 16: Sunday, December 12
Your final, culminating project for the semester, the CA3: Internationalization Plan, is due

**Readings / Media**
- Week 16 Video Lecture

### Week 16 Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submit your Internationalization Plan</td>
<td>See <em>CA3: Internationalization Plan</em> document in Sakai for additional assignment details.</td>
</tr>
<tr>
<td></td>
<td>- DUE: Friday, December 17 at 11:00pm ET</td>
</tr>
<tr>
<td>Check Sakai</td>
<td>Please be sure to check Sakai for updates to assigned readings / media and assignments to undertake. This is important as there may be changes to the information listed in the syllabus</td>
</tr>
<tr>
<td></td>
<td>- DUE: Monday, December 13</td>
</tr>
</tbody>
</table>
Syllabus Addenda

Smart Evaluation
Towards the end of the course, you will receive an email from the Office of Institutional Effectiveness reminding you to provide feedback on the course. You will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once you have completed the evaluation.

- The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback.
- Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact your grade.

The feedback is important so that the instructor can gain insight into how to improve their teaching and the department can learn how best to shape the curriculum.

Smart Evaluation Objectives:
- Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures
- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
- Learning to analyze and critically evaluate ideas, arguments, and points of view

Dispositions
All students are assessed on one or more dispositional areas of growth across our programs: Professionalism, Inquiry, and Social Justice. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform. Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

Digication
Digication is Loyola’s ONLINE portfolio platform. Many of the School of Education programs utilize Digication for Assessment and data collection to manage accreditation and licensure requirements. Your professor and Program Chair will work with you to better understand submission requirements that are specific to courses and programs.

Privacy Statement
Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Students will be informed of such recordings by a statement in the syllabus for the course in which they will be recorded. Instructors who wish to make subsequent use of recordings that include student activity may do so only with informed written consent of the students involved or if all student activity is removed from the recording. Recordings including student activity that have been initiated by the instructor may be retained by the instructor only for individual use.
Class Conduct
One important aspect of a Jesuit education is learning to respect the rights and opinions of others. Please respect others by (1) allowing all classmates the right to voice their opinions without fear of ridicule, and (2) not using profanity or making objectionable (gendered, racial or ethnic) comments, especially comments directed at a classmate.

Special Circumstances: Receiving Assistance
Students are urged to contact me should they have questions concerning course materials and procedures. If you have any special circumstance that may have some impact on your course work, please let me know so we can establish a plan for assignment completion. If you require assignment accommodations, please contact me early in the semester so that arrangements can be made with Student Accessibility Center (SAC) (http://www.luc.edu/sac/).

Center for Student Access and Assistance (CSAA)
Should you encounter an unexpected crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc.), I strongly encourage you to contact the Office of the Dean of Students by submitting a CARE Referral for yourself or a peer in need of support: www.LUC.edu/csaa. If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf.

Syllabus Addendum Link
https://www.luc.edu/education/academics/syllabi/