New York University  
Steinhardt School of Culture, Education, and Human Development  
Program in Higher and Postsecondary Education

Globalization and Higher Education Reforms  
Fall 2009  
Course number: E98.3109  
Credit hours: 3  
Tuesdays, 4:55 - 6:35 pm.

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<thead>
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SYLLABUS

Course Objectives

This course will provide an introduction to the topics of globalization and internationalization in higher education, and the intersection of these topics for quality assurance, as well as provide an overview of several regional models of higher education in comparative perspective. Included in this overview of higher education systems will be an introduction to different systems of quality assurance, the history and structure of different national systems, the variety of students and institutions, national and international networks of institutions, professional standards, ethical problems, and relationships to other professions and educational sectors.

Course Summary

The course will be divided into thematic sections that will be covered over several weeks’ time. The first few sections will serve as an introduction to the topics of globalization, regionalization, and internationalization in higher education. Additional sections will include topics of cross-border and transnational higher education, trends and national policies, trade agreements, student and faculty mobility, and transfer and recognition of credits and degrees, including the implications for transferability, mutual recognition agreements, and recent policy reforms such as the Bologna Process. The latter part of the course will delve into globalization and reform issues as they impact different regional and country models of higher education, with an overview of several regions, including Latin America, Asia, Africa, and Europe.
Course Readings

Each course session will have several required readings. The required readings will be listed in the syllabus, with a corresponding course documents folder in Blackboard containing links to the documents (unless indicated as a book chapter or Ebrary book). You will be expected to read assigned readings thoroughly and critically prior to each class meeting, as well as refer to the readings to participate in class and Blackboard discussion forums. Each week two students will be required to lead discussions on Blackboard and in class for that week. The task will end with a 5-7 page reflection piece based on lessons learned through the readings, the BB forum, and class discussion. This assignment will be submitted a week later in class. A list of additional recommended readings can be found at the end of this syllabus.

Books on Reserve

The following books contain required course readings. They have been placed on reserve at Bobst Library, or you may choose to purchase them. They have not been ordered by the NYU bookstore because it is usually a better value to try to order them used online.

- Globalization and Education. (Stromquist, N. & Monkman, N., Eds.) (2000)
  - This is also available on Amazon (used) from $9.30.

The following are not among the required reading but can serve as a valuable source of information for your research paper. It is highly recommended that you consult these for additional themes and regions/countries of interest. They have also been placed on reserve.

  - Call number: LB 2322.2 H52 2002.
  - Call number: LB2322. 2. R677 2009.

INQAAHE documents:

From time to time you will encounter references in the syllabus to texts labeled INQAAHE. These documents will be located in a separate folder. INQAAHE stands for The International Network for Quality Assurance Agencies in Higher Education, an international organization which conducts policy research on quality assurance in higher education. From their website:

"The International Network for Quality Assurance Agencies in Higher Education (INQAAHE) is a world-wide association of some 200 organisations active in the theory and practice of quality assurance in higher education. The great majority of its members are quality assurance agencies that operate in many different ways, although the Network also welcomes (as associate or
institution members) other organisations that have an interest in QA in HE." (Retrieved July 17, 2009 from http://www.inqaahe.org/).

**Course Assignments and Assessment**

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<th>Assignment</th>
<th>Due Date</th>
<th>Percent of Grade</th>
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<tr>
<td>Participation</td>
<td>Ongoing/Weekly.</td>
<td>10% discussion forum</td>
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<td>• Online discussion forum participation: weekly (10 out of 14 weeks).</td>
<td>Complete online discussion forum prior to that week’s class session meeting time and participate in class discussions (see instructions for online forum posted in Blackboard discussion forum).</td>
<td>20% academic blog</td>
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<td>• Creation of a professional academic blog with your working group with weekly updates. Alert class to updates.</td>
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<tr>
<td>• Lead discussion for online forum by posting discussion questions and facilitate corresponding discussion in following class session. (1 week).</td>
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<tr>
<td>• Class attendance and participation: weekly.</td>
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<td>Analytical reflection piece, 5-7 pages. This will correspond with the week you are assigned to facilitate the class and online discussion, and will be based on that weeks’ readings.</td>
<td>Ongoing. This will be due in class the week after you are assigned to facilitate the class discussion.</td>
<td>20%</td>
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<tr>
<td>Final research paper and presentation, 15-18 pages.</td>
<td>Due 12/01/09.</td>
<td>50%</td>
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**Explanation of Assignments**

All written assignments, with the exception of the electronic forums (blog and online discussion forums) should be written double-spaced, with 1 inch margins, 12 point Times New Roman font.
Use APA format for citations and references. Written assignments should be submitted electronically in the Blackboard drop boxes.

**Online discussion forum:** The purpose of this forum will be to discuss the course readings. There is no particular requirement for length, but you are encouraged to provide thoughtful, reasoned comments and counterpoints that will stimulate conversation about topics. The student or students who are assigned to lead the discussion should select readings of particular interest, provide a brief summary, and introduce questions or issues for discussion and post this several days before the class session to allow time for responses. Discussion forum responses should be posted before the next scheduled class session (see the Discussion Forum instructions for more details about when to post). In the first class session, one or more students will sign up for each week to create discussion questions for the forum and lead a portion of the discussion for the following class.

**Blog:** The purpose of the blog will be to connect course content to outside information and ideas. With your working group, you will search for and bring in outside resources in the form of news and media stories, current events, video clips, or issues related to your professional experience. You will create a blog that your group members can access using a free blog source, such as blogspot.com (you are free to use another blog resource if you prefer as long as it is free and accessible). This will be used as a platform for exploring topics of professional and academic interest. To facilitate collaboration, the class will be divided into smaller working groups around a topical or regional area of interest. Use this as a forum for posting thoughts and opinions on current events, links to articles, video, and other content, and anything that you discover outside of the course content that might be of interest to the class. You will collaborate with your group to decide on the theme and how to create and post to your blog. Post to the blog at least once a week. Publicize your updates to the class so that they have the opportunity to read and comment. You will present your blog to the class during the final class session (time permitting).

**Analytical Reflection Piece:** This will be a 5-7 page essay in which you reflect on the topics presented in the course during the week you are assigned to facilitate the online discussion forum and class discussion. You may select readings from the week’s assigned readings, as well as additional sources that you may have found on your own or through suggested readings. You are encouraged to relate this reflection to your own professional practice and experience as well as current events. It will be due in class on the week following the session in which you are assigned to facilitate the class discussion.

**Paper Proposal:** This will be the proposal for your final paper. This will consist of a one page summary of your proposed topic, along with a one or two page outline of the major sections that you intend to include. In addition, you will include 10-15 sources that you have identified to use for your paper. You will present your paper proposal to your working group in the class for feedback. Due October 27.

**Final Research Paper:** The final paper will be 15-18 pages on a topic of your choosing, in consultation with the instructor. You will present your paper to the class in the final two sessions. Due December 1.
Course Schedule


Week 1, 9/8/09: Introductions.

Prior to the first class session, become familiar with the Blackboard course website, as well as the OECD, UNESCO, and World Bank websites related to international higher education policymaking and research. Note: you can find these sites by doing an internet search for “UNESCO higher education,” etc.

Read the following brief article:

http://www.unesco.org/en/higher-education
http://www.oecd.org/topic/0,3373,en_2649_39263238_1_1_1_1_37455,00.html

1. Sign up for discussion forum calendar (sign up sheet will be passed out in first class).
2. Post introductions in discussion forum.

Week 2, 9/15/09: Globalization and Higher Education

Sign up for blog project working groups.

Week 3, 9/22/09: Internationalization and Regionalization of Higher Education
2. INQAAHE Module 1: Unit 3, Part 2 (p. 6-27): Internationalization of Higher Education.

Week 4, 9/29/09: Expansion and massification of higher education systems.
4. INQAAHE Module 1, Unit 1, Part 1 (p. 4-14): Increasing Global Demand for Higher Education and Unit 1, Part 2 (p. 15-17): Demographic shifts and non-traditional students.

Part 2: Diversity in Higher Education Systems

Week 5, 10/6/09: Trends in Higher Education: Technology, the Growth of Private Institutions and New Types of Providers
Part 3: Cross-border Higher Education

Week 6, 10/13/09: Cross border trends, policy and practice; trade agreements.

Week 7, 10/20/09: International student and faculty mobility.
   5. INQAAHE Module 1, Unit 4, Part 2 (p. 16-25): Transfer and recognition of degrees.

Part 4: Globalization and Reform Trends.

Week 8, 10/27/09: Reform Trends and Impact.

Assignment due:
Final Paper Proposal.
Part 5: Country and Regional Case Studies and Examples.

Week 9, 11/03/09: Latin America

Week 10, 11/10/09: Asia

Week 11, 11/17/09: Africa
**Week 12, 11/24/09: Europe**


**Week 13, 12/01/09: Presentations.**

**Assignment due:**
Final research paper. Presentation of final papers.

**Week 14, 12/8/09: Presentations.**

**Assignment due:**
Presentation of final papers. Time permitting, you will present your group’s blog to the class.
Additional Recommended Readings

Books:


Articles:


