HE 713: The Internationalization of Higher Education

Instructor: Dr. Nicole J Harris-Sealey  
Office Location: Mason Global Center, 1201  
Office Hours: Wednesdays, 5-7PM

Email: nsealey@gmu.edu  
Class Location: Mason Global Center, RM 1309  
Class Time: Wednesdays, 7:20-10PM

Course Description from the University Catalog
As nations around the world become increasingly interconnected, both economically and politically, higher educators must consider the role of the academy in this internationalization movement. This seminar course is designed to provide an overview of globalization as it relates to higher education’s efforts to internationalize. The course will explore the internationalization of higher education through various lenses including administration, student services, curriculum integration, study abroad, and branch campus development.

Instructor’s Course Philosophy
This course is designed as both a micro and macro survey course on the internationalization of higher education in three contexts: the institutional level, the national level, and the global level. The course is leverages materials that expand the view internationalization of higher education from Western and American perspectives; however, guests and materials are included to enhance the course with as many global (read: non-Western) perspectives as possible to permit a broad scope of awareness to students in the course.

Students participating in this course will experience an interactive investigation into various aspects of internationalization through interaction with professional organizations, hear from guests at institutions across the US, and conduct exploratory analyses into topics of future interest. Students will be strongly encouraged to give feedback on readings and assignments to further improve and enrich both the course and related topics for the Higher Education Program.

Masters and Doctoral level students interested in international education majoring in Higher Education, Global Affairs, Education & Human Development, Higher Education, Sociology, Higher Education Policy and related fields are strongly encouraged to take this course.

Course Objectives
Upon completion of this course, students should be able to:

1. Create one’s own definition of internationalization;
2. Identify how internationalization has influenced higher education and in particular the tensions it prompted;
3. Gain skills that encourage intercultural competencies;
4. Become familiar with the wide range of internationalization efforts taking place on college campuses;
5. Explore possible future examples of global initiatives in higher education.
Course Readings and Materials

All students are **required to purchase** the following texts from the university bookstore or obtain a full copy from another appropriate source:


All students are **required to read many chapters from** the following texts. These are listed as **recommended texts** at the bookstore, but they are also available online as open, full-text resources through library.gmu.edu, and thus, readings from these texts most often will not be posted via BlackBoard:


Additional supplementary readings and reports will be uploaded in the “Readings” section via Blackboard Mason’s online platform that contains the course syllabus, assignments, and other-class related information. You can access Blackboard through your myMason portal (mymason.gmu.edu).

Course Policies

**Attendance**

- Attendance is recorded for each class period.
- For absences related to religious observances and/or university-sponsored events (e.g. intercollegiate athletics, forensics team, dance company, etc). It is Mason’s policy to encourage its faculty to make a reasonable effort to allow students to observe their religious holidays or to participate in university-sponsored activities without academic penalty. Absence from classes or exams for these reasons does not relieve students from responsibility for any part of the course work required during the absence. Students who miss classes, exams, or other assignments as a consequence of their religious observance or for participation in a university activity will be provided a reasonable alternative opportunity, consistent with class attendance policies stated in the syllabus, to make up the missed work. It is the obligation of students to provide faculty, within the first two weeks of the semester, with the dates of major religious holidays on which they will be absent, and the dates for which they are requesting an excused absence for participation in any university-sponsored activity scheduled prior to the start of the semester, and as soon as possible otherwise.
Participation

- Participation is a core element of successful graduate study. This course requires you to come prepared with all necessary materials and actively engage in all activities.
- Students who do not actively participate in class and who are not prepared to discuss class readings will be penalized participation points.

Assignments/Deadlines

- See the course calendar and Blackboard for the schedule of assignments.
- All assignments need to be submitted by the due date and are only accepted electronically via Blackboard—I will not accept them via email under any circumstances.
- Late submissions will only be accepted under extraordinary circumstances with advance notice and evidence to support your claim; even if accepted the grade will be reduced by 10% per day that it is late. Assignments will not be accepted after the final exam period for any reason.
- Students should always upload all relevant files (papers, presentations, etc) to Blackboard in MS Word format.

Technology

- Students must check their Mason email account and access Blackboard daily. Your Mason email account is used to receive important university information, including messages related to this class. See http://masonlive.gmu.edu for more information.
- During class all electronics including cell phones and laptops should be turned off and stored away. You will be instructed as to when these devise are permitted during class time. Engaging in activities not related to the course (e.g., gaming, online chatting, etc.) will result in a reduction of participation points.
- Recording of this class is not allowed without permission from the instructor.

Honor Code & Academic Integrity

In carrying out assignments professional ethics must be followed at all times. Academic dishonesty means deceit or misrepresentation in attempting (successfully or unsuccessfully) to influence the grading process or to obtain academic credit by a means not authorized by the course instructor or university policy. A breach of academic honesty is committed by students who give, as well as receive, unauthorized assistance in course and clinical work and/or who purposefully evade, or assist other students in evading the university’s policy against dishonesty.

Plagiarism is a form of academic dishonesty. It is your unacknowledged use of another writer’s own words, specific facts, propositions, or materials in your own writing. When other writers’ words or materials (even short phrases or specific terminology) are used, you must cite these words, phrases, or sentences according to APA 6th edition. Failure to do so will be considered a violation of academic honesty.

To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the University Community have set forth this:

Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work

Review the complete Honor Code at oai.gmu.edu. Any work considered being in violation of the Honor Code may be reported to the Office of Academic Integrity.

Updated 1/19/2018
Students with Disabilities

If you are a student with a disability and need academic accommodations, please directly see your course instructor and contact Disability Services (SUB I, Rm. 4205; 993-2474; ds.gmu.edu). All academic accommodations must be arranged through Disability Services.

Enrollment
- Students are responsible for verifying their enrollment in this class.
- Schedule adjustments should be made by the deadlines published in the Schedule of Classes. (Deadlines each semester are published in the Schedule of Classes available from the Registrar's Website registrar.gmu.edu.)
- After the last day to drop a class, withdrawing from this class requires the approval of the dean and is only allowed for nonacademic reasons.

Important policies and resources
- **Blackboard:** [https://mymasonportal.gmu.edu/webapps/portal/frameset.jsp](https://mymasonportal.gmu.edu/webapps/portal/frameset.jsp)
- **Counseling and Psychological Services (CAPS),** SUB I Room 3129, 703-993-2380, [http://caps.gmu.edu](http://caps.gmu.edu)
- **Free Academic Skills Workshops:** [http://caps.gmu.edu/learningservices/workshops.php](http://caps.gmu.edu/learningservices/workshops.php)
- **Graduate Student Life:** [http://gradlife.gmu.edu/](http://gradlife.gmu.edu/)
- **Graduate and Professional Students Association (GAPSA):** [http://gapsa.gmu.edu/](http://gapsa.gmu.edu/)
- **Mason Alerts:** Sign up at [https://alert.gmu.edu](https://alert.gmu.edu) for alerts related to campus emergencies and closings.
- **Patriot Web:** [https://patriotweb.gmu.edu/](https://patriotweb.gmu.edu/)
- **University Policies:** The University Catalog, [http://catalog.gmu.edu](http://catalog.gmu.edu), is the central resource for university policies affecting student, faculty, and staff conduct in university academic affairs. Other policies are available at [http://universitypolicy.gmu.edu/](http://universitypolicy.gmu.edu/). All members of the university community are responsible for knowing and following established policies.

Grading

See assignment instructions and rubrics for specific grading criteria. All grades in this course are earned, not arbitrarily awarded. If you have questions about grading, make an appointment during office hours. The grading scale is:

| 97-100 = A+ | 87-89 = B+ | 74-79 = C |
| 94-96 = A | 84-86 = B | 73 and below = F |
| 90-93 = A- | 80-83 = B- |

Assignments

*See Blackboard for instructions and grading rubrics for assignments.*

Participation (20 points)

Classroom participation is to be considered an assignment as it counts for 20% of your final grade. Students will be coming into the class with a diversity of experiences and perspectives, and thus are expected to participate actively in the course by engaging in the following activities: large group discussions; small group discussions; conversations with guest speakers, other classroom activities; completion of reading feedback surveys and online comments via Blackboard. Students are expected to complete all assigned readings. Ideally, all students will
seek to create the richest possible learning environment; and will be attuned to group dynamics in order to promote the active participation of classmates. Note that attendance also factors in to the Classroom Participation grade (see above).

**Literature Wiki Contribution (10 points) – Due dates marked with * **

Each student will be assigned to a course topic during the first class session. You will be responsible for the following:

1. Use library resources and/or internet searches to identify two scholarly articles on your given topic – these should be electronic sources that can be accessed easily through Mason Libraries.
2. Cite your sources on the Blackboard Wiki, include links to the articles, and provide a brief summary (300 words or less) for each, contributing to our ‘Internationalization of Higher Ed’ annotated bibliography.
3. Make citations, links and summaries available to the class on the Wiki by 11:59pm on the Thursday preceding the class where your topic will be discussed.
4. Lead a 30-minute class discussion on your chosen articles during the next class session.

Students should regularly read one another’s posts, ask questions and rate them.

**Interactive Presentation (20 points)**

Working in pairs, develop a creative interactive presentation on an area of interest to you (brainstormed during second class session). Presentations should be grounded in the literature, using the course texts, our ‘Internationalization of Higher Ed’ annotated bibliography, and additional topic-specific sources.

Presentations can take a variety of forms, but should achieve the following:

1. Inform class about an area not covered fully during class discussions
2. Engage students actively on your given topic
3. Be presented in a creative format in a 30 minute time period (will adjust for a group of 3)

**Global Case Study Analysis Report (20 Points) – Due Apr 11th, 18th, or 25th**

Working individually, students will develop both a 15-minute presentation and a 5-page case study summary report on a topic which reflects one element from each of three dimensions:

- **DIMENSION 1:** World Regions/continents (assigned by instructor) (Western) Europe, Canada, Australia, Middle East, Eurasia, Far East, Africa, Caribbean OR Latin America.
- **DIMENSION 2:** Specific area of internationalization as the focal point of the case study (selected by student and approved by instructor) Study abroad, curricular internationalization, international student services, twinning programs, dual degree program, branch campus, enrollment management, professional development or other course topic with instructor approval.
- **DIMENSION 3:** Analytical Type (selected by student and approved by instructor) An individual institution case or a comparative case evaluation of two institutions

Students are strongly advised to use the case study analysis report format as outlined by the Ashford University Writing Center: [https://awc.ashford.edu/tocw-guidelines-for-writing-a-case-study.html](https://awc.ashford.edu/tocw-guidelines-for-writing-a-case-study.html)
Final Reflection Paper (30 points) – Due Wednesday, May 9th

Write a 15-20-page paper on the broad topic of Internationalization of Higher Education. Using materials and readings presented in class this semester, as well as resources you discovered in preparing your interactive presentation, synthesize your understanding of what Internationalization of Higher Education means to you. How do you differentiate between the nomenclatures of internationalization and globalization? What external and internal factors do faculty and administrators need to be cognizant of when looking at delivering higher education in a global way? What challenges does higher education face as it attempts to adapt to our increasingly globalized world? How does the idea of global competence fit in to this work? What areas of Internationalization of Higher Education would you like to explore further?

COURSE SCHEDULE/TOPIC SEQUENCE (Tentative)

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<th>INTRODUCTION</th>
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<td>Week 1 - Jan 24</td>
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<tr>
<th>UNIT 1: Internationalization within the University Setting (Western Perspective)</th>
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<tr>
<td>Week 2 - Jan 31</td>
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<tr>
<td><strong>Guest Speaker:</strong> Peter Stearns, Provost Emeritus, George Mason University</td>
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<td><strong>Assignments due the following week:</strong>&lt;br&gt;• Questions for next week’s guest speakers&lt;br&gt;• Completion of [TBD Global Self-Assessment]&lt;br&gt;• Deardorff, et al. (2012) – Ch 11 &amp; 16&lt;br&gt;• Wildavsky (2010) – Intro and Ch 1&lt;br&gt;• Leask (2015) – Ch 2 &amp; 3</td>
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### Week 3 - Feb 7

**Class Topics:** Intercultural Competence*; Internationalization of Curriculum*; Internationalization “At Home”

**NOTE:** Today’s class will meet in Innovation Hall, RM 334

**Guest Speakers:** Janelle Peifer, Ph.D., Assistant Professor of Psychology, Agnes Scott College & Julie Sinclair, Ph.D., Associate Director, International Studies in Education, Michigan State University

**Group 1 Presentation**

**Assignments due the following week:**
- Global Case Study Analysis Report Proposal
- Stearns (2009) – Ch 5
  
- Kenney (2011) – First city, anti-city… [Blackboard]
  

### Week 4 - Feb 14

**Class Topics:** Study Abroad*; Foreign Language Studies*

**Group 2 Presentation**

**Assignments for following week:**
- Deardorff, et al. (2012) – Ch 22
- Alberts (2007) – Beyond the headlines… [Blackboard]
  
  
- Sinclair (2010) – IEM Framing the Conversation [Blackboard]
  

### Week 5 - Feb 21

**Class Topics:** International Enrollment Management*

**Group 3 Presentation**

**Assignments due the following week:**
- Stearns (2009) – Ch 6
- Deardorff, et al. (2012) – Ch 13
- Albrecht (2010) - Student Visa and Immigration Issues [Blackboard]
  
- Bartram (2008) - Supporting international students in higher education… [Blackboard]
  
| Week 6 - Feb 28 | Class Topics: International Student Programs & Services*; Immigration*  
Guest Instructor: Todd Rose, Ph.D., Executive Director, INTO George Mason University  
NOTE: Today's class will meet in Innovation Hall, RM 334  
Guest Speaker: Sandra Lemons, Director, International Student Services, Indiana University-Purdue University Indianapolis  
Group 4 Presentation  
Assignments due the following week:  
- Questions for next week’s guest speaker  
- Deardorff, et al. (2012) – Ch 12  
- Chow (2011) – What International Students Think…  
- Marginson (2012) – Including the other... [Blackboard]  
  doi:http://dx.doi.org/10.1007/s10734-011-9454-7 |
|---|---|
| Week 7 - Mar 7 | Class Topics: International Student Experience*; English Language Acquisition*  
Guest Instructor: Todd Rose, Ph.D., Executive Director, INTO George Mason University  
Group 5 Presentation  
Assignments due the following week:  
- Questions for next week’s guest speaker  
- Deardorff, et al. (2012) – Ch 4 & 19  
- Hudzik (2014) – Introduction and Ch 1  
- Stearns (2009) – Ch 9  
- ACE Materials on Internationalization [Blackboard → Readings & Resources → Professional Organizations] |
<p>| Mar 14 – Spring Break (Classes Cancelled) |</p>
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<th>UNIT 2A: The Internationalization of Higher Education (American Perspective)</th>
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<td><strong>Week 9: Mar 21</strong></td>
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<td><strong>Class Topics:</strong> Comprehensive and Strategic Internationalization; International Partnerships*</td>
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<td><strong>Guest Instructor:</strong> TBD</td>
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<td><strong>Guest Speaker:</strong> Heather Ward, Associate Director, Center for Internationalization and Global Engagement, American Council of Education</td>
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<td>Group 6 Presentation</td>
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<td><strong>Assignments due the following week:</strong></td>
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<td>- Questions for next week’s guest speaker</td>
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<td>- Deardorff, et al. (2012) – Ch 6</td>
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<td>- Stearns (2009) – Ch 7</td>
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<td>- Wildavsky (2010) – Ch 2</td>
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<td><strong>Week 10: Mar 28</strong></td>
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<td><strong>Class Topics:</strong> Research; Branch Campuses*; Joint Degrees*</td>
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<td><strong>Guest Instructor:</strong> Todd Rose, Ph.D., Executive Director, INTO George Mason University</td>
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<td><strong>NOTE: Today’s class will meet in Innovation Hall, RM 334</strong></td>
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<td><strong>Guest Speaker:</strong> John Crist, Associate Dean for Academic Affairs, George Mason University Korea</td>
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<td>Group 7 Presentation (Optional)</td>
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<td><strong>Assignments due the following week:</strong></td>
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<td>- AIEA Standards of Professional Practice [Blackboard]</td>
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<td>- Schneider (2010) Internationalization and Title VI: New Challenges (optional) [Blackboard]</td>
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<td>- Stearns (2009) – Ch 8</td>
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<td>- Bista (2015) - Roles of International Student Advisors [Blackboard]</td>
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<td>- Shallenberger (2015) – Learning from Our Mistakes... [Blackboard]</td>
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<td>- Canty (2010) – Ethical Practice</td>
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### Week 11 - Apr 4

**Class Topics:** Professionalization of International Education*

Group 8 Presentation (Optional)

### Assignments due the following week:

- Deardorff, et al. (2012) – Ch 5 & 20
- Hudzik (2014) – Ch 9, 10, 14, 16, & 17
- Altbach & Knight (2007) – The Internationalization of Higher Education….  
- Rizvi, Lingard, & Lavia (2006) – Postcolonialism and education… [Blackboard]  
- Tikly (2001) - Globalisation and Education in the Postcolonial World… (optional) [Blackboard]  

### Special Note: NAFSA Research Symposium, Apr 6

[http://www.nafsa.org/Professional_Resources/Research_and_Trends/NAFSA_Research_Symposium/](http://www.nafsa.org/Professional_Resources/Research_and_Trends/NAFSA_Research_Symposium/)

### UNIT 2B: The Internationalization of Higher Education (World Perspective)

#### Week 12 - Apr 11

**Class Topics:** Trends in the West: Europe, Australia & Canada; Post-Colonialism

Global Case Study Presentations

### Assignments due the following week

- Hudzik (2014) – Ch 12
- Wildavsky (2010) – Ch 3 & 4
- Marginson & Sawir (2006) – University leaders strategies [Blackboard]  

#### Week 13 - Apr 18

**Class Topics:** Trends In the East: Middle, Central, Eurasia & Far East

Global Case Study Presentations

### Assignments due the following week

- Hudzik (2014) – Ch 13, 15
- Wildavsky (2010) – Ch 5 & 6
- Lopez (2009) - University Cooperation in Latin America and the Caribbean [Blackboard]  
- Gacel-Avilas (2014) - New directions for Internationalization of Tertiary…. [Blackboard]  

#### Week 14 - Apr 25

**Class Topics:** Trends in Africa, Caribbean & Latin America

Global Case Study Presentations

### Assignments due the following week

- Deardorff, et al. (2012) – Ch 25
- Stearns (2009) – Ch 10 & 11
- Hudzik (2014) – Introduction and Ch 6
- Altbach & De Wit (2017) – Trump & the Coming Revolution… [Blackboard]  

Updated 1/19/2018
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*Class Topics: Future Directions & Trends; Reflections*