Fall 2013
EDUC 229: Introduction to International Education

Tuesdays
Lecture 4:40-6:05 pm
and Discussion 6:10-7:10 pm

Instructor: Cristine Smith, Associate Professor
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Office: Hills House South 264
Office Hours: Wednesdays, 11 am to 2 pm, by appointment

Teaching Assistants (TAs):
Sumera Ahsan: sahsan@educ.umass.edu
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Tareque Rahman: mohammad@educ.umass.edu

TA Office: 464 Hills House South
TA Office Hours: To be announced at the start of the semester

Course Description

Education is a powerful force that spurs national growth and development. This course attempts to develop and encourage an understanding of the drivers, challenges and outcomes (benefits and liabilities) of education. We will examine issues related to the interconnectedness and continuously globalizing “developed” and “developing” countries.

In the first part of the course, we will discuss a variety of grant social narratives about education and its impact on development, including beliefs about the outcomes of education. We will then examine topics that shape or drive education; for example, cultural values, history, politics, globalization and the legacy of colonization. We will turn to a discussion of the challenges to education, including how education is influenced by war, limited resources, gender and cultural issues, and child labor.

The three main questions we will be discussing in this course include:
1. **What are the drivers of education?** Who makes decisions about education, and why?
2. **What are the challenges to education?** What are the supports and barriers to making access to high-quality education universally available?
3. **What are the outcomes of education?** What do we know about the benefits and liabilities of getting an education?

**Course Goals**

The goals of this course are to develop your:

- **Awareness and understanding of other cultures**, countries and peoples from various cultural, social, geographic, political and economic points of view, and how these factors influence education internationally;
- **Understanding of the role of education** in global, social, political and economic development;
- **Ability to think logically and critically**, and to apply knowledge from multiple disciplines to various contexts;
- **Ability to reflect on, understand, and respond** to complex international and intercultural issues relating to education and development;
- **Ability to locate, identify, and use sources of information** from multiple disciplines to understand and address issues related to education;
- **Read a range of texts** related to education and international development issues and engage those texts and the issues they raise—**verbally and in writing**.

**General Education**

This course is part of the General Education Program. As outlined in the General Education Purpose Statement, the purpose of the General Education requirement is to stretch students’ minds, broaden their experiences, sharpen their critical thinking and evaluation skills, make connections through shared experiences, and prepare them for:

- Their college experiences and subsequent professional training
- Their careers and productive lives
- Community engagement and informed citizenship
- A diverse and rapidly changing world
- A lifetime of learning.

The General Education curriculum does this by engaging students in:

- Fundamental questions, ideas, and methods of analysis in the humanities and fine arts, social sciences, mathematics, and natural and physical sciences
- The application of these methods of analysis to real world problems and contexts
- Creative, analytical, quantitative, and critical thinking through inquiry, problem solving and synthesis
• Pluralistic perspective-taking and awareness of the relationship among culture, self, and others
• Understand and evaluating the consequences of one’s choices and the implications of one’s actions

Finally, and also as explained by the General Education Council, General Education affords students opportunities to develop and practice the skills of critical thinking, reasoning, and communication, including:
• Working with ambiguity and multiple perspectives
• Communicating persuasively and effectively orally and in writing
• Working effectively and collaboratively with diverse groups
• Developing information and technological literacy.

**Required Readings**

There is no textbook for this course that you need to purchase. All of the required readings are available on the Moodle course website. They are organized, along with supplementary materials, by the Session Number and Date.

**Course Format and Expectations**

This class is made up of a 2 ½ hour session each week, divided into two parts. In the first part, the session will begin in the lecture hall, unless otherwise indicated, with a whole class lecture/presentation (normally from 4:40 to 6:05 pm). You are expected to be in your seat promptly by 4:40 pm and to sit by discussion sections (we will sort this out after the first class). **You must come with a notebook and pen to take notes and hand in occasional lecture activities. You must keep your computers, iPads, tables, phones, etc., in your bag throughout the entire lecture. If you cannot take notes by hand, you must register with disability services to receive access to the course notes.**

The second part of each class, normally from 6:10-7:10 pm, will be a discussion and other activities in your discussion section, facilitated by one of the TAs for the course. Please attend the section for which you have registered online. The course schedule is designed to provide flexibility and creativity in teaching the curriculum. Therefore, the time that the lecture ends and the discussion sections begin will vary slightly each week.

I expect you to read all readings before coming to class each week. The lectures do not duplicate the readings but are intended to complement them.

The class and section meetings provide ample scope for discussion. You are expected to be an active learner and participate by asking relevant questions, listening to your peers, and making thoughtful comments on the topic. The course is about diverse parts of the world and diversity of ideas. This diversity is also reflected in the classroom. This includes not
only cultural, gender and ethnic diversities, but also diversity of views and opinions on the issues we will explore. It is important to be respectful in listening to views different than your own, and in sharing your own views in a manner that is non-confrontational; i.e., address the topic without making it personal about anyone else. Be aware of your own stereotypes and biases (and those of others), and be open to considering different points of view.

TAs will conduct the discussion sections, grade assignments, and maintain a record of performance and attendance of the students in their sections. This is a large class; your TA is your most direct resource for information and clarification. If there is anything adversely affecting your performance in this course, please inform your TA. You are welcome to meet with me to discuss course materials or assignments by appointment.

I will provide accommodations necessary for students who have special needs. If you have a disability or there are other circumstances that require accommodations in this course, please inform me and your section TA via e-mail within two weeks of the start of the semester, in writing and including official notification from the Office of Disability Services regarding the accommodations that will help you succeed in the course.

Grading System and Points

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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1. Class Attendance and Participation</td>
<td>15 points</td>
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<tr>
<td>2. First Reflection Paper</td>
<td>10 points</td>
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<tr>
<td>3. Second Reflection Paper</td>
<td>10 points</td>
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<tr>
<td>4. Hidden Curriculum Paper</td>
<td>15 points</td>
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<tr>
<td>5. Oral History Project</td>
<td>20 points</td>
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<tr>
<td>6. In-class Essay (final paper)</td>
<td>30 points</td>
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<td><strong>TOTAL POSSIBLE POINTS</strong></td>
<td><strong>100</strong></td>
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In this class, we will follow the current university grading framework, which uses the following key:

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
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<tbody>
<tr>
<td>94-100</td>
<td>A</td>
</tr>
<tr>
<td>90-93</td>
<td>A-</td>
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<tr>
<td>87-89</td>
<td>B+</td>
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<tr>
<td>83-86</td>
<td>B</td>
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<tr>
<td>80-82</td>
<td>B-</td>
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<tr>
<td>77-79</td>
<td>C+</td>
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<tr>
<td>73-76</td>
<td>C</td>
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<tr>
<td>70-72</td>
<td>C-</td>
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<tr>
<td>67-69</td>
<td>D+</td>
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<tr>
<td>63-66</td>
<td>D</td>
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<tr>
<td>60-62</td>
<td>D-</td>
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For all assignments:

- **ALL ASSIGNMENTS (except the final in-class essay) MUST BE TURNED IN VIA MOODLE in Word format. NO EXCEPTIONS!** We will grade your paper and post it back on Moodle, usually within two weeks after you turned it in.

- We will have a practice assignment that you will turn in on Moodle by the second week of class. This will give you the chance to practice uploading an assignment; if you are not successful with the practice assignment, you MUST see your TA to ensure that you know how to submit an assignment before the First Reflection Paper is due.

- Please meet due dates appropriately. All written assignments must be submitted by the due date. Unless you are granted an extension because you have a verifiable and legitimate excuse, such as a signed medical note or appropriate documentation for a family emergency, delayed submissions will result in a reduction of your grade by one point per day beyond the submission deadline. Remember: Moodle tracks the time and date you submit your paper, so there won’t be any way to claim you submitted it on time if you didn’t. NOT UNDERSTANDING HOW TO SUBMIT PAPERS VIA MOODLE IS NOT AN EXCUSE.

- Please refer to the course materials (readings, lecture notes, movies, Moodle notes, etc.) in all your written work, and cite accordingly, using APA style.

- Please follow all directions and guidelines closely.

- Please use active voice in your writings whenever possible (i.e., “The school supported students...”, not “Students were supported...”

- Don’t just agree or disagree with the readings; engage in the debates and think through the nuances of the topics. Show me your original thinking in your papers.

### Assignments

Remember that **YOU MUST TURN ALL ASSIGNMENTS (except the final in-class essay) IN VIA MOODLE, IN WORD FORMAT.**

<table>
<thead>
<tr>
<th>Assignment Name</th>
<th>Due Date</th>
<th>Points</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Attendance and Participation</td>
<td>Every session</td>
<td>15</td>
<td>SEE NOTES BELOW THIS TABLE</td>
</tr>
<tr>
<td>Practice Assignment</td>
<td>Sept. 17</td>
<td>0</td>
<td>Go to ASSIGNMENT tab on the side bar of the Moodle Course website to find the</td>
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<tr>
<td>Assignment</td>
<td>Due Date</td>
<td>Value</td>
<td>Instructions</td>
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<tr>
<td>First Reflection Paper</td>
<td>Sept. 24</td>
<td>10</td>
<td>Please go to the ASSIGNMENT tab on the side bar of the Moodle course website to find the instructions for the First Reflection Paper. Your response should be around 500 words. (500 words is approximately 1 ½ pages of single-spaced text.)</td>
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<tr>
<td>Second Reflection Paper</td>
<td>Oct. 8</td>
<td>10</td>
<td>Please go to the ASSIGNMENT tab on the side bar of the Moodle course website to find the instructions for Second Reflection Paper. Your response should be around 500 words.</td>
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<tr>
<td>Hidden Curriculum Paper</td>
<td>Nov. 5</td>
<td>15</td>
<td>Please go to the ASSIGNMENT tab on the side bar of the Moodle course website to find the instructions for the Hidden Curriculum Paper. Please limit your responses to 750-1000 words.</td>
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<tr>
<td>Oral History Project</td>
<td>Nov. 19</td>
<td>20</td>
<td>Please go to the ASSIGNMENT tab on the side bar of the Moodle course website to find the instructions for the Oral History Project assignment. There are various steps along the way that must be completed, so read this assignment soon and prepare to meet the final deadline for this assignment.</td>
</tr>
<tr>
<td>In-class Essay</td>
<td>Dec. 3</td>
<td>30</td>
<td>You will write the final essay during the final class session (Session 13, on December 3). You are free and encouraged to prepare for and work on your in-class essay all semester. Please go to the ASSIGNMENT tab on the side bar of the Moodle course website to download the instructions. The essay you will write during the final class session is designed to tie together all pieces of the course.</td>
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**Policy on class attendance:** We will take attendance at each session, both in the lecture and in the discussion section. We expect you to attend and stay in both parts of the session each week, and be adequately prepared.

**Attendance at BOTH PARTS of every session are mandatory, and roll will be taken in each part.** Attending the lecture but not the discussion section, or vice-versa, counts as an absence from the entire session. However, we realize that people get ill or for other reasons may not be able to attend every class. Therefore, you will be allowed two absences for which you do not need to provide an excuse or ask for permission, and for which you will not be penalized in attendance points. Beyond these two permitted absences, you may be excused from class for only two reasons: (1) you must attend a UMass athletic team activity that conflicts with class (please provide a schedule at the start of the semester), or (2) class falls on a religious observance day (please provide the religious holiday and date.
at the start of the semester). For an absence because of either of these two reasons, you must be approved by me in advance. I will keep the reason for your approved absence confidential. Please do not email me if you are absent for any reason other than to send me the team schedule or dates of the religious observance. TAs are unable to approve absences.

In other words, you have two “free” absences. You can miss up to two class sessions—for any reason, including illness—without adversely impacting your grade. However, I encourage you to plan accordingly as cold and flu season is unpredictable and last for most of the semester. If you have already missed two classes, you will still be marked as absent (and lose points), for any further classes you miss, no matter what reason or documentation you provide. The only exception to this are the approved religious observances or required athletic events; your absence from class on those dates does not count as loss of points as long as you get prior approval directly from me and in advance (by sending me the athletic schedule or dates of religious observances at the START of the semester: cristine@educ.umass.edu). Your TAs cannot approve absences.

Academic Honesty

As in all other courses, standards of academic honesty are taken very seriously. You should make sure that you have read and understood the information about the appropriate citation procedures and the penalties for plagiarism, available at the following University website: [http://www.umass.edu/dean_students/downloads/AcademicHonestyPolicy.pdf](http://www.umass.edu/dean_students/downloads/AcademicHonestyPolicy.pdf) I will use Turnitin to gauge plagiarism on any paper that I suspect of plagiarism.

The policy itself states: “Since the integrity of the academic enterprise of any institution of higher education requires honesty in scholarship and research, academic honesty is required of all students at the University of Massachusetts Amherst. Academic dishonesty is prohibited in all programs of the University. Academic dishonesty includes but is not limited to: cheating, fabrication, plagiarism, and facilitating dishonesty. Appropriate sanctions may be imposed on any student who has committed an act of academic dishonesty. Instructors should take reasonable steps to address academic misconduct. Any person who has reason to believe that a student has committed academic dishonesty should bring such information to the attention of the appropriate course instructor as soon as possible. Instances of academic dishonesty not related to a specific course should be brought to the attention of the appropriate department Head or Chair. Since students are expected to be familiar with this policy and the commonly accepted standards of academic integrity, ignorance of such standards is not normally sufficient evidence of lack of intent”.

In other words, if you are found to have plagiarized, simply saying that you didn't know the standards will NOT be an excuse.