***INTERNATIONAL AND GLOBAL EDUCATION***

***ADMPS 2106***

***FALL 2021 (2221)***

***Maureen W. McClure***

***SCHOOL OF EDUCATION***

***UNIVERSITY OF PITTSBURGH***

***VERSION 8.27.21***

**CLASS INFORMATION**

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| *Number of credits*: 3 |
| *Day/time*: Tuesdays 3:00 -5:40 p.m. |
| *Room*: 5404 - Temporarily online until 9.10 |

**CONTACT INFORMATION**

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| *Instructor:* Maureen W. McClure, MEd, MA, MBA, PhD |
| *Email*: mmcclure@pitt.edu |
| *Office hours*: Available online – Monday afternoons from 3-5, and by appointment |
| *Materials: Will notify when* Canvas is available |

**INTRODUCTION**

Welcome to International and Global Education. This course will be remote through September 10. Beyond that is subject to change, based on covid developments. Also shifts may occur to better fit this class.

As you wait for your textbooks, I covered the first two week module through a couple of links that explain the importance of IGE. They are shared below. The Jacobs book and other links like it, take a close view of how our everyday lives are deeply integrated. In addition to looking simply at economic supply chains, he also focuses on their intentions and consequences.

All this is needed to create a simple cup of coffee every morning. The gratitude chain helps explain why international and global education is so important. Without it, you may start seeing, for example, empty shelves in the grocery store. Or fewer choices at the car dealer. Or higher prices in household supply stores. With a better understanding of IGE, you may be better able to adapt to these transitions. Welcome.

[https://www.ted.com/talks/a\_j\_jacobs\_my\_journey\_to\_thank\_all\_the\_people\_responsible\_for\_my\_morning\_coffee/transcript?language=en](https://nam12.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.ted.com%2Ftalks%2Fa_j_jacobs_my_journey_to_thank_all_the_people_responsible_for_my_morning_coffee%2Ftranscript%3Flanguage%3Den&data=04%7C01%7Cmmcclure%40pitt.edu%7C09925aade1ed47efa9a508d96978df4e%7C9ef9f489e0a04eeb87cc3a526112fd0d%7C1%7C0%7C637656790119358837%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=W%2BPLxi9oCPs6oMTFKkECkGe9MOWr%2Bubj0rS74x%2BJUTU%3D&reserved=0)

[https://www.npr.org/2021/02/18/969032187/the-gratitude-chain-a-j-jacobs](https://nam12.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.npr.org%2F2021%2F02%2F18%2F969032187%2Fthe-gratitude-chain-a-j-jacobs&data=04%7C01%7Cmmcclure%40pitt.edu%7Ce608a0397777471c6ea508d96978913d%7C9ef9f489e0a04eeb87cc3a526112fd0d%7C1%7C0%7C637656788808597462%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=kfDxPvh0dWtxztnsvzpWqWjw0%2BJVvOToOEIzGEcZNqg%3D&reserved=0)

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International and Global Education (IGE) as a field of study is

1. *Volatile* - instability created by the unexpected
2. *Uncertain* - increased risk
3. *Complex* - growing interdependence
4. *Ambiguous -* multiple valid interpretations
5. *Contested* – lack of agreement as to meaning
6. *Differentiated* –different cultures

In this course, we will examine the theory and practices of IGE across different educational institutions (Basic Education, Higher Education, and Non-Governmental Organizations), as well as the informal sector of families, communities and social networks. Not only are the concepts of international and global education complex; as you can image, differences across cultures are also complex. National governments’ structures of their education systems have significant similarities and differences.

Together they struggle with the vast problems of education for generational succession. Students will examine a variety of materials and will be exposed to multiple points of view. The goal is to engage them in critical and respectful deliberations to help them develop their own professional voice in this field.

From the one-room schoolhouse to the Khan Academy, from traditional one room classrooms to service learning projects, from music and food festivals to university international partnerships, from student exchanges to national education reform policies, we will explore the trends in thinking about international and global educational reform. Specifically, we will focus on:

1. The implications of the process of internationalization for education
2. The main concepts, ideas, and key players of the field of international and global education
3. Some of the avenues for engaging in cultural differences
4. The main challenges to this field and its practices and future directions

While one emphasis will be on the practice of IGE in the U.S., a variety of international experiences are used when possible in order to illustrate how these issues are dealt with in diverse contexts.

The goals of this course build on the improvement of knowledge and skills that can be used to better map differences, boundaries and relationships in the current field.

Two themes

1. *Glocalization/Internationalization.* The rapid growth of the communications technology has, in many places, embedded domestic and international education in each other.
2. *Comparative perspectives*. For many years education researchers followed a “One best way” model to shape the field. This has been very helpful in terms of building reliable, causal structures. They, however, limit what can be “seen” or “known.” For example, one best way models cannot adequately address the multiple validity problem created by different and substantive interpretations of conditions. Schools, for example, do they exist to improve future society? Public aspirations. Or to provide a low-cost option for class suppression? And other choices of interpretations. Private ambitions.

**Course goals**

1. Describe and map where local and global material and/or intellectual “suppIy chains” in education are increasingly embedded in each other
2. Recognize differing points of view and respond thoughtfully
3. Clarify your own professional perspectives

**COURSE MATERIALS**

There are three levels of materials. The first is the list of textbooks listed below. The second are the materials that I put online. The third are the materials that you contribute through your assignments that the rest need to read.

***Books***

I will start with Jacobs, and then move on to Marshall and Noah.

1. Marshall, J. (2019). *Introduction to comparative and international education. 2nd edition.* Sage Publications, Ltd. (core text- have a more academic text if you are interested)
2. Jacobs, A.J. (2018). *Thanks a thousand: A gratitude journey*. TED Books. Simon & Schuster. (demonstrates issues of interdependence in trade – education and the economy – supply chains)
3. Noah, T. (2019). *Born a crime: Stories from a South African childhood*. (example of comparative experiences of education). Spiegel & Grau.

***Papers, Videos and other links in Canvas***

***Links, reviews and presentations you make***

**ASSIGNMENTS**

1. Weekly Assignments: Readings for both in-class and online discussions (5 points each x 5 weekly assignments x 14 weeks = 350 points)
   1. Summary
   2. Reflection
   3. Link Review
   4. Helpful comment to someone else
   5. Story (if possible) linking readings with experience
2. Indication of class participation comes from attendance, being present and on task, and active and meaningful participation and engagement in class discussions..
3. Weekly entries and questions to consider
   * No more than 100 words
   * Who is the link’s audience?
   * What is its main message?
   * Who might find the information useful?
   * Why are you recommending it?
4. The idea here is to build your skills weekly and not all at once at the end of the semester.

**MODULES IN CANVAS**

Each module is two weeks. Subject to class discussions. Will customize as needed.

**Module 1: Weeks 1 and 2**

**What is International, Global and Glocal Education?**

Jacobs, Thanks a Thousand

**Module 2: Weeks 3 and 4**

**Why is it so complicated?**

**IGE and wickedness**

Marshall, Ch 1, 2

Noah, 1 – 3

**Module 3: Weeks 5 and 6**

**Why is comparison so important?**

Marshall Ch 3 and 4

Noah, 4-6

**Module 4: Weeks 7 and 8**

***How are IGE and development related?***

Marshall Ch 5 and 6

Noah, 6-9

**Module 5: Weeks 9 and 10**

***How is international and global education institutionalized?***

Marshall Ch 7, 11 and 12

Noah, 10-12

**Module 6: Weeks 11 and 12**

***How does civic life play out in international and global education?***

Marshall Ch 9 and 10

Noah, 13-15

**Module 7: Weeks 13 and 14 (if possible)**

***IGE: What next? The disruptions***

Marshall Ch 8

Noah, 16-18

**COURSE COMMUNICATIONS**

I will respond to emails Monday through Friday between the hours of 8 a.m. and 5 p.m. I will do my best to respond to all emails within several business days. Though weekends may be the time when many of you focus on class work, you cannot count on me responding to inquiries, so please give some thought to questions you might have before then. Also, please check your email regularly.

**SOE Policies and Forms**

<https://www.education.pitt.edu/CurrentStudents/PoliciesandForms.aspx>

**Academic Calendar**

https://www.registrar.pitt.edu/calendars

**Education Library Guide**

<https://pitt.libguides.com/?b=s> See this Hillman Library [customized libguide](https://pitt.libguides.com/education), a gateway to resources for education students and faculty,

### **Academic Integrity**

### Students in this course will be expected to comply with the [University of Pittsburgh’s Policy on Academic Integrity](https://www.provost.pitt.edu/info/ai1.html). Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the University Guidelines on Academic Integrity. This may include, but is not limited to, the confiscation of the examination of any individual suspected of violating University Policy. Furthermore, no student may bring any unauthorized materials to an exam, including dictionaries and programmable calculators.

To learn more about Academic Integrity, visit the [Academic Integrity Guide](http://pitt.libguides.com/academicintegrity/) for an overview of the topic. For hands- on practice, complete the [Understanding and Avoiding Plagiarism tutorial](http://pitt.libguides.com/academicintegrity/plagiarism).

**Disability Services**

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and [Disability Resources and Services](https://www.studentaffairs.pitt.edu/drs/) (DRS), 140 William Pitt Union, (412) 648-7890, [drsrecep@pitt.edu,](mailto:drsrecep@pitt.edu) (412) 228-5347 for P3 ASL users, as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for this course.

### **Accessibility**

### The Canvas LMS platform was built using the most modern HTML and CSS technologies, and is committed to W3C’s Web Accessibility Initiative and [Section 508](https://www.section508.gov/) guidelines. Specific details regarding individual [feature compliance](https://community.canvaslms.com/docs/DOC-2061-accessibility-within-canvas) are documented and updated regularly.

### **Your Well-being Matters**

College/Graduate school can be an exciting and challenging time for students. Taking time to maintain your well-being and seek appropriate support can help you achieve your goals and lead a fulfilling life. It can be helpful to remember that we all benefit from assistance and guidance at times, and there are many resources available to support your well-being while you are at Pitt. You are encouraged to visit [Thrive@Pitt](https://DC770634-BBCF-4124-8102-47774A4CCA91/thrive.pitt.edu" \o "thrive.pitt.edu" \t "_blank) to learn more about well-being and the many campus resources available to help you thrive.

If you or anyone you know experiences overwhelming academic stress, persistent difficult feelings and/or challenging life events, you are strongly encouraged to seek support. In addition to reaching out to friends and loved ones, consider connecting with a faculty member you trust for assistance connecting to helpful resources.

The [University Counseling Center](http://www.counseling.pitt.edu/) is also here for you. You can call 412-648-7930 at any time to connect with a clinician. If you or someone you know is feeling suicidal, please call the University Counseling Center at any time at 412-648-7930. You can also contact Resolve Crisis Network at 888-796-8226. If the situation is life threatening, call Pitt Police at 412-624-2121 or dial 911.

**Departmental Grievance Procedures**

The purpose of grievance procedures is to ensure the rights and responsibilities of faculty and students in their relationships with each other. When a student in ADMPS believes that a faculty member has not met his or her obligations (as an instructor or in another capacity) as described in the Academic Integrity Guidelines, the student should follow the procedure described in the Guidelines by (1) first trying to resolve the matter with the faculty member directly; (2) then, if needed, attempting to resolve the matter through conversations with the chair/associate chair of the department; (3) if needed, next talking to the associate dean of the school; and (4) if needed, filing a written statement of charges with the school-level academic integrity officer **Shederick McClendon**, Assistant Dean of Student Engagement [SAM06@pitt.edu](mailto:SAM06@pitt.edu)

### **Statement on Classroom Recording**

### To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student’s own private use.

### **Equity, Diversity, and Inclusion**

### The University of Pittsburgh does not tolerate any form of discrimination, harassment, or retaliation based on disability, race, color, religion, national origin, ancestry, genetic information, marital status, familial status, sex, age, sexual orientation, veteran status or gender identity or other factors as stated in the University’s Title IX policy. The University is committed to taking prompt action to end a hostile environment that interferes with the University’s mission. For more information about policies, procedures, and practices, visit the [Civil Rights & Title IX Compliance web page](https://www.diversity.pitt.edu/civil-rights-title-ix-compliance).

I ask that everyone in the class strive to help ensure that other members of this class can learn in a supportive and respectful environment. If there are instances of the aforementioned issues, please contact the Title IX Coordinator, by calling 412-648-7860, or e-mailing [titleixcoordinator@pitt.edu](mailto:titleixcoordinator@pitt.edu). Reports can also be [filed online](https://www.diversity.pitt.edu/civil-rights-title-ix-compliance/make-report/report-form). You may also choose to report this to a faculty/staff member; they are required to communicate this to the University’s Office of Diversity and Inclusion. If you wish to maintain complete confidentiality, you may also contact the University Counseling Center (412-648-7930).

**Health and Safety Statement**

During this pandemic, it is extremely important that you abide by the [public health regulations](https://www.alleghenycounty.us/Health-Department/Resources/COVID-19/COVID-19.aspx) , the University of Pittsburgh’s [health standards and guidelines](https://www.policy.pitt.edu/university-policies-and-procedures/covid-19-standards-and-guidelines), and [Pitt’s Health Rules](https://www.coronavirus.pitt.edu/healthy-community/pitts-health-rules). These rules have been developed to protect the health and safety of all of us.  Universal [face covering](https://www.coronavirus.pitt.edu/frequently-asked-questions-about-face-coverings) is required in all classrooms and in every building on campus, without exceptions, regardless of vaccination status. This means you must wear a face covering that properly covers your nose and mouth when you are in the classroom. If you do not comply, you will be asked to leave class.  It is your responsibility have the required face covering when entering a university building or classroom. For the most up-to-date information and guidance, please visit [coronavirus.pitt.edu](http://coronavirus.pitt.edu/) and check your Pitt email for updates before each class.

If you are required to isolate or quarantine, become sick, or are unable to come to class, contact me as soon as possible to discuss arrangements.

### **Gender Inclusive Language Statement**

Language is gender-inclusive and non-sexist when we use words that affirm and respect how people describe, express, and experience their gender.  Gender-inclusive/non-sexist language acknowledges people of all genders (for example, first year student versus freshman, chair versus chairman, humankind versus mankind, everyone versus ladies and gentlemen, etc.).  It also affirms non-binary gender identifications, and recognizes both gender identity and expression.  Identities including trans, intersex, and genderqueer reflect personal descriptions, expressions, and experiences.  Just as sexist language excludes women’s experiences, gendered language excludes the experiences of individuals whose identifies may not fit the gender binary, and/or who may not identify with the sex they were assigned at birth.  Students, faculty, and staff have the right to control their own identity and to be referred to by the name and pronouns with which they identify.  People also have the right to maintain their privacy regarding information they do not wish to share about their identities, including gender identity and pronouns.