Framing International Education in a Globalizing World - 5470Q

Thursdays, 10:30am – 12:30 pm

Rooms 2040 (Tarc) and 2046 (Yamutuale) (Note: Most classes will take place in Rooms 2040 & 2046. The lecture hall (2038) will be used when we have full group sessions)

<table>
<thead>
<tr>
<th>Instructors</th>
<th>Paul Tarc</th>
<th>Desire (Des) Yamutuale</th>
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<tbody>
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<tr>
<td>Office Hours</td>
<td>Mondays 3:00 – 4:30</td>
<td>By appointment</td>
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Course and IE Cohort Coordinator: Paul Tarc, Associate Professor

International education (IE) is a complex and historically-inflected term, which means that its meanings and uses shift in relation to larger geopolitical, economic and social conditions.

Tarc, *Entry - International education in global times*

And any man who knows a thing knows, he knows not a damn, damn thing at all.

K’naan, *Take a minute*

Education is the point at which we decide whether we love the world enough to assume responsibility for it...

Arendt, *The crisis in education.*

Course Description:

This course is a study of the larger visions and historical conditions of international education and of how these visions and conditions shape local practices in an interdependent and deeply asymmetric world. Teacher Candidates develop understandings of their socio-cultural positions as students and as prospective international educators.

Learning Outcomes: Students will be able to...

- Display confidence as a reader, reflector and commenter in domains of international education.
- Articulate an important and singular idea in paragraph form
- ‘Hear,’ paraphrase and ‘jockey with’ reflections and arguments of instructor and peers.
- Identify manifestations of international education as combining idealist and pragmatic visions and agendas
- Trace historical antecedents to current expressions of international education
- Describe theories of globalization and their effects on international education.
- Characterize representations of the international and worldliness

Framing International Education 5470Q
• Critically assess the benefits, risks and dynamic tensions of international educational activities.
• Explore and identify (1) the (physical, social, epistemic) location from which one speaks and (2) one’s own developing cosmopolitan learning/literacy.

**Course Materials:**


The required text for this course (and the IE cohort program) is available at Books Plus on Western Road. Supplementary articles and readings will be available on the course Sakai webpage or can be downloaded from the internet through the university library system.

**Assignments and Other Course Requirements:**

Students are expected to participate respectfully and thoughtfully during class times and in completing assignments; full attendance in classes is mandatory. The following list breaks down the assignments and their grade weightings. Assignments will help to structure class and be sometimes integrated within class time. More information about each assignment will be provided in class and through Sakai.

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<th>Assignment</th>
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<td>Notebook (and classroom) responding</td>
<td>Ongoing</td>
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<td>Roots/ Routes Narrative</td>
<td>Oct 20</td>
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<tr>
<td>Reading responses and facilitation</td>
<td>By schedule</td>
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<tr>
<td>Presenting a current event (pairs)</td>
<td>By schedule</td>
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<tr>
<td>Locating oneself in a world of difference: Artefact and reflection</td>
<td>Nov 7</td>
<td>20%</td>
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**Assignment Expectations:**

**Notebook (and classroom) responding (20%).**

Students are expected to respond to questions and prompts in their notebook as well as to participate respectfully in all class activities. Notebook (and classroom) responses will be evaluated based on three main criteria—completion, attentiveness to the task and thoughtfulness. Instructors will make brief comments on students’ responses and use a check mark to show competent and timely completion of a response (about 80%). Where a response is exceptional a “+” mark will be given (above 85% range). If a response is found below competent the instructor will use a “-“ mark (about 75% or below) and offer specific recommendations. These rough indicators will be averaged across the many responses that will be written in the notebook. Additionally the overall grade will be supplemented based on the participation and responses of students during class activities. The notebook will be handed in at the end of every class and given back at the beginning of each class. Students can also include specific questions for the instructor as need be. The main purposes of the
notebook are to facilitate reflection through writing, to help build a relationship between instructor and student, and to offer a vehicle for ongoing feedback.

**Roots/Routes Narrative (20%)**
Students are expected to interview an older family member and then construct a narrative of a dimension of their family’s roots/routes. It may be a story about finding home, building roots/belonging in one particular location or alternatively about the routes taken here (and there) that mark a sense of belonging or ‘home,’ of movement or being in-between places. What is it that gives your family a certain cultural distinctiveness in the place that they call home? Students will first document the conversation that they have with an older family member and then construct a narrative that attempts to locate a dimension of their family heritage within a world of difference in Canada or elsewhere. Expected length is 2 double-spaced (12 point font) pages of the narrative followed by a 1-page double spaced documentation of the interview.

**‘Current Event’ Presentation (20%)**
In pairs, students will select a current event as a vehicle to teach their peers more about the contemporary conditions of the world and to 'try out' a de-parochializing approach that they may want to implement in their future teaching. Students will form groups of 2 and will have 10 minutes to present/discuss their current event and its worldly significance.

**Responses to readings and facilitating a reading discussion (20%)**
Students will write a two-paragraph response for ONE of the assigned weekly readings. They will cite one ‘important’ sentence from the text and explain how it relates to the author’s overall argument. In the second paragraph they will explain the significance of the ‘important’ quote in relation to the course content.

Additionally students will each take one turn being the facilitator of the weekly reading discussions. They will write a two-page, double-spaced response (12 point font) to read to their group before posing 2 or 3 questions for the group to discuss. At the end of the discussion, the student facilitator will hand in their written response and the other students’ response paragraphs to the instructor.

**Locating oneself in a world of difference: Artefact and reflection (20%)**
Each student will construct or select an artefact that tells something about his or her locatedness in the world. The student will bring in their artefact and a two-page, double-spaced reflection on what the artefact reveals in relation to the students’ developing cosmopolitan literacy and/or other learning objectives listed in the course syllabus. Students will take turns sharing their reflections in their small groups and then hand-in their written reflection to the instructor.

**Class Schedule:**

Class 1 – September 8: Introductions; Stories; “roots and routes;” Course/program info
Entry – *International Education in Global Times*

Class 2 – September 15: *Elephant & Blind Men* Parable; Current events (CE) demo; Assignment instructions; Interpretive lenses activity
Assigned readings...
Course text *Preface* and *Chapter 2*
Class 3 – September 22: RD1; Challenges of learning across difference; Historical trajectories of IE; CE1
Assigned readings...

Class 4 – September 29: RD2; Globalization; Expediency of international education; 21st century IE; CE2
Assigned readings...
Course text: Chapter 1

Class 5 – October 6: RD3; Schooling the World; CE3

Reading Week

Class 6 – October 20 ‘Experiences of the International’ Guest Panel; CE4
Assigned readings...

Class 7 – October 27: Representations of the ‘international;’ CE5
Assigned reading...
Course text: Chapter 5

Class 8 – November 3: Cosmopolitan literacies; CE6
Assigned reading...

Class 9 – November 10: Sharing Artefact reflection; What comes next? Celebration

Policy Statements:

In-class use of technology:
Laptops and cellular phones are permitted in class. However, the expectation is that these devices will help you take notes and engage with the class material. Using laptop and phones for socializing purposes is strongly discouraged. Seeing that classroom participation and active engagement with the course material and your peers is integral to this course, it is best done without the mediation of a screen between us. If you expect to use technology for personal use, please do so discretely as not to disrupt others in the class. Phones MUST be kept on silent (or vibrate) during the class. If you need to take a phone call in the case of an emergency, please step outside of the classroom to do so. Laptop tops and other electronic devices may be used in a professional manner to facilitate your activities in the course, but out of courtesy to colleagues and the instructor please engage in personal networking and non-course communication only outside class time—before or after class, or at the break.
Accessibility: The University of Western Ontario is committed to recognizing the dignity and independence of all students and seeks to ensure that persons with disabilities have genuine, open and unhindered access to academic services. Please contact the course instructor if you require course materials in an alternative format or if any other arrangements can make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 661-2111 x 82147 for information about requesting academic accommodation, or go to the following website: http://www.edu.uwo.ca/programs/preservice-education/documents/policies/Accessibility_Western.pdf

Attendance: The B.Ed. program is an intense and demanding programs of professional preparation. You are expected to demonstrate high levels of both academic and professional integrity. Such integrity is demonstrated in part by your commitment to and attendance at all classes, workshops, tutorials, and practicum activities. Read more about the Faculty’s attendance policy on-line: http://www.edu.uwo.ca/programs/preservice-education/Attendance%20Policy%202016.pdf

EXCUSED ABSENCES: If you are ill, require compassionate leave, or must miss classes for religious observance, your absence is excused; you will not be penalized but you are responsible for work missed.

UNEXCUSED ABSENCES: Any absence that is not a result of illness, bereavement, or religious observance is an unexcused absence. Three unexcused absences will result in you being referred to the Associate Dean and placed on academic probation. Any further unexcused absence will result in failure of the course and withdrawal from the program.

Language Proficiency: In accordance with regulations established by the Senate of the University, you must demonstrate the ability to write clearly and correctly. Work which shows a lack of proficiency in the language of instruction is unacceptable for academic credit, and will either be failed or, at the discretion of the instructor, returned to the teacher candidate for revision to a literate level.

Late Penalties: Normally, the only acceptable reasons for late or missed assignments are illness (which you must report to the Teacher Education Office) or extreme compassionate circumstances. Unexcused late assignments will be penalized at a rate of 10% per day, and will not be accepted more than THREE days (including weekends) after the due date unless prior arrangements have been made with the instructor.

Academic Offences: Scholastic offences are taken very seriously in this professional Faculty. You are, after all, going to be a teacher. Read about what constitutes a Scholastic Offence at the following Web site: http://www.edu.uwo.ca/programs/preservice-education/documents/policies/WEB_ScholasticDiscipline.pdf

Plagiarism: Plagiarism means presenting someone else’s words or ideas as one’s own. The concept applies to all assignments, including lesson and unit plans, laboratory reports, diagrams, and computer projects. For further information, teacher candidates may consult their instructors, the Associate Dean’s Office, and current style manuals. Advice about plagiarism and how to avoid it can also be found on the Preservice website: http://www.edu.uwo.ca/programs/preservice-education/documents/policies/WEB_PlagiarismPolicy.pdf
SUPPORT SERVICES

A variety of support services are available at Western.
If you need advice or assistance, do not hesitate to get in touch with any of these services.

FINANCIAL ASSISTANCE: Registrarial Services (http://www.registrar.uwo.ca)

WRITING SUPPORT: Student Development Centre (http://www.sdc.uwo.ca/)

LEARNING SKILLS SUPPORT: Student Development Centre (http://www.sdc.uwo.ca/)

INTERNATIONAL STUDENTS: Student Development Centre (http://www.sdc.uwo.ca/)

ABORIGINAL STUDENTS: Student Development Centre (http://www.sdc.uwo.ca/)

STUDENTS with DISABILITIES: Student Development Centre (http://www.sdc.uwo.ca/)

SOCIAL & CULTURAL ISSUES: University Students’ Council (http://westernusc.ca/services/).

EMOTIONAL or MENTAL DISTRESS: Students who are in emotional or mental distress should refer to Mental Health @ Western http://www.uwo.ca/uwocom/mentalhealth/ for a complete list of options about how to obtain help.

B.Ed. PROGRAM ISSUES: zuber@uwo.ca, Teacher Education Office, room 1166

NEED HELP but not sure what to do: zuber@uwo.ca, Teacher Education Office, room 1166

LONDON CRISIS & DISTRESS CENTRE: 519-667-6711 (http://www.londondistresscentre.com/)