**Framing International Education in a Globalizing World - 5470Q**

*Section 001: Room# - Wednesdays, 10:30 – 12:30 pm*

*Section 002: Room# - Wednesdays, 12:30 – 2:30 pm*

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Paul Tarc</th>
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<tr>
<td>Email</td>
<td><a href="mailto:ptarc2@uwo.ca">ptarc2@uwo.ca</a></td>
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<td>Phone</td>
<td>519 661-2111 x. 87586</td>
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<tr>
<td>Office Hours</td>
<td>Fridays 1:00 – 2:30 pm</td>
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International Education 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 – Framing 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*

The mind is never passive; it is a perpetual activity, delicate, receptive, responsive to stimulus. You cannot postpone its life until you have sharpened it.

Alfred North Whitehead, *Aims of education*

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

Arendt, *The crisis in education.*

**Calendar Copy:**
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 merging idealist & pragmatic visions & 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
- 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 literacy.

Course Materials:

Course readings or links to pdfs will be available on the course OWL webpage.

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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<tr>
<th>Assignment</th>
<th>Due</th>
<th>Weighting</th>
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<tr>
<td>Notebook (and classroom) responding</td>
<td>Ongoing</td>
<td>25%</td>
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<tr>
<td>Reading responses and facilitation</td>
<td>By schedule</td>
<td>40%</td>
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<tr>
<td>Presenting a current event (group)</td>
<td>By schedule</td>
<td>20%</td>
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<tr>
<td>Final Reflection</td>
<td>Last class</td>
<td>15%</td>
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Assignment Expectations:

Notebook (and classroom) responding (25%).

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 (80%-85% range). 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 “−” symbol (about 75%) and offer specific recommendations. These rough indicators will be averaged across the many responses that will be written in the notebook. Further, 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.

Responses to readings (25%) and facilitating a reading discussion (15%)

Students will write a two-paragraph response to weekly readings (see below). In the first paragraph, 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’ citation in relation to the course content. Over the 9-week course, students are expected to write 7 responses – the best 5 will be averaged for grading.

Additionally, in class 3, 4, 6, 7 or 8, each student 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 (include the questions at the end of the response). At the end of the
discussion, the student facilitator will hand in their ‘hard-copy’ written response and the other students’ response paragraphs to the instructor.

‘Current Event’ Presentation (20%)
In groups, 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’ an approach to ‘open minds’ and ‘provoke thinking’ that they may want to implement in their future teaching. Students will have 10 - 15 minutes to present and discuss their current event and its worldly significance.

Final reflection (15%)
In a 3 page (double-spaced) reflection, students will discuss (1) their most significant learning from this class, (2) what they found most challenging and why, and (3) what they would like to learn more about as their ‘international education’ cohort program unfolds.
**Policy Statements:**

**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/teacher-education/docs/policies/Accessibility_Western.pdf](http://www.edu.uwo.ca/teacher-education/docs/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 at [http://www.edu.uwo.ca/teacher-education/docs/Attendance%20Policy%202016.pdf](http://www.edu.uwo.ca/teacher-education/docs/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 lacks 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 you for revision to an acceptable 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 7 days 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/teacher-education/docs/policies/WEB_ScholasticDiscipline.pdf](http://www.edu.uwo.ca/teacher-education/docs/policies/WEB_ScholasticDiscipline.pdf)

**Plagiarism:** Plagiarism means presenting someone else’s words or ideas as your own. The concept applies to all assignments, including lesson and unit plans, laboratory reports, diagrams, and computer projects. For further information, consult your instructors, the Associate Dean’s Office, and current style manuals. [Advice about plagiarism and how to avoid it can also be found here:](https://www.edu.uwo.ca/teacher-education/docs/policies/WEB_PlagiarismPolicy.pdf)

**Plagiarism-Checking:**

1. All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing
agreement, currently between The University of Western Ontario and Turnitin.com (http://www.turnitin.com).

b. Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

**Western SUPPORT 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: http://www.uwo.ca/uwocom/mentalhealth/