

**EIS216: International Schooling in Global Contexts**  
**Syllabus**

Instructor: Professor M. Savva

Office: B-234V

Office hours: Monday 8:30-10:30/Wednesday 8:30-9:30/or by appointment

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**CLASS MEETING DAYS, TIMES, ROOMS**

	<i>Day</i>	<i>Time</i>	<i>Room</i>
<b>Lecture</b>	Monday	11:45-12:45	B-129
	Wednesday	10:00-12:00	B-202

**COURSE DESCRIPTION**

This course examines trends in international schooling by exploring the rapid growth of English-medium schools abroad, along with the increased employment opportunities that have emerged for those interested in teaching or working abroad. The psycho-social adjustment of highly mobile populations (such as international teachers and students) is also surveyed with a focus on issues of adaptation, hybrid identities and developing a sense of belonging.

**OBJECTIVES**

This class will enable students to:

- 1) Define the concept of 'international education', including the multiple subcategories that it encompasses.
- 2) Identify significant historical, linguistic, technological and global forces that have shaped the provision of international schooling, including the rapid growth of English-medium schools across continents.
- 3) Compare and contrast the varying types of international schools both with regards to purpose, placement and clientele.
- 4) Explain common motives behind choosing to work abroad, as well as issues that may prompt individuals to return back to their home country.
- 5) Describe key themes associated with cross-cultural theories on adaptation and culture shock such as U-Curve and W-Curve Hypothesis and the Iceberg Metaphor.
- 6) Identify the essential characteristics of the following global ideologies: international-mindedness, multiculturalism and interculturalism.
- 7) Reflect upon the effects of globalization on education, including the role of the US as a global power in the increased spread of English-medium schools in non-English speaking countries across all continents.
- 8) Demonstrate a synthesis of global learning through a culminating presentation that results in a combined oral and visual artifact.

**REQUIRED TEXTS**

- Pearce, R. (ed). (2013). *International Education and Schools: Moving Beyond the First 40 Years*. A&C Black.
- Tanu, D. (2017). *Growing Up in Transit: The Politics of Belonging at an International School*. Berghahn Books.

## **BLACKBOARD**

Students enrolled in this course will automatically be placed on the Blackboard system. We will use Blackboard for all class projects, homework assignments, updated class information, supplemental readings and handouts. Students should check Blackboard regularly. Additionally, all assignments should be submitted via Blackboard.

## **GRADES & ASSIGNMENTS**

Assignments should be submitted by the due date indicated on the syllabus. If you miss a class, you are still responsible for the work covered in that class.

### **HOW GRADES ARE DETERMINED**

<b>Grade</b>	<b>Earned Points</b>
A	95-100
A-	90-94
B+	86-89
B	85
B-	80-84
C+	76-79
C	75
C-	70-74
D+	66-69
D	65
D-	60-64
F	Below 60
WU	Unofficial Withdrawal
W	Withdrawal

### **GRADE BREAKDOWN**

<b>ASSIGNMENT</b>	<b>PERCENTAGE OF GRADE</b>
Participation	15
Global Case Study Project	20
Midterm	15
Reflective Essay	10
Global Oral Presentation	20
Final	20
<b>TOTAL</b>	<b>100%</b>

## **INDIVIDUAL ASSIGNMENTS EXPLAINED**

### **Participation (15%)**

Your participation grade includes active participation during class, attendance and your timely arrival for each lesson. Students who are chronically late to class will receive a low participation grade. As a student in this course you are expected to:

- Come to class prepared having completed all required readings and assignments.
- participate actively in all discussions, activities and group work.
- Utilize a copy of the syllabus to keep track of assignments that are due on your own.
- Complete assignments by the date they are due, *uploaded to Blackboard*.

### **Global Case Study Project (20%)**

You will select a ***non***-English speaking country and explore the presence and impact of international schools in that region. You will draw on scholarly literature to explore and analyze viewpoints of both locals and expatriates. Questions to consider include: How do locals in the community view these schools and the expatriates who work in them? Is there a difference in viewpoints between working class and elite locals in the region? If so, why do you think that is? What role might the history of the country play in forming these views? Alternatively, how do expats view the schools they work in and the surrounding community? Do they feel welcome? Do they feel isolated? Explain why you think that is. Students will be provided with a sample case study project and grading rubric during class to clarify expectations for this project.

### **Reflective Writing Assignment (10%)**

In this course we will discuss how living in a new country and being viewed as the ‘other’ can bring about great struggle and dissonance. For this assignment, think about an experience or time in your own life when you might have felt different from the majority. Describe the experience and discuss the feelings associated with it in 2-3 pages. You do not need to limit yourself to nationality or language for this assignment. Feel free to consider race, ethnicity, class, gender, sexual orientation, religion or anything else that is relevant to your experience. You may also refer to more than one experience. In your reflection, be sure to connect how these feelings of ‘otherness’ might relate to what we have learned in class about the experiences of ‘Third Culture’ kids other highly mobile populations such as international teachers or diplomats.

### **Global Oral Presentation (20%)**

You will create a digital presentation highlighting your work in the Global Case Study Project. Think of your presentation as a more interesting way of summarizing your case study. Digital presentations may include video with role play, edited scenes or simple conversation (e.g. youtube style). Alternatively, presentations may be in the form of a PowerPoint with a narrated voice-over. This is a creative project, so you are encouraged to communicate your learning in imaginative ways. Specific grading criteria, including timing requirements, will be provided in class.

### **Midterm (15%) & Final (20 %)**

The midterm and final exams will focus on select material from the semester’s reading material and class discussions. The exam formats will be multiple choice. Students will be provided with a study guide prior to each exam that will highlight the areas of learning they should focus on.

# TENTATIVE COURSE SCHEDULE

Week/Dates	Learning Goals	Assignments Due
Week 1 September 12	<ul style="list-style-type: none"> <li>• Introduction: Review of Syllabus</li> <li>• Icebreaker Activities</li> <li>• What is International Education?</li> </ul> <p><u>Homework:</u> Read pp 4-17 and pp 26-35 in <i>International Education &amp; Schools</i>.</p>	
Week 2 September 17	<p>History of International Schooling:</p> <ul style="list-style-type: none"> <li>• The Role of the United Nations</li> <li>• Department of Defense Schools</li> <li>• Non-Profit Private International Schools</li> <li>• For-Profit Private International Schools</li> </ul> <p><u>Homework:</u> Read Chapter 1: Being International (pp 33-55) in <i>Growing Up in Transit</i> and pp 61-79 in <i>International Education &amp; Schools</i></p>	
Week 3 September 24, 26	<p>International Schools and Global Markets:</p> <ul style="list-style-type: none"> <li>• Education as a Commodity</li> <li>• Demand and Supply</li> <li>• Investigating Increased Demand in China, the United Arab Emirates and Saudi Arabia</li> <li>• Review Global Case Study Preliminary Template &amp; Guidelines</li> </ul> <p><u>Homework:</u> Use preliminary template to begin work on Global Case Study</p>	
Week 4 October 1, 3	<p>International Curricula and Testing</p> <ul style="list-style-type: none"> <li>• The Rise &amp; Fall of the International Baccalaureate</li> <li>• The Influence of International Testing Schemes (PISA/TIMMS) on US and Foreign Education Policy</li> </ul> <p><u>Homework:</u> Read Chapter 2: The Power of English (pp 57-80) in <i>Growing Up in Transit</i></p>	Due: Global Case Study Preliminary Template: Identify region of study and at least 4 scholarly or professional sources you will use.
Week 5 October 10	<p>Overseas Life &amp; Work</p> <ul style="list-style-type: none"> <li>• Motivation for Moving Abroad</li> <li>• Motivation for Returning Back Home</li> <li>• The U-Curve &amp; W-Curve Hypothesis</li> <li>• Culture Shock</li> </ul> <p><u>Homework:</u> (1) Complete Your Reflective Essay and (2) Read Chapter 3: Living in Disneyland (pp 81-104) in <i>Growing Up in Transit</i> <b>OR</b> the article 'The Personal Struggles of National Educators Working in International Schools' (see BlackBoard for article).</p>	
Week 6 October 15, 17	<p>Psychological Adjustment of Overseas Workers</p> <ul style="list-style-type: none"> <li>• Feelings of 'Otherness'</li> </ul>	Due: Reflective Essay

	<ul style="list-style-type: none"> <li>• Language Challenges</li> <li>• Race/Ethnicity Issues</li> <li>• Gender/Sexual Orientation Restrictions</li> <li>• Class-Based Countries</li> <li>• Third Culture Kids</li> </ul> <p><u>Homework:</u> Read Chapter 5: The Politics of Hanging Out (pp 134-164) in <i>Growing Up in Transit</i></p>	
Week 7 October 22, 24	<ul style="list-style-type: none"> <li>• Midterm Review Week</li> <li>• Study Guide Provided to Students</li> </ul> <p><u>Homework:</u> Study for Midterm</p>	
Week 8 October 29, 31	<ul style="list-style-type: none"> <li>• Midterm (October 29)</li> <li>• Digital Presentation Support &amp; Activities (October 31)</li> <li>• </li> </ul> <p><u>Homework:</u> Complete Your Global Case Study</p>	Midterm Exam
Week 9 November 5, 7	<ul style="list-style-type: none"> <li>• Exploring the Relationship between Language, Values &amp; Identity</li> <li>• Living in Countries where Individual and Societal Values Conflict</li> </ul> <p><u>Homework:</u> Develop Your Digital Presentation</p>	Due: Global Case Study
Week 10 November 12, 14	<ul style="list-style-type: none"> <li>• Multiculturalism, Interculturalism and International-Mindedness: What's the Difference?</li> </ul> <p><u>Homework:</u> Develop Your Digital Presentation</p>	
Week 11 November 19, 21	<p>International Education Organizations</p> <ul style="list-style-type: none"> <li>• Council of International Schools</li> <li>• European Council of International Schools</li> <li>• International Baccalaureate</li> <li>• TESOL International Organization</li> </ul> <p><u>Homework:</u> Develop Your Digital Presentation</p>	
Week 12 November 26, 28	<ul style="list-style-type: none"> <li>• Digital Presentations Week</li> </ul>	Due: Digital Presentations
Week 13 December 3, 5	<ul style="list-style-type: none"> <li>• Final Review</li> <li>• Study Guide Provided to Students</li> <li>• </li> </ul> <p><u>Homework:</u> Study for Final</p>	
Week 14 December 10	Final	Final: Good Luck!