

**TPS 3810**  
**International Academic Relations**  
**Fall 2010**  
**Thursday 5:00 – 8:00**

**Purpose of the Course**

This course aims to set a context for analysing issues of the role of higher education institutions in the international arena. Students are expected to read widely, and to develop a conceptual framework which enables them to explore issues relating to the global roles and responsibilities of universities and colleges.

The course was first developed in 1987-1988, in consultation with Professor Hans Weiler at Stanford University, and first taught in the Spring of 1989 at OISE. From 1989 to 1996 it was taught nearly every year. Then it was thoroughly revised with considerable input from students in 2002 and 2003. Further revision was done in 2007, in consultation with Professor Karen Mundy, who had taken the course the first time it was taught in the spring of 1989. For this 2010 version, there are new sessions on regionalisation and global ranking issues.

International developments since the mid-1990s and the increasing pace of globalization have changed the context for higher education dramatically. Add to that the wrenching irony of the 9/11 incident taking place in the year defined by the United Nations as the “Year of Dialogue among Civilizations.” The course aims to provide a context for reflection on these changes, while at the same time keeping the contours of structure and roots in the classic literature selected when it was first developed in 1987.

Part A has four sessions setting out four distinct visions of world order, drawn from the literature of International Relations Theory, as well as a new session on regionalism and its impact. We will discuss these and reflect on their implications for higher education institutions. Part B moves to broad issues of knowledge, culture and civilization. How do differing views of knowledge, culture and civilization affect the way we understand universities and their roles internationally? Part C takes up a series of issues concerning universities and colleges as actors in the international arena, including their global role, international faculty/student mobility, the relation between academic freedom and human rights and the tension around global ranking and the search for worldclass status. Two additional sessions from the past course outline are also added for students’ reference.

A Course Reader is available, which can be borrowed for the duration of the course: R. Hayhoe and J. Pan (eds.) Knowledge Across Cultures: A Contribution to Dialogue among Civilizations (Hong Kong: Comparative Education Research Centre, University of Hong Kong, 2001). Four extended reviews will enable you to relate this reader to the wider literature in comparative and international higher education:

Angela Little, “Clash of Civilisations: threat or opportunity?” in Comparative Education, Vol. 39, No. 3, August 2003, pp. 391-394.

Michael A. Peters, "Dialogue or Clash of Civilisations?" in Policy Futures in Education Vol. 2, No. 1, 2004, pp. 150-155.

Heidi Ross, in Comparative Education Review, Vol. 47, No. 3, August, 2003, pp. 329-331.

Barbara Schulte, in International Review of Education, Vol. 49. No. 6, pp. 631-635.

Key journals that may be useful for the course include Alternatives, Higher Education: the international journal of higher education and educational planning, Comparative Education and International Higher Education (available on-line at [http://www.bc.edu/bc\\_org/avp/soe/cihe/ihec/](http://www.bc.edu/bc_org/avp/soe/cihe/ihec/))

### **Assignments and Evaluation**

Students will be asked to do three pieces of written work for this course, as well as participating actively in class. The first piece of written work will be to prepare a one page outline of one of the core readings in Sessions 1-IV, that summarizes the main points of the reading, and adds some brief critical reflection, using an additional reading that takes up issues of the university in an international context . This one page text needs to be submitted by October 14. Each student will be asked to lead the discussion of that particular reading when it comes up in class. The second piece of writing will be a 3-4 page reflective essay, drawing upon one or several of the course readings and linking them to the theme which has been selected for the final research essay. The class will be organised into three or four groups, allowing class members with similar interests to develop their ideas through small group discussion and dialogue, then this paper is to be submitted by November 18. These papers will be presented in class, so each class member can get feedback from the whole class on the ideas for their research paper, and also have a personal discussion with the instructor about them.

Thirty percent of the mark for the course will be allocated to these two short papers, and 70% to the final research paper.

### **Part A: Conceptions of World Order**

#### **Session 1: The European Classical tradition and Realism in International Relations**

##### **Common Readings**

1. K.J. Holsti, The Dividing Discipline (Boston: Allen and Unwin, 1985). Chapter one, "Hegemony and Challenge in International Theory," and chapter two, "The Continuity of the Classical Tradition," pp. 1-39, especially 1-27.
2. Hans Morgenthau, Politics Among Nations (New York: Alfred A. Knopf, 1967), chapter 30: The World Community, pp. 544-559.

3. Robert Gilpin, "A Realist Perspective on International Governance," in David Held and Anthony McGrew, Governing Globalization: Power, Authority and Global Governance (Cambridge: Polity Press, 2004), pp. 237-248.

### Discussion Questions

1. What are the common problems which Holsti saw as establishing the core of classical international relations theory? What are the basic units of analysis? What kind of image of the world community is assumed? What two challenges in terms of alternative definitions of the field did he identify in the mid-eighties?
2. What value is there in understanding and reflecting on the classical European foundations of international relations theory?
3. Why did Morgenthau reject the notion of a world community and the role which UNESCO has tried to play in fostering such a community? How would you respond to this argument? What limitations did he see in the functional roles of other agencies of the UN? How would you respond to this realist approach?
4. How convincing do you find Gilpin's defence of the realist position in international relations, in face of the three contending positions that he identifies: neoliberal institutionalism, the new medievalism and transgovernmentalism? What implications does his argument have for universities?

### Additional Readings

Arndt, R.T. and Lee, D.L. (eds.) The Fulbright Difference 1948-1992 (New Brunswick, N.J.: Transaction Press, 1993).

\*Fromkin, D. "The Coming Millennium: World Politics in the Twenty-First Century," World Policy Journal, Vol. X, No. 1, 1993, 1-8.

Hawkins, John (ed.), International Education in the new global era: proceedings of a national policy conference on the Higher Education Act, Title VI and the Fulbright-Hays Program (Los Angeles: International studies and overseas programs, UCLA, 1998)

Hook, Steven W., National Interest and Foreign Aid (Boulder and London: Lynne Rienner Publishers, 1995)

Mundy, Karen and Madden, Meggan, "UNESCO and Higher Education: Opportunity or Impasse?" in R. M. Bassett and A.M. Maldonado-Maldonado, International Organizations and Higher Education Policy: Thinking Globally, Acting Locally? (New York and London: Routledge, 2009), pp. 46-63.

Natsios, Andrew, "Five Debates on International Development: The US Perspective," Development Policy Review, 24 (2), 2006, pp. 131-139.

Onuf, Nicholas Greenwood, "Sovereignty: Outline of a Conceptual History," Alternatives, No. 16, 1991, pp. 425-466.

Peterson, V. Spike, Gendered States: Feminist Revisions of International Relations Theory (Boulder and London: Lynne Rienner Publishers, 1992).

Tickner, J. Ann, Gender in International Relations: Feminist Perspectives on Achieving Global Security, (New York: Columbia University Press, 1992).

Trumbic, Staenka Uvalic, "UNESCO: The World's Reference Point for Change in Higher Education," in R. M. Bassett and A.M. Maldonado-Maldonado, International Organizations and Higher Education Policy: Thinking Globally, Acting Locally? (New York and London: Routledge, 2009), pp. 29-45.

Yang Rui, "China's Soft Power Projection in Higher Education," in International Higher Education, No. 46, Winter, 2007.

## **Session II: Liberal and Neo-Liberal Approaches to International Relations**

### **Common Readings**

1. R.D. McKinlay and R. Little, Global Problems and World Order (London: Frances Pinter, 1986), chapter two, "The Liberal Model of World Order," pp. 24-53.
2. Commission on Global Governance, Our Global Neighbourhood (Oxford: Oxford University Press, 1995 (available on-line at <http://sovereignty.net/p/gov/>), Chapter 7 – A Call to Action.
3. Robert Keohane, "Global Governance and Democratic Accountability," in Rorden Wilkinson (ed.), The Global Governance Reader (London and New York: Routledge, 2005), pp. 120-137.

### **Discussion Questions**

1. What are the main features of the two types of liberal model of world order identified and defined by McKinley and Little? How do they relate to differing views of democracy? How does the pure liberal model differ from the realist perspective?
2. To what extent do you trace the contours of the compensatory liberal model in the Call to Action of the Commission for Global Governance? How far or in what ways have universities contributed to development within this kind of vision for change over the past two decades?
3. What do you consider the main characteristics of neo-liberalism and how far are they consonant with "pure liberalism" as defined in McKinley and Little? How are they likely to affect the university as an actor in the international arena?
4. Compare the differing potential roles of the university within the realist, the compensatory liberal and the neo-liberal views of world order. How would you interpret Keohane's essay with reference to this framework?

5. Consider the various responses which universities and colleges can make to the increasing demands and pressures of globalization. (For example, see Buchbinder, Clark, Polster, Subotzky or Torres below)

### **Additional Readings**

Albert, Matthieu, "Universities and the market economy: The differential impact on knowledge production in sociology and economics," in Higher Education Vol. 45, No., 2, 2003, pp. 147-182.

Amarel, Alberto, and Neave, Guy, "The OECD and its Influence in Higher Education: A Critical Revision," in R. M. Bassett and A.M. Maldonado-Maldonado, International Organizations and Higher Education Policy: Thinking Globally, Acting Locally? (New York and London: Routledge, 2009), pp. 82-99.

Brandt Commission, Common Crisis North-South: Cooperation for World Recovery (Beverly Hills: Sage, 1977).

Collins, C.S. and Rhoades, R. A., "The World Bank, support for universities, and asymmetrical power relations in international development," in Higher Education: the international journal of higher education and educational planning, Vol. 59, No. 2, February 2010, pp. 181-206.

Friedman, Thomas, The World is Flat: A Brief History of the Twenty First Century (New York: Farrar, Straus and Giroux, 2006).

Fukuyama, Francis, The End of History and the Last Man (New York: Free Press, 1992)

Jones, Philip, "Globalisation and Internationalism: democratic prospects for world education," in Comparative Education, Vol. 34, No. 2, 1998, pp. 143-155.

Polster, Claire, "The future of the liberal university in the era of the global knowledge grab," in Higher Education, Vol. 39, No. 1, January, 2000, 19-41.

Schuler, Tom and Vincent-Lancrin, Stephan, "OECD Work on the Internationalization of Higher Education: An Insider Perspective," in R. M. Bassett and A.M. Maldonado-Maldonado, International Organizations and Higher Education Policy: Thinking Globally, Acting Locally? (New York and London: Routledge, 2009), pp. 64-81.

Shils, Edward, "The Modern University and Liberal Democracy," Minerva, Vol. XXVII, No. 4, Winter, 1989, pp. 425-460.

Subotzky, George, "Alternatives to the Entrepreneurial University: new modes of knowledge production in community service programs," in Higher Education Vol. 38, No. 4, December, 1999, 401-440.

The South Centre, Facing the Challenge: Responses to the Report of the South Commission (London and New Jersey: Zed Books, 1993)

The South Commission, The Challenge to the South: The Report of the South Commission (Oxford and New York: Oxford University Press, 1990)

Torres, Carlos and Schugurensky, Daniel, "The political economy of higher education in the era of neoliberal globalization: Latin America in comparative perspective," in Higher Education, Vol. 43, No. 4, 2002, pp. 429-455.

UNESCO, "Higher Education for Sale" Education Matters (The Newsletter of UNESCO's Education Sector), No. 3, 2002.

Verger, Antoni, "The Merchants of Education: Global Politics and the Uneven Education Liberalization process within the WTO," *Comparative Education Review*, Vol. 53, No. 3, August, 2009, pp. 379-401.

### **Session III: World System or Neo-Marxist Theories in International Relations**

#### **Common Readings**

1. J Holsti, The Dividing Discipline, Chapter 4, "Neo-Marxist Challenges to the Classical Tradition", pp. 61-81.
2. I. Wallerstein, The Politics of the World Economy: The States, the Movements and the Civilizations (Cambridge University Press, 1984), Part III "The Civilizational Project", chapters 14-17, pp. 147-185.
3. Anneliese Dodds, "How does globalisation interact with higher education? The continuing lack of consensus," in *Comparative Education*, Vol. 44, No. 4, November 2008, pp. 505-517.

#### **Discussion Questions**

1. What does Holsti identify as the central problematic for a Marxist and neo-Marxist world system approach to international relations?
2. Why does he see this approach as incapable of synthesis with classical I.R. theory? What are its main strengths and weaknesses?
3. How does Wallerstein define culture and civilization in the world system analysis presented here? How does he see the emergence of social science disciplines in the university? What role would this analysis suggest for intellectuals in the university?
4. To what extent do you see a neo-Marxist frame behind the phenomenon which Dodds points to, that much of the literature sees globalization as a force that impacts higher education,

while little attention is given to how higher institutions may contribute to globalization?  
What main tenets of the Marxist paradigm contribute to this tendency?

### **Additional Readings**

Block, Fred, The Origins of International Economic Disorder (Berkeley: University of California Press, 1978).

Cardoso, Fernando and Faletto, Enrico, Dependency and Development in Latin America (Berkeley: University of California Press, 1979).

Chomsky, Noam, World Orders Old and New (New York: Columbia University Press, 1996).

Dubois, Marc, "The Governance of the Third World: A Foucauldian Perspective on Power Relations in Development," Alternatives, No. 16, 1992, pp. 1-30.

Hopkins, Terence and Wallerstein, Immanuel, The age of transition: trajectories of the world system 1945-2025 (London: Zed Books, 1996).

Noble, David, America by Design: science, technology and the rise of corporate capitalism (Oxford: Knopt, 1980).

Noble, David, Digital Diploma Mills: the automation of higher education (Toronto: Transaction Press, 2002.)

Rhoads, Robert A., "Globalization and Resistance in the United States and Mexico: The Global Potemkin Village," in Higher Education, Vol. 45, No. 2, 2003, pp. 223-250.

Robertson, Susan and Dale, Roger, "Changing Geographies of Power in Education: the politics of rescaling and its contradictions," in Derek Kassem, Emmanuel Mufti, John Robinson (eds.), Education Studies: Issues and Critical Perspectives (Buckinghamshire: Open University Press, 2006)

Robertson, Susan, "Market Multi-lateralism, the World Bank Group, and the Asymmetries of Globalizing Higher Education," in R. M. Bassett and A.M. Maldonado-Maldonado, International Organizations and Higher Education Policy: Thinking Globally, Acting Locally? (New York and London: Routledge, 2009), pp. 113-131.

Salmi, Jamil, Hopper, Richard and Malee, Roberta, "Transforming Higher Education in Developing Countries: The Role of the World Bank," in R. M. Bassett and A.M. Maldonado-Maldonado, International Organizations and Higher Education Policy: Thinking Globally, Acting Locally? (New York and London: Routledge, 2009), pp. 99-112

Scherer, C., "GATS: Long-term strategy for the commodification of education," in Review of International Political Economy, Vol. 12, No. 3, 2005, pp. 484-512.

Wallerstein, Immanuel, The Modern World System, Vols. I and II (New York: Academic Press, 1974, 1980).

Wallerstein, Immanuel, Unthinking Social Science: The Limits of 19th Century Paradigms. (Cambridge: Polity Press, 1991).

Wallerstein, I. et al, Open the Social Sciences (Stanford: Stanford University Press, 1996)

Wallerstein, Immanuel, The end of the world as we knew it: social sciences for the 21<sup>st</sup> century (Minneapolis, Minn: University of Minnesota Press, 1999).

Wallerstein, Immanuel, The Essential Wallerstein (New York: New Press, 2000)

## **Session IV: World Order Models Theory and Cosmopolitanism in International Relations**

### **Common Readings**

1. Holsti, The Dividing Discipline, chapter 3, "Theories of Global Society," pp. 41-60.
2. Richard Falk, "Contending Approaches to World Order," In R. Falk, S. Kim and S. Mendlovitz, Toward a Just World Order (Boulder, Colorado: Westview, 1982), chapter 12, pp. 146-174.
3. David Held, "Cosmopolitanism: Ideals, Realities and Deficits," in David Held and Anthony McGrew, Governing Globalization: Power, Authority and Global Governance (Malden, MA: Blackwell Publishing, 2002), pp. 305-324.

### **Discussion Questions**

1. What are the central problems, units of analysis and images associated with a world order modelling approach to I.R.? What does Holsti see as their strengths and limitations?
2. In elaborating the development of the World Order Models Project, how does Falk highlight and illustrate its fundamental divergence from earlier approaches?
3. What basic knowledge issues does he raise and how might these be applied to a consideration of universities in the international order?
4. How far is David Held's depiction and defence of cosmopolitanism a further development of the approach pioneered by the World Order Models Project? What relevance does it have for universities as actors in the global community?

### **Additional Readings**

\*Bergson, Albert, "From Utilitarianism to Globology: The Shift from the Individual to the World as a Whole as the Primordial Unit of Analysis," in Albert Bergson (ed.), Studies of the Modern World System (New York: Academic Press, 1980), pp. 2-12.

Falk, Richard, A Study of Future Worlds (New York: The Free Press, 1975).

\*Falk, Richard “ On Human Governance: towards a new global politics (Cambridge: Polity Press, 1995), “Introduction,” pp. 1-8.

Finnemore, Martha, National Interests in International Society (Ithaca and London: Cornell University Press, 1996)

Galtung, Johan, Peace: Research, Education Action: Essays in Peace Research, vol. 1, (Copenhagen: Christian Ejlertsen, 1975)

Galtung, Johan, "A Structural Theory of Imperialism," Journal of Peace Research, Vol. 10, 1973, pp. 319-340.

\*Galtung, Johan, “Conflict on a Global Scale: Social Imperialism and Sub-Imperialism – Continuities in the Structural Theory of Imperialism,” in World Development Vol. 4, No. 3, March, 1976, pp. 152-165.

Galtung, Johan, The True Worlds: A Transnational Perspective (New York: The Free Press, 1980).

\*Held, David, “Democracy and Globalisation,” Alternatives, Vol. 16, 1991, 201-208.

Held, David, Global Transformation: politics, economics and culture (Oxford: Polity Press, 1999).

Held, David and McGrew, Anthony, (eds.) Governing Globalization: Power, Authority and Global Governance (Cambridge, U.K.: Polity Press, 2002)

Iriye, Akira, Cultural Internationalism and World Order (Baltimore and London: The Johns Hopkins University Press, 1997)

Kim, Samuel, The Quest for a Just World Order (Boulder, Colorado: Westview Press, 1984).

Kothari, Rajni, Footsteps into the Future: Diagnosis of the Present World and Design for an Alternative (New York: The Free Press, 1974).

Lipshutz, R., “Global Civil Society and Global Governmentality; or the search for politics and the state amidst the capillaries of social power,” in M. Barnett and R. Duvall (eds.), Power in Global Governance (Cambridge: Cambridge University Press, 2004), pp. 229-248.

Lupin, A., “Tasks of a Global Civil Society: Held, Habermas and Democratic Legitimacy Beyond the Nation State” in Globalizations Vol. 2, No. 1, 2005, pp. 117-133.

Mundy, Karen, “Global Governance: Educational Change” in Comparative Education, Vol. 43, No. 3, 2007.

Nandy, Ashis, Traditions, Tyranny and Utopias: Essays in the Politics of Awareness (Delhi: Oxford University Press, 1987).

Ruiz, Lester Edwin, "Toward a New Radical Imaginary: Constructing Transformative Cultural Practices," in *Alternatives*, 19, pp. 247-261.

Scholte, J.A., "Civil society and democratically accountable global governance," in D. Held and M. Koenig-Archibugi, Global Governance and Public Accountability (Malden, MA: Blackwell Publishing, 2005), pp. 87-109.

Walter, R.B.J., "On the Possibilities of World Order Discourse," in *Alternatives* Vol. 19, 1994, pp. 237-245.

## **Session V Regionalism and Its Impact on Higher Education**

### **Common Readings**

1. Hettne, Bjorn., and Soderbaum, Fredrik. (2000). Theorising the Rise of Regionness. *New Political Economy*, 5 (3), 457-473.
2. Roberston, Susan. (2009). *The EU, Regulatory State Regionalism and New Modes of Higher Education Governance*. Presentation to the panel 'Constituting the Knowledge Economy: Governing the New Regional Spaces of Higher Education, International Studies Association Conference, New York. Retrieved from <http://www.bris.ac.uk/education/people/academicStaff/edslr/publications/slr30>
3. Stubbs, Richard. (2008). The ASEAN alternative? Ideas, institutions and the challenge to 'global' governance. *The Pacific Review*, 21 (4), 451-468.

### **Discussion Questions**

1. How would you interpret the implications of regionalization within each of the four distinct paradigms sketched out in Sessions I-IV?
2. In contrast to the arguments put forward in the three articles, might we consider regionalization to be merely a sub-set of globalization? What significant distinctions can be drawn from the regional project?
3. All three of these articles tacitly support an argument for an increasingly indeterminate spatial organization of social relations. The implications of this for education researchers is that the historical categories of analysis are becoming increasingly fragmented; the nation state is no longer the organizing principle of world order and the project of modernity. As an education researcher, how do you reconcile this erosion of fixed boundaries with your task of analyzing social forces and relations?
4. Stubbs and Robertson's case studies on ASEAN and the EU present examples of how regionalization motivations and processes can be simultaneously inward and outward looking. To what extent are universities suited to be mediating organizations in the regional project?

**Additional Readings:**

Acharya, Amitav. (2007). The Emerging Regional Architecture of World Politics. *World Politics*, 59 (4), 629-652.

Barriga, Angel Diaz and Torres-Olave, Blanca Minerva, "International Organizations in Latin American Higher Education: Projects and Contradictions in the Post-World War II and Post-Washington Consensus Era," , in R. M. Bassett and A.M. Maldonado-Maldonado, International Organizations and Higher Education Policy: Thinking Globally, Acting Locally? (New York and London: Routledge, 2009), pp. 212-229.

Dale, Roger., and Robertson, Susan. (2002). The Varying Effects of Regional Organizations as Subjects of Globalization of Education. *Comparative Education Review*, 46 (1), 10-36.

Gómez-Mera, L. (2008). How 'new' is the 'New Regionalism' in the Americas? The case of MERCOSUR. *Journal of International Relations and Development*, 11, 279-308.

Hettne, Bjorn. (2000). Beyond 'new' regionalism. *New Political Economy*, 10 (4), 543-571.

Mora, Jose-Gines nad Felix, Juan, "European Multinational Regimes and Higher Education," , in R. M. Bassett and A.M. Maldonado-Maldonado, International Organizations and Higher Education Policy: Thinking Globally, Acting Locally? (New York and London: Routledge, 2009), pp. 192-211.

Paasi, A. (2009). The resurgence of the 'Region' and 'Regional Identity': Theoretical perspectives and empirical observations on regional dynamics in Europe. *Review of International Studies*, 35, 121-146

Puuka, Jaana., and Marmolejo, Francisco. (2008). Higher Education Institutions and Regional Mission: Lessons Learnt from the OECD Review Project. *Higher Education Policy*, 21, 217-244.

Soderbaum, Fredrik. (2001) Networking and Capacity Building: The Role of Regional Research Networks in Africa. *The European Journal of Development Research*, 13 (2), 144-163.

Terrera, Damtew, "Higher Education in Africa: The Dynamics of International Partnerships and Interventions," in R. M. Bassett and A.M. Maldonado-Maldonado, International Organizations and Higher Education Policy: Thinking Globally, Acting Locally? (New York and London: Routledge, 2009), pp.155-173.

Tikly, Leon., and Dachi, Hillary. (2009). The New Regionalism in African Education: Limits and Possibilities. In *South-South Cooperation in Education and Development*. Eds. Chisholm, L. & Steiner-Khamsi, G. New York, USA: Teachers College Press. Pp. 103-122.

Yepes, Cesar de Prado. (2006). World Regionalization of Higher Education: Policy Proposals for International Organizations. *Higher Education Policy*, 19, 111-128.

## **Part B: Knowledge, Culture/Civilization and World Order**

### **Session VI: Culture, Civilization and the Role of the University in the Global Community**

#### **Common Readings**

1. Ali Mazrui, "World Culture and the Search for Human Consensus," in Mendlovitz, S. (ed.), On the Creation of a Just world Order: Preferred Worlds for the 1980s (New York: Free Press, 1975), pp. 1-37.
2. Samuel P. Huntington, "The Clash of Civilizations?" in Foreign Affairs, Vol. 72, No. 3, Summer, 1993, pp. 22-49.
3. The United Nations, "Global Agenda for Dialogue among Civilizations," (November 9, 2001) (<http://www.un.org/documents/ares566e.pdf>)

#### **Discussion Questions**

1. How does Mazrui see the role of culture in the transformation of world order? How does his vision fit into the work of the World Order Models Project? In what ways might it relate to cosmopolitanism as defined by David Held?
2. What fundamental shift does Huntington see in world politics after the collapse of the Soviet Union? How would you relate his argument to the four different "paradigms" of world order discussed in Part A. What are its implications for universities and for approaches to knowledge?
3. How might universities respond to the UN agenda for dialogue among civilizations? What aspects of their history and ethos makes them particularly suited for this kind of responsibility?

#### **Additional Readings**

Alatas, Syed Hussein, Intellectuals in a Developing Society (London: Frank Cass, 1977)

Baudot, Barbara Sundberg (ed.), Candles in the Dark: A New Spirit for a Plural World (Seattle and London: University of Washington Press, 2002).

\*Boulding, Elise, "Cultural Perspectives on Development: The Relevance of Sociology and Anthropology," in Alternatives, Vol. XIV, 1989, pp. 107-122.

Chan, J., "Between Efficiency, capability and recognition: epistemes in global governance reforms," Comparative Education, Vol. 43, No. 3, 2007.

Hayhoe, R, "Universities and the Clash of Civilizations?," in Ontario Journal of Higher Education, 1995, pp. 27-42.

\*Harrison, L.E. "Why Culture Matters," in Harrison, L.E. and Huntington, S. Culture Matters: How Values Shape Human Progress (New York: Basic Books, 2000),pp. xvii-xxxiv.

Huntington, Samuel, The Clash of Civilizations and the Remaking of World Order (New York: Simon and Schuster, 1996)

\*Kothari, Rajni, "On Humane Governance," in Alternatives, Vol. XII (1987), pp. 277-290.

\*Kothari, Rajni, "The cultural roots of another development," in Development: Seeds of Change, Vol. ¾, 1981, pp. 80-82.

\*Mattelart, Armand, Transnationals and the Third World: The Struggle for Culture (Mass.: Bergin and Garvey, 1983), Chapter One, pp. 1-26.

Mazrui, Ali and Mazrui, Alamin, "The Challenge of Cultural Dependency: An African and Islamic Perspective," in Knowledge Across Cultures, pp. 93-112.

\*Pennycook, Alistair, "The Diremptive/Redemptive Project: Postmodern Reflections on Culture and Knowledge in International Academic Relations" Alternatives, XV, 1990, pp. 53-81.

Ribes, Bruno, Domination or Sharing: Endogenous Development and the Transfer of Knowledge (Paris: UNESCO, 1981).

Tomlinson, John, Cultural Imperialism: A Critical Introduction (London: Pinter Publishers, 1991), Chapter One, "The Discourse of Cultural Imperialism," pp. 1-31.

## **Session VII: The Critique of Knowledge in the University**

### **Common Readings**

1. Hans Weiler, "Knowledge, Politics and the Future of Higher Education: Critical Observations on a Worldwide Transformation," in Hayhoe and Pan (eds.), Knowledge Across Cultures: A Contribution to Dialogue among Civilizations (Hong Kong: Comparative Education Research Centre, University of Hong Kong, 2001), pp. 25-44.
2. Michael Peters, "Higher Education, Globalisation and the Knowledge Economy: Reclaiming the Cultural Mission," in Michael A. Peters, Knowledge Economy, Development and the Future of Higher Education (Rotterdam, the Netherlands: Sense Publishers, 2007, pp. 159-177,
3. Verna Kirkness and Ray Barnhardt, "First Nations and Higher Education: The Four R's – Respect, Relevance, Reciprocity, Responsibility," in Knowledge Across Cultures, 2001, pp. 75-92.

## Discussion Questions

1. What characteristics of a “unified science” does Weiler identify as lying at the heart of the traditional university’s culture? What are the major challenges which he lays out to this persistent view of knowledge? What are the possibilities of a transformation that begins with the patterning of knowledge within the university?
2. How does Peters see the university in terms of its complicity with the emergence of the so-called “knowledge economy”? What gives him hope for the possibility of reclaiming its “cultural mission”?
3. What features of knowledge that are important to them do First Nations students find missing in the university? What are the suggestions and possibilities put forward by Kirkness and Barnhardt for redressing this situation?

## Additional Readings

Al Zeera, Zahra, “Paradigm Shifts in the Social Sciences,” in Knowledge Across Cultures, 2001, pp. 55-74.

De Weert, Egbert, “Contours of the emergent knowledge society: Theoretical debate and implications for higher education research,” in Higher Education Vol . 38, No.1, 1999, 49-69.

Feyerabend, Paul, Philosophical Perspectives on Reason, Rationalism and Scientific Method: Problems of Empiricism (Cambridge and New York: Cambridge University Press, 1981).

\*Fraser, Nancy, “What’s critical about critical theory? The Case of Habermas and Gender,” in Sayla Benhabib and Drucilla Cornell (eds.) Feminism as Critique (Minneapolis: University of Minnesota Press, 1987), pp. 31-56.

Gadamer, Hans Georg, Reason in the Age of Science (Cambridge, Mass.: M.I.T. Press, 1983).

Grant, George, Technology and Justice (Toronto: House of Anansi, 1981)

\*Habermas, Juergen, "Modernisation as societal rationalisation," in The Theory of Communicative Action, vol. 1 (Boston: Beacon Press, 1984), pp. 157-241.

Habermas, Juergen, The Postnational Constellation: Political Essays, (Cambridge, Mass.: The MIT Press, 2001), especially “Conceptions of Modernity: A Look at Two Traditions,” pp. 130-156.

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## **Part C: Issues Facing Universities in a Globalized World**

### **Session VIII: Universities as Actors in the World Community**

#### **Common Readings**

1. Philip Altbach, "The University as Centre and Periphery," in Teachers College Record, Vol. 82, No. 4, Summer, 1981.
2. Simon Marginson and Gary Rhoades, "Beyond National States, markets and systems of higher education: A glonacal agency heuristic," Higher Education Vol. 43, No. 3, April, 2002, pp. 281-309.
3. Altbach, Philip, "Gigantic Peripheries: India and China in the International Knowledge System," in Knowledge Across Cultures, pp. 199-214.

#### **Discussion Questions**

1. To what extent do you find Altbach's use of the centre-periphery framework helpful for thinking about the position of universities in the world order? What possibilities for change and what constraints on change does it suggest?
2. What is the main element which Marginson and Rhoades find missing in present analyses of universities in the global environment? What are the main points that underlie their neologism, "glonacal" and what two meanings to they give to the term "agency"? What are some of the areas of agency beyond the nation state which are analyzed, and how helpful do you find these analyses for understanding the environment in which universities are actors?
3. Do you agree with Altbach's view of the role and possibilities for universities in India and China? Why or why not?

#### **Additional Readings**

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## **Session IX: International Scholar/Student Mobility**

### **Common Readings**

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2. Chen, Tse-mei and Barnett, George A. “Research on international student flows from a macro perspective: A network analysis of 1985, 1989 and 1995, in Higher Education Vol. 39, No. 4, 2000, 435-453.

3. Habu, Toshie, "The irony of globalization: The experience of Japanese women in British higher education," in Higher Education, Vol. 39, No. 1, January, 2000, pp. 43-66.

### **Discussion Questions**

1. What major historical shifts have affected the mobility of scholars and students? How does a historical analysis help to reflect on the contemporary situation, and how might it be framed within different theoretical paradigms?
2. What are the most striking changes in international student flows in the last two decades and how do they reflect changes in the international political economy?
3. How do you account for the different kinds of experience of Japanese women studying in British universities in the contemporary period? What three motivations for universities' engaging in globalization are identified by Toshie Habu? Which do you see as predominant in the Canadian context?

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## **Session X: Universities and the Relation between Human Rights and Academic Freedom**

### **Common Readings**

1. Stanley Hoffman, "Universities and Human rights", Human Rights Quarterly, Vol. 6, No. 1 (February, 1984), pp. 5-20.
2. "Introduction" and "The Lima Declaration of Academic Freedom and Autonomy of Institutions of Higher Education" in Fernando, L. et al, Academic Freedom 1990: A Human Rights Report (Geneva: World University Service, 1990), , pp. 1-12, pp. 185-192.
3. Altbach, Philip, "Academic Freedom: International realities and challenges" in Higher Education, Vol. 41, Nos. 1-2, 2000, 205-219.

### **Discussion Questions**

1. Discuss Hoffman's three ideal-types of the university in relation to the views on knowledge, culture and civilization in sessions 5-6.
2. How persuasive do you find his guidelines for an American university's international involvement, and the specific questions suggested for deciding on projects abroad? What adjustments might you make to these guidelines and questions?
3. Discuss the "Lima declaration of Academic Freedom and Autonomy." What special responsibilities and special kinds of protection do university members need and how are these distinct from civic rights?
4. What role does the World University Service of the United Nations see for itself in relation to the human rights concerns of universities around the world? How effective do you think they can be?
5. How does Altbach's article help to contextualize, in terms of history and region, the concept of academic freedom, and how are its links to human rights evident in the recommendations he makes toward the end of the article?

### **Additional Readings**

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\*Rajagopal, Balakrishnan, "Defending Academic Freedom as a Human Right: An Internationalist Perspective," in International Higher Education, No. 33, Fall, 2003, pp. 3-5.

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World University Services of Canada website, with a Working Paper Series on issues of international students/scholars and human rights,  
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and a newly produced executive summary of the Student Refugee Program at  
<http://www.wusc.ca/campuses/lc/srp/summary-evaluation.pdf>

## **Session XI Global Rankings and the Search for World-Class standing**

### **Common Readings:**

1. Deem, Rosemary., Mok, Ka Ho., and Lucas, Lisa. (2008). Transforming Higher Education in Whose Image? Exploring the Concept of the 'World-Class' University in Europe and Asia. *Higher Education Policy*, 21, 83-97.

2. Marginson, Simon. (2006). Dynamics of national and global competition in higher education. *Higher Education*, 52, 1-39.
3. Marginson, Simon., and Wende, Marijk van der. (2007). The Impact of Global Rankings in Higher Education. *Journal of Studies in International Education*, 11, (3/4), 306-329.

### **Discussion Questions:**

1. Combining your own personal experiences with your knowledge of what experts constitute to be world-class universities, what does 'world-class' mean to you? How might definitions differ within differing ideological and cultural contexts?
2. Deem *et al.* present potential pitfalls of the global knowledge race for national higher education systems. Reflecting on the national higher education system that you are most familiar with, how has the drive towards world-class institutions affected that jurisdiction?
3. How do you see the issue of knowledge and education as private and public goods in light of the debate on world-class institutions and competitive education markets? How has the idea of the university been impacted by the shift towards a global university hierarchy?

### **Additional Readings:**

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### **Additional Sessions from Past Versions of the Course (for your reference only)**

#### **Universities and International Organizations**

#### **Common Readings**

1. Mundy, Karen, "Educational Multi-lateralism and World (Dis)Order," in *Comparative Education Review*, Vol. 42, No. 4, November, 1998, pp. 448-478.
2. R. Hayhoe, *China's Universities and the Open Door* (Toronto: OISE Press, 1989), Chapter Seven: "China's Universities and the World Bank," pp. 157-190.
3. Kempner, Ken and Jurema, Ana Loureiro, "The global politics of education: Brazil and the World Bank," in *Higher Education*, Vol. 43, No. 3, April, 2002, pp. 331-354.

#### **Discussion Questions**

1. What does Mundy mean by "educational multi-lateralism" and what major phases of multi-lateralism does she identify over the period since World War II? What have been the consequences for educational development in each period, and what have been the changing roles of agencies such as UNESCO, UNICEF, the World Bank and the OECD? How do you think higher education has been affected by this changing context?
2. Compare and contrast the different experience of universities in China and universities in Brazil in relationship with the World Bank. How far might these differences be explained in terms of the changing role of the World Bank over time, as described by Mundy? What other factors might explain for the differences?
3. What lessons might be learned from the Chinese and Brazilian experiences of World Bank loans for higher education?

#### **Additional Readings**

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Ayers, Robert L., *Banking on the Poor: The World Bank and World Poverty* (Cambridge: MIT Press, 1983).

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\*Post, David, "World Bank okays public interest in higher education," A Review of "Higher Education in Developing Countries: Peril and Promise," in Higher Education, Vol. 48, NO, 2, 2004, pp. 213-229.

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\*Task Force on Higher Education and Society, Higher Education in Developing Countries: Peril and Promise (Washington: The World Bank, 2000).

## **Universities, Indigenous Knowledge and Global Issues**

### **Common Readings**

1. Ursula Franklin, "Art, Technology and Knowledge Transfer," In R. Hayhoe and J. Pan (eds.), Knowledge Across Cultures: A Contribution to Dialogue among Civilizations (Hong Kong: Comparative Education Research Centre, University of Hong Kong, 2001), pp. 243-248.
2. Samiha Sidhom Peterson, "Development as Transfer of Knowledge: A View from Egypt," In Knowledge Across Cultures, pp. 229-242.
3. Renuka Narang, "Social Justice through Non-formal Education and University Extension Education: An Indian Case Study," Knowledge Across Cultures , p. 259-268.
4. Li Bingde, "A Brief Overview of Sino-Western Exchange Past and Present" in Knowledge Across Cultures, pp. 289-293.

### **Discussion Questions**

1. What are the implications for the university of the connections Franklin draws between technology and social cultures? What significance do you see in her brief "endnote" added nearly a decade later?
2. How does Peterson see people as playing a crucial role at every level of the interface between Egypt and the international aid community? What implications does her analysis have for universities and the role of indigenous knowledge?
3. How would the work of the Department of Adult and Continuing Education and Extension at the University of Mumbai contribute to a balancing of local and global knowledge in this prestigious institution with a considerable international network?

4. What lessons does Li Bingde draw from China's long experience of interaction with other cultures and civilizations? What advice would you expect him to give to Chinese universities, based on these reflections?

### **Additional Readings**

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Blue, Gregory, "Chinese Influences on the Enlightenment in Europe," in Knowledge Across Cultures, pp. 277-288.

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