

GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
Graduate School of Education

Fall 2015 - EDUC 892 001, CRN 75065
Social Justice and Equity in International Education
4:30-7:10 PM/Tuesdays
Music and Theater Building 1008

PROFESSOR

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COURSE DESCRIPTION:

A. Prerequisites

For Ph.D. in International Education Students - EDUC 880

- B. University Catalog Course Description:** Examines ideological, cultural, and systemic structural inequities in various educational settings at national and international levels. Focuses on educational practices that promote equity and social change throughout the world.
- C. Expanded Course Description:** What is social justice and how it is relevant to international education? Social justice, as a construct, evolved over time to encompass issues of justice, fairness, equity and law becoming centered on ideas of how a society engages in the division and distributions of rewards and burdens (Zadja, Majhanovich, Rust, & Sabina, 2006). Beyond that, social justice is also a call to action, engaging people to seek out their rights and learn to speak truth to power.

When social justice is linked to education, the complexity becomes even more nuanced as one enters the international arena. Geopolitical engagements, economic stratification, religious divisions, gender inequities, and marginalization of cultural groups are just some of the themes impacting the content, delivery and outcomes of education. Learners in almost every country of the world are being educated in systems that have deep-rooted legacies framed around inequitable resources, marginal success, and sustained disempowerment in terms of their path to achieving a high-quality education. This course will seek to untangle the issues surrounding social justice and international education, allowing for a better understanding of how education can be a tool to shape a fairer and more just world for all learners. The course will not seek to provide students with answers, but to assist them in asking their own questions. As an advanced course in the international education series, the course offers students a chance to take a critical look at the role of education and their own place as scholars in the field of international education.

LEARNER OUTCOMES:

This course is designed to enable students to:

1. Understand the fundamental ideals and principles of social justice from an international perspective.
2. Speak to the critical components of social injustice and how it affects international education.
3. Demonstrate how economic, social and political development is connected to issues of social injustice in the field of education.
4. Build a base of knowledge around the various factors hindering the equitable delivery of education in certain cultural, national, religious and economic contexts.
5. Explore the nature of hope in narratives of programs, policies and people who are actively seeking to create a more socially just field of education from an international perspective.
6. Collaborate to develop personal principles of social justice as an international educator.
7. Engage with learning to be both an activist and a scholar through deeper understanding of social justice in international education through the preparation of a research paper.

RELATIONSHIP TO PROFESSIONAL STANDARDS

International and comparative education is a growing and important field within education and as a result there are a growing number of organizations that are oriented to specific international education audiences, such as the NAFSA: The Association of International Educators, the Association for the Advancement of International Education (AAIE), which serves international schools; the Institute of International Education (IIE), The Alliance for International Education (AIE) focused on developing partnerships between higher education institutions and international schools; the Comparative and International Education Society (CIES), who's purpose is to promote cross-cultural understanding and social development through international education research, policy and practices, and many others. In addition, this course engages with the American Educational Research Association's (AERA) foci on social justice to "to disseminate and promote the use of research knowledge and stimulate interest in research on social justice issues related to education" (AERA website, 2009).

REQUIRED TEXTS

Ayers, W., Quinn, T., & Stovall, D. (Eds.). (2009). *Handbook of Social Justice in Education*. New York, NY: Routledge.

Sen, A (1999). *Development as Freedom*. New York, NY: Anchor Books.

Selected readings from a variety of international education journals (all of these will be posted on Blackboard)

PROPOSED CLASS SCHEDULE

Date	Topic/Learning Experiences	Readings and Assignments
WEEK 1 September 1	<ol style="list-style-type: none">1. Introduction2. Syllabus3. Opening assessment4. Generating a social justice definition5. Generating discussion questions	United Nations (2006) Section 1 (See Blackboard) Opening Assessment

WEEK 2 September 8	Freedom as justice – The larger picture of social justice within the framework of freedom 1. Understanding Sen’s conceptualization of freedom 2. Navigating between development, freedom, and justice.	Sen, Chapters 1, 2, and 3.
WEEK 3 September 15	Understanding the ideologies and perspectives of social justice without and within education.	Zadjia et al (2006) (see Blackboard) Ayers et al, Chapter 3 & 4, 34 Gewirtz (2009)(see Blackboard)
WEEK 4 September 22	Social justice and political and economic systems	Ayers Chapters 2 and 12, Part 7 Introduction Sen, Chapters 4 and 5 United Nations (2006) Section 3 (See Blackboard) Levin (1984) (See Blackboard) Chan Tibergien (2006) (See Blackboard)
WEEK 5 September 29	The facets of injustice – gender	Ayers, 9 and 23 Sen, Chapter 8 Baily (2015) See Blackboard Stromquist (1996) (See Blackboard) ANNOTATED BIBLIOGRAPHY DUE
WEEK 6 October 6	The facets of injustice – language, culture and religion	Ayers et al, Chapter 13 Sen, Chapter 10 Petherbridge-Hernandez & Latiner Raby (1993) (See Blackboard) Halstead (2004) (See Blackboard) McCarty (2003) (See Blackboard)
Week 7 October 13	ONLINE MEETING – SOCIAL JUSTICE EXERCISE	Instructor will provide guidance for this class closer to the meeting – there will be no physical class this week – but you will have an online exercise.
Week 8 October 20	The facets of injustice – ability and sexuality	Ayers et al, Chapter 18, 20, 24, 25 Sefa Dei (2005) (See Blackboard) Midpoint assessment
WEEK 9 October 27	The facets of injustice – communities in conflict	Ayers et al, Chapter 11, 30, Kraak (1991) (See Blackboard) Sen, Chapter 7 GEOGRAPHIC PROFILE PAPERS DUE

WEEK 10 November 3	The facets of injustice – ethnicity, race, and caste	Ayers et al, Chapter 8 and 10 Freeman (2006) (See Blackboard) Psacharopoulos (1992) (See Blackboard)
WEEK 11 November 10	Structural injustice – role of teachers and schools	Ayers et al, Chapter 39, 41, 50, 51 and Response to Part 8.
WEEK 12 November 17	Social justice in practice – policy and practice	Ayers et al, Chapter 36,
Week 13 November 24	Returning to our definitions – can we stand by our words?	Sen, Chapters 11 and 12 PEER REVIEW DRAFTS DUE
WEEK 14 December 1	Future directions – curriculum, content, pedagogy, and epistemology – Part 1	Geo-Jana (2006) (see Blackboard), Mundy (2006) (See Blackboard)
Week 15 December 8	Future directions – curriculum, content, pedagogy, and epistemology – Part 2 Course evaluations Final assessment	FINAL PAPERS DUE DECEMBER 6 th via email

Course Assignments/Requirements

All assignments should be turned in on the due date indicated in the schedule below via Blackboard and/or email. Formatting must be consistent with APA (6th edition) guidelines. Late papers and projects will not be accepted without penalty, excepting extraordinary circumstances.

Attendance and Participation (15 points)

Class participation is important not only for each individual student's learning, but for the learning and success of our class as a whole. Class participation is a factor in grading; instructors may use absences, tardiness, or early departure in both on-line and campus class sessions as de facto evidence of non-participation and as a result lower a student's grade (Mason Catalog 2011-12).

Please note the following attendance and participation policies:

1. Two tardies are equal to one absence, and missing 30% or more of class sessions will result in automatic course failure. For each unexcused absence (a determination made by the instructor) one point will be deducted from your attendance and class participation points up to a total of 15 points.
2. Participants are expected to read the assigned materials, complete on-line activities including pre-session Blackboard assignments, arrive promptly, attend all class meetings for the entire session, and participate in on-line and face-to-face class discussions.
3. If, due to an emergency, you will not be able to participate during a given week of class, please contact the professor as soon as possible. Students are responsible for obtaining information given during class discussions/sessions despite attendance from a classmate.

Discussion questions (16 points)

As advanced doctoral students and to facilitate their professional development, students will be empowered to direct their own learning, where each student will be expected to provide 2 discussion questions to engage their colleagues in class for at least 8 sessions. These questions will

be sent to the professor by 5:00 PM on the day before class is held for dissemination starting on September 8th.

Annotated Bibliography (19 points)

Students will prepare a critical and summative annotated bibliography on a social justice issue in relation to a topic of their choice. This bibliography should include a minimum of ten articles. A final reflection at the end of the bibliography will provide synthesis and new learning that emerged as a result of the readings for the bibliography. An annotated bibliography is an excellent way to delve deeper into the literature of the field you are planning to explore. An annotated bibliography is NOT the same as abstracting a journal article (for more information – please see the Purdue OWL site on annotated bibliographies... <http://owl.english.purdue.edu/owl/resource/614/01/>).

You will be expected to provide a brief (250-300 words) introducing the topic of your bibliography, which will be based on a social justice perspective of your area of interest. You will then provide a minimum of 10 annotations (1.9 points per annotation) that will include:

1. A description of the content and focus of the article
2. Exploration of the source's usefulness to your research
3. A brief evaluation of its method, conclusions, or reliability
4. A recording of your reactions to the source

Geographic Profile Paper (20 points)

Students will select a particular social justice issue and set it in the context of a country of their choice, or students will choose a country and select a social justice issue pertinent to that country to explore. Papers will explore the nature of the problem, it's history in the country, the policies that alleviate or sustain the injustice, and it's impact on education. You may initiate this project in one of two ways – by selecting a social justice issue and placing it in the context of a specific country, or by selecting a country and highlighting a specific social justice issue within the country.

Either way, you will be expected to prepare a paper (between 3,000-4,000 words) that will be graded on five key elements each worth 4 points:

- a. Provide a clear and thoughtful analysis of the issue.
- b. Explore the nature of the issue in the chosen country.
- c. Delve into the critiques, constraints, and scope of the issue in your chosen country through the lens of education as well as other relevant lenses.
- d. Present policies, programs, and practices that might be evident in working to dismantle or elevate the issue – especially through the lens of education.
- e. Offer creative solutions and/or understandings on the nature of the issue and how you might reflect on the future of the issue in the context of your own interest.

Final Research Paper (30 points)

The final requirement is a research paper that is broadly defined here as to give each student an opportunity to conduct an in depth examination of specific issues or topics related to international education and social justice. Students will prepare a scholarly paper that addresses a specific issue addressing the content of the course. As doctoral students, the project remains open to your interpretation to be helpful in your dissertation development, and students may propose a major project of their own choosing. These papers should be 15-20 pages in length, and the instructor must approve topics in advance. You will be sharing drafts for peer review so please be aware of dates so

that you will have something to share. 8 points will be deducted from your final grade if you are not able to make the peer review deadline.

GRADING & ASSESSMENT

Attendance and Participation	15 points
Discussion Questions	16 points
Annotated Bibliography	19 points
Geographic Profile Paper	20 points
Final Research Paper	30 points
TOTAL	100 points

GRADING POLICY

All assignments will be evaluated holistically using a mastery grading system; the general rubric is described below. A student must demonstrate “mastery” of each requirement of an assignment; doing so will result in a “B” level score. Only if a student additionally exceeds the expectations for that requirement—through quality, quantity, or the creativity of her/his work—will she/he be assessed with an “A” level score. With a mastery grading system, students must choose to “go above and beyond” in order to earn “A” level scores.

- “A” level score = Student work is well-organized, exceptionally thorough and thoughtful, candid, and completed in a professional and timely manner. Student followed all format and component guidelines, as well as including additional relevant component. Student supports assertions with multiple concrete examples and/or explanations. Significance and/or implications of observations are fully specified and extended to other contexts. Student work is exceptionally creative, includes additional artifacts, and/or intentionally supports peers’ efforts.
- “B” level score = Student work is well organized, thorough, thoughtful, candid, and completed in a professional and timely manner. Student followed all format and component guidelines. Student supports assertions with concrete examples and/or explanations. Significance and/or implications of observations are fully specified.
- “C” level score = Student provides cursory responses to assignment requirements. Student followed all format and component guidelines. Development of ideas is somewhat vague, incomplete, or rudimentary. Compelling support for assertions is typically not provided.
- “F” level score = Student work is so brief that any reasonably accurate assessment is impossible

Grading Scale:

At George Mason University, course work is measured in terms of quantity and quality. A credit normally represents one hour per week of lecture or recitation or not fewer than two hours per week of laboratory work throughout a semester. The number of credits is a measure of quantity. The grade is a measure of quality. The system for grading graduate courses is as follows:

Grade	GRADING	Graduate Courses
A+	100	Satisfactory / Passing
A	94-99	Satisfactory / Passing
A-	90-93	Satisfactory / Passing
B+	85-89	Satisfactory / Passing
B	80-84	Satisfactory / Passing
C	70-79	Does not meet requirements of the Graduate School of Education

F	<69	Does not meet requirements of the Graduate School of Education
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College Of Education And Human Development Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].