

GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
Graduate School of Education
EDUC 892 001 - Social Justice and Equity in International Education
3 Credits, Fall 2016
4:30-7:10 PM/Tuesdays, Innovation Hall 323 Fairfax

Faculty

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Prerequisites/Corequisites

For Ph.D. in International Education Students - EDUC 880, 878, 873 and 815

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.

Course Overview: 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.

COURSE DELIVERY

This course includes a variety of learning activities: discussions in seminar format, text-based/multi-media presentation of course materials, experiential learning activities including interactive assignments, cooperative learning group activities, online discussions and activities, and lecture.

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.

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)

COURSE PERFORMANCE EVALUATION

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.

- **Assignments and examinations**

Online Assignment (2x5 points each)(GUIDELINES TO BE GIVEN OUT PRIOR TO ASSIGNMENT).

Rabbit Hole Assignment (20 points each – total 40 points)

This assignment is a chance for you to see how authors draw upon other articles to build their argument. You will prepare two papers, one due at Week 6 and the second due at Week 12. For the papers you will select one reading from the first five weeks (for Paper 1) and the second one from the second five weeks (for Paper 2). Read the paper (stem) carefully and select 2-4 of the most influential citations (nodes). Go to those sources (so select something you can find relatively easily) and then find 2-4 articles from each of those articles (subnodes). Now that you have between 8-12 articles, prepare:

1. A graphic representation of how the ideas are linked and/or intersect (2 points)
2. A 8-10 page paper where you will:
 - a. Explain the central premise of the stem and why you have selected the nodes that you have (3 points).
 - b. Explain how the subnodes connect or do not connect to the nodes and then how the nodes connect or do not connect to the stem (3 points).
 - c. Analyze and/or critique how the author of the stem and the nodes use the references they cite (3 points).
 - d. Describe new insights you have into the stem based on your reading of the node and the subnodes (3 points).
 - e. Connect these ideas back to the larger theme from the syllabus for the week from which that reading was selected (3 points).
 - f. Write using APA format, correct grammar with at the most 1-2 typographic errors (3 points).

Please submit this paper via HARD COPY in class on the due date.

Article Club (15 points)

On the first or second class, students will select one week where they will share an article of their own interest with the class. The student will:

1. Submit an article via BB or hard copy to the whole class one week prior to their selected date (earlier will confuse people – later will not give people enough time to read) (5 points) (you can use an article from the Rabbit Hole assignment).
2. Provide the class with 3 discussion questions and facilitate a 15-minute conversation around the article on the day of the class (5 points). Connect it to the other readings for the day, to the topics covered prior to the class, and to current events if possible. You are welcome to do an activity if you would like as well.

Additionally 5 points will be used for overall participation of students in the class during this conversation. If you are absent, have not read, or otherwise are unengaged, these points will be deducted through the course of the discussions.

Theory of Social Justice Paper (20 points)

In this class we have focused primarily on Amartya Sen's work on social justice, but there are many other theories that help define, clarify, deepen and elaborate on our understanding of social justice. This paper is a chance for you to select one or two theorists or theories (Rawls, Nussbaum, Spivak who talk of social justice from an economic or political perspective among others, others who speak from a perspective of practice - hooks, Nieto maybe, and then theories that espouse a particular stance of social justice, such as critical theory, subaltern studies, etc.) to explore in greater depth. This paper should be between 8-10 pages and should:

1. Introduce the theory and explore how it has been defined, critiqued, and otherwise explored (5 points).
2. Provide an understanding of how researchers have applied the theory in their work (5 points).

3. Reflect on how the theory might connect to your own research interests (5 points).
4. Show excellent writing skills, APA mastery, and overall high quality construction of an academic paper (5 points).

- **Other requirements**

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.

- **Course performance evaluation weighting**

Attendance and Participation	15 points
Online assignments	10 points
Rabbit Hole Assignment	40 points
Article Club	15 points
Theory of Social Justice Paper	20 points
TOTAL	100 points

- **Grading policies**

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

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason 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 with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced

during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/api/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.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/>).
- 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 Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://studentsupport.gmu.edu/>, and the OSS staff will follow up with the student.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.

Class Schedule

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Date	Topic/Learning Experiences	Readings and Assignments
Historical and Theoretical Perspectives		
WEEK 1 August 30	1. Introduction 2. Syllabus 3. Opening assessment	Sen Chapter 1 Ayers – Chapter 4 Opening Assessment
WEEK 2 September 6	Freedom as justice – The larger picture of social justice within the framework of freedom	Zadja et al (2006) on BB. Sen, Chapters 2 and 3 Williams (2010) on BB
WEEK 3 September 13 ONLINE	Understanding the ideologies and perspectives of social justice without and within education.	Ayers - Intro to part 2 – Rizvi Ayers et al, Chapter 3, 8 Sen – Chapter 4
WEEK 4 September 20	Social justice and political and economic systems	Ayers Chapters 2, 12, 34 and Part 7 Introduction Sen, Chapters 5 and 6 Gerwitz
FACETS OF INJUSTICE		
WEEK 5 September 27	Gender	Ayers, 9 and 23 Sen, Chapter 8

		Unterhalter (2008) See BB Baily & Holmarsdottir (2015) See Blackboard Stromquist 2014
WEEK 6 October 4	Language, culture and religion	Ayers et al, Chapter 13 Sen, Chapter 10 Watkins, 2012 RABBIT HOLE 1 DUE
Week 7 October 11	FALL BREAK – NO CLASS	
Week 8 October 18	Ability and sexuality	Ayers et al, Chapter 14, 18, 20, 24, 25 Midpoint assessment
WEEK 9 October 25	Communities in conflict/engagement	Ayers et al, Chapter 11, 38 Sen, Chapter 7 and 9 Gonzalez et al
WEEK 10 November 1	Ethnicity, race, and caste	Ayers et al Chapter 10 Peterbridge-Hernandez 1993 Psacharopolous
POLICY, PRACTICE AND THE FUTURE OF JUSTICE		
WEEK 11 November 08 ONLINE	2 groups – Teacher education and social justice or Engaging youth in social justice	Assorted chapters from section 6 and section 8 – to be confirmed in class. Baily and Katradis
WEEK 12 November 15	Social justice in practice – policy and practice	Ayers et al, Chapter 6, 35, 36, 37 Mills et al (2016) see BB RABBIT HOLE 2 DUE
Week 13 November 22	An individual mandate or a social contract	Sen, Chapters 11 and 12 Sher & King (2015) see BB
WEEK 14 November 29	Future directions – curriculum, content, pedagogy, and epistemology – Part 1 Course evaluations Final assessment	Singh (2011) see BB Other articles TBD Theory of SJ Paper DUE DECEMBER 6th via email
Week 15 December 6 ONLINE	PEER REVIEW WORK ONLINE	