

**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 2019  
**4:30-7:10 PM/Tuesdays**, Mason Global Center 1306B, Fairfax Campus.

### Faculty

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### Prerequisites/Corequisites

For Ph.D. in International Education Students - EDUC 880 and 878 or permission of instructor.

**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.

Said, E. W. (1994). *Representations of the intellectual*. New York, NY: Vintage Books

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 (6<sup>th</sup> edition) guidelines. Late papers and projects will not be accepted without penalty, excepting extraordinary circumstances.

- **Assignments and examinations**

#### **Geographic Profile Paper (25 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 5 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

#### **How do we build thinkers/How do we tell the truth? Podcast Project (2 parts – each worth 15 points for a total of 30 points)**

This project is a combined class project between the EDUC 892 001 and EDUC 892 DL1 enrolled students. The project is exercise designed to take a stand and make a case on either or both of these two questions.

### Part 1

You and a partner are hosts of the popular *The Truth is NOT out There* Podcast. As hosts you are concerned with the rise of violence against truth tellers, journalists and others who are trying to speak truth to power. You and your co-host have recently read the book by noted thinker Edward Said and you are dedicating your podcast to his ideas. Connecting the theme of your podcast, to current events and the book, record a 20-minute podcast to share with your classmates across both sections (we will figure out the easiest way to share these at some point during the semester).

### Part 2

Each student will listen to at least 3 podcasts (about one hour) and write a letter to their elected member of Congress (myself), to inform me of three things: 1) something new that you learned; 2) why this is something we should all care about; and 3) what I can do about it. This will require you to think about common elements across the podcasts you listened to, and what resonates most with you. The letter to the representative should be shared on BB as well so everyone can see it. The letter should be no more than 700-800 words. It should be compelling and honest, and can take any perspective you want to take (you can chose to agree or disagree with the podcast hosts).

### Rabbit Hole Assignment (30 points)

This assignment is a chance for you to see how authors draw upon other articles to build their argument. Look for a research article – theoretical or empirical that was written in the past two years. This paper is your STEM paper. Read the paper (stem) carefully and select 4-6 of the most influential citations (these are the nodes). Read the nodes and then find 3-4 articles from each of those articles (subnodes). Now that you have between 12-20 or so articles, prepare:

1. A graphic representation of how the ideas are linked and/or intersect (2 points)
2. A 10-12 page paper where you will:
  - a. Explain the central premise of the stem and why you have selected the nodes that you have (5 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 (5 points).
  - c. Analyze and/or critique how the author of the stem and the nodes use the references they cite (5 points).
  - d. Describe new insights you have into the stem based on your reading of the node and the subnodes (5 points).
  - e. Connect these ideas back to the larger theme of social justice and equity (5 points)
  - f. Write using APA format, correct grammar with at the most 1-2 typographic errors and ensure that the paper is no more or less than 10-12 pages (not including cover page and references (5 points).

### 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.

## GRADING

### Course performance evaluation weighting

Attendance and Participation	15 points
Geographic Profile Paper	25 points
Podcast Assignment	30 points

Rabbit Hole Assignment  
**TOTAL**

30 points  
**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.

See <https://cehd.gmu.edu/students/policies-procedures/>

#### **Class Schedule**

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

Date	Topic/Learning Experiences	Readings and Assignments
<b>WEEK 1</b> <b>August 27</b>	<b>Course Introduction</b> Social Justice – An interdisciplinary perspective	Opening Assessment Please ensure you are finished with Sen by our meeting on October 22

<b>WEEK 2</b> September 3	Historic and Theoretical Perspectives	Ayers 2, 3, 4, 6
<b>WEEK 3</b> September 10	The ends and means of social justice	Sher, 2015 Singh, 2011 Williams, 2010 Read articles on the death of Gauri Lankesh posted on BB
<b>WEEK 4</b> September 17 ONLINE	How do we build thinkers?	Said Chapters 1-3 Work time on your own this week to prepare for class assignments
<b>WEEK 5</b> September 24 ONLINE	How do we tell the truth?	Said Chapters 4-6 Work time with partner(s) to start to outline ideas for the podcast.
<b>WEEK 6</b> October 1	International Perspectives on Social Justice in Education	Ayers 8, 9, 10, 12 Rizvi, 2004
<b>Week 7</b> October 8	Globalization and social justice	Ayers 34, 35, 26, 37 Baily 2015 (Policy Futures article) <b>Geographic Profile Paper DUE</b>
<b>Week 8</b> October 15	<b>FALL BREAK – NO CLASS</b>	
<b>WEEK 9</b> October 22	Freedom and Social Justice	Complete reading Development as Freedom by A. Sen by this date
<b>WEEK 10</b> October 29	Gender, Sexuality and Social Justice	Ayers 18, 19, 21, 23 Baily, 2015 (DIME article) Stromquist 2014 Unterhalter 2008 <b>Podcasts should be uploaded (Part one of project should be complete)</b>
<b>WEEK 11</b> November 5	Bodies and Disability Youth and Social Justice	Ayers 24, 25 Ayers 30, 31 Bajaj et al, 2016
<b>WEEK 12</b> November 12	Race, ethnicity and language	Ayers 13, 14, 15 Gonzalez 2012
<b>Week 13</b> November 19	Politics meets practice	Ayers 39, 40, 41 Mills et al, 2016 <b>Podcast Part 2 Complete</b>
<b>WEEK 14</b> November 26	Classrooms, Pedagogy and Practicing justice	Ayers 43, 45, 49, 50 Bajaj, 2018 Baily & Katradis, 2016
<b>Week 15</b> December 3	Wrapping up	Sen 2013 Sen 2014 <b>Rabbit Hole Assignment – DUE</b>

## 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 <https://catalog.gmu.edu/policies/honor-code-system/> <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 <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

### *Campus Resources*

- Support for submission of assignments to Tk20 should be directed to [tk2ohelp@gmu.edu](mailto:tk2ohelp@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

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