

**GEORGE MASON UNIVERSITY**  
**COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT**  
School of Education  
EDUC 892- 002 - Social Justice and Equity in International Education  
3 Credits, Spring 2024  
7:20-10:00 PM/Tuesdays, Thompson Hall 1020, Fairfax Campus.

**Faculty**

Name - Supriya Baily, Ph.D. Professor

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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 and policies 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

### AVAILABLE IN THE LIBRARY – Do not need to purchase

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

Monkman, K., Frkovich, A. & Proweller, A. (Eds). (2022). *Navigating precarity in educational contexts: Reflection, pedagogy and activism for change*.

### Must Purchase

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

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

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

## COURSE PERFORMANCE EXPECTATIONS

**Course Delivery.** Dialogic in nature, EDUC 892 is predicated upon expanding knowledge and understanding through interactive discussion, critical reflection, and research. Course delivery is designed to be learner-focused in multiple ways to meet the course objectives and the needs of participants. A variety of on-line, cooperative, and individualized instructional approaches include:

- *Student and professor directed discussions and dialogic participation;*
- *Discussions* (i.e., active involvement of students in learning by asking questions that engage doctoral students in deep critical thinking and engaged verbal interaction);
- *Cooperative and Collaborative learning* (i.e., small group learning interactions emphasizing learning from and with others);
- *Multimedia*

- *Blackboard* web-based course management system to extend classroom learning and foster personal and collaborative reflection.

My teaching style revolves around dialogic interaction. It is expected that *you will read in advance of class* and continue to try to find the bigger picture as you learn to sort through the findings as you move from one author/study to the next. In addition to classroom attendance and participation, you are expected to participate fully in whole class and small group discussions, group, pair and individual projects, internet research, analyses of case studies and reflections on practice.

All assignments should be turned in on the due date indicated in the schedule below via EMAIL (sbaily1@gmu.edu). Formatting must be consistent with APA (7<sup>th</sup> edition) guidelines. Late papers and projects will not be accepted without penalty, excepting extraordinary circumstances

## Assignments and examinations

### Attendance and Participation (15 points (5 points for each five-week segment))

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). **Your presence alone is not a reason to get full points. Active participation in preparation, class discussion, group work and timely follow up for paper deadlines (more on that in class), will be considered. Each five-week "third" of the class, I will assess your overall participation, engagement and presence to determine the points assigned.**

### Moderated Discussion Article Group Project (25 points)

"An innovative feature of the journal is what is termed a moderated discussion. This feature opens up space for a set of scholar/practitioners in the field of comparative and international education to offer informed commentaries on important and controversial topics." (Ginsberg et al, 2018, p. 274).

Following the models provided on BB, small groups of students will select a particular social justice issue to organize a moderated discussion as per those models. This paper will run between 7,000-8,000 words including references and will cover the following components:

- Provide a clear and thoughtful analysis of the issue.
- A clear sense of how the individual perspectives are linked to the issue.
- Well written individual sections that provide an overview of the issue. (each subsection should be between 750-1000 words).
- A cohesive conclusion that draw the reader to critical intersections, issues to still be considered, unanticipated concerns, and any other connections that might need to be made.

### Navigating Precarity Paired Lectures (30 points)

Students in the class will be divided into 3/6 groups, and will be assigned one section of the book "Navigating Precarity." You will be asked as a team to develop a 25-30 minute lecture to engage your classmates in the context and ideas of these chapters as well as to prepare some general discussions questions on the topics for a 45 minute class segment which will include a 15-20 minute facilitated discussion time. Your grade will be determined by your:

1. Ability to keep to the allocated time for the lecture.
2. The inclusion of ideas from all your selected chapters in the section.
3. Your ability to create interesting questions for the follow up discussion.

More information will be provided in class.

### **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 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).

### **GRADING**

#### **Course performance evaluation weighting**

Attendance and Participation	15 points
Moderated Discussion Paper	25 points
Rabbit Hole Assignments	30 points
Navigating Precarity Lecture	30 points
<b>TOTAL</b>	<b>100 points</b>

#### **• 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 alltimes.

See <https://cehd.gmu.edu/students/polices-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> January 16	Social Justice – An interdisciplinary perspective	Zadja et al 2006 Cohen et al, 2021 Wotipka et al, 2021
<b>Week 2</b> January 23	Historic and Theoretical Perspectives	Ayers Chapters 2, 3, 4, 5 Sen Chapter 1
<b>Week 3</b> January 30	The ends and means of social justice	Ayers Chapter 8, 10, 11 and 12 Sen Chapter 2
<b>Week 4</b> February 6	How do we build thinkers?	Said Chapters 1-3
<b>Week 5</b> February 13	How do we tell the truth?	Said Chapters 4-6
<b>Week 6 - February 20</b>		

No class meeting – Work time for Assignments		
<b>Week 7</b> February 27	Race, Ethnicity and Language	Ayers Chapters 13, 14, 15, and 17  <b>Rabbit Hole Due</b>
MARCH 5 – NO CLASS – SPRING BREAK		
<b>Week 9</b> <b>March 12</b> No Class meeting this week – CIES Conference <b>Complete reading Development as Freedom by A. Sen by this date</b>		
<b>Week 10</b> March 19	Gender, Sexuality and Social Justice	Ayers 18, 19, 21, 23 Baily and Holmarsdottir, 2015
<b>Week 11</b> March 26	Bodies and Disability	Ayers Chapter 24, 25, 26 and 27
<b>WEEK 12</b> April 2	Globalization and Social Justice	Ayers Chapters 34, 35, 37 and 38.  <b>Moderated Discussion assignment due</b>
<b>Week 13</b> <b>April 9</b> ASEN Conference - No class meeting – Work time for Assignments		
<b>Week 14</b> April 16	Politics meets practice	Vrana et al 2020 <b>Navigating Precarity – Lecture #1/2</b>
<b>Week 15</b> April 23	Social Justice and Higher Education	Singh 2011 Sher and King 2015 <b>Navigating Precarity – Lecture #3/4</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/> ).

- Students must follow the university policy for Responsible Use of Computing (see <https://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 VIA should be directed to [viahelp@gmu.edu](mailto:viahelp@gmu.edu) or <https://cehd.gmu.edu/aero/assessments>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

#### **Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking:**

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, interpersonal violence, and stalking to Mason’s Title IX Coordinator per [University Policy 1202](#). If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as [Student Support and Advocacy Center](#) (SSAC) at 703-380-1434 or [Counseling and Psychological Services](#) (CAPS) at 703-993-2380. You may also seek assistance or support measures from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing [titleix@gmu.edu](mailto:titleix@gmu.edu).

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

#### ***Other reminders:***

***GMU Add/Drop Policy:*** The last day to drop this class without any penalty is provided on the GMU academic calendar page <http://registrar.gmu.edu/calendar/>. It is the student’s responsibility to check to verify that they are properly enrolled, as no credit will be awarded to students who are not.

***Plagiarism Statement:*** Plagiarism means using the exact words, opinions, or factual information from another person without giving that person credit. Writers give credit through accepted documentation styles, such as parenthetical citation, footnotes, or endnotes; a simple listing of books and articles is not sufficient. Plagiarism is the equivalent of intellectual robbery and cannot be tolerated in an academic setting (Statement of English Department at George Mason University).

***Plagiarism and the Internet:*** Copyright rules also apply to users of the Internet who cite from Internet sources. Information and graphics accessed electronically must also be cited, giving credit to the sources. This material

includes but is not limited to e-mail (don't cite or forward someone else's e-mail without permission), newsgroup material, information from Web sites, including graphics. Even if you give credit, you must get permission from the original source to put any graphic that you did not create on your web page. Shareware graphics are not free. Freeware clipart is available for you to freely use. If the material does not say "free," assume it is not. Putting someone else's Internet material on your web page is stealing intellectual property. Making links to a site is, at this time, okay, but getting permission is strongly advised, since many Web sites have their own requirements for linking to their material.

**If you have questions about when the contributions of others to your work must be acknowledged and appropriate ways to cite those contributions, please talk with the professor or utilize the GMU Writing Center.**

**Academic Integrity & Inclusivity:** This course embodies the perspective that we all have differing perspectives and ideas and we each deserve the opportunity to share our thoughts. Therefore, we will conduct our discussions with respect for those differences, meaning we each have the freedom to express our ideas, but we should also do so keeping in mind that our colleagues deserve to hear differing thoughts in a respectful manner, i.e. we may disagree without being disagreeable. <http://integrity.gmu.edu/>

**Diversity, Religious Holiday:** Please refer to George Mason University's calendar of religious holidays and observations (<http://ulife.gmu.edu/calendar/religious-holiday-calendar/>). It is the student's responsibility to speak to the instructor in advance should their religious observances impact their participation in class activities and assignments.

**Student Privacy Policy:** George Mason University strives to fully comply with FERPA by protecting the privacy of student records and judiciously evaluating requests for release of information from those records. Please see George Mason University's student privacy policy <https://registrar.gmu.edu/students/privacy/>

**Gender identity and pronoun use:** If you wish, please share your name and gender pronouns with me and how best to address you in class and via email. I use she/her pronouns for myself.

**Other Concerns:** If you have concerns or issues relating to the content or conduct of the class, please talk with me directly. Although the specifics of these conversations are entirely confidential, they may provide me with useful suggestions that may be shared indirectly with the class to improve the learning experience for all students. As a matter of policy, I do not respond to anonymous e-mails.

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