Please complete this form and attach a copy of the syllabus for new courses. Forward it as an email attachment to the Secretary of the Graduate Council. A printed copy of the form with signatures should be brought to the Graduate Council Meeting. Complete the Coordinator Form on page 2, if changes in this course will affect other units.

Please indicate:  ___X__ NEW     ____ MODIFY     ____ DELETE

Local Unit:  Graduate School of Education  Graduate Council Approval Date:  

Course Abbreviation:  EDUC  Course Number:  880

Full Course Title:  Introduction to International Education

Abbreviated Course Title (24 characters max.):  Intro Intl Ed

Credit hours:  3  Program of Record:  Ph.D. in Education

Repeatable for Credit?  
__ D=Yes, not within same term  Up to hours
__ T=Yes, within the same term  Up to  hours
__X__ N=Cannot be repeated for credit

Grade Type:  __X__ GR: graduate grading, normal (A, A-, B+, B, C, F, IN, AB)  

Activity Code (please indicate):  
__X__ Lecture (LEC)  ____ Lab (LAB)  ____ Recitation (RCT)
__ Studio (STU)  ____ Internship (INT)  ____ Independent Study (IND)

Catalog Credit Format  3: 3: 0  Course Level:  GF(500-600) ____  GA(700+) __X__

Maximum Enrollment:  None  For NEW courses, first term to be offered: Summer 05

Prerequisites or corequisites:  Admission to PhD in Education program or permission of instructor.

Catalog Description (35 words or less):  Please use catalog format and attach a copy of the syllabus for new courses.

EDUC880 Introduction to International Education (3:3:0). Prerequisites or corequisites:  Admission to PhD in Education program or permission of instructor. Examines educational systems throughout the world and their relationship to social justice, equity, conflict, culture, economic/political/social development; leadership, governance, language policy and institutional development.

For MODIFIED or DELETED courses as appropriate:

Last term offered:  Previous Course Abbreviation:  Previous number:

Description of modification:

APPROVAL SIGNATURES:

Submitted by:  Jack Levy________________________  email:  jlevy@gmu.edu___

Department/Program:  PhD in Education________________________  Date:  _4/12/05__________

College Committee:  Joan Isenberg________________________  Date:  _4/26/05__________

Graduate Council Representative:  ________________________________  Date:  __________________
**GEORGE MASON UNIVERSITY**  
**Course Coordination Form**

### Approval from other units:

Please list those units outside of your own who may be affected by this new, modified, or deleted course. Each of these units must approve this change prior to its being submitted to the Graduate Council for approval.  **NONE**

<table>
<thead>
<tr>
<th>Unit:</th>
<th>Head of Unit’s Signature:</th>
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Graduate Council approval: __________________________________________ Date: ____________

Graduate Council representative: ________________________________ Date: ____________

Provost Office representative: ________________________________ Date: ____________
SAMPLE SYLLABUS

GEORGE MASON UNIVERSITY
Graduate School of Education

Course Title: Introduction to International Education (3:3:0)
Program Code, Course Number and Section Number – [EDUC 880 001]
Semester and Year – [Summer 2005]

Instructor(s): Kabba Colley, Bev Shaklee

Possible Adjuncts

Laura M. Siaya, PhD. - American Council on Education, Assistant Director of Research for the Center for Institutional and International Initiatives; Laura_Siaya@ace.nche.edu

Elaine El’ Khawas, PhD - George Washington Univ, Profess or Education Policy and Director, ERIC Clearinghouse on Higher Education

David Levin, PhD - Specialist, Educational and Cultural Affairs, U.S. Department of State

Class Date & Time: Summer 05 Term A; M, Wed, Th 4:30-7:10pm
Class Location: Fairfax Campus

COURSE DESCRIPTION

Examines educational systems throughout the world and their relationship to social justice, equity, conflict, culture, economic/political/social development; leadership, governance, language policy and institutional development.

Prerequisite or Corequisite: Admission to PhD in Education program or permission of instructor.

STUDENT OUTCOMES

This course is designed to enable students to:

1. Describe the key aspects of international education.
2. Explain and apply theoretical bases of international education and their relationship to social justice and equity.
3. Demonstrate how economic, social and political development relates to the education sector in developing countries
4. Situate education in the process of institutional development, democratization, and transparency;
5. Use cultural theory to analyze the models fostered within a particular educational system
RELATIONSHIP TO PROGRAM GOALS AND PROFESSIONAL ORGANIZATION

This course is the introductory class for a proposed PhD specialization in international education (proposal forthcoming). If approved, the specialization will be interdisciplinary and will include courses from other GMU schools and departments such as ICAR, Public and International Affairs, Economics, History, International Commerce and Policy, School of Management, School of Public Policy, Cultural Studies and Women’s Studies. The specialization will have the following purpose:

The PhD specialization in international education focuses on the approach to social justice and equity in educational systems throughout the world. It is designed for policymakers and practitioners, and approaches social justice and equity in terms of economic, social and political development, conflict resolution, institutional development, language and culture, and history.

The specialization will be housed in the Center for Language and Culture, and is in alignment with the Center’s vision statement:

The Center for Language and Culture (CLC) provides leadership in promoting educational equity for culturally & linguistically diverse populations from disenfranchised communities. It is committed to enhancing the quality of life for the diverse population of Virginia by transforming its educational system into one that represents, reflects, respects, and values the voices and perspectives of all students and educators.

The specialization aligns with the following GSE Priorities: Diversity and Equity, and Children, Families and Communities.

There is no professional organization that sets standards for teacher professional development in international education. There are a number of organizations that are oriented to specific audiences, such as the NAFSA: The Association of International Educators, the Ass’n for the Advancement of International Education (AAIE, which serves international schools), the Institute of International Education (IIE), and many others. The proposed specialization is unique in that it approaches social justice/equity in international education, and is intended for policymakers and practitioners.

The proposed specialization is aligned with the vision statements of the following prominent professional organizations in the field: AAIE, NAFSA, and the National Association for Multicultural Education, among others.

NATURE OF COURSE DELIVERY

As a doctoral seminar, the course will mostly be taught in a lecture/discussion mode. Relevant print and non-print publications, media and data sources will be reviewed. Discussions will be facilitated by both the instructor and course participants. Due to the interdisciplinary nature of the proposed curriculum, guest speakers with varying perspectives on international education and social justice will enhance issue analysis. Participants will engage in applied research activities.

TEXTS AND READINGS (Suggested)


A variety of journal and electronic readings will be assigned and required.

**COURSE REQUIREMENTS**

Class and Electronic Participation (30%) - Participants are expected to attend all classes, present summary/critiques on selected readings, lead discussions, participate in the Blackboard website and discussions, and complete all reading and other assignments.

Throughout the semester each participant will present a brief summary/critiques on selected readings and lead the discussion for each. The day before class participants will post an advance organizer on Blackboard in the form of a brief summary of the reading and the questions which the class will address in the discussion.

In addition, each participant will post the abstract of her/his Issues Papers on Blackboard.

*Criteria for Evaluation* - please see rubric at end of syllabus.
Issues Papers (70%)- The purpose of the Issues Papers is to develop in-depth expertise in a selected area of international education. Participants will complete two written projects, with the second building on the first. The first paper will treat the topic in a broad, descriptive manner, while the second will be more analytical in nature. Some examples appear below.

1. A participant might be interested in the effects of globalism and globalization on a particular aspect of education - for example, teacher education, assessment, diversifying staff, etc. The first paper might explore the topic broadly, while the second would examine a specific context in which the issue has occurred.

2. If a participant is interested in the area of assessment, the first paper might be a literature review on a particular type of assessment (e.g. standardized, portfolio, etc) in international student settings. The second might be an analysis of a particular assessment activity in a school or country, and how it relates to the orientations and conceptions of culture presented in the class.

3. If a participant would like to analyze the design and presentation of content and skills in international settings (e.g. the teaching of math, science, etc), the first paper might be a review of various approaches (note: the paper would need to address more than one discipline). The second might focus on a particular curriculum (e.g. the International Baccalaureate) or instructional strategy and its goals, manifestations and relationship to the class content.

4. The first paper might be a description of the evolution of an international curriculum (such as the I.B.) or other activity (e.g. diversifying staff) in a school, or country. The second might be a critical analysis of each feature of the program or activity, including the author's perception of the differences between stated and achieved goals, and how the program/activity relates to the course orientations.

The first paper is due on XXX. (25%)
The second paper is due on YYY. (45%)

Criteria for Evaluation: Please see rubric at end of syllabus.

COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Class #</th>
<th>Topic and Reading</th>
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<tbody>
<tr>
<td>1-2</td>
<td>International Education and Social Justice</td>
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<tr>
<td></td>
<td>• Definitions – International, Comparative, Global, Multicultural, Development Education; Social Justice; Equity</td>
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<td>• Comparative Education: Past, Present and Future</td>
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<td>• Perspectives</td>
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<td>• Structural-Functionalist (Modernist, Human Capital)</td>
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<td>• Marxist (Dependence, Liberation, Postmodern-Poststructural)</td>
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<td></td>
<td>• Case studies of multicultural education: South Africa, U.K., Australia</td>
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<tr>
<td></td>
<td>Kubow pp. 3-58</td>
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<td></td>
<td>Beuchamp, pp. 77-110</td>
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<td>Ishii, pp. 3-16</td>
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<td>Banks &amp; Banks, 979-1040</td>
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<tr>
<td>3-4</td>
<td>Social Justice and Equity</td>
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<tr>
<td></td>
<td>• Purpose of Education</td>
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<td>• Social investment</td>
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<td>• Compulsory education and economic realities</td>
</tr>
</tbody>
</table>
- The education of marginalized youth
- Human rights statements
- Migration, citizenship and education
- Diversity, globalization, citizenship education: Curriculum possibilities

Kubow, pp. 59-142
Ball, et al, pp. 67-94
Banks, 17-48

5-6 Culture, Language, Equity and International Education
- Cultural difference/ecological, social reproduction/resistance, cultural production, other educational models
- Cross-national research on culture: Hofstede, Trompenaars, Adler
- Critical race theory, critical pedagogy
- Cultural productions and models: The Role of History and Curriculum
  - Multiculturalism and the power of knowledge
  - Language, culture, and society
  - Curriculum and cultural production
- Equity and Education – Case Studies
  - Education and Muslim Identity in the West
  - Gender Gap: Thailand
  - Adult Literacy Policy: Botswana
  - Juvenile Delinquency: China

Kubow, pp. 235-250.
Eisenhart, pp. 209-225.
Banks & Banks, pp. 240-260.
Adler, pp. 164-256.
Beauchamp, pp. 111-216

7-9 Globalization and Education
- Definition – Globalization, Globalism, Global Education
- Global Flows – Trade, Finance, People
- Education and Economic Development
  - International Economics, Financial Institutions
  - Finance, development and growth
  - The brain drain, debt, and the IFIs
  - Case studies: Korea, Kenya, Kazakhstan, and Cambodia
- Social and Political Impact of Globalization
  - “Underdeveloped” or “Over Exploited?”
- Global Education – Case Studies
  - China: From Confucius to Communism
  - India: Education, Global Rights and the Global Flow
  - Islamic Education
  - Western Concepts of Education
  - Latin America
  - Japan
  - The European Union

Spring (2001) pp. 21-151
Anderson, et al pp. 4-25
Ishii, pp. 117-160
Ball, et al, pp. 1-44
Banks, pp. ; 433-458

10 Conflict
- Conflict styles
- Mediation skills
- Negotiation skills
- Peace Education
- Case studies: Israel, Palestine, Pakistan, South Africa

Mazurek, pp. 285-350
Beauchamp, 217-236
11-12 Education, Development and Policy Planning
   - Development Education: Term and Concept
     - Socioeconomic and Political Contexts
     - Case Studies:
       - Public Policies on Gender in Paraguay
       - Development Education in Japan
       - Alternative Development in Brazil
       - Improving Basic Education: World Bank
       - Indonesia, New Guinea, Malaysia, China
Mazurek, pp. 351-418
Beauchamp, pp. 237-356

13 Leadership and Policy Development
   - Purpose of Education (repeat from above)
   - Education for Human Rights and Multiculturalism
     - United Nations: Right to an education
     - Int’l Commission on Education for the 21st Century
   - Accountability
Kubow, pp. 143-180
Spring (1998) pp. 159-219

14 Teachers and Teaching
   - Teacher education throughout the world
     - Case Studies: Indonesia, Cambodia, Pakistan
   - Learning environment
     - Classroom management in Japan
   - Teacher Professionalism
Kubow, pp. 181-234
Beauchamp, pp. 357-430

15 Summary, Discussions of Papers

CEHD STATEMENTS OF EXPECTATION

The College of Education and Human Development (CEHD) expects that all students abide by the following:

1) Students are expected to exhibit professional behavior and dispositions. See http://gse.gmu.edu/facultystaffres/profdisp.htm for a listing of these dispositions.

2) Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.

3) Students must agree to abide by the university policy for Responsible Use of Computing. See http://mail.gmu.edu and click on Responsible Use of Computing at the bottom of the screen.

Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.
# Class Participation - Assessment Rubric

(30%)

<table>
<thead>
<tr>
<th>Rating</th>
<th>Demonstrated Competence</th>
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<tbody>
<tr>
<td>A+, A, A- (25-30)</td>
<td>EXCELLENT</td>
</tr>
<tr>
<td>B+, B, B- (20-24)</td>
<td>COMPETENT</td>
</tr>
<tr>
<td>C+, C (16-19)</td>
<td>MINIMAL</td>
</tr>
<tr>
<td>D (&lt;16)</td>
<td>UNSATISFACTORY</td>
</tr>
</tbody>
</table>

**EXCELLENT**

- Regularly asks questions or makes observations that indicate reflection and analysis appropriate to the topic.
- Participates actively in class, including large and small groups.
- Participates actively on Blackboard Discussion Board.
- Prepares summary of at least one assignment, facilitates discussion.

**COMPETENT**

- Occasionally asks questions or makes observations that indicate reflection and analysis appropriate to the topic.
- Participates in class.
- Participates occasionally on Blackboard Discussion Board.
- Prepares summary of at least one assignment, facilitates discussion.

**MINIMAL**

- Rarely asks questions or makes comments that indicate familiarity with the topic.
- Rarely participates in class.
- Does not participate on Blackboard Discussion Board, nor provide an assignment summary.
## Assessment Rubric

### Rating | Demonstrated Competence
---|---
A+, A, A- | **EXCELLENT**
20-25 (Paper 1) 40-45 (Paper 2)  
- Selection of appropriate topic(s)  
- Conforms to all requirements in topics, sources, format.  
- Analysis and reflection are thoughtful for all areas.  
- Applies knowledge to class content and field-based educational contexts.  
- Writes clearly with few stylistic and grammatical errors.

B+, B, B- | **COMPETENT**
15-19 (Paper 1) 35-40 (Paper 2)  
- Conforms to most requirements in topics, sources, format.  
- Selection of appropriate topic(s).  
- Analysis and reflection are mostly thoughtful for all areas.  
- Applies most knowledge to class content and various educational contexts.  
- Writes clearly with few stylistic and grammatical errors.

C | **MINIMAL**
10-14 (Paper 1) 30-34 (Paper 2)  
- Conforms to some requirements in topics, sources, format.  
- Does not select appropriate topic.  
- Summaries are minimal, additional information can be supplied.  
- Surface analysis/reflection, does not contemplate many possibilities.  
- Does not apply knowledge to class content and various educational contexts.  
- Writes with stylistic and grammatical errors.

D | **UNSATISFACTORY**