George Mason University
Graduate Course Approval/Inventory Form

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: College of Education and Human Development  Graduate Council Approval Date:

Course Abbreviation: EDUC  Course Number: 892

Full Course Title: Social Justice and Equity in International Education (3:3:0)]

Abbreviated Course Title (24 characters max.): Soc. Just, Equity, Intl Ed

Credit hours: 3  Program of Record: PhD in Education

Repeatable for Credit?

__ D=Yes, not within same term  Up to hours

__ T=Yes, within the same term  Up to hours

XX  N=Cannot be repeated for credit

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


Activity Code (please indicate):  XX 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+)  XX

Maximum Enrollment: 25  For NEW courses, first term to be offered: Fall 05

Prerequisites or corequisites: EDUC 895: Emerging Issues: Introduction to International Education.

Catalog Description (35 words or less)  Please use catalog format and attach a copy of the syllabus for new courses. EDUC 892 Social Justice and Equity in International Education (3:3:0). Prerequisites or corequisites: EDUC 895 Emerging Issues: Introduction to International Education. Examines the ideological, cultural, and systemic structural inequities in various educational settings at the national and international levels. Focuses on educational practices that promote equity and social change throughout the world.

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:  __Ph.D in Education_____________ Date: _3/30/05________

College Committee:  _Joan Isenberg____________________ Date: _3/30/05________

Graduate Council Representative: ________________________________ Date: __________________
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.

<table>
<thead>
<tr>
<th>Unit:</th>
<th>Head of Unit’s Signature:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>HISTORY</td>
<td>Jack Censer</td>
<td>1/25/05</td>
</tr>
<tr>
<td>Public and International Affairs</td>
<td>Robert Dudley</td>
<td>1/25/05</td>
</tr>
<tr>
<td>Institute for Conflict Analysis and Resolution</td>
<td>Sara Cobb</td>
<td>1/25/05</td>
</tr>
<tr>
<td>Public Policy</td>
<td>J. Finkelstein</td>
<td>2/10/05</td>
</tr>
<tr>
<td>Sociology/Anthropology</td>
<td>Steven Vallas</td>
<td>2/9/05</td>
</tr>
<tr>
<td>Environmental Science and Policy</td>
<td>R. Christian Jones</td>
<td>2/9/05</td>
</tr>
</tbody>
</table>

Graduate Council approval: ____________________________ Date: ___________

Graduate Council representative: __Joan Isenberg____________________________ Date: 3/30/05_______

Provost Office representative: ____________________________ Date: ___________
INSTRUCTOR(S):

Kabba Colley, PhD
kcolley@gmu.edu

Bev Shakleey
bshaklee@gmu.edu

COURSE DESCRIPTION

Examines the ideological, cultural, and systemic structural inequities in various educational settings at the national and international levels. Focuses on educational practices that promote equity and social change throughout the world.

Prerequisite or Co-requisite: EDUC 895: Emerging Issues: Introduction to International Education.

STUDENT OUTCOMES

This course is designed to enable students to:

1. Acquire familiarity with major schools of anthropological and structural theory in sociology, economics, and education;
2. Understand methods of research and preeminent studies in marginalization and reform, nationally, and internationally;
3. Understand the paradigmatic principles that underlie equity pedagogy, and issues involved with implementation;
4. Undertake case study and research to apply their understandings.

RELATIONSHIP TO PROGRAM GOALS AND PROFESSIONAL ORGANIZATION

This course is one of the core classes for a proposed PhD specialization in international education. 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 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 Association 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)


The texts from Introduction to International Education will also be used for reference:

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

Class #

1-2 Culture and Education – Anthropological applications
   • Cultural Theories used in research on cultural groups (Cultural Differences; Cultural Ecology; Social Reproduction and Cultural Productions)
   • Cultural research on classrooms, schools, programs, and innovations

Readings:
   • Fuller: selected readings.
   • Jacob, E. & Jordan, C. (Section II: Cultural Continuity and Discontinuity; Section III: Societal Forces and Minority Responses)
   • Levinson, Foley, and Holland (1996): Section I: Schools as Sites for the Cultural Production of the Educated Person..
   • Levinson, B. (2000): The Cultural Transformation of Western Education in Sierra Leone.

3-4 Gender and Minority Issues

   • Access
   • Cultural dimensions
   • Social Reproduction

Readings:
   • Ortner, S. *Making Gender.* (selected readings)
   • Spindler & Spindler (selected readings)
   • Twine & Blee (see attached book references)

5-6 Legal and Political Implications of Educational Policy

   • Structural Inequities
   • Resources, participation, rights, and empowerment
Readings:
- Trubeck and Cooper (selected readings)

7-9 Culture and Conflict
- Policy
- Equity issues
- Social Justice

Readings:
- Spindler & Spindler: Selected readings.

10-11 Social and Educational Change: Education for Empowerment

Readings:
- Fountain, J. (selected readings)
- Scrase, T. (selected readings).

12 Applications: Theory and Practice: Student Presentation

HONOR CODE

To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of George Mason University and with the desire for greater academic and personal achievement, we, the members of George Mason University, have set forth the following code of honor. Any individual who is caught in the act of cheating, attempting to cheat, plagiarizing, or stealing will be brought forth before a council of their peers. In the event that the individual is found guilty, he or she will be punished accordingly. For further information, please refer to the University Catalog or Website at www.gmu.edu.

This syllabus is subject to change based on the needs of the class. The Americans with Disabilities Act (ADA) prohibits discrimination against individuals with disabilities in the series, programs, or activities of all State and local Governments. Under ADA a disability is defined as a physical or mental impairment that substantially limits a major life activity such as: learning, working, walking, speaking, hearing, breathing, and/or taking care of oneself. If a student has disability and needs course adaptations or accommodations because of that disability, it must be established with the faculty, in writing, at the beginning of the semester so arrangements can be made. Please call the Disability Resource Center for required documentation (703-993-2474).
# 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></td>
<td>Regularly asks questions or makes observations that indicate reflection and analysis appropriate to the topic.</td>
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<tr>
<td></td>
<td>Participates actively in class, including large and small groups.</td>
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<tr>
<td></td>
<td>Participates actively on Blackboard Discussion Board.</td>
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<td></td>
<td>Prepares summary of at least one assignment, facilitates discussion.</td>
</tr>
<tr>
<td>B+, B, B- (20-24)</td>
<td>COMPETENT</td>
</tr>
<tr>
<td></td>
<td>Occasionally asks questions or makes observations that indicate reflection and analysis appropriate to the topic.</td>
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<tr>
<td></td>
<td>Participates in class.</td>
</tr>
<tr>
<td></td>
<td>Participates occasionally on Blackboard Discussion Board.</td>
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<tr>
<td></td>
<td>Prepares summary of at least one assignment, facilitates discussion.</td>
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<tr>
<td>C+, C (16-19)</td>
<td>MINIMAL</td>
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<tr>
<td></td>
<td>Rarely asks questions or makes comments that indicate familiarity with the topic.</td>
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<td></td>
<td>Rarely participates in class.</td>
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<td></td>
<td>Does not participate on Blackboard Discussion Board, nor provide an assignment summary.</td>
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<td>D (&lt;16)</td>
<td>UNSATISFACTORY</td>
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### Issues Papers (70%)
- Paper 1: 25%
- Paper 2: 70%

### Assessment Rubric

<table>
<thead>
<tr>
<th>Rating</th>
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<tbody>
<tr>
<td>A+, A, A-</td>
<td>EXCELLENT</td>
</tr>
<tr>
<td>20-25 (Paper 1)</td>
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<tr>
<td>40-45 (Paper 2)</td>
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- 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.

<table>
<thead>
<tr>
<th>B+, B, B-</th>
<th>COMPETENT</th>
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<tbody>
<tr>
<td>15-19 (Paper 1)</td>
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<tr>
<td>35-40 (Paper 2)</td>
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</tbody>
</table>

- 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.

<table>
<thead>
<tr>
<th>C</th>
<th>MINIMAL</th>
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<tbody>
<tr>
<td>10-14 (Paper 1)</td>
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<tr>
<td>30-34 (Paper 2)</td>
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</table>

- 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 |