COURSE DESCRIPTION

What do we mean when we say social justice and equity? Why should we study social justice and equity in international education? What are the fundamental issues in social justice and equity in international education? What factors promote and hinder social justice and equity in international education? This course will attempt to answer these and other questions related to social justice and equity in international education. It will examine the ideological, cultural, and systemic structural inequities in various educational settings at the national and international levels. Special emphasis will be placed on educational practices that promote equity and social change throughout the world. The course will be taught using social constructivist and project-based approaches. Prerequisite or Corequisite: EDUC 895: Emerging Issues: Introduction to International Education or permission of instructor (Open to doctoral candidates).

STUDENT OUTCOMES

This course is designed to enable students to:

1. Acquire familiarity with major schools of thought in social justice and equity in international 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 PROFESSIONAL STANDARDS

There are a 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 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. This course addresses some of the aims and goals of the above international education organizations and is intended for policymakers, practitioners and researchers who are interested in international education.

In addition, this course is aligned with the following vision statements: GSE Priorities--Diversity and Equity, and Children, Families and Communities, CEHD’s Center for Language and Culture (CLC) and the National Association for Multicultural Education.

TEACHING/LEARNING METHOD

As a doctoral seminar, the course will be taught using social constructivist and project-based approaches. Relevant print and non-print publications, media and data sources will be reviewed. Discussions will be facilitated by both the professor and course participants. Due to the interdisciplinary nature of the course, guest speakers with varying perspectives on international education and social justice will be invited to share their experiences. Participants will engage in the design and development of an educational plan that address a specific need or problem within a particular educational system.

SUGGESTED TEXTBOOKS


COURSE REQUIREMENTS

1. Active participation: This is defined as full attendance, active participation in class discussions and activities, demonstration of positive and collaborative disposition towards colleagues, and satisfactory completion of all project work on time. A major part of course
participation is reading, presenting and facilitating of assigned course material on selected topics. Each candidate will be assigned two weeks of readings that they will study, organize and deliver a workshop on. They will be responsible of presenting the material, facilitating learning, assessing understanding of the materials and providing additional/supplemental resources for further study. Prior to delivering the workshop, each candidate will consult with the professor to develop a strategy of implementation. The professor will serve mainly as a support and resource person throughout the process. Participation will be based on a satisfactory/not satisfactory criteria.

2. Completion and submission of an Issue Paper on social justice and equity in international education using any one of the following frames: human rights, environmentalism, neo-liberal and free-market, public policy, multiculturalism, critical theory, womanist/feminist and others. The purpose of the Issues Papers is to develop in-depth expertise in a selected area of social justice and equity and its application and/or impact on international education. Issue Papers must address a real problem in international education and proposed possible solution(s). In addition, they must be relevant and timely. Potential topics could include any of the following: globalization, income and resource distribution, gender issues, marginalized or traditionally disadvantaged minorities, conflict/war and the problem of refugees, public health issues (e.g. HIV/AIDS, Bird Flu, Malaria), global climate change, poverty issues, food security and others approved by professor. The Issue paper must not be more than five double-spaced pages.

3. Completion and submission of a Social Justice and Equity Research Paper (SJ&ERP). Each candidate will prepare a research paper that includes the following sections: Introduction, Research Question, Review of Literature, Methodology, Results or Findings, Discussion and Implications for Policy and Practice. All research papers must address the following (1) a social justice and equity question or problem, (2) educational context, (3) international context and (4) integrate qualitative and quantitative data or mixed design methodology. Prior to conducting the research, each candidate must submit an Outline of Study. The outline must identify, list and/or briefly describe the proposed research including the following elements: Research Question or Problem, Rationale, Background and Context, Supporting Literature, Methodology, Significance and Tentative Timeline for Implementation. The outline should be limited to two pages and consist of detail listing of items under each element and where necessary, a brief explanation or description. When submitted and approved, the outline will serve as a memorandum of understanding for the research between the candidate and professor. Future changes to the research must be negotiated and an updated outline submitted.

PROFESSOR’S EXPECTATIONS AND COURSE POLICY

1. Since this is a doctoral level course, high quality work is expected of all candidates. Attendance to all classes is a course expectation. When absent from class, candidates are responsible for obtaining the material covered in class and handing in any work that is due.

2. All papers will be assessed using a scoring rubric. All papers are due at the beginning of class on the day they are due. Late papers will automatically receive a one third reduction in total points earned.
3. If circumstances warrant, a written request for an incomplete must be provided to the instructor for approval prior to the course final examination date. Requests are accepted at the professor’s discretion, provided your reasons are justified and that a major percentage (> 80%) of your work has already been completed. Your written request should be regarded as a contract between you and the professor and must specify the date for completion of work. This date must be at least two weeks prior to the university deadline for changing incompletes to letter grades.

4. Plagiarism in all its forms is unacceptable and will automatically lead to an F grade in the course.

5. All papers unless specify, must be typed or word-processed and adhere to the following format: 1-inch margin on all sides, letter size 12, font type: *Times, Times New Roman, Palatino* or comparable. Papers not typed or word-processed will not be accepted. They must include a title page: showing title of project, student’s name, course number, section, university name and date. In addition, all pages must be numbered.

6. Collaboration between candidates in conducting research and preparing the final paper is encouraged. However, each candidate must submit independently, a one page description and reflection on the role she/he played in planning and implementing the research.

**Important Notice!**
This syllabus is subjected to change based on the needs of the class.

**EVALUATION**

In order to qualify for a final grade of A+, a participant enrolled in EDUC 892 must (in addition to scoring the maximum possible points) participate in all class discussions and activities. The grades in this course will be distributed as follows:

| Participation | 15% = 30 points |
| Issue Paper   | 10% = 20 points |
| SJ&E Research Paper | 25% = 50 points |

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<thead>
<tr>
<th>Total Points Possible</th>
<th>Possible Grade</th>
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<tr>
<td>100</td>
<td>A+</td>
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<td>99-95</td>
<td>A</td>
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<tr>
<td>94-90</td>
<td>A-</td>
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<tr>
<td>89-85</td>
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<td>74-70</td>
<td>C</td>
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<td>69-0</td>
<td>F</td>
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COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS
The Graduate School of Education (GSE) expects that all candidates abide by the following:

Candidates are expected to exhibit professional behavior and dispositions. See gse.gmu.edu for a listing of these dispositions.

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

Candidates 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.

Candidates 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/candidate/drc or call 703-993-2474 to access the DRC.

PERFORMANCE-BASED ASSESSMENT

A. Criteria for Evaluating the Issue Paper

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>A Introduction: clearly and adequately states the purpose of the paper, clearly and adequately provides background and context of the paper.</td>
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<tr>
<td>B Issue Statement: clearly and adequately states what the issue is, clearly and adequately describes in-depth, all the dimensions of the issue, related issues and stakeholders. Clearly explains why the issue is important. All variables or terms are clearly defined or explained.</td>
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<tr>
<td>C Framework: clearly identifies and uses a specific frame to describe problem. Makes a clear and adequate connection between frame and prior research. Frame description is coherent and analytical.</td>
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<tr>
<td>D Proposed Solution: clearly and adequately states the proposed solution; clearly and adequately describes how the solution will be implemented. Clearly and adequately describes potential limitations or shortcomings of proposed solution and how to mitigate them.</td>
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<tr>
<td>E Organization and Presentation: Issue paper is written in clear and understandable English, free from typographical and printing errors, free from spelling errors, free from grammatical errors, organized into logical paragraphs, paragraphs organized into logical headings and sub-headings, and adheres to all formatting guidelines.</td>
<td>5</td>
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<tr>
<td>TOTAL SCORE</td>
<td>20</td>
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PROFESSOR’S COMMENTS:

RATING
Zero Points=Unacceptable: No evidence or little evidence of meeting the criteria. 1/4 Points=Basic: Provides basic but substantially convincing evidence that meets or moderately exceeds minimum expectations. 1/2 Points=Proficient: Provides convincing evidence of sound work, substantially exceeds minimum expectations. Full Points=Distinguished: Provides superior level of performance, multiple sources of evidence and substantially exceeds maximum expectations.
### B. Criteria for Evaluating the Research Paper

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<thead>
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<tr>
<td><strong>A</strong> Introduction: clearly and adequately states the purpose of the study, clearly and adequately provides background and context of the study, clearly and adequately explains why the study is important and what the limitations are.</td>
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<td><strong>B</strong> Statement of Research Problem: clearly and adequately states the research question or problem. All variables or terms are clearly defined or explained.</td>
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<tr>
<td><strong>C</strong> Review of Literature: clearly identifies and review prior research relating to research question. Review evaluates the strengths and weaknesses of prior research. Review makes a clear and adequate connection between research question and prior research. Review is coherent and analytical. Review includes ten publications with sources cited inside and at the end of the paper using APA style.</td>
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<tr>
<td><strong>D</strong> Research Method: clearly and adequately states the research method to be used; clearly and adequately describes the research sample or data source, how it was selected and the rational for doing so; clearly and adequately describes the research instrument/protocol including validity and reliability issues; clearly and adequately describes the data collection procedure; and clearly and adequately describes the data analysis procedure.</td>
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<td><strong>E</strong> Findings or Results: Findings or results are clearly and adequately presented and described within the context of the study.</td>
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<td><strong>F</strong> Discussion: clearly and adequately relate the findings or results to the research question or problem, clearly and adequately relate the findings or results to other similar findings or results, clearly and adequately provide rival explanations, explanations are plausible and discussion is organized, coherent and complete.</td>
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<tr>
<td><strong>G</strong> Implications: clearly and adequately explains the possible implications of the research for policy and practice, clearly and adequately identifies and discusses limitations of the research and how to address them.</td>
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<tr>
<td><strong>H</strong> Organization and Presentation: paper is written in clear and understandable English, free from typographical errors, free from spelling errors, free from grammatical errors, organized into logical paragraphs, paragraphs organized into logical headings and sub-headings, and adheres to all formatting guidelines. Paper also includes a cover page with a title, author’s name, course information and date.</td>
<td>5</td>
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<tr>
<td><strong>TOTAL SCORE</strong></td>
<td><strong>50</strong></td>
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**PROFESSOR’S COMMENTS:**

**RATING**

*Zero Points=Unacceptable*: No evidence or little evidence of meeting the criteria.  
*1/4 Points=Basic*: Provides basic but substantially convincing evidence that meets or moderately exceeds minimum expectations.  
*1/2 Points=Proficient*: Provides convincing evidence of sound work, substantially exceeds minimum expectations.  
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TENTATIVE COURSE SCHEDULE (Please note that this course schedule may change based on the needs of the class)

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics/Readings/Support Materials</th>
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<tbody>
<tr>
<td>1/23</td>
<td><strong>Introduction to Course</strong>&lt;br&gt;Discussion of the course objectives, teaching/learning method, professor’s expectations and course policy, college expectations and university honor code, requirements, readings, activities, assignments and evaluation.&lt;br&gt;Reading/Supporting Materials: Syllabus</td>
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<tr>
<td>2/06</td>
<td>Research Activity</td>
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<tr>
<td>2/20</td>
<td>Research Activity</td>
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<tr>
<td>3/06</td>
<td><strong>Outline of Study Due</strong></td>
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<tr>
<td>Date</td>
<td>Event/Assignment</td>
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<tr>
<td>8 3/13</td>
<td>Research Activity</td>
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</tbody>
</table>
| 9 3/20 | Language and Cultural Issues  
Reading/Supporting Materials:  
| 10 3/27 | Research Activity  
Reading/Supporting Materials:  
| 11 4/03 | Individual Conferencing |
| 12 4/10 | Individual Conferencing |
| 13 4/17 | Poverty Issues  
| 14 4/24 | Research Activity |
| 15 5/01 | Social and Educational Change: Open forum Presentations |
|      | Final Research Paper Due |
BIBLIOGRAPHY


**RECOMMENDED WEB SITES**

- [http://www.nasfa.org](http://www.nasfa.org) (The Association of International Educators)
- [http://www.aaiie.org](http://www.aaiie.org) (Association for the Advancement of International Education)
- [http://www.iie.org](http://www.iie.org) (Institute for International Education)
- [http://www.cies.ws/](http://www.cies.ws/) (Comparative and International Education Society)
- [http://www.hku.hk/cerc/wcces.html](http://www.hku.hk/cerc/wcces.html) (World Council of Comparative Education Societies)
- [http://infoeagle.bc.edu/bc_org/avp/soe/cihe/](http://infoeagle.bc.edu/bc_org/avp/soe/cihe/) (Boston College Center for International Higher Education)
- [http://europa.eu.int/index.htm](http://europa.eu.int/index.htm) (European Union)
- [http://www.bai.ac.uk](http://www.bai.ac.uk) (British Association for international and Comparative Association)
- [http://www.ascd.org](http://www.ascd.org) (Association for Supervision and Curriculum Development)
- [http://www.enc.org](http://www.enc.org) (Eisenhower National Clearinghouse for Science and Mathematics Education Reform)
- [http://www.ed.gov](http://www.ed.gov) (US Education Department)
- [http://www.ed.gov/nces](http://www.ed.gov/nces) (US Education Department, National Center for Educational Statistics)
- [http://www.nara.gov](http://www.nara.gov) (National Archives and Records Administration)
- [http://www.epa.gov](http://www.epa.gov) (US Environmental Protection Agency)
- [http://www.fda.gov](http://www.fda.gov) (US Food and Drug Administration)
- [http://www.msteep.bc.edu/TIMSS](http://www.msteep.bc.edu/TIMSS) (Third International Mathematics and Science Study Center)
- [http://www.unesco.org](http://www.unesco.org) (UNESCO)
- [http://www.unep.org](http://www.unep.org) (UN Environmental Program)
- [http://www.sciencenews.org](http://www.sciencenews.org) (Science News)
- [http://www.iste.org](http://www.iste.org) (International Society for Technology in Education)