USC Rossier School of Education

EDUC 422: Social Change, Difference and Access to Schooling and Quality Education in International Contexts

Units: 4
Term—Day—Time: Class meets weekly for 3 hours 20 min.

Location: TBA
Instructor: TBA
Office: Physical or virtual address
Office Hours: TBA, once weekly.
Contact Info: TBA

IT Help: Blackboard Help for Students
Hours of Service: 24 hours a day, 365 days a year
Contact Info: Call 213-740-5555 and choose option 2.
Send an email to blackboard@usc.edu.

Course Description

This course examines access to schooling and quality education in international contexts across student difference indexed by race, class and gender. This course is grounded in theories and research connected comparative and international education and sociology of education. In the course we will consider various cases of individual students, schools, nation states and regions as they negotiate inequity in access and quality. We will also explore several examples of individuals, schools and nation-states that have made tremendous advances towards equity of access and quality across student difference.

Learning Objectives

At the conclusion of this course students will be able to describe key educational theories on the role of education in society, social change and difference and have practice applying these theories to issues of educational access and equity. Students will be able to qualitatively and quantitatively describe and analyze students, schools, nation states and regions experiences in accessing schooling and high quality education in different international contexts. Students will gain practical experience applying social and international educational theories to plans to increase access to schooling and quality education in international contexts and to their future work as educators and engaged global citizens.

Course Notes

Letter grade awarded. This course is Web-Enhanced using Blackboard and flipped instructional models. Copies of lecture slides, 3-5 minute mini-lectures, midterms and final guidelines and resources, will all be posted to Blackboard. Technology-enhanced learning strategies will be used including the use of real-time polling using ever poll and the creation of collaborative google documents during class sessions.

Required Readings and Supplementary Materials

Texts can be purchased at the USC Bookstore.

1. Lauder, H., Brown, P., Dillabough, J. A., & Halsey, A. H. (2006). Education, globalization, and social change. Oxford University Press.
2. The Course Blackboard site contains a virtual library of other readings listed on the weekly schedule

Description and Assessment of Assignments

The following rubric provides a general guide as to how assignments in this course will be evaluated:

	Excellent	Acceptable	Unsatisfactory
Depth of thought	Shows evidence of depth of thought in preparation, organization, and clarity.	Evidence of depth of thought could be increased in some areas.	Lacks overall depth of thought, clarity, or preparation.

	Excellent	**Acceptable**	**Unsatisfactory**
Connection and reference to course readings and other relevant literature	Assignment shows engagement with course readings and other relevant literature and integrates this in an appropriate manner.	Some parts lack connection to course readings or other sources, or they are not integrated in an appropriate way.	Fails to relate to course materials and other relevant literature.
Completeness, adherence to guidelines	All parts of the assignment are done completely and according to guidelines.	All parts of the assignments or presentation are done completely, however, lacks adherence to guidelines in some areas.	Assignment is not entirely complete, and/or shows marked lack of adherence to guidelines.

1. **Blog** – (15% for weekly posts and responses and 10% for final group presentation of the blog, 25% total) The purpose of the blog will be to connect course content to outside information and ideas. With your working group, you will search for and bring in outside resources in the form of news and media stories, current events, video clips, or issues related to your professional experience. You will create a blog that your group members can access using a free blog source, such as Wordpress.com, Blogspot.com or any other, (you are free to use another blog resource if you prefer as long as it is free and accessible). This will be used as a platform for exploring topics of academic and practical interest that address equitable access to schooling and quality education across student differences. To facilitate collaboration, the class will be divided into smaller working groups around a regional area of interest. Use this as a forum for posting thoughts and opinions on current events, links to articles, video, and other content, and anything that you discover outside of the course content that might be of interest to the class. You will collaborate with your group to decide on how to create and post to your blog. Post to the blog weekly at least 24 hours before class time. Publicize your updates to the class so that they have the opportunity to read and comment. You will present your blog to the class during class time Week 15. To determine which Region you will focus on for your blog, use the following guidelines: Select the EFA Regional Overview for the region where you may be teaching in the future; OR, if you plan to teach in a region that is not represented, select a region from which students of yours may come; OR if you don't plan on teaching then select the region that is of most interest to you. Focus areas for the smaller working group's blog could include but are not limited to the six Education For All regions include: Arab States; Sub-Saharan Africa; East Asia and the Pacific;

Latin America and the Caribbean; South and West Asia; and Central and Eastern Europe and Central Asia.

2. Mid-Term 1: **Case Study of Access to schooling and quality education** - (15%)
Create a robust info graphic that summarizes the key current challenges for students like your chosen case study student:

()(1)   Choose one case study student as featured in either of the documentaries: Time For School (2015) and Girl Rising (2013). The student you choose to focus on should be from the region you have chosen for your blog assignment. Re-watch the portions of the film that discuss your case student and take notes on the barriers or supports towards access to schooling and quality education.

- Sokha in Cambodia
- Wadley in Haiti
- Suma in Nepal
- Yasmin in Egypt
- Asmera in Ethiopia
- Ruksana or Neeraj in India
- Senna in Peru
- Mariama in Sierra Leone
- Shugufa or Amina in Afghanistan
- Joab in Kenya
- Nanavi in Benin,
- Jefferson in Brazil
- Ken in Japan,
- Raluca in Romania

()(2)   Research the key current challenges for students like your chosen case study student in that region, community or nation state. You can draw from the reading and the following data sources:

- STEP 1: Explore overall trends using "Gapminder"
  - In order to get a visual of the historical trends over the last couple of decades, you will use this innovative website developed by Hans Rosling, a world health expert. Visit http://www.gapminder.org/ and follow the instructions below:
  - First, to get oriented to the site and to what Hans Rosling has done, go to the "Videos" tab and watch a video or two that features the visualization of data. One of the most viewed videos you may want to check out is the historical overview of health and wealth progress of nations entitled "200 Countries, 200 Years, 4 Minutes" (or an older version of it entitled "200 Years that Changed the World").
  - Next, use Gapminder to explore EDUCATION related indicators by going to the "Data" tab and typing "education" in the search box - this will bring up 26 education related indicators. You don't have to view them all, just select 2-3 to get a feel for the type of progress that various nations have been experiencing. We suggest looking at indicators in these three sub-categories: "Literacy," "Mean years in school," and "School enrollment."
  - View a few indicators in these subcategories using the "Visualize" button on the far right - this will bring up the Gapminder interface and will plot these indicators against per-capita income. For each indicator you can hit "play" and watch

how the countries have changed over time (adjust the speed using the control just to the right of the play button); also try other features such as selecting certain countries and creating "trails" to better visualize their paths.

- STEP 2 - Select and review ONE EFA Regional Overview
  - Next, to get a more nuanced understanding of both progress and challenges in a particular region where your case study student lives, select and review ONE Regional Overview from the 2010 Education for All Global Monitoring Report "Reaching the Marginalized."
  - Locate the 2010 EFA report at the following link and scroll down to the "Regional overviews": http://www.unesco.org/en/efareport/reports/2010-marginalization/.
  - Read this report strategically looking for clues about which groups or categories of students in the region that are at most risk educationally and why. Look for and read about the examples that are provided in the report.
- STEP 3 - Analyze a Country Overview on UNESCO's Deprivation and Marginalization in Education website
  - Visit the DME data set at: http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/efareport/dme/
  - Scroll down and click on the "Country Overviews" link
  - Select the country where you case study student is located, and explore the four "tools" on this page to see how educational marginalization works within that country. (Note that this page may take some time to load.) The four tools are: 1. Key Marginalization statistics; 2. Education poverty by dimension (shows how education poverty varies by ethnic group, gender, language group, region, urban or rural location, and wealth quintile); 3. Education marginalization by dimension in the next table; and 4. Average number of years of schooling by wealth, location and gender to see how these three dimensions combine to reinforce marginalization.
- STEP 4 - Compile your notes from Steps 1-3. Organize and reduce the data that you have collected in order to identify the most important and relevant information that illuminates your case study students educational success and challenges.

()(3) Design an info graphic that represents the key data you found in relation to your case study student's access to schooling and quality education.
- See several examples of info graphics that address access to schooling and quality education from the Education For All Global Monitoring Report: http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/efareport/infographics-figures/
- Review 10 Free Web 2.0 tools to make an info graphic: http://www.creativeblog.com/infographic/tools-2131971

- Review strategies to make an effective info graphic: http://www.creativebloq.com/design/how-create-great-infographics-2126467
- Submit your info graphic to your instructor and post it on your regional blog.

(3) Mid-Term 2: I**dentifying, Interrogating and Analyzing Educational Trends in Access** - (20%) Create a 5-minute movie that is grounded in your case study of access to schooling and quality education and identifies, interrogates and analyzes key trends for your selected region or country in access to schooling and high quality education by either race, class or gender.
  - STEP 1: Explore eGoogle Public Data
    - Begin by watching this introduction https://www.youtube.com/watch?v=AM6w_tUlIn4 and this tutorial on how to use Google Public Data: http://youtu.be/z9wYQwRX_A4
    - Visit the Google Public Data site: http://www.google.com/publicdata
    - Explore multiple Data Sets by clicking on the directory option and selecting different data providers. Consider looking at the UN Human Development Index, the World Bank
    - Consider multiple variables connected to educational access and quality in your case study student's country.
    - Once you have found meaningful data, experiment with the four types of charts: line, bar, map and bubble charts. Also experiment with showing these trends historically using the play button under the bubble chart format.
    - The purpose of the this part of the activity is to identify trends in educational access and to develop powerful charts that represent these trends.
  - STEP 2: Interrogate the key trends you identify
    - Ask 1-3 questions about equity, difference and educational access in international contexts.
    - These questions should be grounded in the readings from this course and others when appropriate.
  - STEP 3: Analyze the trends and the questions raised in Step 2.
    - Explain the trends using the readings in this class and beyond.
    - Begin to answer 1 or more of the questions that you raise profile of ONE country using these tools and be ready to report out during Class Time. The aim of this step is to gain a deeper insight into how educational opportunities vary by various dimensions and to identify who the most vulnerable students are in the country.
  - STEP 4: Create a video, screencast or wide that incorporates the information from Steps 1-3. This 5-minute video should identify, Interrogate and Analyze Educational Trends in Access.

- Submit your info graphic to your instructor and post it on your regional blog.

3. **Final: Connecting Students across Difference in the Pursuit of Educational Equity** - (30%) Develop a 6 page plan to improve access to schooling and quality education in the region you studied that presents specific challenges, analysis and recommendations for change at the local level (student, teacher, school, and/or community), nation-state and regional levels. The goal of this assignment is to apply course concepts and data towards greater educational access and equity in your chosen international context. Include a justification for this plan that is strongly grounded in the course readings. This plan should build directly off of the data and analysis of educational access for your case study student and region in your two midterms and your regional blog.

   (1) *Local Plan*: Outline detailed and concrete actions that students, teachers, school leaders and local communities can take to address specific challenges in access to schooling and quality education in this context.

   (2) *National and Regional Plan:* Outline detailed and concrete actions that nation-state and regional leaders can take to address specific challenges in access to schooling and quality education in this context.

   (3) *Personal Plan*: You should be implicated in this plan and this could take multiple forms. Some of these options include:
   - You plan to teach in this region and the plan will include recommendations for teachers to improve educational access and equity.
   - You plan on completing a service learning activity as part of a study abroad program.
   - You could be planning on working towards educational access and equity with an education organization that is state-sponsored or that is an NGO.
   - You could plan on applying to a international fellowship or graduate school where you will carry out engaged scholarship on educational access in the region.

4. Participation – (10%) This class relies on weekly attendance and active participation by students. Students are expected to complete and be able to discuss the readings assigned for each class period. Students are also expected to bring assigned deliverables to class time.

Common Standards for Final Course Paper - All papers should all utilize common font and margin settings (such as Times New Roman 12 point fonts and 1 inch margins). Each paper should be consistent with the APA style manual and should reflect a writing style consistent with junior-level college work. *Bibliography & Citations* - Citations must be provided for all researched information. Any use of additional material, even as background, must be cited within the body of the paper and then again in a works cited or bibliography. The format for these citations should consistently reflect a style manual.

Grading Breakdown
Students will earn grades based on the following assignments. Specific instructions for each assignment will be provided in class.

Assignment	Points % of Grade
Class Participation	10
Regional Blog	25
Midterm 1	15
Midterm 2	20
Final	30
TOTAL	**100**

Final course grades are assigned on the following scale:

94-100 % = A	80-83 % = B-	67-69 % = D+
90-93 % = A-	77-79 % = C+	64-66 % = D
87-89 % = B+	74-76 % = C	60-63 % = D-
84-86 % = B	70-73 % = C-	59 % and below = F

Assignment Submission Policy
The quizzes should be completed 24 hours before class time during the assigned week. The quizzes will be located on the course Blackboard site. The midterm and the final should be submitted electronically in a word format on the course Blackboard site.

Additional Policies

Late & Unfinished Work – Students must complete all assignments in order to earn a grade in the course. Any material turned in late will be reduced one letter grade per calendar day late. Each presentation must be given on the day assigned.

Grievance Procedure - Occasionally, students are dissatisfied with some dimension of a course. In such cases, students should first provide a written argument in support of their position to the instructor and request a meeting with the instructor. All grade appeals on specific assignments must be made within one week of the return of the assignment.

Special Assistance - Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure that the letter is delivered as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m. - 5:00 p.m., Monday through Friday and can be reached at (213) 740-0776.

Course Schedule: A Weekly Breakdown

	Topics/Learning Objectives	Readings and Homework	Deliverable/ Due Dates (by class time)

Week 1	**Access to Schooling and Quality Education in International Contexts** Describe students experiences in accessing schooling and high quality education in different international contexts.	View: Girl Rising (2013) • Lowery, C. (2013, November). Girl Rising-A Global Campaign to Educate Girls. In 141st APHA Annual Meeting and Exposition (November 2-November 6, 2013). APH.	**Setup Regional Blog**
Week 2	**Access to Schooling and Quality Education in International Contexts** Describe students experiences in accessing schooling and high quality education in different international contexts.	View: Time for School 3: A 12-year project on Global Education (2014) • Interview: Gene Sperling • Interview: Amartya Sen • Interview: Angelique Kidjo Article: Who's Being Left Behind?	**Regional Blog Posts and Responses**
Week 3	**International Indicators of Access to Schooling and Quality Education** Identify obstacles for students attempting to access schooling and high quality education in different international contexts.	UNESCO (2014) Education For All Global Monitoring Report 2013/4 Teaching and Learning: Achieving Quality for All • Chp. 1 The Six EFA Goals p. 40-100 • Chp. 3 Education Transforms Lives p. 140-185	**Regional Blog Posts and Responses**
Week 4	**Recommendations for Improving Access to Schooling and Quality Education Internationally** Identify ways that teachers and schools can address obstacles for students attempting to access schooling and high quality education in different international contexts.	UNESCO (2014) Supporting Teachers to End the Learning Crisis, Part 3 in Education For All Global Monitoring Report 2013/4 Teaching and Learning: Achieving Quality for All. p.186-305.	**Regional Blog Posts and Responses** Peer review of Midterm 1 info graphic
Week 5 Dates	**Theories of the Role of Education in Society: Marx & Durkheim,** Compare and contrast 2 key theories of education and it's role in society. Apply these theories to the educational experiences of students in different international contexts.	Lauder, H., Brown, P., Dillabough, J. A., & Halsey, A. H. (2006). Education, globalization, and social change. • Chp 1 Capitalism, the Global Reach Karl Marx and Friedrich Engels • Chp 2 Education: It's Nature and It's Role, Émile Durkheim	**Regional Blog Posts and Responses** **Submit Midterm 1: Case Study of Access to schooling and quality education**
Week 6 Dates	**Theories of the Role of Education in Society: Weber and Dewey,** Compare and contrast 4 key theories of education and it's role in society. Apply these theories to the educational experiences of students in different international contexts.	Lauder, H., Brown, P., Dillabough, J. A., & Halsey, A. H. (2006). Education, globalization, and social change. • Chp 3 The 'Rationalization' of Education and Training, Max Weber • Chp 4 The Democratic Conception in Education	**Regional Blog Posts and Responses**
Week 7 Dates	**Education & Social Change** Compare and Contrast key theories of knowledge and social change: Bourdieu, Foucault, Said Appadurai & Benhabib. Explain how these theories challenge the the uneven distribution of social goods and material resources through education based on culture, race, gender and class. Apply these theories to the educational experiences of students in different international contexts.	Lauder, H., Brown, P., Dillabough, J. A., & Halsey, A. H. (2006). Education, globalization, and social change. • Chp 5 The Forms of Capital, Pierre Bourdieu • Chp 7 The Means of Correct Training, Michel Foucault • Chp 8 Orientalism Now, Edward Said	**Regional Blog Posts and Responses**

Week 8 Dates	**Education & Difference** Compare and Contrast key theories of race, class and gender. Explain how these theories challenge the the uneven distribution of social goods and material resources through education based on culture, race, gender and class. Apply these theories to the educational experiences of students in different international contexts.	• Lorber, J. (2003). The social construction of gender. The social construction of difference and inequality: Race, class, gender, and sexuality, 99-106. • Omi, M., & Winant, H. (2004). Racial formations. Race, class, and gender in the United States, 6, 13-22. • Ladson-Billings & Tate (1995). Toward a Critical Race Theory of Education	**Regional Blog Posts and Responses**
Week 9 Dates	**Education and Difference at School** Apply key theories of race, class and gender to global cases of access to schooling and quality of education. Explain how these theories challenge the the uneven distribution of social goods and material resources through education based on culture, race, gender and class. Apply these theories to the educational experiences of students in different international contexts.	Lauder, H., Brown, P., Dillabough, J. A., & Halsey, A. H. (2006). Education, globalization, and social change. • Stromquist, What Poverty Does to Girls' Education: The Intersection of Class, Gender and Policy in Latin America. Chp. 66 p.966-979. • Sen, Povery as Capability Deprivation. Chp 31. p.949-965	**Regional Blog Posts and Responses** Peer review of Midterm 2 Video
Week 10 Dates	**Education and Difference at School** Apply key theories of race, class and gender to global cases of access to schooling and quality of education. Explain how these theories challenge the the uneven distribution of social goods and material resources through education based on culture, race, gender and class. Apply these theories to the educational experiences of students in different international contexts.	Lauder, H., Brown, P., Dillabough, J. A., & Halsey, A. H. (2006). Education, globalization, and social change. • McNamara Horvat, Weininger & Lareau, From Social Ties to Social Capital: Class Differences in the Relations Between Schools and Parent Networks. Chp 32 p. 454-467. • Unterhalter, Epstein, Morrell & Mlestane, Be Yourself: Class, Race, Gender, and Sexuality in South African Schoolchildren's Accounts of Social Relations. Chp. 40 p.966-979.	**Regional Blog Posts and Responses** **Submit Midterm 2: Identifying, Interrogating and Analyzing Educational Trends in Access**
Week 11 Dates	**South Africa** Apply key educational equity theories of social change, race, class and gender to global cases of access to schooling and quality of education.	Carter, P. L. (2012). Stubborn roots: Race, culture, and inequality in US and South African schools. Oxford University Press. • Chp.6 Equity and Empathy: Growing Equality of Opportunity. p. 149-172. • Chp. 7 Stubborn Roots: Weeding Out Educational Inequality p.173-185.	**Regional Blog Posts and Responses**
Week 12 Dates	**Cuba** Apply key educational equity theories of social change, race, class and gender to global cases of access to schooling and quality of education.	Carnoy, M. (2007). Cuba's academic advantage: Why students in Cuba do better in school. Stanford University Press. • Chp. 6: Opportunity to Learn and Teaching Patterns p.112-140 • Chp. 7 Lessons Learned p. 141-160.	**Regional Blog Posts and Responses**
Week 13 Dates	**Finland** Apply key educational equity theories of social change, race, class and gender to global cases of access to schooling and quality of education.	Sahlberg, P. (2014). Finnish lessons 2.0: What Can the World Learn from Educational Change in Finland? Teachers College Press. • Chp. 3. The Finnish Advantage: The Teachers. p.70-95. • Chp. 5. Is the Future Finnish? p.124-146.	**Regional Blog Posts and Responses**

Week 14 Dates	**Change** Describe how an educator from the U.S. and from Brazil worked for greater equity and access in education. Outline plans for educational change at the student, school and nation-state levels.	Horton, M., & Freire, P. (1990). We make the road by walking: Conversations on education and social change. Temple University Press. • Chp 5. Education and Social Change p.199-226. • Chp 6. Reflections p. 227-250	**Regional Blog Posts and Responses** Complete draft of final paper
Week 15 Dates	**Change** Outline plans for educational change at the student, school and nation-state levels.	No Readings this week	Peer review of final paper **Group Presentation of Regional Blog** **Individual Presentation of Regional Plan For Greater Educational Access and Equity**
FINAL Date			**Submit Final: A Regional Plan For Greater Educational Access and Equity** Date: For the due date and time of the final for this class, consult the USC *Schedule of Classes* at www.usc.edu/soc.

NB: Items not listed in regular font in the far right column are considered part of your class participation grade. These deliverables need to be completed before class in order to fully participate in the class time activities, but they are not individually graded outside of informing your class participation grade.

Statement on Academic Conduct and Support Systems

Academic Conduct

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Section 11, *Behavior Violating University Standards* https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, http://policy.usc.edu/scientific-misconduct/.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the *Office of Equity and Diversity* http://equity.usc.edu/ or to the *Department of Public Safety* http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us. This is important for the safety whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. *The Center for Women and Men* http://www.usc.edu/student-affairs/cwm/ provides 24/7 confidential support, and the sexual assault resource center webpage sarc@usc.edu describes reporting options and other resources.

Support Systems

A number of USC's schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the *American Language Institute* http://dornsife.usc.edu/ali, which sponsors courses and workshops specifically for international graduate students. *The Office of Disability Services and Programs* http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, *USC Emergency Information* http://emergency.usc.edu/ will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.

Incompletes

IN represents a grade of "incomplete." This is work not completed because of documented illness or some other emergency occurring after the 9th week of the 12-week semester; arrangements for the IN and its removal should be initiated by the student and agreed to by the instructor prior to the final exam.

Conditions for Removing a Grade of Incomplete: If an IN is assigned as the student's grade, the instructor will fill out the Incomplete (IN) Completion form which will specify to the student and to the department the work remaining to be done, the procedures for its completion, the grade in the course to date and the weight to be assigned to the work remaining to be done when computing the final grade. A student may remove the IN by completing only the portion of required work not finished as a result of documented illness or emergency occurring after the twelfth week of the semester. Previously graded work may not be repeated for credit. It is not possible to remove an IN by re-registering for the course, even within the designated time.

Time Limit for Removal of an Incomplete: One calendar year is allowed to remove an IN. Individual academic units may have more stringent policies regarding these time limits. If the IN is not removed within the designated time, the course is considered "lapsed," the grade is changed to an "IX" and it will be calculated into the grade point average as 0 points. Courses offered on a Credit/No Credit basis or taken on a Pass/No Pass basis for which a mark of Incomplete is assigned will be lapsed with a mark of NC or NP and will not be calculated into the grade point average