EDG 6931, Section 521, 3 credit hours
Selected Topics: Global and Multicultural Perspectives in Education
Fall 2014. Online on Canvas

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Office: B310
Office Telephone: 941-359-4635. (NOTE: It is usually faster to reach me by email.)
Office Hours: Email to arrange time convenient for you. We can also arrange to Skype.

NOTE: I have been asked to teach a graduate and undergraduate section of this course simultaneously online. Because there are very few opportunities to learn about international education at USF (I think I am the only one that teaches it in the system), I find that all of this information is new to grad students as well as undergrads. This is the first time to do both grad and undergrad together in this course, and I was asked to do so late in the summer, so there was no time to develop a completely different course. However, I have changed one assignment, and I will expect a more sophisticated final project as well as more insightful discussion comments from my grad students.

COURSE DESCRIPTION
EDG 6931 provides an examination of the major issues surrounding global and multicultural perspectives in education. Available to non-Education majors.

Managing difference is becoming one of the greatest challenges to multicultural countries. From France to Sweden, Brazil to Bolivia, Indonesia to Malaysia, the work of managing difference calls forth a new educational agenda. Children growing up in these and other settings are more likely than in any previous generation in human history to face a life of working and networking, loving and living with others from different national, linguistic, religious, and racial backgrounds.

Globalization is defined as the accelerated movement of people, commodities, and ideas across borders. The high rate of immigration to the United States not only from Central and South America, but also from Africa, Asia, and Eastern Europe has challenged U.S. teachers and educational systems to understand and provide for students of numerous cultures and languages. For example, public schools in Dekalb County, Georgia, serve 13,100 immigrant and refugee students from 170 countries who speak 145 different languages or dialects. In Hillsborough County, refugee students alone are from 18 different countries and they attend 43 different schools.
In this course, students will have the opportunity to study the diversity of international education systems and social issues affecting education such as poverty, development, war, gender, prejudice. Students will examine similarities and challenges that transcend national borders. In so doing, this course will provide not only an examination of international educational issues, but also a window into understanding and supporting the increasing diverse student population teachers encounter in U.S. schools. For non-education majors, it will provide insight into the diverse international cultures and issues that immigrants face as they try to make the US their home.

It is often stated that schools are the key component in socializing children to become successfully functioning members of their nation. Thus, this course can be helpful for not only educators, but also for other social science majors and business majors in understanding the changing face of people immigrating to the United States. In addition, it can provide international background for those US citizens who will work in international settings.

COURSE TOPICS
This course will cover the following content areas:

- Consideration of the meaning of “education”
- Issues of migration
- Comparative topics of discrimination, gender, “difference,” vulnerable children, identity
- Comparative frameworks for research
- Living and working outside of the US

COURSE OBJECTIVES
The course will emphasize knowledge acquisition and personal reflection and synthesis. As a result of completing coursework, students will

- Increase their knowledge of differences and similarities among world education systems
- Reflect on and compare their own educational experiences and home country education system to others using a comparative perspective
- Use technology to access and present information
- Become aware of global issues and investigate in depth how one of those issues affects two or three countries’ educational challenges
- Gain tools required to write a research paper (developing a research question, accessing scholarly references, using APA style)

COURSE STUDENT LEARNING OUTCOMES:
By the end of this course, students will be able to:

- Describe some similarities and differences between the US educational system and those of other nations
- Define different categories of immigration and know educational challenges associated with each
• Explain at least three global issues and how they affect education
• Write a comparative research paper or equally robust research presentation (video documentary, prezzi, panoptu, etc.) that includes ethical perspectives of the research and topic

TEXTS AND MATERIALS
Other articles, videos, etc. will be referenced on our Canvas site.

CANVAS USE
You can go to our Canvas course to get an extra copy of the syllabus or web links you need for the class. Check the announcements regularly for any reminders or changes in class information. **You are expected to use Canvas and check your USF email on a daily basis;** that is the only way I have of communicating announcements to the whole class. **If you have trouble uploading to Canvas or downloading readings/videos from Canvas, PLEASE contact Campus Computing.** Information is at [http://usfsm.edu/technology-services/](http://usfsm.edu/technology-services/), or you can go directly to the Information Commons on the second floor of our building. You are responsible for uploads and downloads from our Canvas site. Please be sure early in the semester to check that you can do both.

Course Attendance at First Class Meeting – You must report in by Thursday, **August 28**, to avoid being dropped from this course. You can do so by introducing yourself in the first Canvas discussion.

**Last Day to drop/withdraw without a grade penalty:** Check with Student Services; it is usually the first day or so of November.

PLAGIARISM SOFTWARE
The University of South Florida has an account with an automated plagiarism detection service which allows student assignments be checked for plagiarism. I reserve the right to ask students to submit their assignments to Turnitin through Canvas. Assignments are compared automatically with a database of journal articles, web articles, and previously submitted papers. The instructor receives a report showing exactly how a student's paper was plagiarized.

PLEASE REMOVE YOUR NAME FROM THE BODY OF YOUR PAPER AND REPLACE IT WITH YOUR USF ID#. ALSO REMOVE YOUR NAME FROM THE FILE NAME AND REPLACE IT WITH YOUR USF ID# (e.g., “U12345678 Essay 1.docx”) BEFORE SUBMITTING IT TO TURNITIN.

Pursuant to the provisions of the Family Educational Rights and Privacy Act (FERPA), students are requested to maintain confidentiality as a way to keep their personal contact information (i.e. name, address, telephone) from being disclosed to vendors or other outside agencies. By your submission, you are also agreeing to release your original work for review for academic purposes to Turnitin.
GRADING, EVALUATION AND ATTENDANCE POLICIES

A. USFSM policy requires that all students receive a graded assignment or examination prior to the semester’s drop/withdraw date.

B. Below you will find the details for each assignment and the point value for each.

C. Grades used:
   - 97-100 A+
   - 94-96 A
   - 90-93 A-
   - 87-89 B+
   - 84-86 B
   - 80-83 B-
   - 77-79 C+
   - 74-76 C
   - 70-73 C-
   - 67-69 D+
   - 64-67 D
   - 60-63 D-

D. Late work policy: All assignments must be uploaded on time. Each day late results in a one point off, no exceptions, except for those discussed and approved, in advance, with the instructor. EVERY WEEK, YOUR ORIGINAL DISCUSSION POST MUST BE IN BY 11:59PM ON THURSDAY, AND A RESPONSE TO ONE PEER BY 11:59PM ON SUNDAY. THE BOARDS ARE PROGRAMMED TO CLOSE AT 11:59 PM ON SUNDAYS. I will respond to them on Mondays and Fridays.

USFSM AND USF SYSTEM POLICIES

A. Academic Dishonesty: The University considers any form of plagiarism or cheating on exams, projects, or papers to be unacceptable behavior. Please be sure to review the university’s policy in the catalog, USFSM Undergraduate Catalog or USFSM Graduate Catalog, the USF System Academic Integrity of Students, and the USF System Student Code of Conduct at http://generalcounsel.usf.edu/regulations/pdfs/regulation-usf6.0021.pdf.

B. Academic integrity and plagiarism. Students are responsible for understanding all university policies related to academic integrity and the avoidance of plagiarism, and students are responsible for asking questions to clarify expectations in an individual section. See http://www.usfsm.edu/catalog/academics/academic-integrity-of-students/ on issues involving academic integrity. If any assignment is determined to be in violation of our integrity standards, procedures will follow as stated on that webpage. If you choose to file a grievance, procedures are explained at http://www.usfsm.edu/catalog/academics/student-academic-grievance-procedure/

Plagiarism results in an F or FF grade for the class. If you are unsure what constitutes plagiarism, consult http://www.lib.usf.edu/guides/avoiding-plagiarism/. Any attempt to use the work of others as your own is grounds for failing the course.

When in doubt, cite your source! Certainly cite when:
   1. including a direct quote (including the page number).
   2. you paraphrase or summarize ideas (but really paraphrase; don't just replace a couple words in the original sentence).
3. Ideas or information could be considered common knowledge, but you were unaware of the information prior to finding it, or you think your audience might be unfamiliar with it.

B. **Academic Disruption**: The University does not tolerate behavior that disrupts the learning process. The policy for addressing academic disruption is included with Academic Dishonesty in the catalog: [USFSM Undergraduate Catalog](https://usfsm.edu/catalog) or [USFSM Graduate Catalog](https://usfsm.edu/graduate_catalog), USF System Academic Integrity of Students, and the USF System Student Code of Conduct at [http://generalcounsel.usf.edu/regulations/pdfs/regulation-usf6.0021.pdf](http://generalcounsel.usf.edu/regulations/pdfs/regulation-usf6.0021.pdf).

C. **Contingency Plans**: In the event of an emergency, it may be necessary for USFSM to suspend normal operations. During this time, USFSM may opt to continue delivery of instruction through methods that include but are not limited to: Canvas, Skype, and email messaging and/or an alternate schedule. It’s the responsibility of the student to monitor Canvas site for each class for course specific communication, and the main USFSM and College websites, emails, and MoBull messages for important general information. The USF hotline at 1 (800) 992-4231 is updated with pre-recorded information during an emergency.

D. **Disabilities Accommodation**: Students are responsible for registering with the Office of Students with Disabilities Services (SDS) in order to receive academic accommodations. Reasonable notice must be given to the SDS office (typically 5 working days) for accommodations to be arranged. It is the responsibility of the student to provide each instructor with a copy of the official Memo of Accommodation. Contact Information: Disability Coordinator, 941-359-4714, disabilityservices@sar.usf.edu, [http://www.usfsm.edu/students/disability/](http://www.usfsm.edu/students/disability/)

E. **Fire Alarm Instructions**: At the beginning of each semester please note the emergency exit maps posted in each classroom. These signs are marked with the primary evacuation route (red) and secondary evacuation route (orange) in case the building needs to be evacuated. See [Emergency Evacuation Procedures](https://usfsm.edu/emergency).

F. **Religious Observances**: USFSM recognizes the right of students and faculty to observe major religious holidays. Students who anticipate the necessity of being absent from class for a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second week of classes. Instructors canceling class for a religious observance should have this stated in the syllabus with an appropriate alternative assignment.

G. **Web Portal Information**: Every newly enrolled USF student receives an official USF e-mail account. Students receive official USF correspondence and Canvas course information via that address.
COURSE REQUIREMENTS
This syllabus summarizes the objectives, policies, and assignments for the class. Read assignments carefully so that you can discuss them thoughtfully in Canvas discussions. When you do not know terms or events mentioned in the readings, be sure to look them up.

ASSIGNMENTS

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<tr>
<th>Date Due</th>
<th>Description of Assignment</th>
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<tr>
<td></td>
<td><strong>Participation on Canvas discussions:</strong> Two points each week for your original post (2-4 paragraphs addressing all of the assignment in a critical way), and 1 for a thoughtful paragraph or two to one of your peers regarding their post. Original posts are always due by 11:59pm on Thursdays (I will typically respond on Friday – please go back and read my responses!), and response to a peer post is due by Sunday before midnight (I will typically respond on Monday). When you notice a peer post without a response, please try to respond to those so that everyone gets some feedback. 42 points (3 points per week).</td>
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<td>By 10/19</td>
<td><strong>Book critique.</strong> Please provide a 3-5 page book critique on an approved book for this course. I will provide some possibilities; you can also suggest books to me for approval. Summarize the contents of the book, then provide a critique. What is the main idea of the book? How is it developed through the book? Is the main idea supported throughout? What are the strengths and weaknesses of the book? In what ways do you agree/disagree with the book, and how do you support you agreement/disagreement? I will provide a rubric. (15 points).</td>
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<tr>
<td>By 10/26</td>
<td><strong>Research paper topic due.</strong> In a paragraph or two, tell me the topic and countries you have chosen for your research paper and how you plan to focus your research. What is your research question? What are your reasons for choosing the countries you chose? (5 points)</td>
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<td>By 11/9</td>
<td><strong>Outline</strong> for your research paper and <strong>annotated list of references</strong> you have found thus far. (10 points)</td>
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<td>By 11/30</td>
<td><strong>Global Issues Research.</strong> Write a research paper on a global educational issue. Include information from two countries (three, if you include the U.S.) to enable you to take a comparative perspective on the issue. The paper should demonstrate a depth of understanding about the issue, an awareness of alternative solutions, and a judgment about how to approach the problem in light of cultural complexities. The paper should follow APA style. Expected length of</td>
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the paper is 12-20 pages. It must include at least 10 peer-reviewed articles as references; course materials, books, current events, and Internet sites are also expected as references. NOTE: You can choose a difference method of presentation (Prezi, video, Panoptu, etc.), but it must show the same amount of research and effort. Multimedia can be a more effective presentation, depending on the contents of your research (28 pts).

TOTAL POSSIBLE POINTS: 100

When asked to analyze or evaluate, remember to be specific. Also, remember that a summary is not an analysis. If you are not sure of the difference, check a good book on writing styles, talk with me, or set up an appointment with the Writing Center (. If you submit a summary for a critique, the paper will not receive the credit you hope for.

"A" papers make solid associations between ideas and experiences. They offer insight into the concepts being explored. They offer new ideas or new perspectives on old ideas. It is assumed and expected that your papers will:

- Demonstrate a command of grammar and mechanics.
- Include a thesis, well-developed paragraphs, and smooth coherence as you move from one idea to the next.
- Substantiate your opinions with examples.
- Be handed in only after careful proofreading and with errors cleanly corrected on the final copy.

Format for Papers: Typed, double-spaced, 12 point Times Roman font, left-hand alignment (NOT justified), carefully proofread. Failure to do any of these things will result in points off.

Weekly readings and assignments will be in the weekly modules on Canvas.

Book Possibilities:

**Stolen Angels: The Kidnapped Girls of Uganda**, Kathy Cook, Penguin

**Shake Hands with the Devil: The Failure of Humanity in Rwanda**, Carroll & Graf Publishers

**They Fight like Soldiers, They Die like Children**, Romeo Dallaire, Random House

**What is the What?** Dave Eggers, Random House

**The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collusion of Two Cultures**, Anne Fadiman, Farrar. Straus and Giroux
Full Body Burden: Growing Up in the Nuclear Shadow of Rocky Flats, Kristen Iversen, Broadway Books


Human Cargo: A Journey among Refugees, Caroline Moorehead, Picador Books

All American Yememi Girls: Being Muslim in a Public School, Loukia K. Sarroub, University of Pennsylvania Press


Made in America: Immigrant Students in our Public Schools, Laurie Olsen

In Our Own Best Interest: How Defending Human Rights Benefits Us All, William F. Schulz

How Educational Ideologies are Shaping Global Society, Joel Spring

Other People’s Children: Cultural Conflict in the Classroom, Lisa Delpit

Rebel Music: Race, Empire, and the New Muslim Youth Culture, Hisham Aidi

Youth Online: Identity and Literacy in the Digital Age, Angela Thomas


Mediated Identities: Youth, Agency, and Globalization, Divya C. McMillin

PLEASE FEEL FREE TO READ ANY OTHER BOOK ABOUT AN INTERNATIONAL ISSUE. Just get approval from me.

WEEK TO WEEK READINGS, VIDEOS, ETC. ARE FOUND IN CANVAS WEEKLY MODULES.
### Week by Week

<table>
<thead>
<tr>
<th>Wk 1 9/2</th>
<th>Topics: Right to education; Immigrants and resettled refugees in the US</th>
<th>Readings/videos in Canvas Weekly module 1; complete discussion</th>
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<tbody>
<tr>
<td>Wk 3 9/9-9/16-</td>
<td>Topic: Confronting notions of superiority, prejudice, and discrimination: A comparative look</td>
<td>See Canvas Weekly module 3; complete discussion</td>
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<tr>
<td>Wk 5 9/23-9/30-</td>
<td>Topic: Gender issues in education</td>
<td>See Canvas Weekly module 5; complete discussion</td>
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<td>Wk 6 9/30-</td>
<td>Topic: Difference, and brilliance</td>
<td>See Canvas Weekly module 6; complete discussion</td>
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<td>Wk 7 10/7-</td>
<td>Topic: Vulnerable children: Roma and child slavery</td>
<td>See Canvas Weekly module 7; complete discussion. Book critique due (10/11).</td>
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<td>Wk 8 10/14-</td>
<td>Comparative education; writing a comparative paper.</td>
<td>See Canvas Weekly module 8; complete discussion</td>
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<tr>
<td>Wk 9 10/21-10/28-</td>
<td>Learning, teaching, and/or working outside the US</td>
<td>See Canvas Weekly module 9; complete discussion. Paper topic and research question due, with explanation of why you chose this topic and how you plan to use a framework to develop it.</td>
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<td>Wk 11 11/4-11/11-</td>
<td>The UDHR and other international covenants</td>
<td>See Canvas Weekly module 10; complete discussion</td>
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<td>Wk 13 11/18-</td>
<td>Children and families affected by war</td>
<td>See Canvas Weekly module 12; complete discussion</td>
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<td>Wk 14 12/2-</td>
<td>International Comparative Testing</td>
<td>See Canvas Weekly module 13; complete discussion. Research paper due.</td>
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<td>Educating for Peace and Stability</td>
<td>See Canvas Weekly module 14; complete discussion.</td>
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