

The University of Oklahoma

College of Continuing Education

Advanced Programs – Course Syllabus

Course Title:

Global Education

Course Number:

EDSS 5343-220

Course Description:

This course examines global relationships, conditions, and challenges and considers implications for citizenship education across the curriculum.

This course is interdisciplinary in nature. Participants come from a variety of program areas, specialize in different academic subjects, and work with students of various ages, developmental levels, and sociocultural backgrounds. To benefit from our diversity, each of us will need to relate the broader concepts presented in class to our own particular circumstances, and vice versa. Additionally, since we can't teach what we don't know, we will continually move back and forth between information for us, as adults, and information for children and adolescents.

Class Dates, Location and Hours:

Dates: June 6 – 11, 2017

Location: Stuttgart, Germany. See site director for classroom location.

Hours: Tuesday - Friday 6:00-9:30 pm; Saturday and Sunday 8:30 a.m.-4:30 p.m.

Last day to enroll or drop without penalty: May 8, 2017

Site Director:

Email: apstuttgart@ou.edu. DSN: 431-3304 or CIV 07031-15-2580.

Professor Contact Information:

Course Professor: Neil Houser

Mailing Address: 820 Van Vleet Oval
University of Oklahoma
Norman, OK, 73019-2060

Telephone Number: (405) 325-1498

E-mail Address: nhouser@ou.edu

Professor availability: The professor will be available via e-mail to students before and after the class sessions. On-site office hours are half an hour before and after each class session, by appointment.

Instructional Materials:

Materials posted on the OU Libraries Electronic Reserve system: Access OU Electronic Reserve materials at <http://guides.ou.edu/ereserves>; select the appropriate tab for your course, click on your course number/title; enter your OU NetID and password, and click LOGIN. Please contact your local Site Director if you require assistance.

Books:

- Kincaid, Jamaica. (1988). A small place. NY: Penguin.
- Quinn, Daniel. (1992). Ishmael. NY: Continuum.

Articles and Chapters (on-line):

- Banks, James A. (1989). Integrating the curriculum with ethnic content: Approaches and guidelines. In J. A. Banks & C. McGee Banks (Eds.) Multicultural education. Boston: Allyn & Bacon.
- Banks, James A. (2004). Teaching for social justice, diversity, and citizenship in a global world. Excerpted from Educational Forum, 68(4), 296-305.
- Ellsworth, E. (1992). Teaching to support unassimilated difference. Radical Teacher, 42, 4-9.
- Freire, Paulo. (1990).
- Houser, Neil. O. (2009). Ecological democracy: An environmental approach to citizenship education. Theory & Research in Social Education, 37(2), 192-214.
- McIntosh, Peggy. (1989). White privilege: Unpacking the invisible knapsack.
- Peace & Freedom, July-August, 10-12.
- Quinn, Daniel. (1996). The story of B. (excerpt)
- Tye, Kenneth A. & Kniep, Willard M. (1991). Global education around the world. Educational Leadership (April), 47-49.
- Storm, Hyemehosts

Films:

- An Inconvenient Truth <http://vimeo.com/16335777>
- Mindwalk
- Population Video (ZPG) http://www.youtube.com/watch?v=9_9SutNmfFk
- The Class
- The Great Dance: A Hunter's Story
<http://www.zimbio.com/watch/GDcl8nJWtNm/Great+Dance+Hunter+Story/Hunter> or

http://www.dailymotion.com/video/x11fyxf_pure-nature-features-the-great-dance-a-hunter-s-story_news

Course Objectives:

“Global education involves learning about those problems and issues which cut across national boundaries and about the interconnectedness of systems—cultural, ecological, economic, political, and technological. Global education also involves learning to understand and appreciate our neighbors who have different cultural backgrounds from ours; to see the world through the eyes and minds of others; and to realize that other people of the world need and want much the same things” (Tye & Kniep, 1991, p. 47).

EDSS 5343 explores existing problems and possibilities within our global society and asks how we, as educators, might teach about these vital factors. As a result of this course, you should better understand:

- Global relationships, disruptions, and possibilities (regarding social and environmental diversity, democracy, equity, community, and sustainability);
- Global (citizenship) education across the curriculum (How to educate about these factors);
- Your personal philosophical, theoretical, and practical views regarding global education.

Course Outline:

Day 1: Tues., 6/6

- Course Introduction: Syllabus (with Tye & Kniep)
- Global understanding: (1) **Relationships** (The great dance; Storm); (2) **Disruptions** (Revolutions, Colonializations; Quinn 1st ½); (3) **Possibilities** (Storm)
- Global education across the curriculum: (1) Storm activity; Steptoe; Young
- Personal philosophy of global education (goals, explanations, approaches, environments):
- Three possible outcomes

Today:

Quinn (Ishmael); The great dance (V); Storm; Syllabus; Tye & Kneip*; Young*; Steptoe*

Day 2: Wed., 6/7

- Understanding global relationships, disruptions, and possibilities: (1) **Relationships** (Quinn 2nd 1/2); (2) **Disruptions** (Kincaid; Quinn “B”; An inconvenient truth); (3) **Possibilities** (Quinn 2nd 1/2)
- Global education across the curriculum: (1) Inquiry Island (with population video; statistics; metaphors [Gaia theory, Spaceship Earth, Deep ecology])
- Continue personal philosophies (goals, explanations, approaches, environments)

Today:

Quinn (“B”); Kincaid; An inconvenient truth (V); Population video (V)*; Inquiry Island*

Day 3: Thur., 6/8

- Understanding global relationships, disruptions, and possibilities: (1) **Relationships** (Mindwalk); (2) **Disruptions** (Mindwalk; Banks; Houser’s 4); (3) **Possibilities** (Mindwalk; Structural-functional vs. conflict theories of societal well-being, stability, and change)
- Global education ATC: (1) Lemkin’s 4; (2) Dunn’s 3; (3) Houser’s 4; (4) Banks
- Personal philosophies (goals, explanations, approaches, environments)

Today:

Mindwalk (V); Banks (2004); Lemkin’s 4*; Dunn’s 3*; Houser’s 4*

Day 4: Fri., 6/9

- Understanding global relationships, disruptions, and possibilities: (1) **Relationships** (Mindwalk; Houser); (2) **Disruptions** (Social Institutions [Houser and The Class]); (3) **Possibilities** (Houser – Resisting fatalism, absolutism, and binary thinking; Embracing diversity and ambiguity)
- Global education ATC: (1) Pluralizing narratives (e.g., multiple histories and geographies); (2) The Class (What **can/should** be done? How?); Banks’ 4
- Personal philosophies (goals, explanations, approaches, environments)

Today:

Houser; The Class (V); Banks (1989)*

Day 5: Sat., 6/10

- Understanding global relationships, disruptions, and possibilities: (1) **Relationships** (Freire); (2) **Disruptions** (Ellsworth [Othering]; McIntosh [Invisible Privilege, Institutions]); (3) **Possibilities** (Freire [Resistance, Community, Transformation]; Ellsworth; The Class [What **can/should** be done? How?])
- Global education: (1) Freire (critical pedagogy); (2) Ellsworth; (3) McIntosh (critical reflection)
- Personal philosophies (goals, explanations, approaches, environments)

Today:

Freire; Ellsworth; McIntosh

Day 6: Sun., 6/11

- Understanding global relationships, disruptions, and possibilities: (1) **Relationships & Possibilities** (Freire)
- Global education: (1) TBA
- Personal philosophies (goals, explanations, approaches, environments)
- Course summary: “Keeping it up” and “passing it on”

Today:

TBA; Final CBJ

* = Does not have to be done for homework; will be presented in class.

V = Video to purchase, rent, or stream and watch before class (unless accompanied by an *).

Additional Notes:

- Please turn off all electronic devices during class unless otherwise instructed.
- If English is your second language, ask about books & journals in your first language.
- It is **highly** unlikely you will earn an “A” for this course if you miss more than one day for any reason, or a “B” if you miss more than two days. Nor does perfect attendance guarantee an A or B.
- Check your OU email and Canvas daily for class-related messages. Please communicate with me via email rather than Canvas, since I don’t receive Canvas messages.

Assignments, Grading and Due Dates:

Your success in this course will be based on your:

1. Participation
2. Preliminary Analyses of Course Materials
3. Closed-Book Journal
4. Final Closed-Book Journal
5. Personal Philosophy of Global Education
6. Makeup Papers (if necessary)

Quality Participation:

- Prepare (energy, attendance, study, completion of assignments, etc.)
- Think deeply about course materials and class conversations
- Listen **and** speak in small group **and** whole class discussions
- Respect and support the class community (both as a learner and teacher)
- Exercise intellectual curiosity and courage to consider new and different ideas
- Strive to understand and support others rather than proving your views

Each class participant will be expected to think deeply and critically and to reflect upon your own perspectives and actions while trying to better understand the views of others. Since learning and development involve a degree of cognitive dissonance – or disequilibrium – you should be prepared to struggle with ideas that challenge your current beliefs and understandings. Each participant is considered both a learner and a teacher and must assume responsibility for both roles, supporting our class community, presenting positive alternatives if dissatisfied with an existing situation, contributing your energy and ideas to class activities and conversations, engaging in active listening no matter who is speaking, staying on task, demonstrating respect for everyone in class, and helping ensure that all participants are permitted and encouraged to share equally in class opportunities and responsibilities. Regular attendance and preparation are required. Attend classes regularly, arrive on time, stay for the duration of the allotted time period, and thoughtfully complete all readings and assignments on time.

Preliminary Analyses of Course Materials:

During the 30 days prior to class students will provide analyses of the course materials. Instructions will be provided approximately 60 days before the class begins.

Closed-Book Journal (CBJ):

The **Closed-Book Journal** includes unannounced written discussions of the materials assigned for homework. For each assignment, upon entering class you should be prepared to identify and explain: (1) the overall thesis or argument (including the stated or implied problem and solution); (2) major concepts and illustrative examples presented in the materials; and (3) the implications of the overall thesis (problem and solution) and major concepts for education in general and for your own current or anticipated teaching in particular. (Please **save** these journal entries. They will not be graded individually. At the end of the

course you will return all journal entries, including additional comments as needed, and I will grade them collectively.)

Personal Philosophy of Global Education:

You should submit your personal philosophy of global education (in a paper, annotated presentation, or annotated creative project) within seven days of the final class session. It should include the major components specified in class. All written material should be thoughtfully developed and free of mechanical and usage errors. Papers should not exceed five type-written pages, excluding the title page and reference list, and should adhere to a recent version of the American Psychological Association Manual of Style.

Midterm Conference:

Each student will meet with me during the course to discuss your progress and clarify any questions you may have about the class.

Makeup Papers:

Unless otherwise specified, you will be expected to type a separate (2-3 page) Makeup Paper for any discussion of assigned materials missed due to late arrival, early departure, or absence from class. All Makeup Papers should include: (1) the overall thesis or argument (including the stated or implied problem and solution); (2) major concepts and illustrative examples presented in the materials; and (3) the implications of the overall thesis (problem and solution) and major concepts for education in general and for your own current or anticipated teaching in particular. Make-up Papers should be submitted no later than seven days following the last class meeting. Also please note that Make-up Papers are **not** a substitution for class attendance. They merely provide an indication of your understanding of the materials you were unable to discuss in class.

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- The Class

- The Great Dance: A Hunter's Story
<http://www.zimbio.com/watch/GDc18nJWtNm/Great+Dance+Hunter+Story/Hunter> or
http://www.dailymotion.com/video/x11fyxf_pure-nature-features-the-great-dance-a-hunter-s-story_news

Grading:

This is a letter-graded course: A, B, C, D, or F.

Notice: Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely impact your Final Grade, Tuition Assistance and/or Financial Aid.

POLICIES AND NOTICES

Attendance/Grade Policy

Attendance and participation in interaction, individual assignments, group exercises, simulations, role playing, etc. are valuable aspects of any course because much of the learning comes from discussions in class with other students. It is expected that you attend all classes and be on time except for excused emergencies.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution's policy regarding "I" (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy. Students who receive Financial Aid must resolve/complete any "I" (Incomplete) grades by the end of the term or he/she may be placed on "financial aid probation." If the "I" grade is not resolved/completed by the end of the following term, the student's Financial Aid may be suspended make the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

Academic Integrity and Student Conduct

Academic integrity means honesty and responsibility in scholarship. Academic assignments exist to help students learn; grades exist to show how fully this goal is attained. Therefore all work and all grades should result from the student's own understanding and effort.

Academic misconduct is any act which improperly affects the evaluation of a student's academic performance or achievement. Misconduct occurs when the student either knows or reasonably should know that the act constitutes misconduct. Academic misconduct includes: cheating and using unauthorized materials on examinations and other assignments; improper collaboration, submitting the same assignment for different classes (self-plagiarism); fabrication, forgery, alteration of documents, lying, etc...in order to obtain an academic advantage; assisting others in academic misconduct; attempting to commit academic misconduct; destruction of property, hacking, etc...; intimidation and interference with integrity process; and plagiarism. All students should review the Student's Guide to Academic Integrity at http://integrity.ou.edu/students_guide.html

Students and faculty each have responsibility for maintaining an appropriate learning environment. All students should review policies regarding student conduct at <http://studentconduct.ou.edu/>

Accommodation Statement

The University of Oklahoma is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your local OU Site Director.

Adjustment for Pregnancy/Childbirth-Related Issues

Should you need modifications or adjustments to your course requirements because of documented pregnancy-related or childbirth-related issues, please contact me as soon as possible to discuss. Generally, modifications will be made where medically necessary and similar in scope to accommodations based on temporary disability. Please see <http://www.ou.edu/content/eoo/faqs/pregnancy-faqs.html>.

Title IX Resources

For any concerns regarding gender-based discrimination, sexual harassment, sexual misconduct, stalking, or intimate partner violence, the University offers a variety of resources, including advocates on-call 24/7, counseling services, mutual no-contact orders, scheduling adjustments, and disciplinary sanctions against the perpetrator. Please contact the Sexual Misconduct Office at smo@ou.edu or (405) 325-2215 (8-5), or the Sexual Assault Response Team at (405) 615 -0013 (24/7) to report an incident. To learn more about Title IX, please visit the Institutional Equity Office's website at <http://www.ou.edu/content/eoo.html>

Course Policies

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course. Advanced Programs does not provide duplicating services or office supplies.

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about Advanced Programs, visit our website at: <http://www.goou.ou.edu/>

INSTRUCTOR VITA

Neil O. Houser, Ph. D.

Education

- Ph. D. in Curriculum and Instruction; Washington State Education, Pullman, WA
- MA in Art; California State University – Fresno, Fresno, CA
- BA in Art; Westmar College, Le Mars, IA

Current Positions

- Professor of Social Studies and Integrated Arts Education; Social Studies Program Co-Coordinator
- Advanced Programs instructor since 1999

Frequently Taught Advanced Programs Courses

- ILAC 5003 Models of instruction
- ILAC 5232 Understanding different cultures
- EDSS 5354 Global Education
- EDEL 5593 Issues in teaching in elementary schools
- EDSE 5653 Problems of teaching in secondary schools

Major Areas of Teaching and Research Interest

- Democratic education
- Global education
- Environmental/ecological education
- Integrated arts education
- Critical pedagogy
- Postcolonial education

Representative Publications and Presentations

- Eight single-authored or first-authored publications in *Theory and Research in Social Education*
- Publications in other journals such as: *Journal of Adolescent and Adult Literacy*; *Equity and Excellence in Education*; *Race, Ethnicity and Education*; *Journal of Philosophy and History of Education*; *Curriculum and Teaching*; *The Social Studies*; *Social Education*; *Multicultural Education*; *Urban Education*; *Art Education*; *Action in Teacher Education*; *Educational Policy*

Representative Honors and Awards Received

- David Ross Boyd Professorate of Education; University of Oklahoma – 2014
- Teacher of the Year; College of Education; University of Oklahoma – 2007
- Teacher of the Year; College of Education; University of Oklahoma – 1997