

 <b>FLORIDA ATLANTIC UNIVERSITY</b>	<b>COURSE CHANGE REQUEST</b> <b>Undergraduate Programs</b>	UUPC Approval <u>3/25/24</u> UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	<b>Department</b> Curriculum and Instruction  <b>College</b> Education	
<b>Current Course Prefix and Number</b> <b>EDF 2854</b>	<b>Current Course Title</b> <b>The Educated Citizen in a Global Context</b>	
<i>Syllabus must be attached for ANY changes to current course details. See <a href="#">Template</a>. Please consult and list departments that may be affected by the changes; attach documentation.</i>		
<b>Change title to:</b> N/A  <b>Change prefix</b> <b>From:</b> _____ <b>To:</b> _____  <b>Change course number</b> <b>From:</b> _____ <b>To:</b> _____  <b>Change credits*</b> <b>From:</b> _____ <b>To:</b> _____  <b>Change grading</b> <b>From:</b> _____ <b>To:</b> _____  <b>Change WAC/Gordon Rule status**</b> Add <input type="checkbox"/> Remove <input type="checkbox"/>  <b>Change General Education Requirements***</b> Add <input type="checkbox"/> Remove <input type="checkbox"/>  <small>*See <a href="#">Definition of a Credit Hour</a>.</small> <small>**WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to this form. See <a href="#">WAC Guidelines</a>.</small> <small>***GE criteria must be indicated in syllabus and approval attached to this form. See <a href="#">Intellectual Foundations Guidelines</a>.</small>	<b>Change description to:</b>  The course was previously listed in the IFP as a Global Citizenship course. The course will now be listed a Social Science course.  <b>Change prerequisites/minimum grades to:</b> None  <b>Change corequisites to:</b> None  <b>Change registration controls to:</b> None  Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade (default is D-).	
<b>Effective Term/Year for Changes:</b> <b>Fall 2024</b>	<b>Terminate course? Effective Term/Year for Termination:</b>	
<b>Faculty Contact/Email/Phone</b>		
<b>Approved by</b> Department Chair <u>Charles Duke</u> College Curriculum Chair <u>[Signature]</u> College Dean <u>[Signature]</u> UUPC Chair <u>Korey Sorge</u> Undergraduate Studies Dean <u>Dan Meeroff</u> UFS President _____ Provost _____	<b>Date</b> March 20, 2024 <u>3/20/2024</u> <u>3/20/24</u> <u>3/25/24</u> <u>3/25/24</u> _____ _____	

Email this form and syllabus to [mjenning@fau.edu](mailto:mjenning@fau.edu) seven business days before the UUPC meeting.



**EDF 2854**  
**The Educated Citizen in a Global Context**  
3 credits

Instructor  
Location:  
Office hours:  
Telephone #:  
Email:

## **Course Description**

A critical examination of education as a human right through investigations of educational purpose, policy, and practice in international contexts. The impact of colonization and modernization, and their challenges will be examined.

## **Instructional Method**

This class is designated as a Lecture and will meet in Room ED 313 in the College of Education Building. Please follow all COVID-19 protocols as stated in the COVID-19 Statement

## **Prerequisites/Corequisites**

None

## **Course Objectives/Student Learning Outcomes**

The purpose of this course is to consider the role and purpose of education in society. Students will consider the ways political, social, ideological, cultural, and economic changes in society affect the role and purpose of education in society. Students will explore the ways in which education shapes culture and culture shapes education.

Students will be able to:

1. Recognize and articulate nature and manifestations of education as oppressive and/or emancipatory in diverse educational contexts

2. Identify the impact of colonization and modernization of education systems on diverse groups around the world
  
3. Recognize and articulate the role and responsibility of education as a human right and as democratic praxis
  
4. Engage in critical self-reflection to recognize how sociopolitical realities impact values and decision making in education
  
5. Understand multiple perspectives on issues central to our community and develop the skills for engaging in civil discourse in contexts of diversity
  
6. Articulate the actions and motivations of selected role models, in order to understand why they made their choices and the impact of their actions on others.

### **Required Texts/Readings**

**(PLEASE CHECK WITH THE INSTRUCTOR BEFORE PURCHASING ANY OF THE BOOKS).**

<b>Book Title</b>	<b>Author</b>	<b>ISBN</b>
The Education of a British-Protected Child	Chinua Achebe	978-0307473677
The Favored Daughter: One Woman's Fight to Lead Afghanistan into the Future	Fawzia Koofi	978-0230342026
Not for Sale: The Return of the Global Slave Trade--and How We Can Fight It	David Batstone	978-0061998836
A Path Appears: Transforming Lives, Creating Opportunity	Nicholas Kristof and Sheryl WuDunn	978-0345805102
I Shall Not Hate: A Gaza Doctor's Journey on the Road to Peace and Human Dignity	Izzeldin Abuellaish	978-0802779496
Mountains Beyond Mountains: The Quest of Dr. Paul Farmer, a Man Who Would Cure the World.	Tracy Kidder	978-0812980554
I am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban	Malala Yousafzai	978-0316322423

\*Please see readings listed in the course schedule.

#### **Web-Assisted Instruction:**

Technology is infused into this course through the use of Canvas. In order to use Canvas, students will need to have an FAU e-mail account. This course can be accessed through <https://canvas.fau.edu/> and by following the directions for entering user ID and password. The

Canvas site will provide supplementary instructional materials, guidelines for assignments, additional class readings, and the discussion board.

### **Teaching Methodologies:**

Assignments are designed to be varied, focusing on a variety of skills: critical self-reflection (My Global Citizenship Profile), analysis and evaluation (Reflective Essay), comfort with engaging with diverse perspectives, with the Global Education Reading Circle Project and Global Issues Project exposing students to specific regions of the world affected by the transition from colonies to independent nation states. Journal and essay assignments hone traditional written or oral communication skills. The entire course materials and assignments support critical thinking. Across the assignments, students will have opportunities to work individually, in groups, and in pairs.

Instruction will center on class discussion where knowledge is constructed by students and instructor. Students should expect to encounter and be prepared to engage in small group and large group activity, reflective journal writing, student-led discussion/ instruction, individual and collective problem solving, peer review and critique of work, thinking from multiple perspectives, debate, and role play. Although traditional instructor-led lecture will also be part of the teaching methodology, students will be expected to be active and engaged learners.

This will be a course that is web-assisted. Students will have to use Canvas to access course materials.

### **Format for Written Work:**

All assignments should be typewritten in APA format. General guidelines include:

- Font Size: 12
- Font Type: Times New Roman Font or Calibri or Arial
- Double-spaced
- Include page numbers
- File Name: Last Name – First Name – Short Form of the Assignment

Please retain a copy of all assignments turned in to your instructor. You need to make sure that you have an electronic copy of all assignments throughout the semester.

## **Course Evaluation Method**

### **\*My Global Citizenship Profile**

This is an assignment that asks students to reflect critically on their current perspectives pertaining to global citizenship, and to understand how their current thinking has been impacted by their socialization and identity development. Students will reflect on their current values, how they were developed, and the implications of these values for their future as professionals and as citizens in a global context. For more information, check the “Global Citizenship Profile Guidelines” document on Canvas.

### **\*Journal Responses and in Class Discussion Boards**

Meaningful education occurs only when students are active in their own education. For this reason, all students will from time to time be required to post responses to discussion questions posed during class meetings. These responses will also contribute to your overall participation grade.

Students also have three short journal responses due on canvas. Your journal responses are based on selected readings throughout the semester. Each journal is worth five points each.

### **\*Global Education Reading Circle Project**

Students will work in groups to focus on one of the books, mentioned on page 2 of the syllabus, exploring in-depth the effects of education on people who are engaged in difficult and dangerous circumstances world-wide.

Students will address, where appropriate:

- Educational and health care issues pertaining to leadership
- The struggle for education and health care as a human and civic right
- Gender, race, language, and class perspectives in educational and health care access,
- Policy and curriculum
- The implications of their case studies for understanding the challenges of education and health care, and the responsibilities of the educated in the USA and nations around the world

Students will present their findings in an approximately 45-minute oral presentation (depending on group size) and an individual response from each group member. Criteria for evaluation will include an accurate and comprehensive understanding of the issues presented, accurate and adequate documentation of credible sources, and the demonstration of insightful and critical analysis of issues presented. More specific guidelines on how to prepare an oral presentation, and individual response will be distributed in class.

### **\*Global Issues Project**

Students will consider the United Nations Goals for Sustainable Development, which were announced in September 2015. 193 world leaders declared their intention to end extreme poverty, inequality, and climate change through achieving these 17 goals by 2030. Though some of the goals were achieved, the education goal, named Education for All, continued to lag behind expectations. The new UN Education Goals covering the period 2015—2030 aim to achieve the targets that were missed earlier. In that context, students will form groups of 4. Each group will consider Goal 4 (Quality Education) of the UN Goals for Sustainable Development (<http://www.globalgoals.org>). Following a close reading of the stated targets/objectives for the period 2015-2030, each group will select one of the targets, a country of focus, and create the foundation for an action plan based on their research of the target for the selected country, its historical development and significance to our global community according to the outline following the list of targets. Students will provide evidence to demonstrate the significance of the problem on a local and global scale (i.e., research information relevant to the problem: statistics, newspaper articles, etc.). Finally, students will create an action plan specific to the selected country, and explain the steps that they will take to either eliminate the problem or provide support in some aspect of dealing with the problem.

Students will be responsible for organizing this information in a detailed 5-page (single space) written report and present to the class in 15-20-minute oral presentation. Criteria for grading will include: adequacy of evidence, precision of argument, persuasiveness, and observation of debate protocols.

### **\*Reflective Essay**

**Due last day of finals week**, the Reflective Essay will ask students to examine what they have learned in the course that seems most important to other people in the world, what they have learned that seems most important in their own lives, and how the course may affect how they view the world. Students will incorporate specific examples from the texts, class discussions, and course visuals to provide depth to their essay.

Criteria for grading will include critical reflection/analysis consistently employed in all sections, synthesis of key ideas in each paragraph, inclusion of appropriate and adequate information, accuracy in spelling, grammar, and sentence structure.

**\*Participation**

The success of this class depends on the active participation of the students. Participation credit will be given for evidence of students’ preparation for class and contribution to discussions. Preparation includes completing all reading and homework assignments, identifying any problems in understanding and coming to class with all necessary materials for learning.

**Note: preparation is considered a pre-requisite to class participation.**

To help facilitate our class discussions and ensure that all students are able to actively participate in class discussions, the instructor may provide activities and/or questions at any point during the lecture to which students must respond to earn their participation points during a class meeting. Students will be instructed to write down their responses and submit them at the end of our class meeting. These notes will be used to demonstrate students’ preparedness for class meetings, and track students’ attendance throughout the semester.

In addition to being prepared, criteria for appropriate participation includes: punctuality, attendance in class, attentiveness, the ability to contribute to discussions without dominating them, an attitude that is open to considering diverse perspectives, and treating others with respect (even when you disagree with them).

**Course Grading Scale**

Your grade will be based on points earned on the following:

<b>Assignment</b>	<b>Points</b>
Reflection – Universal Declaration of Human Rights	1 point
Global Citizenship Profile	9 points
Journal Responses (3)	5 points each (15 total)
Global Reading Circle Project	25 points
Global Issues Project	25 points
Final – Reflective Essay	15 points
Class Participation: • <b>Attendance</b> , Attentiveness, Class Discussions . . .	10 points
<b>Total</b>	<b>100</b>

Letter Percent Grade Points

A 94-100 = 4.0  
 A- 90-93 = 3.67  
 B+ 87-89 = 3.33  
 B 84-86 = 3.00

Letter Percent Grade Points

C 74-76 = 2.0  
 C- 70-73 = 1.67  
 D+ 67-69 = 1.33  
 D 64-67 = 1.00

B- 80-83 = 2.67  
C+ 77-79 = 2.33

D- 60-63 = 0.67  
F 59-00 = 0.00

## **Policy on Makeup Tests, Late Work, and Incompletes (if applicable)**

It is the students' responsibility to stay aware of all assignment due dates to successfully submit all required work in a timely manner. Please note that any unavailability or technical problems from Canvas immediately prior to an assigned due date is not an acceptable reason for late submissions. Please ensure that all work is submitted in a timely manner, and it is strongly recommended that you submit work in advance of due date times so as to limit potential difficulties with system difficulties. All assignments are submitted on Canvas, should you experience trouble submitting through canvas, you must ensure to email me ([pmassy2019@fau.edu](mailto:pmassy2019@fau.edu)) your assignment before the deadline.

Generally, only assignments submitted on canvas will be graded. In the circumstance where you experience difficulty with canvas, you are allowed to submit directly to me via email, although your email submission must still be on-time.

Every day that an assignment is late (5 minutes – 24 hours), I will deduct a full letter grade. This policy applies to all assignments except journal responses, where no late submissions will be accepted. For example, if you submit an assignment two hours late, I will grade the assignment normally. If you receive an A, your actual grade will be a B per the late submission. Late assignments will only be accepted up to 4 days past the deadline (at best an F, but still partial credit).

**Journals – because journals will not be accepted late, be sure that they are submitted on time to canvas, or emailed to me should you experience submission problems. Remember, if you email it to me, but past the deadline, your journal will not be accepted.**

**Please familiarize yourself with our late work policy for assignments and journals.**

## **Classroom Etiquette Policy**

In addition to being prepared, criteria for appropriate participation includes: punctuality, attendance in class, attentiveness, the ability to contribute to discussions without dominating them, an attitude that is open to considering diverse perspectives, and treating others with respect (even when you disagree with them).

## **Policy on the Recording of Lectures**

Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited. Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty

member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

## **Attendance Policy**

*Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.*

## **Counseling and Psychological Services (CAPS) Center**

*Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>*

## **Disability Policy**

*In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at [www.fau.edu/sas/](http://www.fau.edu/sas/).*

## **Sexual Misconduct Policy**

In any case involving allegations of sexual misconduct, you are encouraged to report the matter to the University Title IX Coordinator in the Office of Civil Rights and Title IX (OCR9). If University faculty become aware of an allegation of sexual misconduct, they are expected to report it to OCR9. If a report is made, someone from OCR9 and/or Campus Victim Services will contact you to make you aware of available resources including support services, supportive measures, and the University's grievance procedures. More information, including contact information for OCR9, is available at <https://www.fau.edu/ocr9/title-ix/>. You may also contact Victim Services at [victimservices@fau.edu](mailto:victimservices@fau.edu) or 561-297-0500 (ask to speak to an Advocate) or schedule an appointment with a counselor at Counseling and Psychological Services (CAPS) by calling 561-297-CAPS.



## **Code of Academic Integrity**

*Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [University Regulation 4.001](#).*

## Course Topical Outline

RC = Reading Circle;

GI = Global Issues Project;

Date	Topic & Readings	Assignments Due
<b>Module 1</b>	What are human rights? <ul style="list-style-type: none"> <li>• UDHR - <a href="http://www.un.org/en/universal-declaration-human-rights/">http://www.un.org/en/universal-declaration-human-rights/</a></li> </ul>	Reflection 3.2.1 (Due Friday 11:59pm – Will discuss first day of class)  Select books for Reading Circle
<b>Module 2</b>	Modernization & Tradition <ul style="list-style-type: none"> <li>• No’eau Warner (2001). The Movement to Revitalize Hawaiian Language and Culture. In L. Hinton and K. Hale (Eds.), <i>The Green Book of Language Revitalization in Practice</i>. (pp. 133 – 141). Cambridge, MA: Academic Press.</li> </ul>	RC Meeting 1 Global Citizenship Profile
<b>Module 3</b>	Education as Oppressive & Liberating <ul style="list-style-type: none"> <li>• Excerpt from Freire, P. (1970). <i>Pedagogy of the Oppressed</i>. New York: Continuum.</li> <li>• Dewey, J. (1897). My Pedagogic Creed. <i>School Journal</i>, 54, 77-80.</li> </ul>	Journal # 1 RC Meeting 2
<b>Module 4</b>	Africa: Education as a Colonial Project <ul style="list-style-type: none"> <li>• Woolman, D. C. (2001). Educational reconstruction and post-colonial curriculum development: A comparative study of four African countries. <i>International Education Journal</i>, 2(5), 27-46.</li> </ul>	RC Meeting 3
<b>Module 5</b>	United Nations: Sustainable Development Goals <ul style="list-style-type: none"> <li>• Fact Sheet - United Nations: The Millennium Development Goals Report 2015</li> <li>• Kenny, C. (2013). What should follow the millennium development goals? <i>British Medical Journal</i>, 346, (7902), pp. 19-22.</li> <li>• Global Goals 2017 - <a href="http://www.globalgoals.org/">http://www.globalgoals.org/</a></li> </ul>	RC Meeting 4
<b>Module 6</b>	Reading Circle Project – Presentations <ul style="list-style-type: none"> <li>•</li> </ul>	RC Presentations 1, 2 & 3 GI Meeting 1
<b>Module 7</b>	Reading Circle Project – Presentations	RC Presentations 4 & 5 GI Meeting 2
<b>Module 8</b>	Reading Circle Project – Presentations	RC Presentations 6 & 7 GI Meeting 3

<b>Module 9</b>	Asia: Education in Countries Driving the Global Economy <ul style="list-style-type: none"> <li>• Panikkar, K. N. (2011). India's Education Policy: From National to Commercial. <i>Economic and Political Weekly</i>.</li> </ul>	GI Meeting 4
<b>Module 10</b>	<u><a href="#">Education in Latin America</a></u> <ul style="list-style-type: none"> <li>• <u><a href="#">Saito, Y. (1999). 'Escuela Nueva (New School)' in Colombia: a successful example of primary educational innovation in developing countries.</a></u></li> </ul>	Journal # 2
<b>Module 11</b>	Educating New Immigrants: Opportunities and Challenges <ul style="list-style-type: none"> <li>• Jane Adams: 1908: Public School and the Immigrant Child</li> <li>• For young newcomers, a stepping stone to life in America</li> <li>• <u><a href="https://www.youtube.com/watch?v=9GTfXbCXcZo">https://www.youtube.com/watch?v=9GTfXbCXcZo</a></u></li> </ul>	NA
<b>Module 12</b>	Education of Refugees: UN Global Education First Initiative <ul style="list-style-type: none"> <li>• Refugee Education: A Global Review: <u><a href="http://www.unhcr.org/4fe317589.html">http://www.unhcr.org/4fe317589.html</a></u></li> </ul>	Journal #3
<b>Module 13</b>	Global Issue Project Presentations  All written proposals are due!!!!	GI Presentations Groups 1, 2, 3 & 4
	Global Issue Project Presentations	GI Presentations Groups 5, 6, 7 & 8
	<b>Reflective Essay Draft Due on Canvas</b>	Feedback for revision
<b>Module 14</b>	Final Exam – <b>Reflective Essay Due on Canvas</b>	Final Exam