

**EDTE 202**  
**Global Citizenship and Social Responsibility through Education**  
**Fall 2021, T/TH 10:05-11:20 Wardlaw 029**

**I. Descriptive Information**

- A. Course Number and Title: EDTE 202 Global Citizenship and Social Responsibility through Education
- B. Catalog Description: Examining the continuing evolution of education and the direct impact on the development of social responsibility, values, and our place as global citizens.
- C. Prerequisite: None
- D. Intended Audience: All majors
- E. Instructor: Todd Beasley, Ed.D.  
[beasletm@mailbox.sc.edu](mailto:beasletm@mailbox.sc.edu), Wardlaw 107 U  
Office Hours- By appointment only

**II. Statement of Course Goals**

**Goals:** To use critical inquiry methodology and electronic research media to understand teaching and learning practices within the classroom context and to reflect on the relationship among and between technology, theory, student learning, and instructional practices.

Students will use course learning to consider what it means to create equitable and effective classroom environments.

**Learning Outcomes:** At the conclusion of the course, students should be able to:

- Identify problems and issues in society and their connection to education.
- Identify theoretical frameworks such as the theory of justice, and approaches for interpreting the external factors that impact education.
- Recognize and value diversity as a central component of the teaching and learning process.
- Identify the ways in which education and context impact the development of social and behavioral processes.
- Recognize causes and consequences of inequality thought thinking critically.
- Examine how education plays a role in creating a pluralistic and just (fair or equal) society.
- Demonstrate an understanding of the importance of values, ethics, and social responsibility for the self and for contemporary society.
- Reflect on how values shape personal decision making and community ethics.

**III. Academic Course Requirement**

**1. Required Readings and Response (60 Points = 6pts for each Reading Response)**

During class sessions, readings will be discussed, explained, and deconstructed. There will be opportunities to pose questions and discuss in small groups. These discussions will stem from the readings for this course which will consist of articles or chapters from professional text. These articles will be used in class discourse and discussion on the topics assigned for each week. Articles/chapters will be posted on Blackboard. **These will be due Tuesday of each class at 8am - submitted through Blackboard.**

For each of the readings **you are responsible for having access to the text, either in print or electronically, in class along with your reading response.** In order to develop habits of intentional and consistent reflective reading, each week you will use the template below to take notes on important ideas from the text on assigned readings. Then, in **8 to 10**

**sentences** address what you learned based on the important ideas that you noted from the text. In this part of the assignment you can make connections between and among past readings, experiences and field experiences; pose questions; articulate your beliefs about teaching, learning, and curriculum. Please take these written reflections very seriously. Your careful reading of the assigned material is a critical component in this course.

Text-
Important Ideas: • • •
What I Learned from This Text (8 to 10 sentences):

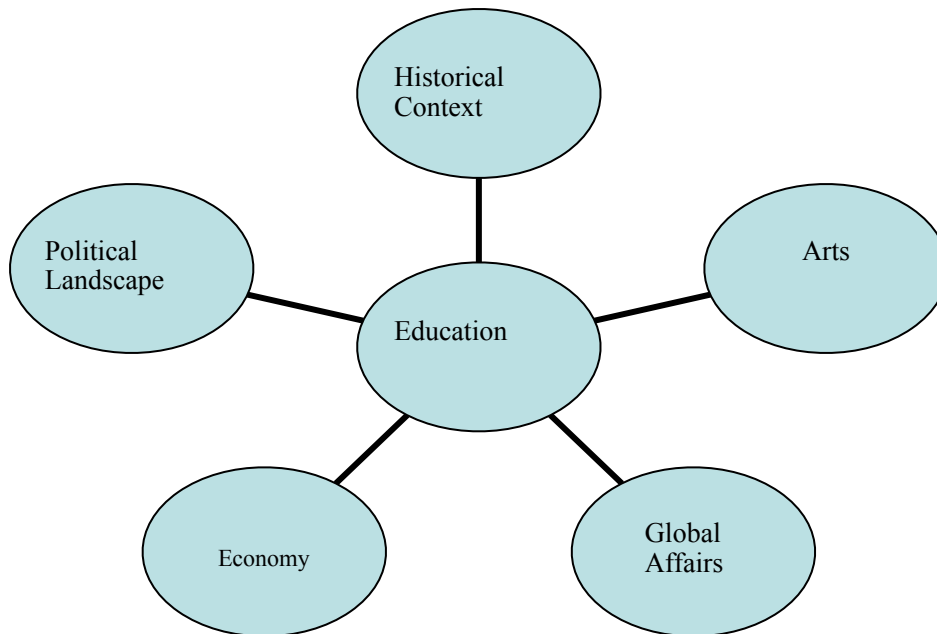
### Schedule for Reading Responses

Assignment Component	6	4-5	1-3
<b>Readings and Response</b>	-Responses are <b>clearly</b> connected to key ideas or lines from the reading and demonstrate insight and thoughtfulness. -Connections to life and classrooms are strong. -Writing conventions throughout text are accurate; errors do not detract from meaning.	-Responses are connected to key ideas or lines from the reading <b>but</b> demonstrate a lack of insight and thought. - Connections to life and classrooms are weak. - Writing conventions throughout text are accurate; minor errors do not detract from meaning.	-Responses are <b>not clearly</b> connected to key ideas or lines from the reading and/or lack insight and deep thought. -Connections to life and classrooms are weak. - Errors in conventions throughout text detract from meaning.

## 2. Intersectionality Project (140 points)

Through course readings and discussion, we will examine the intersectionality of history, politics, economics, global affairs, culture, geography, arts, and education. We will begin to understand how these entities impact one another and ultimately shape values and ethics of society.

This project can be completed individually or in groups of 2 or 3 students. The group will choose a decade to research. They will examine the decade of choice and synthesize the historical context, the political landscape, the economy, the arts, and education at the center.



Entities	Description
Political Landscape	This section includes a description of the government at that time (President/Congress/ Cabinet Leaders) Include major legislation of that time with a summary.
Historical Context	Provide details about the overall context (i.e.: war, revolution, initiatives, immigration)
Arts	This section addresses the music, television, theatre, pop culture etc....
Economy	This section should describe the economy from the stock market to individual industries such as farming, manufacturing, tech, cars, etc....
Global Affairs	Include events that occurred in other countries that had global impact.
Education	What did classrooms look like (school structure: elementary, middle, high school)? What were typical class sizes? What were the qualifications to be a teacher? Describe curriculum and programs included and not such as language, arts, special education, trades/shop, home economics, physical education etc..

Synthesis	Summarize how these entities impacted one another and highlight a change that occurred in education in the chosen decade and describe the factors that may have contributed to that change. In these intersections identify where inequities and marginalization lies.
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Each entity is worth 20 points toward the total of 140 points. Groups can choose how they are going to present & their research (paper, PowerPoint, combination, etc....).

### 3. Inquiry Project: (25 points)

Students will select a topic of educational interest. The topic should be a topic of interest based on a current issue or trend in education (i.e. arts in education, standardized testing, NCLB, instructional practices, diversity, inclusion, management techniques, etc.). The student will look for patterns from observations, discussions and research materials. Students will write a summative reflection (minimum 5 pages and maximum 8 pages) on the selected topic based on the synthesis of information obtained from observations, discussions, and research materials. A minimum of **two** references is required. The student will explore this topic with the lens of intersectionality - the “interconnected nature of social categorizations such as race, class, gender”. Provide basic information on the topic and then dive into your belief systems - what have you observed, what do you think, what are strategies that you agree with or what is a better approach. Take a stance and argue your point from the perspective of you, as a teacher, with the goal of civility.

A minimum of **two reputable or peer-reviewed sources is required (APA Format is expected)**. The topic will be explained, and connections will be made about how their topic of interest in education evolved.

. The **topic** must be selected by **10/19**

All written work should be typed, 12 pt. Times New Roman, and double-spaced. You should adhere to APA format for your textual documentation and in your bibliographies.

**Due.**

Summative Reflection	25	20	15	10
<b>Synthesis of Learning</b>	-The topic is addressed <b>clearly</b> and <b>thoroughly</b> based on the student’s synthesis of observations, discussions and research. -The text <b>clearly</b> addresses the topic.	-The topic is addressed based on the student’s synthesis of observations, discussions and research. - The text addresses the topic.	-The topic is <b>somewhat</b> addressed based on the student’s synthesis of observations, discussions and research. - The text <b>somewhat</b> addresses the topic.	-The topic is <b>vaguely</b> addressed based on the student’s synthesis of observations, discussions and research. - The text <b>vaguely</b> addresses the topic.

<b>Bibliography and Citations</b>	<p>-<b>Two or more</b> references are used.          - References are cited according to APA guidelines.          -References are selected <b>carefully</b> to support text.          -Writing conventions throughout text are <b>accurate</b>; errors do not detract from meaning.</p>	<p>- <b>Two or more</b> references are used.          -<b>Most</b> references are cited according to APA guidelines.          -<b>Most</b> references are selected carefully to support text.          - Writing conventions throughout text are accurate; errors do not detract from meaning.</p>	<p>-<b>One</b> reference is used.          -Reference is cited according to APA guidelines.          -Reference is selected to support text.          -<b>Minor</b> errors in conventions are throughout text, but most do not detract from meaning.</p>	<p>-<b>One</b> reference is used.          -<b>Some</b> references are cited according to APA guidelines.          -References <b>somewhat</b> supports text.          -Errors in conventions throughout text detract from meaning.</p>
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**4. Optional - You As an “Educator” Project - Everything will be designed by YOU! Including how much is this project worth (within reason). Designed from a Cultures within Cultures Perspective**

**5. Course Evaluation (2 points)**

Evaluations	2	0
<b>USC Online Course Evaluation</b>	Completed the evaluation and turned in copy of USC acknowledgement page.	Did not complete the evaluation

**IV. Administrative Course Requirements:**

**A. Attendance and Participation**

Attendance is required as the university attendance policy states in the Undergraduate Student Bulletin: “Students are expected to attend all regular class meetings. Unsatisfactory class attendance may be considered adequate reason for the instructor to request that the student withdraw from the course.” Attendance will be taken daily. For this reason **the university policy regarding attendance will be enforced in this class.** That policy states that if you miss 10% of class sessions, the instructor may impose a grade reduction. **In this class, the final grade will be lowered by one grade for absences more than 10% of class time with or without an excuse.** Full participation and engagement in class is expected.

Students are responsible for ensuring that a study partner or friend is designated to pick up handouts in the event of absence. Students are also responsible for familiarity with all material covered during absences. This is to be accomplished in the manner deemed most effective by the student: meeting with a fellow student, sending in an electronic recorder, studying a fellow student's notes, etc. Please take advantage of office hours designed to support students' successful progress in the course.

You must contact me as soon as possible when you are going to be absent and provide appropriate documentation when exceptional circumstances occur.

- B. Assignments will be accepted on the specified due date.** Late assignments will be reduced by one grade for each day they are past due. **As instructor, I do reserve the right to monitor and adjust assignments and expectations for this course as needed as the semester progresses.**
- C. The **University Honor Code** and College of Education **Conceptual Framework** hold education students to a high standard in terms of academic honesty. For this reason the Honor Code and USC policies regarding plagiarism, found at <http://www.sa.sc.edu/carolinacommunity/judicial.htm#Academic%20Responsibility> will be enforced.
- D. **Disabilities** - Reasonable accommodations are available for students with a documented disability. If you have a disability and may need accommodations to fully participate in this class, contact the Office of Student Disability Services: 777-6142, TDD 777-6744, email [sasds@mailbox.sc.edu](mailto:sasds@mailbox.sc.edu), or stop by LeConte College Room 112A. All accommodations must be approved through the Office of Student Disability Services.

**VI. Evaluation and Grading:**

Letter grades will be assigned based on total possible points. The following scale will be used:

<b>Grade</b>	<b>Percentage</b>
A	100 – 93%
B+	92– 89%
B	88 – 85%
C+	84 – 80%
C	79 – 77%
D+	76 – 74%
D	73 – 70%
F	69 – 0%

**VI. Modes of Instruction:**

Instructional strategies in this course will include observations, small group/ whole group discussions, group work, student presentations, demonstrations, and direct instruction

## Tentative Course Calendar

Dates	Topics	Assignment Due
Week 1 Class 1 (8/19) Week 1 8/24 & 8/26	<b>Introduction –</b> <ul style="list-style-type: none"> <li>• Changing Education Paradigms</li> <li>• Kopnina, H., &amp; Cherniak, B. (2016). Neoliberalism and justice in education for sustainable development: a call for inclusive pluralism. <i>Environmental Education Research</i>, 22(6), 827-841.</li> </ul>	Course Syllabus- Printed and Brought to Class
Week 2 8/31 & 9/2	<b>Theoretical Frameworks</b> <ul style="list-style-type: none"> <li>• Theory of Justice by John Rawls</li> <li>• The Way Schools Work Chapter 1 “Theory and Its Influences on the purposes of schooling”</li> <li>• <a href="file:///C:/Users/martinc1/Downloads/SWD107%20Bizh18021416000.pdf">file:///C:/Users/martinc1/Downloads/SWD107%20Bizh18021416000.pdf</a></li> </ul>	Reading and Response (1)
Week 3 9/7 & 9/9	<b>Intersection of Education and Policy</b> High Stakes Education: Inequality, Globalization, and Urban School Reform Chapter 1 <a href="file:///C:/Users/martinc1/Downloads/SWD107%20Bizh18021415591%20(2).pdf">file:///C:/Users/martinc1/Downloads/SWD107%20Bizh18021415591%20(2).pdf</a>	Reading and Response (2)
Week 4 9/14 & 9/16	<b>Literacy and Democracy</b> <ul style="list-style-type: none"> <li>• American Reading Instruction Ch 1 and 2</li> </ul>	Reading and Response (3)
Week 5 9/21 & 9/23	<b>Literacy and Democracy</b> <ul style="list-style-type: none"> <li>• <i>Reading Against Democracy</i></li> <li>• Ch 1 and 2</li> </ul>	Reading and Response (4)
Week 6 9/28 & 9/30	<b>Global Impact</b> <ul style="list-style-type: none"> <li>• <i>Bridging Minds Across the Pacific</i> Chapter 1 Open Doors and Open Minds</li> <li>•</li> </ul>	Reading and Response (5)

<p>Week 7 10/5 &amp; 10/7 No Class 10/7 Fall Break</p>	<p><b>Educational Inequality</b></p> <ul style="list-style-type: none"> <li>The Education of Blacks in the South</li> <li><a href="file:///C:/Users/martinc1/Downloads/SWD107%20Bizh18021416210%20(1).pdf">file:///C:/Users/martinc1/Downloads/SWD107%20Bizh18021416210%20(1).pdf</a></li> </ul>	<p>Reading and Response (6) Intersectionality Project – decade selection and determine groups</p>
<p>Week 8 10/12 &amp; 10/14</p>	<p><b>Educational Inequality</b></p> <ul style="list-style-type: none"> <li>The Flat Word and Education Ch 1</li> <li><a href="file:///C:/Users/martinc1/Downloads/SWD107%20Bizh18021416360.pdf">file:///C:/Users/martinc1/Downloads/SWD107%20Bizh18021416360.pdf</a></li> </ul>	<p>Reading and Response (7)</p>
<p><b>Week 9</b> <b>10/19 &amp; 10/21</b></p>	<p><b>Educational Inequality</b> The Flat Word and Education Ch 2 <a href="file:///C:/Users/martinc1/Downloads/SWD107%20Bizh18021416370.pdf">file:///C:/Users/martinc1/Downloads/SWD107%20Bizh18021416370.pdf</a></p>	<p>Reading and Response (8) <b>Inquiry Project Topic</b></p>
<p>Week 10 10/26 &amp; 10/28</p>	<p><b>Educational Inequality</b></p> <ul style="list-style-type: none"> <li>Why School? Ch 3 No Child Left Behind and the Spirit of Democratic Education</li> <li><a href="file:///C:/Users/martinc1/Downloads/SWD107%20Bizh18021416231.pdf">file:///C:/Users/martinc1/Downloads/SWD107%20Bizh18021416231.pdf</a></li> </ul>	<p>Reading and Response (9)</p>
<p>Week 11 11/2 &amp; 11/4</p>	<p><b>Intersectionality Projects Presentations</b></p>	<p>Projects due with groups</p>
<p>Week 12 11/9 &amp; 11/11</p>	<p><b>Intersectionality Projects Presentations</b></p>	<p>Projects due with groups</p>
<p>Week 13 11/16 &amp; 11/18</p>	<p><b>Where are we now, where do we want to go, how can education get us there?</b></p> <ul style="list-style-type: none"> <li>Catching up or Leading the Way Ch 1</li> </ul>	<p>Inquiry Paper Due Projects due with groups</p>
<p>Week 14 11/23</p>	<p><b>Where are we now, where do we want to go, how can education get us there?</b></p> <ul style="list-style-type: none"> <li>The World is Flat Ch 1</li> <li>Diane Ravitch Reading</li> </ul>	<p>Reading and Response (10) Projects due with groups</p>



Week 15 11/30 & 12/2	<b>TBD</b>	Projects due with groups
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