



SSE 4380

Global/Multicultural Perspectives in Education

This is a certified Global Citizens course

SSE 4380: CRN: 14061, Credit Hours: 3

Semester: Spring 2025

Class Meeting Days: Tuesdays

Meeting Time: 5:00-7:45pm

Class Meeting Location: MS Teams & EDU 213 (All April)

Instructor: Dr. Francis

Office Location: MS Teams

Office Hours: By appointment

Email: kattyfrancis@usf.edu and through Canvas messaging

I. Welcome!

"The College of Education is dedicated to the ideals of Collaboration, Academic Excellence, Research, and Ethics/Diversity. These are key tenets in the Conceptual Framework of the College of Education. Competence in these ideals will provide candidates in educator preparation programs with skills, knowledge, and dispositions to be successful in the schools of today and tomorrow."

II. University Course Description

Examination of the significant issues surrounding global and multicultural perspectives in education. Available to non-Education majors.

III. Course Prerequisite

None

IV. Course Purpose

This course introduces concepts and skills related to global and multicultural education, including curricular, instructional, and classroom management strategies for the K-12 classroom. Students will engage in critical issues that affect the teaching and learning environment, e.g., diversity and inclusion, equity, and cross-cultural awareness. Students will explore best practices to integrate complex, and oftentimes controversial, contemporary, social, cultural, political, economic, and environmental issues into social studies curricula.

V. How to Succeed in the Course

To succeed in this course, you will need to: log on to Canvas and check your USF email daily; attend all class meetings so you can acquire content background and develop the skills necessary to be a global/multicultural educator; complete assigned readings by the dates

indicated on the course calendar; participate in class discussions; and submit top-quality, academically written assignments as described in this syllabus and explained in class.

VI. Course Topics

1. Philosophical foundations of multicultural and global education
2. Introduction to multicultural education
3. Cultural engagement
4. Multicultural education in the contemporary classroom
5. Introduction to global education
6. Countervailing views to multicultural and global education
7. Social justice and the social studies
8. Creating multicultural and global classrooms and content
9. Culturally responsive pedagogy
10. Classroom management for a multicultural classroom

VII. Student Learning Outcomes

By the end of this course, students will be able to:

- define a "global" and "multicultural" perspective, identifying what it means to have such a worldview;
- define personal values and beliefs by reflecting on their own views and assumptions;
- explore how one's worldview is shaped by personal values, identity, cultural rules, and biases by engaging in and self-reflecting on a field experience;
- recognize differences in people's values, beliefs, attitudes, and behaviors by engaging in and analyzing a field experience;
- recognize common human experiences by engaging in and analyzing a field experience;
- explain how people develop global and multicultural perspectives;
- relate prejudice reduction and tolerance formation to the development of multicultural and global perspectives;
- synthesize different types and sources of information to assess global/cultural issues or situations by critiquing research and scholarly writings;
- explain the relationship between global perspectives in education and multicultural education;
- develop strategies for teaching others how to develop global and multicultural perspectives;
- design a learning activity that promotes multicultural and global perspectives;
- communicate ideas and information to diverse audiences by "globalizing" a traditional topic in the social studies curriculum;
- identify conditions and events in contemporary life which provide opportunities for the incorporation of global and multicultural perspectives.

VIII. Required Texts and/or Readings and Course Materials

A collection of historical and contemporary articles and critiques distributed through Canvas or available on-line via USF Library.

- Please be prepared to discuss the readings the day they are assigned.

Course videos

- Film: “Babies”
- Film: “Entres Les Murs” aka “The Class”
- Films are available in the USF library free of charge and are also available through streaming services.

Supplementary Texts and Materials

Daily local, national, and international newspapers, sites.

Supplementary articles and media may be posted by the instructor in the announcement section of the Canvas course.

X. Grading Scale

Assignments total 100 points.

Grading Scale (%)	
94-100	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 – 66	D
60 – 63	D-
0 – 59	F

XI. Grade Categories and Weights

Requirements/Grading: (Total of 100 points available)

- One Field Experience analysis 10 Points
- One journal article critique 10 Points
- Multicultural Education FL District 5 Points
- Movie Discussion 5 Points

○ Lesson Plan Proposal	5 Points
○ Reading Logs	20 Points
○ Lesson Plan	15 Points
○ Presentation of Lesson	10 Points
○ Professional Dispositions	20 Points
Total:	100 Points

XII. Essay and Project Assignments

1. Field Experience Analysis (10 points):

Visit a place of interest (outside of where you work and study) where the culture is different from your own. During the visit(s) you will generate data through field-notes based on observations and conversations with those invested/involved in that place. Your written account should utilize the data to describe the culture (norms, traditions, belief, values, patterns of organization, rituals, use of tools, social relationships, and meanings) as you explain the similarities and differences between your own cultural worldview and what you witnessed. In conclusion, discuss the experience (your reaction) in a way that illustrates multicultural or global perspectives using theoretical frameworks discussed in class.

The paper should be 4-5 pages in length (excluding references), minimum of 5 scholarly references.

2. Journal Article Critique (global education or multicultural education related) (10 points):

A review and critique of any article (since 2015) dealing with global education or multicultural education, 3-4 pages with minimum 2 references.

Education majors: *analyze the piece from the point of view of your personal teaching philosophy and evaluate the model for its feasibility for usage and/or applicability in the social studies classroom.*

Noneducation majors: *analyze the piece from the point of view of your profession and evaluate the model for its feasibility for usage and/or applicability in your field. (Cannot be any of the articles assigned as a regular reading assignment for the course.)*

3. Multicultural Education Florida School District (5 points):

Choose a Florida school district (no duplicates allowed), create a presentation containing the following and upload to Canvas.

Multicultural education has five main characteristics and goals. These are content integration, knowledge construction, prejudice reduction, equity pedagogy, and empowering school culture and social structure. Does your district have a Diversity, Equity, and Inclusion office? Do they provide multicultural curricular resources? Explicit curriculum? Implicit curriculum? Record as many details as possible regarding multicultural education in these districts. What about global education? IB programs? AICE?

4. Film Review and Reflection (5 points):

A 1–2-page(s) review and reflection posted on Canvas to discussion board for each film.

Evaluate each film through a multicultural/global perspective and include a personal reflection. Additionally, respond to two classmate's posts.

5. **Global Citizens Assignment: Lesson Plan Proposal (5 points):**

Please submit a proposal for an original lesson plan "multiculturalizing" or "globalizing" a topic from the Florida social studies curriculum. **The proposal must be a one-page, single spaced, word-processed description of the lesson plan** (template posted on Canvas). **Non-Education majors only** may submit an alternative assignment upon consultation with the instructor.

6. **Reading Log (20 points):**

Reading/Reflection Logs include a critical analysis and reflection of each assigned reading (**1-2 page(s) per reading**). Include a minimum of two citations from each article in your reading log. Student-teachers are encouraged to relate firsthand experiences/ observations/examples/ anecdotes to the readings. Logs are posted to Canvas.

7. **Global Citizens Assignment: Lesson Plan (15 points):**

An original lesson plan "multiculturalizing" or "globalizing" a topic from the Florida social studies curriculum. It should be self-contained, that is, include all teacher and student background readings, ancillary materials, and audio-visual resources needed to teach the lesson. It may be a single-day plan or multi-day lesson. Preferred format will be discussed in class and posted to Canvas. Non-education majors may complete an alternative assignment appropriate to their field of study upon consultation with the instructor.

8. **Global Citizens Assignment Lesson Plan Presentation (10 points):**

A gallery walk/poster presentation of the lesson plan/project during class. Have a handout (e.g., trifold, brochure, one-page flier) prepared for distribution and be able to respond to questions from colleagues. Presentations will be given on the last day of class.

9. **Professional Dispositions (20 points):**

- Attendance and punctuality, thoughtful participation, and undivided attention during class
- Civility, diplomacy, and sensitivity to others
- Considering innovative ideas objectively
- Enthusiasm for ideas and intellectual curiosity
- Following directions
- Foresight to predict outcomes and consequences
- Fortrightness in communications with peers, instructors and college officials
- Positive response to feedback
- Reflection on one's values, disposition and behaviors
- Self-initiative
- Thorough preparation
- Timely completion of tasks
- "With-it-ness"

XIII. Grade Dissemination

Graded material will be available on Canvas. You can access your scores at any time using "Grades" in Canvas.

XIV. Course Schedule

Week 1 1/14/2025 TEAMS

Introduction to Course and Philosophical foundations of multicultural and global education

Readings:

ARTICLES DISCUSSION

- 1) DomNwachukwu, C. S. (2010). "An introduction to multicultural education: From theory to practice."
- 2) Standish, A. (2014). "What is global education and where is it taking us?"

Week 2 1/21/2025 TEAMS

Introduction to multicultural education

Readings:

ARTICLES DISCUSSION

- 1) Nieto, Sonia M. (2002/2003). "Profoundly Multicultural Questions."
- 2) Gorski, Paul & Swalwell, Katy (2015). "Equity Literacy for All."

Assignment Due: 1/24/2025 Reading Log (Submit to Canvas)

Week 3 1/28/2025 TEAMS

Multicultural education (cont'd)

Readings:

ARTICLES DISCUSSION

- 1) Ladson-Billings, Gloria. (2003). "Lies My Teacher Still Tells."
- 2) Cruz, B. & Duplass, J. (2009). "Making Sense of "Race" in the History Classroom: A Literary Approach."

Week 4 2/04/2025 TEAMS

Cultural Engagement

Class Speaker (optional date)

Readings:

ARTICLES DISCUSSION

- 1) Merryfield, Merry (2014). "Crossing Cultures and Global Interconnectedness."

Week 5 2/11/2025 TEAMS

Multicultural education today

Readings:

ARTICLES DISCUSSION

- 1) Nieto, Sonia. (2017). "Re-imagining multicultural education: New visions, new possibilities."
- 2) Martell, C. & Stevens, K. (2017). "Becoming a race-conscious social studies teacher: The influence of personal and professional experiences."

Week 6 2/18/2025 TEAMS

Introduction to global education

Readings:

ARTICLES DISCUSSION

- 1) Hanvey, Robert. (2001). "An Attainable Global Perspective"
- 2) Kirkwood, T.F. (2001). "Our Global Age Requires Global Education: Clarifying Definitional Ambiguities" NCSS (National Council for the Social Studies). (2016).

Assignment Due: 2/21/2025, 2nd Reading Log (Submit to Canvas)

Week 7 2/18/2025 TEAMS

Countervailing views to global and multicultural education

Readings:

ARTICLES DISCUSSIONS

1. Burack, Jonathan. (2003). "The Student, the World, and the Global Education Ideology."
2. Schukar, Ron. (1993). "Controversy in Global Education: Lessons for Teacher Educators."

Assignment Due: 2/21/2025, Field Experience Analysis (Submit to Canvas)

Week 8 2/25/2025 INDEPENDENT WORK

Navigating diversity in the classroom

Film analysis of "Babies" and "Entre Les Murs"

Assignment Due: 2/28/2025, Post to the discussion board and respond to two peers.

Assignment Due: 2/28/2025, Lesson Plan Proposal (Submit to Canvas)

Week 9 3/04/2025 TEAMS

Social justice and the social studies

Readings:

ARTICLES DISCUSSION

1. Freire, Paulo. "Pedagogy of the Oppressed."
2. Banks, James. (2001). "Citizenship Education and Diversity."

ARTICLES DISCUSSION

Assignment Due: 3/07/2025, 3rd Reading Log (Submit to Canvas)

Week 10 3/11/2025 TEAMS

How do we create multicultural/global classrooms and content?

Readings:

ARTICLES DISCUSSION

1. Ladson-Billings, Gloria. (2000). "Fighting for Our Lives: Preparing Teachers to Teach African American Students."
2. Kumashiro, K.K. (2000). "Toward a Theory of Anti-Oppressive Education."

Assignment Due: 3/14/2025, Journal Article Critique (Submit to Canvas)

Week 11 3/18/2025 NO CLASS

Spring Break

Week 12 3/25/2025 TEAMS

Fostering a positive learning environment: culturally responsive pedagogical strategies

Readings:

ARTICLES DISCUSSION

1. Howard, Tyrone C. (2003). "Culturally Relevant Pedagogy."
2. Shin, E. (2001). "Reaching Beyond Differences in Multicultural Education."

Week 13 4/01/2025 IN PERSON

Classroom management strategies for a multicultural/global classroom

Readings:

ARTICLES DISCUSSION

1. Dunn, R.E. (2002). "Growing Good Citizens with a World-Centered Curriculum."
2. Weinstein, C, Curran, M, & Tomlinson-Clarke, S. (2003). "Culturally Responsive Classroom Management."

Week 14 4/08/2025 IN PERSON

Developing a multicultural and global lesson plan

Readings:

ARTICLES DISCUSSION

1. Milner, H. Richard. "Developing a Multicultural Curriculum in a Predominately White Teaching Context"

Assignment Due: 4/11/2025, 4th (Final) Reading Log (Submit to Canvas)

Week 15 4/15/2025 IN PERSON

Lesson Plan Presentation

Assignment Due: 4/18/2025, Final Lesson Plan Due to Canvas

Week 16 4/22/2025 IN PERSON

Lesson Plan Presentation

Week 17 4/29/2025 IN PERSON (if needed)

Last Day of Spring Term

XV. Global Citizens Project

SSE 4380: *Global/Multicultural Perspectives in Education* is certified as a Global Citizens course and may be used to fulfill partial requirements of the Global Citizen Award upon successful completion of the course (final grade of B or higher).

XVI. Standard University Policies

Policies about disability access, religious observances, academic grievances, academic integrity and misconduct, academic continuity, food insecurity, and sexual harassment are governed by a central set of policies that apply to all classes at USF. These may be accessed at:

XVII. USF Spring 2025 Calendar <https://www.usf.edu/registrar/calendars/index.aspx#spring2025>

XVIII. Course Policies: Grades

Late Work Policy: Assignments turned in late will be assessed as a penalty: a half-letter grade if it is one day late, or a full-letter grade for 2-7 days late. Assignments will not be accepted if overdue by more than seven days.

Grade of “Incomplete”:

For undergraduate courses: An “I” grade may be awarded to a student only when a small portion of the student’s work is incomplete and only when the student is otherwise earning a passing grade. The time limit for removing the “I” is to be set by the instructor of the course. For undergraduate students, this time limit may not exceed two academic semesters, whether or not the student is in residence, and/or graduation, whichever comes first.

XIX. Course Policies: Technology and Media Canvas Use:

Options such as e-mail, discussion boards, etc. must conform to the standards for the Social Science Education Program and may not be used for non-course related communication or activities that would disrupt the proceedings or collegiality of the course. You should not state anything in an e-mail, discussion board, etc. that you would not be willing to state in class to the entire class with the professor present.

Laptop Use & Text Messaging in Class: If you have a laptop in class, it may only be used for notetaking, unless otherwise instructed. Close all programs except your word processor. Students who appear to be using it for other purposes will lose significant professional disposition points. Handheld devices and cell phones may not be used in class; there will always be a break scheduled midway through the class during which time students can check messages, make phone calls, etc.

XX. Course Policies: Student Expectations Classroom Conduct

Students are expected to adhere to the highest standards of civility, ethics, and professional behavior. Students are expected to cooperate with one another and with the instructor; contribute fairly to group discussions and class activities; and represent their own work fairly and honestly. Class members will treat one another and the instructor respectfully and with courtesy. Racism, sexism, and other forms of intolerance are inappropriate in a just, democratic society and especially in a discipline devoted to the preservation and expansion of human rights and opportunities to all people. Under university and college policies, a breach in professional standards constitutes grounds for disciplinary action, including suspension or expulsion from the University or removal from the course with a failing grade. If you have questions about the propriety of an action, please discuss it with the instructor. Classroom conduct is a consideration in assessing students’ professional disposition.

Honor Policy

Plagiarism means presenting work done (in whole or in part) by someone else as if it were one's own. Students who plagiarize will be removed from class, given an FF grade, and reported to university authorities for further disciplinary actions. Citing sources for ideas can be a part of every submission, but the ideas must be transformed into your original work. Former or current students or their assignments may not be used as a source. Furthermore, helping another student plagiarize by sharing with them your work products is also a violation of the honor policy. The University of South Florida has an account with an automated plagiarism detection service that allows instructors and students to submit student assignments to be checked for plagiarism. Instructors reserve the right to:

- 1) request that assignments be submitted as electronic files and
- 2) electronically submit assignments to Turnitin, or
- 3) 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 student papers.

The instructor receives a report showing exactly how a student's paper was plagiarized. For more information, go to <http://www.turnitin.com> and <http://www.lib.usf.edu/guides/avoiding-plagiarism>

Attendance Policy

Attendance is essential. Promptness and participation in all class activities will ensure a positive learning environment for all. Students who anticipate being absent from class due to a significant religious observance must provide the instructor with written notice of the date(s) and event(s) by the second week of class.

Two or more absences without appropriate documentation result in a 50%+ deduction of the professional disposition grade.

University Policy: <http://www.ugs.usf.edu/policy/GeneralAttendance.pdf>

The Writing Studio: The Writing Studio is a free resource for USF undergraduate and graduate students. At the Writing Studio, a trained writing consultant will work individually with you at any point in the writing process, from brainstorming to editing. Appointments are recommended but not required. For more information or to make an appointment, visit <http://www.lib.usf.edu/writing/>, stop by LIB 2nd Floor or call 813 974-8293.

End of Semester Student Evaluations

All classes at USF make use of an online system for students to provide feedback to the University regarding the course. These surveys will be made available at the end of the semester, and the University will notify you by email when the response window opens. Your participation is highly encouraged and valued.

XXI. Important Dates to Remember

Drop/Add Deadline: January 13, 2025

USF Spring Break: March 17-23, 2025

Withdrawal Deadline: March 29, 2025

End of Term: May 8, 2025