Matching Course
New Course Request

Check Appropriate Boxes:

- Undergraduate credit
- Graduate credit
- Professional credit

1. School/Division: School of Education
2. Academic Subject Code: EDUC
3. Course Number: E201 (must be cleared with University Enrollment Services)
4. Instructor: Kwadwo A. Okrah
5. Course Title: Multicultural Education and Global Awareness

Recommended Abbreviation (Optional): Global Ed.
(limited to 32 Characters including spaces)

6. First time this course is to be offered (Semester/Year): Fall 2004
7. Credit Hours: Fixed at ___ 3 ___ or Variable from ___ 0 ___ to ___ 3 ___
8. Is this course to be graded S-F (only)? Yes ___ No ___
9. Is variable title approval being requested? Yes ___ No ___
10. Course description (not to exceed 50 words) for Bulletin publication: This course examines educators' and students' responsibilities in a complex and interdependent world. Students will be required to develop the skills, knowledge, and attitudes needed to live effectively in a world of limited resources, ethnic diversity, cultural pluralism, and increasing interdependence and confidence with which to face the future.

11. Lecture Contact Hours: Fixed at ___ 3 ___ or Variable from ___ to ___
12. Non-Lecture Contact Hours: Fixed at ___ 0 ___ or Variable from ___ to ___
13. Estimated enrollment: ___ 24 ___ of which ___ 0 ___ % percent are expected to be graduate students.
14. Frequency of Scheduling: ___ once/year ___ Will this course be required for majors? Yes ___ (meets professional standards)
15. Justification for new course: To prepare students to become global citizens; Extension of Multicultural Ed; Widen students' world views; A required course for sec. social studies educ major to meet IIPSB content standards.
16. Are necessary reading materials currently available in the appropriate library? Yes ___
17. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials. Syllabus attached.

18. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant.
19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by: [Signature] 4/19/04
Department Chairman/Division Director

Approved: [Signature] 4/20/04
Dean

Dean of Graduate School (when required): [Signature] 4/20/04
[Name]

University Enrollment Services Final: [Signature] 10/19/04
[Name]
INDIANA UNIVERSITY SOUTH BEND
SCHOOL OF EDUCATION - FALL 2004

Mission Statement:
The purposes of the programs in the School of Education are:
- To prepare students to serve as effective teachers and member of related professions, and
- To assist students in meeting Indiana certification requirements for public school personnel

Course Information
Title: Multicultural Education and Global Awareness
Number: E 201
Professor: Dr. Kwadwo A. Okrah
Office: GR 150
Phone: (574) 237-6517
E-mail: Kokrah@iusb.edu
Class hours: Office hours:
Classroom:

Students need to understand traditional geographic, economic and political concepts and facts (mainstream knowledge) in order to analyze international issues. It is equally important for students to be exposed to perspectives that sometimes challenge mainstream knowledge and that students be asked to examine issues from the perspective of other nations beside their own (transformational knowledge). It is through such an examination that students can extend their horizon beyond the confines of their own country and, to achieve global literacy that leads to the acquisition of authentic global citizenship.

Thematic Strands in Social Studies # 9
Global Connections: The realities of global interdependence require understanding the increasingly important and diverse global connections among world societies and the frequent tension between national interest and global priorities. Students will need to be able to address such international issues as health care, the environment, human rights, economic competition and interdependence, age-old ethnic enmities, and political and military alliances. This theme typically appears in units or courses dealing with geography, culture, and economics, but may also draw upon the natural and physical sciences and the humanities (NCSS, 1997)

Course Description:
[A 3-credit hour required course in which students must receive a grade of C or above] This course is designed to provide an overview of the growing responsibility we face as educators in a complex and interdependent world. The purpose of the course is to help students develop critical thinking skills, knowledge and attitudes needed to live effectively in a world of limited natural resources, ethnic diversity, cultural pluralism and increasing interdependence and confidence with which to face the future. Through in class discussion, lecture, films/hide shows and assigned readings, we will consider several topics that relate the educational process in its widest sense to socio-politico-economic
development in different societies. Thus, students will be challenged to make critical analyses and make informed judgments about other countries.

**Required Readings:**

**Recommended readings:**

**Commitment to Diversity**
The School of Education at IUSB is committed to preparing pre-service teachers, school leaders, and school counselors to support learning for all students. Each class and learning experience helps candidates develop the knowledge, dispositions, and performances needed to meet the needs of students in today’s diverse classrooms.

**Commitment to Technology**
The School of Education at IUSB is committed to preparing pre-service teachers, school leaders, and school counselors who have the knowledge, dispositions, and performances needed to effectively use technology to help all students learn. Candidates are expected to incorporate technology throughout their course work and clinical experiences.

**Course Objectives:**
The purpose of the course is to introduce graduates and advanced undergraduates to the theory and practice of global education. Upon completion of this course, students will be able to:

1. Define global education as a philosophy of education
2. Describe some models of global education
3. Demonstrate intellectual leadership through presentation and response to new ideas
4. Develop and present a specialized area of expertise in global education geographically and thematically
5. Demonstrate an understanding of the “other”
6. Describe the concepts of interrelatedness, interconnectedness and interdependence in the global education literature.
7. Develop the skills in living with diversity
8. Demonstrate global literacy through informed and critical discussion of issues in other parts of the world as compared to the United States of America

**Course Format:**
This course will not utilize the traditional lecture mode. Instead, it will be an exercise in collaborative/Cooperative learning and will be designed along the lines of a seminar. Thus, there will be presentations by students or student groups as well as the professor. Scheduled topic presentations will be comprehensive and exhaustive and the presenter will take questions from the class. Other class members will take notes. There is no specified format for the individual/group
presentations. You should decide how your material would most effectively be presented. You are encouraged to use visuals such as maps, charts, etc. if it will assist in presenting the materials. This course will also use the expertise and knowledge of fellow students and guests speakers. We will also show films/documentaries when appropriate.

Course Requirements:

Attendance: Students are expected to attend all classes in order to contribute to building a learning community. Unexcused absences will be reflected in your course grade. A university-approved absence should be discussed with the professor prior to the absence whenever possible.

Participation: Optimum learning results from engagement with the readings, careful thinking, large and small group discussion, and being an active participant in completing assignments. It is expected that each student comes prepared having read and thought about the assignment for that day. In addition, students will demonstrate respect for one another by encouraging the participation of all classmates.

Writing assignment: All course work submitted to the professor or distributed in class presentations must be word-processed or typed, page-numbered and double-spaced unless otherwise specified. Additional assignments may be announced in class for which no points will be awarded, although there will be point deductions if these additional assignments are not completed as specified. Work that is submitted late will be subject to penalty or may not be accepted.

Course Performance Tasks

A. A short philosophy paper
In this paper students will be required to describe their own philosophy of "Global Education". Students are mainly required to express their individual notions on what global education and their importance to students and educators. This is intended to give students the opportunity to reflect on the perspectives, assumptions, biases and insights that they bring to the study of this course. Students are free to be as subjective as they like and to focus on whatever dimension of issues that emerge as most naturally interesting and/or relevant to them.

B. Article review/global issue presentation
Select an article from a journal or newspaper of your choice that deals with a global issue assigned to you. Systematically review the said article and present it to the class. You will submit your written review with a copy of the article to the professor before your presentation. Be prepared to answer questions from your classmates.
**C. Multicultural / Cultural study presentation**

Select one country from your assigned continent for extensive study. Design an interactive (computer-enhanced, dramatic) presentation for the class. Incorporate social, political educational, economic, cultural, and other aspects of life there to give us a solid understanding of the people and the country. Students who are assigned North America will design their presentation around any of the three units: American Market place, Civil Rights and/or Native Americans.

**D. Final research paper**

This research paper will take into account additional sources and develop an issue in sharp focus and some detail. You are to address a global issue from one of the article review topics, however, you are not limited to these topics. Connect your topic to the new era of Global Education and assessment of Global awareness in the classroom. Use research articles in journals, periodicals, texts, and books as references. References should be current, no more than five (5) years old. Reference notations must be indicated within the paper. The paper should also include a bibliography.

In addition to the final paper to be submitted to the professor, students will be required to submit a page executive summary to each member of the class and, briefly talk about the paper in an informal discussion mode.

**E. Weekly Reflective Journals**

Students will make collections of international news stories from local / state / national newspapers or from a TV program which will be shared with the class at the beginning of every class. You are to discuss the perspectives presented. Note also what American interests are revealed and why these particular stories are given space in the newspaper or airtime on the television.

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**UNIVERSITY POLICIES**

1. **Electronic mail (e-mail) is the official means of communication with students at Indiana University South Bend.** A student's failure to receive or read official university communications sent to the student's official email address does not absolve the student from knowing and complying with the content of the official communication. It is recommended that students check email messages at least once daily. The university provides a simple mechanism for students to forward email from the official university email address to another email address of the student's choice. However, students who choose to have email forwarded to another email address do so at their own risk.

2. **ACADEMIC MISCONDUCT STATEMENT:**

Each student is responsible for completing her or his own work. All work must be completed specifically for this class, and not be work previously submitted for other classes or by other people. Academic Misconduct is a code, a violation of Indiana University South Bend Student Code of Conduct. Academic Misconduct refers to dishonesty in examinations (cheating), presenting ideas or writing of someone else's as

| 11 | Multicultural presentation - South America | Group 3 |
| 12 | Multicultural presentation - Australia/Oceania | Group 4 |
| 13 | Multicultural presentation - Europe | Group 5 |
| 14 | American market place, civil rights or Native American unit | Group 6 |
| 15 | (Final research paper due) be guided by Chapters 7 & 8 of the Text |  |

(Executive summary and mini-presentation)
one's own (plagiarism), or knowingly furnishing false information to the university. If a student is found to be involved with academic misconduct, the culprit will receive an “F” grade on the assignment or the class and/or a referral to the Director of the University’s judiciaries with possible sanctions of suspension or expulsion.

All students in the School of Education are expected to maintain the highest professional and ethical standards. It is your responsibility to familiarize yourself with the Code of Ethics at <http://campuslife.indiana.edu/Code>.

3. Academic Assistance: If you have any particular need for help in learning the course material you are strongly urged to inform the instructor so that he can be of assistance to you or refer you to the appropriate quarters.

4. Disability Note:
If you have any disability that may require assistance, or if you have questions related to any accommodation for testing, note takers, readers, etc., please speak with me as soon as possible. Students also may call Disabled Student Services (237-4479) for additional information about services available at IUSB.

**TENTATIVE COURSE SCHEDULE**

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<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Reference</th>
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<tbody>
<tr>
<td>1</td>
<td></td>
<td>Course Introduction</td>
<td>Course outline</td>
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<tr>
<td>2</td>
<td></td>
<td>Philosophies and Concepts of Global Ed. (Philosophy paper due)</td>
<td>Text – Chapter 1</td>
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<td>3</td>
<td></td>
<td>Curriculum and Instruction in Global Ed.</td>
<td>Text – Chapters 2&amp;3</td>
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<td>4</td>
<td></td>
<td>Anthropological issues</td>
<td>Reading packet</td>
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<td>5</td>
<td></td>
<td>Africa – Art and culture</td>
<td>Documentary/Guest speaker</td>
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<td>6</td>
<td></td>
<td>The United Nations</td>
<td>Online (by students)</td>
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<tr>
<td>7</td>
<td></td>
<td>Global Issues</td>
<td>Text – Chapters 4, 5 &amp; 6 8</td>
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<tr>
<td>9</td>
<td></td>
<td>Article review population, race and ethnicity, Technocratic revo, Sustainable devt. Human rights, environment, pol. sys.</td>
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<tr>
<td>10</td>
<td></td>
<td>Multicultural presentation - Africa</td>
<td>Group 1</td>
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<td>Multicultural presentation – Asia</td>
<td>Group 2</td>
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<td></td>
<td>Multicultural presentation – South America</td>
<td>Group 3</td>
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<tr>
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<td>Group 6</td>
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*(Final research paper due) be guided by Chapters 7 & 8 of the Text (Executive summary and mini-presentation)*
Student Evaluation:

Attendance and Participation - 10%
Philosophy paper - 15%
Article/Global issue review - 20%
Country Study - 20%
Final Research Paper - 20%
Reflective journals - 15%

COURSE GRADING:

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<tr>
<th>POINTS</th>
<th>DESCRIPTION</th>
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<td>90-100</td>
<td>Excellent</td>
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<td>80-89</td>
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<tr>
<td>70-79</td>
<td>Average</td>
<td>C</td>
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<tr>
<td>60-69</td>
<td>below Average</td>
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<td>59 and below</td>
<td>No Effort</td>
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Course Alignment to Standards

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<tr>
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<th>Objective</th>
<th>Performance Task</th>
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<tbody>
<tr>
<td>Content</td>
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<tr>
<td>Development</td>
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<tr>
<td>Diversity</td>
<td>4, 5, 6, 7, 8</td>
<td>C, E</td>
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<tr>
<td>Instruction</td>
<td>3, 4</td>
<td>B, C</td>
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<tr>
<td>Environment</td>
<td>3</td>
<td>B, C</td>
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<tr>
<td>Communication</td>
<td>3, 4</td>
<td>B, C, D, E</td>
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<tr>
<td>Planning</td>
<td>4</td>
<td>B, C</td>
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<tr>
<td>Assessment</td>
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<tr>
<td>Professionalism</td>
<td>3</td>
<td>B, D</td>
</tr>
<tr>
<td>Collaboration</td>
<td>3, 6, 7</td>
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