

| Cluster | Course Title | Instructor | Credit | Semester |
|--|--|-------------|--------|-------------|
| A-P | Multicultural Curriculum and Instruction | Hyunhee Cho | 3 | 2018 Summer |
| Course Description | | | | |
| <p>This course is a basic introduction to multicultural education. Throughout the course, we will explore fundamental features of multicultural education with focus on its rationales, principles, and goals. The course is also designed to provide you with rich and frequent opportunities to develop cultural critical consciousness (thinking critically about your assumptions and behaviors related to cultural diversity) while getting involved in praxis (crossing from “what is” to “what can be” by practicing and reflecting your ideas). The expectation is that you will make both personal and professional growth (knowledge, attitudes, values, and skills) that are fundamental to becoming multicultural educators.</p> | | | | |
| Objective | | | | |
| <p>Through participating in the course, you will be able to:</p> <ul style="list-style-type: none"> • Explain academic, cultural, social, and political goals of multicultural education. • Identify how the goals of multicultural education relate to social justice and equity. • Critically analyze your thoughts and actions related to race, ethnicity, gender, SES, religion, sexual orientation, and disability. • Participate in collaborative social actions guided by the key ideas presented in classroom discussions. | | | | |
| Learning Method | | | | |
| <p>This is a project-based course. The teaching and learning process we will use throughout the course include: (a) reading and discussing the required course materials, (b) participating in an inquiry-centered group project designed to help you construct major concepts and theories in the field, (c) writing a series of self-reflection notes, and (d) using the knowledge and insights gained from our classroom discussion to participate in a short-term collaborative social action aimed at promoting social justice and equity.</p> | | | | |
| Content | | | | |
| <ol style="list-style-type: none"> 1. Overview of Course Content and Procedures 2. Basics of Multicultural Education: Rationales, History, Principles, and Goals 3. Concepts/Theories and Practices in Multicultural Education <ul style="list-style-type: none"> - Culturally Responsive Teaching and Funds of Knowledge - Cultural Identity and Intersectionality - Intercultural Sensitivity and Intercultural Competence - Stereotype, Bias, Discrimination, and Oppression - Critical Consciousness and Social Action Skills 4. Teaching for Social Justice (Justice-Oriented Multicultural Education) 5. Formal and Informal Multicultural Education Curriculum Content | | | | |

Requirements

1. Inquiry-Based Groups will **introduce the companion scholars** (major scholars in the field of multicultural education) and their well-received works. All Inquiry-Based Groups will create a brief professional bio introduction of their companion scholars (i.e. how the scholars have contributed to the betterment of education and society) to the rest of the class. This inquiry-based group project will engage you in understanding and organizing major concepts and theories in multicultural education.
2. Individual students will **write self-reflection notes** designed to help in understanding one's cultural identity and critically analyzing one's thoughts and actions related to cultural diversity.
3. "From Idea to Action": Inquiry-Based Groups will **participate in a short-term social action** based on what we have learned from classroom discussions. The post-project discussion will focus on who best can benefit from each of the projects, what you have learned from the projects, and how to improve/revise/continue the projects in the future.

Evaluation

- **Attendance and Active Participation (20%)**
- **Group Project (50%)**
 - Requirements # 1 and # 3
- **Individual Project (30%)**
 - Requirement # 2

Textbooks and Papers

1. There is no required textbook for the course.
2. **Required texts** will be given before each session.
3. **Recommended texts** include:

Sensoy, O., & DiAngelo, R. (2017). *Is everyone really equal?: An introduction to key concepts in social justice education* (2nd ed.). New York, NY: Teachers College

Banks, J. A. (2013). *An introduction to multicultural education*. Boston, MA: Pearson.

Gay, G. (Ed.). (2003). *Becoming multicultural educators: Personal journey toward professional agency*. San Francisco, CA: Jossey-Bass.