

Multicultural Education and Curriculum Studies
2021 Fall Syllabus

- Lecturer: Ching-Ting Hsin/ Associate Professor
- Email: cthsin@gapp.nthu.edu.tw
- Time: Thursday 789 (15:30-18:20)
- Classroom: N207, Nanda Campus

This course explores theories and issues related to creating an equal and culturally responsive learning environment for students of diverse cultural backgrounds. Also, this course stresses a learning environment where all students learn to appreciate and value diverse cultures. In this course, students will discuss studies and issues regarding how gender, ethnicity, economic class, abilities/disabilities play a role in students' learning and life. Also, students will explore research on the knowledge and cultural resources that children from diverse cultural groups bring to classrooms.

- Weekly schedule

Week	Date	Topics	Reading/assignments
1	9/16	Introduction, grouping, and self-evaluation about multicultural literacy	
2	9/23	<ul style="list-style-type: none"> • Introduction to multicultural education <ul style="list-style-type: none"> ■ Characteristics and goals ■ Approaches to multicultural reform 	Banks, 2019b Banks, 2019a
3	9/30	<ul style="list-style-type: none"> • Critical pedagogy <ul style="list-style-type: none"> ■ Race, class, and gender ■ Hidden curriculum: Brown eye experiment 	McLaren, 2016 C5 McLaren, 2016 C6
4	10/7	<ul style="list-style-type: none"> • Culturally relevant pedagogy • Culturally responsive teaching 	Ladson-Billings, 1995 Gay C2
5	10/14	Constructing social identity <ul style="list-style-type: none"> ■ Multicultural story books, board games ■ Discussion: gender equity/homosexual families ■ Social class and education 	Derman-Sparks, 2020 C2 (Wu, 2009, in Chinese)
6	10/21	New-immigrant families and literacy resources in Taiwan	Hsin, 2011; Hsin, 2017

7	10/28	Immigrants-related studies in education Discussion: the stereotypes of new-immigrants and indigenous peoples	Compton-Lilly, et al., 2017 (Chang & Hsin, 2020, in Chinese)
8	11/4	<ul style="list-style-type: none"> • Indigenous families and education <ul style="list-style-type: none"> ▪ Literacy and identity development ▪ Atayal language caption books ▪ Indigenous culturally integrated phonological curriculum 	Hsin, 2021 (Hsin, 2016, in Chinese)
9	11/11	Conference or Talk	
10	11/18	Funds of knowledge in minority homes <ul style="list-style-type: none"> ▪ Discussion: FOK in new-immigrant and indigenous homes 	Moll et al., 1992
11	11/25	Inclusion education [Documentary: Including Samuel]	Bicard & Heward, 2019
12	12/2	Anti-bias education for young children	Derman-Sparks, 2020
13	12/9	Anti-bias education for young children <ul style="list-style-type: none"> ▪ Develop multicultural lesson plans 	
14	12/16	Discussion on topics of final papers	
15	12/23	Final paper presentations and self-evaluation	
16	12/30	Final papers due	

- Teaching methods

Reading and discussing research articles, lectures, classroom activities, watching and discussing videos, attending conference or expert talks, presenting assignments

- Assignments and evaluation

1. Lead discussion (40%)

- (1) Choose ? articles to present and lead discussion.
- (2) Highlight important concepts and issues in the articles and list discussion questions.
- (3) Prepare for 40-minute presentation and lead discussion for 20 minutes

2. Reflection on the video or talk (20%) due 12/2

- (1) 1-page, single-spaced, APA style
- (2) Use concepts and theories in readings, handouts, and class discussion.
- (3) Avoid plagiarism in your writing. You will receive no grade point for plagiarism.

3. Final paper (30%) oral presentation due 12/23; paper due 12/30
 - (1) Choose your own topic, which should be related to (early) multicultural education.
 - (2) Cited at least 5 articles from assigned readings in this class.
 - (3) At least 3 pages, single-spaced, APA style
 - (4) Avoid plagiarism in your writing. You will receive no grade point for plagiarism.
4. Attendance and participating of classroom activities (10%)

- Readings

1. Banks, J. A. (2019a). Approaches to multicultural curriculum reform. In J. A. Banks & C. A. M. Banks (Eds.), *Multicultural education: Issues and perspectives* (10th ed., pp. 137-157). Wiley.
2. Banks, J. A. (2019b). Multicultural education: Characteristics and goals. In J. A. Banks & C. A. M. Banks (Eds.), *Multicultural education: Issues and perspectives* (10th ed., pp. 3-24). Wiley.
3. Bicard, S. C., & Heward, W. L. (2019). Educational equality for students with disabilities. In J. A. Banks & C. A. M. Banks (Eds.), *Multicultural Education: Issues and perspectives* (10th ed., pp. 217-239). Wiley.
4. Compton-Lilly, C., Papoi, K., Venegas, P., Hamman, L., & Schwabenbauer, B. (2017). Intersectional identity negotiation: The case of young Immigrant children. *Journal of Literacy Research*, 49(1), 115-140.
5. Derman-Sparks, L., Edwards, J. O., & Goins, C. M. (2020). *Anti-bias education for young children and ourselves* (2nd ed.). National Association for the Education of Young Children.
6. Gay, G. (2010). *Culturally responsive teaching: Theory, research, and practice* (2nd, Ed.). Teachers College Press.
7. Hsin, C.-T. (2011). Active agents: The new-immigrant mothers' figured worlds of home literacy practices for young children in Taiwan. *The Asia-Pacific Education Researcher*, 20(1), 17-34.
8. Hsin, C.-T. (2017). Young children's learning of literacies in transnational and sociocultural contexts in families with immigrant mothers in Taiwan. *Australasian Journal of Early Childhood*, 42(1), 33-40.
9. Hsin, C.-T.*, & Yu, C. Y. (2021). Literacy and identity development of indigenous Rukai children. *Journal of Literacy Research*
10. Ladson-Billings, G. (1995). Toward a theory of culturally relevant pedagogy.

American Educational Research Journal, 32(3), 465-491.

11. McLaren, P. (2016). *Life in schools: An introduction to critical pedagogy in the foundations of education* (6th ed.). Routledge.
12. Moll, L. C., Amanti, C., Neff, D., & Gonzalez, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect home and classrooms. *Theory into Practice*, 31(2), 132-141.

References

1. Chang, H.-T. & Hsin, C.-T.* (2020). An action research on a Vietnamese culturally-integrated anti-bias curriculum: The development of the curriculum and the kindergarteners' ethnic group relations. *Curriculum and Instruction Quarterly*, 23(3), 109-140. [in Chinese]
2. Hsin, C.-T. (2016). The effects and the process of a bicultural skill-based literacy intervention program for young indigenous children. *Curriculum and Instruction Quarterly*, 19(4), 191-228. [in Chinese]
3. Wu, Y.-L. (2009). Developing multicultural social-class program for young children. *Curriculum and Instruction Quarterly*, 12(2), 47-76. [in Chinese]