

Multicultural Education and Curriculum Studies
2022 Fall Syllabus

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- Time: Tuesday 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	9/13	Introduction, grouping, and self-evaluation about multicultural literacy	
2	9/20	<ul style="list-style-type: none"> • Introduction to multicultural and anti-racist education <ul style="list-style-type: none"> ■ Characteristics and goals ■ Anti-racist pedagogies ■ Approaches to multicultural reform 	Banks, 2019b Welton et al, 2018 (Banks, 2019a)
3	9/27	<ul style="list-style-type: none"> • Critical and decolonizing pedagogies <ul style="list-style-type: none"> ■ Cultural community wealth ■ Indigenous and decolonizing edu. ■ Race, class, and gender 	Yosso, 2005 Domínguez, 2021 (McLaren, 2016 C5 C6)
4	10/4	<ul style="list-style-type: none"> • Culturally relevant pedagogy/Culturally sustaining pedagogy • Culturally revitalizing pedagogy • Culturally responsive teaching 	Ladson-Billings, 2021 McCarty & Lee, 2014 (Gay, 2018)

5	10/11	Constructing social identity <ul style="list-style-type: none"> ■ Hidden curriculum: Brown eye experiment ■ Multicultural story books, board games ■ Social class and education 	Derman-Sparks, 2020 C2 (Wu, 2009, in Chinese)
6	10/18	Immigrant families and literacy learning	Compton-Lilly et al., 2019 Hsin, 2017 (Hsin, 2011)
7	10/25	Immigrants-related studies in education	Compton-Lilly, et al., 2017 (Chang & Hsin, 2020, in Chinese)
8	11/1	<ul style="list-style-type: none"> ● Indigenous families and education <ul style="list-style-type: none"> ■ Indigenous education: literacy, cultural and identity ■ Literacy and identity development ■ Atayal language caption books ■ Indigenous culturally integrated phonological curriculum 	Jacob, 2015 Hsin & Yu, 2021 (Hsin, 2016, in Chinese)
9	11/10	Field trip to an Indigenous school	
10	11/15	Funds of knowledge in minority homes <ul style="list-style-type: none"> ■ Discussion: FOK in new-immigrant and indigenous homes ■ Discussion: gender equity/homosexual families 	Moll et al., 1992
11	11/22	Inclusion education [Documentary: Including Samuel]	
12	11/29	Anti-bias and anti-racist education	Derman-Sparks, 2020 Escayg, 2018 Turn in field trip or documentary reflection
13	12/6	Anti-bias education for young children Discussion on topics of final papers	Derman-Sparks, 2020
14	12/13	(no class, had class on 11/10)	
15	12/20	Final paper presentations and self-evaluation	
16	12/27	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 ? out of 12 articles and 1 out of 5 chapters of Derman-Spark (2020) 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 field trip or documentary (20%) due 11/29

- (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 12/20; paper due 12/27

- (1) Choose your own topic. The topic should be related to multicultural education (for young children).

- (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). 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.

2. Compton-Lilly, C., Kim, J., Quast, E., Tran, S., & Shedrow, S. (2019). The emergence of transnational awareness among children in immigrant families. *Journal of Early Childhood Literacy, 19*(1), 3-33.

3. 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.

4. 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.
5. Domínguez, M. (2021). Cultivating epistemic disobedience: Exploring the possibilities of a decolonial practice-based teacher education. *Journal of Teacher Education*, 72(5), 551-563.
6. 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.
7. Hsin, C.-T.*, & Yu, C. Y. (2021). Literacy and identity development of Indigenous Rukai children. *Journal of Literacy Research*, 53(3), 313-335.
8. Jacob, W. J., Cheng, S. Y., & Porter, M. K. (2015). Global review of indigenous education: Issues of identity, culture, and language. *Indigenous education*, 1-35.
9. Ladson-Billings, G. (2021). *Culturally relevant pedagogy: Asking a different question*. Teachers College Press.
10. McCarty, T., & Lee, T. (2014). Critical culturally sustaining/revitalizing pedagogy and Indigenous education sovereignty. *Harvard Educational Review*, 84(1), 101-124.
11. 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.
12. Yosso, T. J. (2005). Whose culture has capital? A critical race theory discussion of community cultural wealth. *Race ethnicity and education*, 8(1), 69-91.
13. Welton, A. D., Owens, D. R., & Zamani-Gallaher, E. M. (2018). Anti-racist change: A conceptual framework for educational institutions to take systemic action. *Teachers College Record*, 120(14), 1-22.

References

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. 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]
3. Gay, G. (2018). *Culturally responsive teaching: Theory, research, and practice* (3rd, Ed.). Teachers College Press.
4. 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.

5. 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]
6. McLaren, P. (2016). *Life in schools: An introduction to critical pedagogy in the foundations of education* (6th ed.). Routledge.
7. Wu, Y.-L. (2009). Developing multicultural social-class program for young children. *Curriculum and Instruction Quarterly*, 12(2), 47-76. [in Chinese]