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# EDUCATION 441-4 Multicultural Education

SUMMER SEMESTER, 1995

Kau'i Keliipio

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**PREREQUISITE:** 60 hours of credit

**CALENDAR DESCRIPTION:**

Social and psychological factors relating to the education of students from minority cultures.

**COURSE DESCRIPTION:**

Multicultural Education can be defined as:

“an education in which cultural diversity is seen and used as a valuable resource to enrich the lives of all, and in which every child has the chance to benefit from the cultural heritage of others, as well as his or her own.”

Multicultural education is a course for educators and others to develop ways of working in multicultural communities. Role play, group discussions, readings, audiovisual and curriculum materials will be used to assist participants to develop definitions of their professional roles in a multicultural society, and activities and programs which will promote positive intercultural and anti-racist education.

Multicultural education is a process of comprehensive school reform and basic education for all students. It challenges and rejects racism and other forms of discrimination in schools and society and accepts and affirms the pluralism that students, their families and communities, and their teachers represent (ethnic, “racial,” linguistic, religious, economic, and gender, among others). Multicultural education permeates the curriculum and instructional strategies used in schools, as well as the interactions among teachers, students, parents and communities and the very way that schools conceptualize the nature of teaching and learning.

**OBJECTIVES:**

1. Develop an understanding of the meaning of culture and multicultural/anti-racist education in theory and practice.
2. Become familiar with the use of appropriate resources such as film and books.
3. Evaluate curriculum materials for stereotyping and bias.
4. Examine problems related to the multicultural classroom.
5. Identify techniques for learning about a culture other than your own.
6. Begin defining your own attitudes, feelings, and values about cultural diversity.
7. Learn about the importance of cultural and ethnic background in shaping self-concept.
8. Become familiar with issues in multicultural education and develop strategies for analyzing origins of conflict.

P.T.O.

**ASSIGNMENTS AND COURSE REQUIREMENTS:**

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| 1. Attendance and class participation                                    | 10% |
| 2. In class and take home assignments                                    | 20% |
| 3. Field assignment  | 20% |
| 4. Interview with someone from a cultural background other than your own | 25% |
| 5. Final essay   | 25% |

**RECOMMENDED TEXTBOOKS:**

**DO NOT PURCHASE ANY BOOKS TILL YOU HAVE ATTENDED THE FIRST CLASS.**

Derman-Sparks, Louise & the A.B.C. Task Force. *Anti-bias Curriculum*. National Association for the Education of Young Children. ISBN 0-935989-20X.

Grant, Carl A., & Sleeter, Christine E. (1989). *Turning on Learning: Five Approaches for Multicultural Teaching, Plans for Race, Class, Gender, and Disability*. Merrill. ISBN 0-675-20805-X.

Nieto, Sonia. (1992). *Affirming Diversity: The Sociopolitical Context of Multicultural Education*. Longman. ISBN 0-8013-0529-2.

Tiedt, P., & Tiedt, I. (1990). *Multicultural Teaching*. Allyn and Bacon. ISBN 0-205-12214-0.