The Hebrew University of Jerusalem

Syllabus

Multicultural Civic Education: Global Perspectives - 34598

Last update 21-10-2024

<u>HU Credits:</u>   2

<u>Degree/Cycle:</u> 1st degree (Bachelor)

<u>Responsible Department:</u> Education

<u>Academic year:</u> 0

<u>Semester:</u> 2nd Semester

<u>Teaching Languages:</u> English

<u>Campus:</u> Mt. Scopus

<u>Course/Module Coordinator:</u> Aviv Cohen

<u>Coordinator Email:</u> aviv.cohen@mail.huji.ac.il

<u>Coordinator Office Hours:</u>

Teaching Staff:
  Dr. Aviv Cohen Abra

Course/Module description:
  This course explores the intersection of diversity, democracy, and education. It examines the role of multicultural education in promoting inclusive and democratic societies, with a focus on how diverse identities—such as race, gender, religion, and socioeconomic status—shape civic participation and citizenship. Through theoretical readings, international case studies, and reflective assignments, students will critically engage with key concepts in multicultural education and consider how these ideas can be applied to their own teaching and professional contexts. Students will gain both theoretical understanding and practical strategies to address issues of diversity in educational settings.

Course/Module aims:
  Objectives:
1. Raise awareness and explain the importance of multicultural education in creating a democratic, just, and inclusive society.
2. Identify and evaluate different theories of multicultural education and the relationships to citizenship.
3. Understand the impact of culture, race, ethnicity, and other identity markers on education while considering the curriculum and actively reflecting on personal and professional stances.
4. Develop and apply pedagogical approaches and teaching strategies to promote diversity, equity, and inclusion in educational settings.

Learning outcomes - On successful completion of this module, students should be able to:
  1. Understand the theoretical aspects of multiculturalism and diversity as part of the civic education process.
2. Examine different educational theories of multicultural civic education in regard to various national settings.
3. Understand and implement pedagogical practices.

Attendance requirements(%):
  _100_

Teaching arrangement and method of instruction: This course employs a variety of instructional methods to engage students in both theoretical exploration and

practical application of multicultural civic education. The instructional approaches are designed to foster active participation, critical reflection, and collaborative learning in an online environment. The following methods will be utilized:

1. Synchronous Online Lectures and Discussions
2. Case Study Analysis and Group Discussions
3. Reflective Writing Assignments
4. Student-led Discussions
5. Virtual Field Trip

Course/Module Content:
   1.Theoretical background of multicultural civic education
2.Types of diversity – national, religious, racial, gender, and linguistic.
3.Country case studies
4.Pedagogical practices
5.Personal and professional reflection.

Required Reading:
 Banks, J. A. (2015). Failed citizenship, civic engagement, and education. Kappa Delta Pi Record, 51(4), 151–154. https://doi.org/10.1080/00228958.2015.1089616
Butler, B. (2022, January 18). Critical Race Theory (CRT): What It Is, What It Isn't, and What We Should Teach. Learners Edge.
https://www.learnersedge.com/blog/critical-race-theory
Chu, Y. (2022). Multicultural Curriculum. In Routledge Resources Online—Education. Routledge. https://www.taylorfrancis.com/entries/10.4324/9781138609877-REE16-1 /multicultural-curriculum-yiting-chu?context&eq;rroe
Dawley-Carr, J. R. (2021). Cuba's citizenship education model and its current challenges. Peabody Journal of Education, 96(3), 307–318.
https://doi.org/10.1080/0161956X.2021.1942709
Gorski, P. (2010). Defining multicultural education. Critical Multicultural Pavilion. http://www.edchange.org/multicultural/initial.html
Hahn, C. L. (2020). Educating citizens in an age of globalization, migration, and transnationalism: A study in four European democracies. Theory & Research in Social Education, 48(2), 244–284. https://doi.org/10.1080/00933104.2019.1707139
Hall, D. (2023). "Come as you are. We are a family.": Examining Hip Hop, belonging, and civicness in social studies. Theory & Research in Social Education, 1–29. https://doi.org/10.1080/00933104.2022.2164233
Künkler, M., & Lerner, H. (2016). A private matter? Religious education and democracy in Indonesia and Israel. British Journal of Religious Education, 38(3), 279–307. https://doi.org/10.1080/01416200.2015.1113933
Limerick, N. (2023). Linguistic registers and citizenship education: Divergent approaches to content, instruction, Kichwa use, and state relationships in Ecuador's intercultural bilingual education. American Educational Research Journal, 00028312231152584. https://doi.org/10.3102/00028312231152584

Martell, C. C., & Stevens, K. M. (2017). Equity and tolerance oriented teachers: Approaches to teaching race in the social studies classroom. Theory and Research in Social Education, 45(4), 489–516. https://doi.org/10.1080/00933104.2017.1320602

McIntosh, P. (1990). White privilege: Unpacking the invisible knapsack. Independent School, Winter, 31–36.

Mickelson, R. A., Nkomo, M., & Smith, S. S. (2001). Education, ethnicity, gender, and social transformation in Israel and South Africa. Comparative Education Review, 45(1), 1–35.

Milliken, M., Bates, J., & Smith, A. (2021). Teaching on the Other Side: How identity affects the capacity for agency of teachers who have crossed the community divide in the Northern Ireland educational system. Oxford Review of Education, 47(6), 719–736. https://doi.org/10.1080/03054985.2020.1867525

Nieto, S. (2017). Re-imagining multicultural education: New visions, new possibilities. Multicultural Education Review, 9(1), 1–10. https://doi.org/10.1080/2005615X.2016.1276671

Paris, D. (2012). Culturally sustaining pedagogy: A needed change in stance, terminology, and practice. Educational Researcher, 41(3), 93–97. https://doi.org/10.3102/0013189X12441244

San Pedro, T. (2018). Abby as ally: An argument for culturally disruptive pedagogy. American Educational Research Journal, 55(6), 1193–1232. https://doi.org/10.3102/0002831218773488

Selasi, T. (Director). (2014). Don't ask where I'm from, ask where I'm a local. https://www.ted.com/talks/taiye_selasi_don_t_ask_where_i_m_from_ask_where_i_m_a_local

Vickery, A. E. (n.d.). The Complexity of Citizenship for Black Women Social Studies Teachers (No. 69). Retrieved February 10, 2019, from https://visionsofed.com/2017/10/18/episode-69-the-complexity-of-citizenship-for-black-women-social-studies-teachers-with-amanda-e-vickery/

 Additional Reading Material:

 Grading Scheme:
  Essay / Project / Final Assignment / Home Exam / Referat 50 %
  Submission assignments during the semester: Exercises / Essays / Audits / Reports / Forum / Simulation / others 20 %
  Presentation / Poster Presentation / Lecture 20 %
  Attendance / Participation in Field Excursion 10 %

Additional information:
  * Please note the changes may occur to the list of topics and readings.