

Course Syllabus
ITE 360 311 (3 credits)
Introduction to Multicultural Education

Spring 2023 – London Study Abroad

Instructor: Dr. Brook Chapman de Sousa

Course Description:

Concepts and methods to develop sensitivity and awareness of cultural influences on behavior as these relate to the schooling process. (Cross-listed as EDEF 360.)

This course will teach about the foundations of multicultural education and compare approaches in Hawai'i, the United States, and England. We will examine multicultural education in London through field trips and guest speakers and compare multicultural education in Hawai'i and the US. We will also discuss our own cultural identities, our role in the host community, and how we can learn about the cultures of London while engaging and contributing in meaningful and respectful ways.

Specifically, the course will address the following Study Abroad Student Learning Outcomes (SLOs):

You will:

1. Demonstrate awareness of your cultural values and biases and how these impact your ability to interact with others.
2. Demonstrate knowledge of diversity focusing on the population and/or topic of interest in your Study Abroad Program.
3. Demonstrate an increased capacity to analyze issues with appreciation for disparate viewpoints.
4. Communicate appropriately and effectively with diverse individuals and groups.

Course Learning Goals and Objectives:

2. Reflect on your cultural identity through writing a Multicultural Autobiography and other classroom exercises.
3. Gain an understanding of the host community through excursions, projects, and guest lectures.
4. Examine perspectives and approaches to multicultural education.
5. Build social and intellectual relationships with your peers, instructor, and community.
6. Engage in critical and compassionate discussions with your peers on educational theory related to multiculturalism.

7. Research and participate in a volunteer activity in London related to something you are passionate about that allows you to make a meaningful contribution to the community.

Readings:

- Barnsley, E. (2019). Strengthening multiculturalism: British curricula and community initiatives. *King's Think Tank*. Retrieved from: <https://kingsthinktank.com/2019/02/04/strengthening-multiculturalism-british-curricula-and-community-initiatives/>
- Chapman de Sousa, E.B. (2019). Five tips for engaging multilingual children in conversation. *Young Children*, 74(2). Retrieved from: <https://www.naeyc.org/resources/pubs/yc/may2019/five-tips-engaging-multilingual-children>
- Halagoa, P.E. (2003). Unifying mind and soul through cultural knowledge and self-education. *Becoming Multicultural Educators*, 194-220.
- Kanaiaupuni, S.M. (2005). Ka'akalai Ku Kanaka: A call for strengths-based approaches from a Native Hawaiian Perspective. *Educational Researcher*, 24(5), 32-38.
- Norton, D. E. (2013). Multicultural children's literature: Through the eyes of many children. (4th ed.). Boston, MA: Pearson. Ch. 1 pp. 1-15
- Nieto, S. (2015). *The light in their eyes: Creating multicultural learning communities*. Teachers College Press.
- Wyatt, T. R., Yamauchi, Lois, A., & Chapman de Sousa, B. (2012). Using the CREDE standards for effective pedagogy in a Greenland settlement school. *Multicultural Perspectives*, 14(2), 65–72.

Course Assignments and Grading

Assignment	Points	SLOs
<p>(1) Multicultural Autobiography The purpose of this assignment is to define your sense of self by narrating the life experiences that you consider to be significant in shaping your worldview. Pay particular attention to experiences related to culture – race/ethnicity, gender, age, poverty/class, and religion . Include reflections on how living in a new culture is influencing your sense of self. This task will allow you to examine and reflect on the cultural assumptions. Reflect on how your experiences have shaped your cultural views: your standards for thinking, valuing, behaving, and evaluating people and events that surround you.</p>	20 points	#1

<p>(2) Reading & Response Papers, Activities You are required to read assigned materials, respond to readings and do activities prior to class so that you will be prepared to contribute to class discussion. There will be five response papers assigned. Response Papers should be 1-2 pages. They will be evaluated on three criteria: 1) makes personal and/or professional connection 2) raises critical thought and questions 3) specifically cites reading(s) in response. Response papers will also be used in class for freewrites and in-class exercises.</p>	20 points	#1, #3, #4
<p>(3) Planned Excursions (Cultural and Educational) In small groups, research and prepare one excursion around London that focuses on expanding our understanding of the diverse cultures in the community and/or multicultural education. Each group will identify (a) arrangements; (b) logistics; (c) educational component. After the excursion, the organizing group must prepare a presentation with photos, videos, and other artifacts to provide evidence the learning goals were met.</p>	20 points	#1-4
<p>(4) Volunteer Activity: Students as Social Agents Research and participate in a volunteer activity in London related to something about which you are passionate. Afterwards, create a presentation and write a paper in which you reflect on the experience and evaluate implications for such activities in understanding and engaging in the community and the educational value in positioning students as social agents.</p>	20 points	#1-4
<p>(5) Professional and Course Dispositions Self-Assessment: Course participants are expected to attend all class sessions, meet requirements, arrive on time, interact with respect for the perspectives of others, communicate in an open and reflective manner, and collaborate responsibly, and respect diversity.</p>	20 points	#3, #4
Total Points	100	

A+ 100+
 A. 95-99
 A- 90-94
 B+ 86-89
 B 83-85
 B- 80-82

C+ 76-79
 C 73-75
 C- 70-72
 D+ 66-69
 D 63-65
 F below 60

2. Personal Statement

I want to be the Resident Faculty Director in London because I am passionate about understanding places and communities by spending time there, participating meaningfully in daily life, learning the languages, and building relationships from a foundation of respect. It has been the focus of my personal and professional life, and I want to share this passion with Study Abroad students. I am also excited about sharing the experience with my two daughters, who are eight and 13-years-old. It would help me provide an opportunity to them to expand their worldview.

My Skills, Ability, and Knowledge

I have experience living and studying abroad and developed skills and knowledge that I can use as Resident Faculty Director in London. I was an exchange student in Australia in high school. Additionally, as a young adult, I spent four years teaching at the Pan American School of Bahia in Salvador, Brazil. Living and working in Australia and Brazil taught me many skills and approaches to navigating a new culture that I can share with students in London. These experiences enriched and deepened my appreciation for diverse cultures. I am excited about the prospect of being a part of the UH Study Abroad Program that creates similar opportunities for college students.

With my University of Hawai'i at Mānoa (UHM) coursework, I have shared my love of culture and languages with my students and helped them navigate multilingual and multicultural contexts. I teach both on-campus and field-based classes. With the field-based courses, I place UHM students in culturally and linguistically diverse elementary schools throughout O'ahu. I facilitate their growth by meeting with students weekly, monitoring their progress, and creating contextualized assignments. I find supporting students to understand and appreciate multilingualism and multiculturalism to be highly rewarding.

Following is a summary of my skills, abilities, and knowledge that would help me as a Resident Faculty Director in London:

- I have expertise in navigating multicultural and multilingual contexts and understand how to transition to new systems and institutions.
- I am proactive and flexible and able to solve problems in various circumstances.
- I have developed cross-cultural and multilingual communication strategies that I can share with students.
- I have academic and personal experiences building awareness of cultural values and norms, biases, and assumptions.
- I have experience working to increase awareness of how assumptions and biases may interfere with communication and relationship building.

Integrating Academics with Experiential Components

As I mentioned earlier, many of my UHM courses are field-based, so I am skilled at integrating academics with experiential components. As a field supervisor and cohort coordinator of undergraduate teacher candidates working in elementary schools throughout O'ahu, I help the students connect their observations, thoughts, and questions to theory and academic concepts. I ask thoughtful questions, model ways of thinking about the topic, provide feedback and show examples. A central component of this work is listening and providing students time and space to

share their thoughts and concerns. I envision using my skills as a cohort coordinator and field supervisor in London to create experiences, promote learning, and supervise students.