

Tamkang University Academic Year 111, 1st Semester Course Syllabus

Course Title	EXPLORING MULTICULTURAL ISSUES	Instructor	CHENG-HAO PAO
Course Class	TGRXB0A , 0A	Details	◆ General Course ◆ Selective ◆ One Semester
Relevance to SDGs	SDG5 Gender equality SDG10 Reducing inequalities SDG11 Sustainable cities and communities SDG16 Peace, justice and strong institutions		
D e p a r t m e n t a l A i m o f E d u c a t i o n			
To provide students with an understanding of the basic theories in international relations, to equip students with practical skills ,and to help them become outstanding members of the international relations community of service or academy.			
Subject Departmental core competences			
A. Every student will process essential understanding of theories of international relation. (ratio:10.00) B. Every student will have primary perception of current international issues.(ratio:30.00) C. Every student will become capable of independent thinking and information processing to understand international relations.(ratio:25.00) D. Every student will possess essential knowledge of participation in governmental and non-governmental affairs.(ratio:25.00) E. Every student will display high-level competence in English.(ratio:10.00)			
Subject Schoolwide essential virtues			
1. A global perspective. (ratio:20.00) 2. Information literacy. (ratio:5.00) 3. A vision for the future. (ratio:10.00) 4. Moral integrity. (ratio:5.00) 5. Independent thinking. (ratio:30.00) 6. A cheerful attitude and healthy lifestyle. (ratio:5.00) 7. A spirit of teamwork and dedication. (ratio:15.00) 8. A sense of aesthetic appreciation. (ratio:10.00)			

Course Introduction	This course builds and expands prior professional knowledge, preparation, and experience fostering astute awareness, knowledge, and skills so that individuals may interact in learning environments with learners whose cultural background may differ from their own.			
<p>The correspondences between the course's instructional objectives and the cognitive, affective, and psychomotor objectives.</p> <p>Differentiate the various objective methods among the cognitive, affective and psychomotor domains of the course's instructional objectives.</p> <p>I. Cognitive : Emphasis upon the study of various kinds of knowledge in the cognition of the course's veracity, conception, procedures, outcomes, etc.</p> <p>II.Affective : Emphasis upon the study of various kinds of knowledge in the course's appeal, morals, attitude, conviction, values, etc.</p> <p>III.Psychomotor: Emphasis upon the study of the course's physical activity and technical manipulation.</p>				
No.	Teaching Objectives			objective methods
1	Major emphasis will be placed on the influence of culture, importance of understanding our own cultural backgrounds and experiences, and the microcultures of class, ethnicity/race, gender, age, religion, exceptionality, and language on education. It also provides an overview on the diversity and richness of our multicultural nation and how the differences expand rather than limit one’ s education.			Affective
The correspondences of teaching objectives : core competences, essential virtues, teaching methods, and assessment				
No.	Core Competences	Essential Virtues	Teaching Methods	Assessment
1	ABCDE	12345678	Lecture, Discussion, Practicum, Experience	Testing, Study Assignments, Discussion(including classroom and online), Report(including oral and written), Activity Participation
Course Schedule				
Week	Date	Course Contents		Note
1	111/09/05 ~ 111/09/11	Get to know ourselves through multicultural activities		

2	111/09/12 ~ 111/09/18	Self Identity	Reading 1
3	111/09/19 ~ 111/09/25	Self Identity	Reading 1
4	111/09/26 ~ 111/10/02	Introduction	Reading 2
5	111/10/03 ~ 111/10/09	Race	Reading 4
6	111/10/10 ~ 111/10/16	Race	Reading 4
7	111/10/17 ~ 111/10/23	Class	Reading 3
8	111/10/24 ~ 111/10/30	Gender	Reading 5
9	111/10/31 ~ 111/11/06	Gender	Reading 5
10	111/11/07 ~ 111/11/13	Midterm Exam Week	
11	111/11/14 ~ 111/11/20	Group Consultation	
12	111/11/21 ~ 111/11/27	Exceptionality	Reading 8
13	111/11/28 ~ 111/12/04	Guest Speaker's Lecture	
14	111/12/05 ~ 111/12/11	Religion	Reading 6
15	111/12/12 ~ 111/12/18	Age	Reading 7
16	111/12/19 ~ 111/12/25	Field Trip to Taipei Grand Mosque	
17	111/12/26 ~ 112/01/01	Final Presentation	
18	112/01/02 ~ 112/01/08	Final Exam Week	
Requirement		1. midterm and final exams are in fact assignments. 2. Plagiarizing a speech or cheating on an exam is very serious and will result in a "0" for the assignment or an "F" in the course. Plagiarism sometimes confuses people. It is plagiarism to turn in someone else's paper or speech as your own work.	
Teaching Facility		Computer, Projector	
Textbooks and Teaching Materials		reading materials will be provided by the lecturer.	
References		Koppelman, K. L. and Goodhart, R. L. (2011). Understanding Human Differences: Multicultural Education for a Diverse America (3rd Ed.). Upper Saddle River, NJ: Pearson. Kottak, C. P. & Kozaitis K. A. (2008). On Being Different: Diversity and Multiculturalism in the North American Mainstream. (3rd Ed.). Boston, MA: McGraw Hill. Bennett, C. I. (2011). Comprehensive Multicultural Education: Theory and Practice (7th Ed.). Upper Saddle River, NJ: Pearson Gollnick D. M., Chinn, P. C. (2009). Multicultural Education in a Pluralistic Society (8th Ed.). Upper Saddle River, NJ: Pearson	

Number of Assignment(s)	2 (Filled in by assignment instructor only)
Grading Policy	<p>◆ Attendance : 20.0 % ◆ Mark of Usual : 5.0 % ◆ Midterm Exam : 25.0 %</p> <p>◆ Final Exam : 25.0 %</p> <p>◆ Other < study projects > : 25.0 %</p>
Note	<p>This syllabus may be uploaded at the website of Course Syllabus Management System at http://info.ais.tku.edu.tw/csp or through the link of Course Syllabus Upload posted on the home page of TKU Office of Academic Affairs at http://www.acad.tku.edu.tw/CS/main.php.</p> <p>※ Unauthorized photocopying is illegal. Using original textbooks is advised. It is a crime to improperly photocopy others' publications.</p>