

## Tamkang University Academic Year 113, 1st Semester Course Syllabus

Course Title	EXPLORING MULTICULTURAL ISSUES	Instructor	ANNA JOCELINE ITURIAGA
Course Class	TGRXB0A ELECTIVES COURSES BY COLLEGE OF INTERNATIONAL AFFAIRS STUDIES, 0A	Details	<ul style="list-style-type: none"> <li>◆ General Course</li> <li>◆ Selective</li> <li>◆ One Semester</li> <li>◆ 2 Credits</li> </ul>
Relevance to SDGs	SDG1 No poverty SDG5 Gender equality SDG8 Decent work and economic growth SDG10 Reducing inequalities		
<b>Departmental Aim of Education</b>			
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.			
<b>Subject Departmental core competences</b>			
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)			
<b>Subject Schoolwide essential virtues</b>			
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 will allow students to be more familiar with key cultural concepts and cultural diversity, exploring how multiculturalism influences social interactions, policies and human progress in globalized world.
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**The correspondences between the course's instructional objectives and the cognitive, affective, and psychomotor objectives.**

Differentiate the various objective methods among the cognitive, affective and psychomotor domains of the course's instructional objectives.

- I. Cognitive : Emphasis upon the study of various kinds of knowledge in the cognition of the course's veracity, conception, procedures, outcomes, etc.
- II. Affective : Emphasis upon the study of various kinds of knowledge in the course's appeal, morals, attitude, conviction, values, etc.
- III. Psychomotor: Emphasis upon the study of the course's physical activity and technical manipulation.

No.	Teaching Objectives	objective methods
1	The objective of this course is to foster students' respect for global diversity. It encourages understanding on various cultural backgrounds, including race, religion, age, and sexual orientation. Ultimately, the course seeks to inspire active participation in advancing social justice and equality.	Cognitive

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	Discussion(including classroom and online), Report(including oral and written), Activity Participation

Course Schedule

Week	Date	Course Contents	Note
1	113/09/09 ~ 113/09/15	Introduction to the course and its requirements	

2	113/09/16~ 113/09/22	Multiculturalism • Sasja Tempelman.(1998). Constructions of Cultural Identity: Multiculturalism and Exclusion. Political studies. • Stephen May. (2008) Multiculturalism. Chapter 11 in A Companion to Racial and Ethnic Studies	
3	113/09/23~ 113/09/29	Understanding Ourselves and Others: Clarifying Values and Language • Koppelman, K. L. and Goodhart, R. L. (2011). Understanding Human Differences: Multicultural Education for a Diverse America. 5th edition. Chapter 1. • Jonathan Ramsay & Joyce Pang. (2015). Anti-Immigrant Prejudice in Rising East Asia: A Stereotype Content and Integrated Threat Analysis. Political Psychology.	
4	113/09/30~ 113/10/06	Theoretical issues • Thomas Roland Johansson (2022). In defence of multiculturalism – theoretical challenges. The Review of Sociology. • Saanà A. Polk, Nicole Vazquez, et al. (2021). Moving From Multiculturalism to Critical Race Theory Within a School of Social Work. Advances in Social Work.	
5	113/10/07~ 113/10/13	Asian multiculturalism • Jessica Walton, Anita Harris, Koichi Iwabuchi. (2020). Introduction: everyday multiculturalism in/across Asia. Ethnic and Racial Issues. • Hyuk-Rae Kim and Ingyu Oh. (2011). Migration and Multicultural Contention in East Asia. Journal of Ethnic and Migration Studies.	
6	113/10/14~ 113/10/20	Race: The experiences of people of color • Koppelman, K. L. and Goodhart, R. L. (2011). Understanding Human Differences: Multicultural Education for a Diverse America. 5th edition. Chapter 5. • Jeffrey G. Reitz and Rupa Banerjee. (2009). Racial Inequality and Social Integration. In Multiculturalism and Social Cohesion Potentials and Challenges of Diversity	
7	113/10/21~ 113/10/27	Religion & oppression: The struggle of religious freedom • Koppelman, K. L. and Goodhart, R. L. (2011). Understanding Human Differences: Multicultural Education for a Diverse America. 5th edition. Chapter 6	
8	113/10/28~ 113/11/03	Asian Migration • Maruja Asia & Nicola Piper. (2016). Researching International Labor Migration in Asia. The Sociological Quarterly.	
9	113/11/04~ 113/11/10	Midterm Paper (any topic about multiculturalism)	12 times new roman, single-space

10	113/11/11 ~ 113/11/17	Migration Europe • John Springford. (2024). Europe must choose: Multiculturalism or stagnation? Center for European Reform.	
11	113/11/18 ~ 113/11/24	Multicultural Education Globally for Democracy, Equality, and Social Justice • Joseph Zajda. (2023). Multicultural Education Globally for Democracy, Equality, and Social Justice: Introduction. Chapter 3. Discourses of Globalisation, Cultural Diversity and Values Education. Chapter 3.	
12	113/11/25 ~ 113/12/01	Classicism: Misconceptions and myths about income, wealth, and poverty • Koppelman, K. L. and Goodhart, R. L. (2011). Understanding Human Differences: Multicultural Education for a Diverse America. 5th edition. Chapter 9.	
13	113/12/02 ~ 113/12/08	Hate • Stevie-Jade Hardy. (2017). Everyday Hate. Everyday Multiculturalism and 'Hidden Hate. Chapters 3, 7 & 8.	
14	113/12/09 ~ 113/12/15	Coloniality, androcentrism, and patriarchy • Jee Vui Fung. (2021). Reimagining Multicultural Education Through the Lens of Coloniality, Androcentrism, and Patriarchy. Chapter 11.	
15	113/12/16 ~ 113/12/22	Future Directions • Stevie-Jade Hardy. (2017). Everyday Hate. Everyday Multiculturalism and 'Hidden Hate. Chapters 9 & 10.	
16	113/12/23 ~ 113/12/29	Guest Speaker's Lecture	
17	113/12/30 ~ 114/01/05	Final Paper (choose any topic discussed in this course)	12 - times new roman
18	114/01/06 ~ 114/01/12	Flexible Teaching Week: Generally, no in-person classes; teachers may arrange teaching activities or final assessments, among other options.	
Key capabilities			
Interdisciplinary			

Distinctive teaching	
Course Content	Gender Equality Education Logical Thinking
Requirement	
Textbooks and Teaching Materials	Self-made teaching materials:Textbooks, Presentations Using teaching materials from other writers:Textbooks, Presentations
References	
Grading Policy	◆ Attendance : 15.0 %   ◆ Mark of Usual : 25.0 %   ◆ Midterm Exam : 30.0 % ◆ Final Exam : 30.0 % ◆ Other ( ) : %
Note	This syllabus may be uploaded at the website of Course Syllabus Management System at <a href="http://info.ais.tku.edu.tw/csp">http://info.ais.tku.edu.tw/csp</a> or through the link of Course Syllabus Upload posted on the home page of TKU Office of Academic Affairs at <a href="http://www.acad.tku.edu.tw/CS/main.php">http://www.acad.tku.edu.tw/CS/main.php</a> . <b>※ Unauthorized photocopying is illegal. Using original textbooks is advised. It is a crime to improperly photocopy others' publications.</b>