ΚΕΠ16 – Citizenship Education and Multiculturalism

Tutor: Despina Karakatsani

Semester: 6th
ECTS: 4.5

Short Description:

This course presents some of the basic directions of educational policy in Greece, Europe, the USA and Canada concerning the integration of students (migrants and minorities old and new) with ethno-cultural particularities in the educational system and its different settings (especially on the primary and secondary level). Furthermore this course intends to analyse ethnocentrism as a characteristic of contemporary educational systems and the tendencies to mitigate them through the integration of other cultures in the school curriculum and environment.

The course will be structure upon the following axes:

- Analysis of multicultural education; distinction between multiculturalism and intercultural education; analysis of bibliography
- The ‘other students’ at school – Educational policy in France, UK, USA, Canada.
- Ethnocentrism and otherness in Greek education. Educational policy steps and axes.
- Bilingualism and Education
- Roma children and schooling. Learning achievement of immigrant students; drop-out
- Teacher education and heterogeneity
- Human Rights Education and cosmopolitan citizenship
- Xenophobia, racism/antiracism and antiracist education

Aims:

This course focuses on the critical presentation and analysis of different questions concerning the content, the objectives and the construction of educational knowledge in our time. Specifically, the following will be analysed: a) different conceptions and approaches which focus on the ideological role of school in the construction of national identity, b) approaches inspired by multicultural education which aim to integratepupils coming from other cultures. Another important objective is to analyse the following: bilingualism-multilingualism and education, teacher education and heterogeneity, alternative methods and good practices in teaching and educating these populations in Greece and in other European countries, school success or failure, drop out, Roma children, Muslim minorities in Thrace and education, refugees-migrants, Zones of Educational priority (ZEP).

Learning Outcomes:

Students completing the course should have a good understanding of multicultural education and pedagogy and acquired skills of recognition, distinction, use and critical analysis. More specifically,they will be expected to

- Identify different approaches to this subject and make the connection of the particularities and differences with the historical context
- Understand the different conceptions and approaches and point out their limits and contradictions
- Explain why discrimination against immigrants and minority people (students in this case) is strongly related with social discrimination and inequalities

Structure:

The course includes 13 three-hour interactive lectures supported, where appropriate, by written texts and PowerPoint presentations; student discussions of pre-issued questions and key readings; student presentations on topics relating to their assignments.

Assessment:

Assessment is based on the following:

A) an analysis of one (1) article or one (1) book from a relevant bibliography
B) a research project on a subject or an area of interest connected with the course; a list of recommended titles will be provided. (3-4 interviews with teachers or other professionals or analysis of educational material)
C) presentation of an article or a book and analysis of the results of the research (plan, bibliography, basic issues, critical analysis)

Bibliography:

Askouni N. (2006), The education of the Minority in Thrace, Alexandria.
Cummins, J. (1999), Identities under Construction, Athens : Gutenberg.
Empeirikos, L. et al. (ed) (2001), Linguistic Alterity in Greece, Athens: Alexandreia.
Doussas, D. (1997) Rom and Racial Discriminations. Athens: Gutenberg.
Govaris, Ch. (2001). Introduction to Intercultural Education, Athens: Atrapos.
Katsikas C. and Politou E., Out Side School classroom the one which is different,.Athens: Gutenberg, 1999.
Markou G., Approaches of multiculturalism and intercultural education-teacher education, Ministry of Education, Athens 1996.
Modgil S. et al. (eds.) (1997) Multicultural Education. Ellinika Grammata, Athens.
Skoura T., (ed.) (2008), Pedagogical actions and didactical approaches in a multicultural environment: the example of the 132nd Primary School of Athens, Athens: Doudoumis.