

Course Title	Democracy, Equity, and Multicultural Education				
Course Code	DLINTER505				
Course Type	Elective				
Level	Master				
Year / Semester	1 st or 2 nd year / 2 nd or 3 rd semester				
Teacher's Name	Dr. Nicoletta Christodoulou				
ECTS	10	Lectures / week	/	Laboratories / week	/
Course Purpose and Objectives	<p>The course aims to develop students' theoretical, scientific and pedagogical background on the concepts of democracy, democratic living and equity and to link them to interculturalism. Within the framework of the course, students are expected to examine each of the concepts of democracy and democratic living, equity and interculturalism separately. At the same time, they will consider them all together, as each one is a necessary condition for the other to exist. Interculturalism, democracy and equity are linked to many common concepts and characteristics such as the ability, intention and willingness to communicate and enter into dialogue, to see and hear each other, to recognize the existence of many different identities in each individual, to consider diversity as an existing, normal state and so on.</p>				
Learning Outcomes	<p>By the end of the course, the students should be able to:</p> <ul style="list-style-type: none"> - To explain the concept of democracy and to analyze its characteristics that make them necessary in respecting, recognizing and defending the rights of each of us and also of all people. - To analyze cases that demonstrate why democracy is necessary for individuals to be able to live with other people. - To recognize the concepts related to equity and the conditions that must exist and be met in order to enjoy equity. - To relate the concept of equity to the concept of identity, social status, difference or diversity, oppression, socialization and to the way in which society is structured alongside its various functions and systems. - To reexamine interculturalism as a set of principles, values, theories and practices that lead to mutual respect, the recognition of diversity and the need for diversity. - To analyze the connection that exists between democracy, equity and interculturalism. - To formulate ways of action that, in addition to simply knowing the theory and recognition, promote the development of individuals' ability to bring change for the common good, when and if they take action. - To implement oral history and oral history research as appropriate means to identify, listen, highlight diversity and stories and personal experiences related to it, in various ways (e.g. highlighting cases of democracy, equity, interculturalism or lack thereof and the way it is experienced and remembered by individuals and what it means for the human condition). - To juxtapose the self, with the other, the personal benefit, and the common good, rearranging scenarios and role-playing to work toward improving the world, society and living conditions of all. 				

Prerequisites	/	Required	/
Course Content	<p>Course content includes the following units:</p> <ul style="list-style-type: none"> - Democracy and education: herein we will study theorists and their theories about democracy and how democracy and education are interdependent. At the same time, the type of education that leads to democracy and democratic living will be studied. John Dewey will be one of the main theorists-philosophers we will examine. - Equity: what is it, what are its terms and conditions, how is it related to the concept of democracy and education, how can education reduce, alleviate or sharpen inequalities, etc.? What are its characteristics in order to have multicultural education and to respect and promote multiculturalism? Paulo Freire will be one of the main theorists-philosophers we will examine. - Multicultural education: what is it, what are its terms and conditions, how is it related to the concept of democracy, education and equity, how can education encourage multiculturalism? What are its characteristics that are important for intercultural education? Here we will deal with research articles on the subject. - Taking responsibility and action - From theory to practice - From acceptance to activism. We will see why it is important to move from recognition and acceptance to doing something about the various problems that exist in relation to the lack of democracy, equality and the promotion of multiculturalism. Oral history as a medium, as a product and as a process will be presented as an effective way to hear and learn from the lives of others, to learn about our own through the personal experiences of others and to understand the many dimensions, aspects and the like, of personality, culture, humans. 		
Teaching Methodology	<p>The course is taught the distance learning mode of delivery through the Learning Management System (LMS) called Moodle platform. Required and additional readings (e.g. books, articles, websites, newsletters, open educational resources, case studies) in combination with lecture notes are available for students to use via the LMS. Additionally, a variety of course educational material is available to students via the LMS platform such as simple power point presentations, narrated presentations, annotated presentations, interactive presentations and documents, screen casting documents, podcasting documents, online quizzes and midterms). Numerous technological means are employed such as communication tools (e.g. videoconferencing, audio conferencing and text conferencing), collaboration tools (e.g. discussion forums, blogs and wikis) and content development tools.</p> <p>The students are encouraged to communicate with their peers and their instructor(s), in order to take advantage of all available tools for the development of this course. Students are expected to participate to dynamic online interaction activities, via synchronous and asynchronous activities. Students will be asked to participate, wherever appropriate, in asynchronous online activities employing various tools such as discussion forums, wikis, blogs, in order to interact, communicate and collaborate with other students and their instructor(s). Using the synchronous online tools (such as, teleconferencing, chat rooms, etc.), students will be asked to participate in synchronous online activities/ session in order to interact with the instructor(s) and/or other students on line with reference to specific issues covered in a</p>		

	<p>given unit. Some of the dynamic online interaction activities are part of the assessment. The students are also expected to use various discussion and collaboration tools to coordinate and accomplish group work (e.g. essays, lesson plans, research reports, articles critique).</p>
Bibliography	<p>Main Textbooks (some are available in PDF):</p> <p>Adams, M., Blumenfeld, W., Castaneda, C., Hackman, H. W., Peters, M. L., & Zuniga, X. (Eds.). (2013). Readings for diversity and social justice. (3rd ed.). New York, NY: Routledge. ISBN-13: 978-0415892940 (MAIN TEXTBOOK)</p> <p>Ayers, W., Quinn, T., & Stovall, D. (Eds.) (2009). Handbook of social justice in education. New York: Routledge.</p> <p>Dewey, J. (1916). Democracy and education: An introduction to the philosophy of education. New York, NY: Free Press.</p> <p>Freire, P. (1986). Pedagogy of the oppressed. New York, NY: Continuum.</p> <p>Textbooks on social movements:</p> <p>Porta, D. D., & Diani, M. (2010). Κοινωνικά κινήματα: Μια εισαγωγή. Αθήνα: Κριτική.</p> <p>Textbooks on gender and gender inequality:</p> <p>Chodorow, N. J. (2019). Θηλυκότητες, αρσενικότητες, σεξουαλικότητες: Από τον Φρόυντ έως τις μέρες μας (μτφρ. Κ. Γούλα). Τρίκαλα, Ελλάδα: Εκδόσεις Επέκεινα.</p> <p>Πλακωτός, Γ., Διαλέτη, Α., Γιαννιτσιώτης, Γ., & Βασιλειάδου, Θ. (Επ.). (2019). Ανδρισμοί. Αθήνα, Ελλάδα: Gutenberg – Γιώργος & Κώστας Δαρδανός.</p> <p>Salih, S. (2018). Εισαγωγή στην Τζούντιθ Μπάντλερ (μτφρ. Μ. Μεντίνης). Αθήνα, Ελλάδα: Εκδόσεις Oposito.</p> <p>Evaristo, B. (2020). Girl, women, other. Αθήνα, Ελλάδα: Gutenberg.</p> <p>Textbooks on education, equality, justice:</p> <p>Sensoy, O., & DiAngelo, R. (2012). Is everyone really equal? An introduction to key concepts in social justice education. New York, NY: Teachers College Press.</p> <p>Noddings, N. (2013). Education and democracy in the 21st century. New York, NY: Teachers College.</p> <p>hooks, b. (1994). Teaching to transgress: Education as the practice of freedom. New York, NY: Routledge. – PDF available here https://academictrap.files.wordpress.com/2015/03/bell-hooks-teaching-to-transgress.pdf</p> <p>Christodoulou, N. (2017). Understanding curriculum: A field of study and research [in Greek] (2nd ed.). Athens, Greece: Grigoris.</p> <p>UN materials:</p> <p>Manitoba Council for International Cooperation (MCIC). (2018, Feb.). Sustainable foundations: A guide for teaching the sustainable development goals. Manitoba, CA: MCIC. http://mcic.ca/pdf/SDG_Primer_FINAL.pdf</p>

	<p>Articles:</p> <p>Sharma, R., & Monteiro, S. (2016). Creating social change: The ultimate goal of education for sustainability. International Journal of Social Science and Humanity, 6(1), 72-76. DOI: 10.7763/IJSSH.2016.V6.621</p> <p>Collection of scientific articles in Greek and English</p>
Assessment	<p>The students will be evaluated based on the following parameters. All of the assessments are submitted via the LMS in order to go through the plagiarism check (Turn it in). The assessment methods for the course are presented below along with the value of each assessment towards the overall course grade.</p> <p>Short assignments such as:</p> <ol style="list-style-type: none"> 1. Assignment Unit 1 (10%) 2. Assignment Unit 2 (10%) 3. Assignment Unit 3 (10%) 4. Assignment Unit 4 (20%) 5. Final Exam (50%)
Language	Greek