

## ***Multicultural Education Emphasis Area Descriptions***

### **Critical Global Education**

The Critical Global Education emphasis examines how globalization, the internationalization of education, and transnationalism impact teaching and learning in P-12 and higher education in the US. Students in this emphasis area will investigate the implications of global/transnational migration for curriculum and pedagogy. This emphasis area investigates questions, such as how to promote culturally sustaining and revitalizing curriculum and pedagogies within academic spaces. These spaces are complicated by the multiplicity of histories, geographies, languages, and forms of citizenship and belonging. This emphasis area examines global complexities within formal educational systems, but attention will also be given to non-formal academic settings such as community contexts, families, and social media. Students in this emphasis area will engage with multiple theoretical and conceptual frameworks, including imperialism, postcolonial and decolonial theories, and comparative-international education approaches to complicate traditional understandings of global education.

### **Cultural and Linguistic Diversity**

The *Cultural and Linguistic Diversity* emphasis examines the extant research, theory, and pedagogical implications of linguistic diversity in a multicultural society and a diversifying education system. We define linguistic diversity with a minimal focus on language acquisition; rather, we critique language as a tool for social and cultural oppression. Moreover, we value all linguistic repertoires for meaning-making and legitimizing stigmatized dialects, vernaculars, and code-switching. Thus, students in the *Cultural and Linguistic Diversity* emphasis will investigate how past and present policy, pedagogy, and practice within varying educational settings have contributed to linguicide and culturicide, and forms of social resistance employed to counter dehumanization. Additionally, students acquire expertise in culturally sustaining and revitalizing pedagogies, explore research methodologies that humanize and affirm the inherent value of native languages.

### **Power and Privilege**

The *Power and Privilege* emphasis explores how economic disparities, power differentials, and social hierarchies impact educational systems and structures (policy, academic tracking, teacher quality, funding, formulas, the safety of facilities, and enrichment opportunities). Students will research and synthesize solutions to issues such as school discipline, the school-to-prison pipeline, dropout factories, teacher attrition, chronic underachievement, the technology gap, and the privatization of education for learners from economically low-wealth communities. Additionally, students will be exposed to research methodologies suited for strength-centered research into the social and educational inequalities that persist at the intersections of social class, race, ethnicity, and gender, particularly in diverse, urban, and high-need schools.

### **Urban Education**

The *Urban Education* emphasis interrogates teaching, learning, and school reform across educational contexts with varying urbanicity and educational inequity spanning geographies from central cities to culturally diverse towns. The primary goal of urban education is to redress long-standing expressions of racism and classism that seek to relegate approximately 70% of children of color to underfunded, under-resourced, and under-staffed schools with educators who report being poorly supported and unprepared to meet the needs of learners. Within these integrated social, racial, political, economic, cultural, and geographical contexts, students will explore inequality and agency in schools and their impact on the quality, access, development, and achievement of learners who are often marginalized by ethnic, social, and racial oppression. Lastly, students will engage in research methodologies responsive to the complexities of these ever-evolving social, cultural, and educational spaces and promote affirmative solutions to improve teaching and learning in urban schools through applied critical race research.