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### **Liquid Community and the Awkward Resilience of Multiculturalism and Multicultural Education**

Old conceptions of community based on the ethnoracial uniformity, grounded in the local, steeped in definitive history, and based on the nation are supposedly giving way to new, conceptions that are reflective of ethnoracial mixing and diversity, loosely based on the global and the glocal. While multiculturalism and multicultural education may have been appropriate at the very start of this process, they have become awkward if not outmoded discourses for depicting and addressing the social and educational status quo in the present moment in which cities such as Vancouver and Sydney have become more diasporic than multicultural, nation states have not only been revealed to be imagined communities but are waning in importance and the promotion of global citizenship education involving a cosmopolitan outlook is much more appropriate than traditional citizenship education. In this paper, I draw on Bauman's notion of liquidity to point to and acknowledge the reconceptualization of community and the emergence of what we might call "liquid community" (i.e. global, glocal, diasporic, multiracial, transient, expedient, cyber, etc.). However, I also speak to what in the new theoretical arguments about cosmopolitanism has become the mostly unacknowledged resiliency of old forms of community (local, national, even ethnoracially uniform, etc.). My position is that old, solid forms of community remain as stubborn boulders in the stream of new liquid forms. I argue, therefore, for the continued relevance and indeed strategic importance of multiculturalism and multicultural education in addressing sociocultural difference and justice in and through education and in conceptualizing community in the present moment in which old and new forms of community co-exist.