

**SIMON FRASER UNIVERSITY
SUMMER SEMESTER 2006**

**EDUC 441-4
MULTICULTURAL EDUCATION
(E01.00)**

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Thursday 17:30-21:20 in AQ 2104

PREREQUISITES: EDUC 401/402 and EDUC 240 or SA 333

Course Description

It is relatively easy to “see” multiculturalism in schools: official Multiculturalism posters on the walls, notices of cultural activities, celebrations of events associated with ethnic, religious and language minority groups in the school, specialized ESL programs, and so on. For many, the presence of students from diverse ethnic backgrounds, the sounds of many languages in the hallways, affirms the presence of multiculturalism. What is not so visible are the tensions and complexities of the circumstances related to the diverse relationships, and the ethnic, cultural, linguistic, gendered and other multiple and intersecting differences that are the reality of our classrooms. What are the differences we are dealing with, what is the distinction between multicultural and anti-racist education, what are their values, and how can these practices contribute to effective learning/teaching environments?

The general aim of this course is to help you reflect on, define and thereby strengthen your position and practice as an educator in a multiethnic, racial, multilingual, diverse community. This course is designed around thematic areas: the historical and socio-cultural and political roots of multiculturalism in a Canadian context, understanding self and relationships in the context of diversity, and educational strategies associated with multicultural and anti-racist education as social transformation. In the first theme, we will explore topics such as the history of multiculturalism, terms and language associated with multicultural and anti-racist education, and identifying the operation of racism, prejudice and discrimination in classrooms and schools. We will engage in critical analyses of how power and privilege are systemic, and reproduce inequities. In the next theme, we will develop a greater understanding of concepts such as culture, identity, ethnicity and race, and become acquainted with the stories of ourselves and others. Before we design strategies for effective and successful teaching, we will understand ways in which curriculum and teaching approaches can perpetuate existing social inequities, checking curriculum materials and resources for bias and prejudice. Through defining our own values, goals and educational objectives in a specific educational context, we will then approach design strategies for successful learning and teaching.

Assignments

We will finalize assignments (type and the scheduling of assignments) in class, based on the participants and their interests. For the present, the following is a suggested set of assignments:

Responses to readings and discussion	20%
Autobiography/Family story	20%
Getting to know a “different” “other”	30%

Final paper or designing a curriculum resource 30%

Other possible assignments: group exploration of case studies, poster sessions on selected issues

Required Text/Reading

Daniel Yon (2000) *Elusive Culture: Schooling, Race, and Identity in Global Times*. New York: State University of New York Press (SUNY), ISBN: 0-7914-4482-1(softcover).

Courseware reader (8 – 10 articles).

* 2 more books will be assigned shortly.

Other articles and Web material will be assigned during the course, based on learner interests. A more detailed course outline and syllabus will be available at our first class.

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THIS COURSE MAY BE APPLIED TOWARD THE CERTIFICATE OF LIBERAL ARTS