

## **Education 381: Anti-Racism Education**

Instructor: Kau'i Keliipio

August 10-August 21

Summer 1998

The racism that is embedded in our educational systems continues to poison the lives and the learning experience of all our students....Too many of our students suffer as a result of the assumption that our traditional Canadian systems are good for everybody. In many ways, they are not good for anybody. How can an education be good for anyone if it teaches, implicitly and explicitly, that one culture, one religion, and one colour deserve the most and the best?

*(Allingham, Nora Dewar. "Anti-racist Education and the Curriculum-A Privileged Perspective." Racism and Education: Different Perspectives and Experiences. Ottawa: Canadian Teachers' Federation 1992)*

### **Course Focus and Expectations:**

A course on Anti-Racism Education makes it necessary to critically examine the concept of race and the history of Western views on race, the nature of racism, as well as the basic principles of anti-racism education. Sound pedagogy suggests that learners who participate in the development of a course of study will gain a sense of 'knowledge ownership', 'empowerment', 'relevancy while acquiring important decision making and group work skills. These are also the principals which have gone into the development of this course.

What is curriculum bias and what is necessary to develop an inclusive curriculum are significant curriculum issues considered in this course. The purpose of which is to provide a foundation and framework for our work as educators and curriculum developers as well as *social reconstructionists*.

Through some interesting learning experiences, some of which many of you have experienced, we will demonstrate our individual and collective understandings of the practical and theoretical applications of Anti-Racism Education.

Much of the traditional curriculum focuses on the values, experiences, achievements and perspectives of white-European members of Canadian society and excludes or distorts those of other groups in Canada and throughout the world.

*(Ministry of Education and Training. Antiracist and Ethnocultural Equity Education. Toronto: Ontario Ministry of Education and Training. 1993)*

All students enrolled in this course should expect to read daily, engage in research , contribute actively in discussions and in-class tasks, respectfully and intelligently, participate in field experiences that challenge your assumptions, assess and evaluate own progress throughout the course, demonstrate understanding of concepts and application of new ideas through clever and creative presentations and an examination on the last day of this course, Friday, August 21 for a few hours . An additional experience which will occur in the second week is some “intellectual chat time” with the author of *Anti-Racism Education: Theory and Practice*, Professor George J. Sefa Dei.

### **Learning Goals:**

Behaviourally speaking the learning goals include the following:

- Promote critical thinking and an understanding of the root causes of racism by studying and discussing exemplars of racism in the history of Canadian and British Columbia society.
- Examine the characteristics of curriculum bias and the assumptions of traditional curriculum practices and philosophies.
- Demonstrate understanding and a working knowledge of the basic principles of anti-racism education.
- Develop annotations of anti-racism education readings and related readings.
- Develop an awareness of the community resources available to support anti-racism education work

**Assignments:**

These assignments are here to meet the goals and objectives of this course. They may, in turn, also be used to evaluate your good efforts. The restraints of a system of grading that this university requires looms as a dark shadow and will not go away however it is these wonderful assignments you do for this course which will illuminate your path as you make your way back into the schooling system in September.

**The Breakdown and Value of Assignments:**

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| 1. Assigned readings              | 10% |
| 2. Annotated Bibliography         | 10% |
| 3. Current Events Task            | 5%  |
| 4. Reading Log                    | 10% |
| 5. Research Task                  | 15% |
| 6. Final Exam                     | 20% |
| 7. Self Assessment and Evaluation | 5%  |
| 8. Field Experience               | 15% |
| 9. Electronic Discussions         | 10% |