

Mondays 16:30-20:20
EDB 8620

**Special Topics:
Issues in Diversity in Education
E01.00**

PREREQUISITE:

This course is available to students who have completed a minimum of 6 semester credits taken from Education, the Social Sciences and/or the Humanities, or upon approval of the instructor.

Course Objectives:

This course is based on practical and theoretical orientations to issues having to do with diversity in Canadian education. The overall focus of the course will be on an examination of several selected issues having to do with cultural, ethnic, racial, linguistic and religious diversity, as well as socio-economic and gender differences in schooling. The course will be organized around central theme, "the politics of diversity and its impact on schooling." This course will survey school responses to diversity historically, as well examine educational principles, practices, and perspectives related to linguistic, ethnic, cultural, and gender differences in education.

Learning Objectives:

The course will comprise of a range of learning experiences, including: 1) individual study and fieldwork, 2) small-group and whole-class discussions, seminars and problem-solving activities, 3) written and oral presentations, lectures and workshops. Specifically, the participants will:

- become conversant with some of the major issues having to do with linguistic, ethnic and cultural diversity, and with gender differences in schools;
- become conversant with the history of diversity in education in Canada and British Columbia;
- become conversant with the underlying political and education mandates that pertain to diversity in BC schools;
- reflect on what culture, gender, linguistic and economic difference mean to individuals and groups;
- examine and begin to develop some understanding of the context for and implications of how diversity is addressed in classrooms and schools;
- examine school curriculum and learning materials for stereotyping and bias;
- become knowledgeable about the ways that teachers and schools inadvertently further social injustices;
- explore ways that classrooms, curriculum, schools, and teachers can increase appropriate responses to diversity in schools.

Assignments:

- In-class and/or take-home readings or activities, and in-class participation - 20%
- Midterm - 25%
- Field assignment - 10%
- Research Project - 25%
- Final Essay/Presentation - 20%

Text:

•Cushner, K., McClelland, A., Safford, P., Human Diversity in Education: An Integrative Approach (4th edition).

•There is a \$ 20.00 per student photocopy charge for copies of articles, book chapters, etc., to be paid at the first class meeting.