

**SIMON FRASER UNIVERSITY
SPRING SEMESTER 2008**

**EDUC 382-4
DIVERSITY IN EDUCATION: THEORIES, POLICIES,
PRACTICES
(E100)**

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Office Hours Thursday 10:00-12:00

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PREREQUISITE: 60 hours of credit. Students who have received credit for EDUC 441, EDUC 382-4 Special Topics from fall 2003-3 on, cannot take EDUC 382 for further credit.

INTRODUCTION

Historically, educational systems were designed to bring about greater uniformity (and conformity) within highly diverse national populations, for both political and economic purposes. Yet human diversity has proven extremely resistant to educational standardization. This course explores many dimensions of that resistance, and its implications for learning, teaching, and the organization of schools and other places of learning. Designed to be accessible to a wide range of students, the course involves intensive reading, discussion, and writing that moves back and forth between theory and practice, personal experience and political context.

COURSE TEXTS

S. Nieto. 2002. *Language, Culture, and Teaching: Critical Perspectives for a New Century*. Mahwah, NJ: Lawrence Erlbaum. 320 pp. ISBN 0-805-83738-8.
P. Rodis, A. Garrod and M.L. Boscardin (eds.). 2001. *Learning Disabilities and Life Stories*. Toronto: Allyn & Bacon. 247 pp. ISBN 0-205-32010-4.
S. Ohanian. 2001. *Caught in the Middle: Nonstandard Kids and a Killing Curriculum*. Portsmouth, NH: Heinemann. 195 pp. ISBN 0-325-00328-9.
A. Darder (ed.). 2002. *The Critical Pedagogy Reader*. New York: RoutledgeFalmer. 384 pp. ISBN 0-415-92261-5.

ASSIGNMENTS

Critical readings: Each week you will bring a short critical reflection (up to 300 words) on the assigned readings and share it with others in the class before handing it in. (20%)
Life stories: After reading and discussing some examples of educational writing that make use of life stories to explore the meaning of diversity, you will write a short essay (up to 1500 words) on your own experiences of diversity in education. (15%)
Field report: In a group of three people, you will gather data on some aspect of diversity in education in the community where you live, through observations, interviews, document gathering, etc; and give an hour-long presentation on it to the class. (20%)
Research paper: You will write a short scholarly paper (up to 2500 words) on a topic in educational diversity, making use of additional research sources to those covered in class. (25%)
Journal: Throughout the course you will keep a journal of observations, reflections, and questions

prompted by the course experience. (20%)

Students in all Faculty of Education courses are encouraged to review policies pertaining to academic integrity available on the Undergraduate Programs website:

http://www.educ.sfu.ca/ugradprogs/student_resources/index.html
