

EDUC 441 - 4 Multicultural Education

Wednesdays 13:00 - 16:50

Section: D1.00

Instructor: H. Bai

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PREREQUISITE

60 credit hours

COURSE DESCRIPTION

In this course, we shall explore the complexity and difficulty, both at the theoretical and the practical level, that multiculturalism presents to Canadian education. The theoretical focus of our exploration is the philosophical debate concerning the "politics of recognition" and the "politics of difference." Our exploration is predicated upon an affirmation that multiculturalism is an opportunity for building a better social order--more pluralistic, equitable, and compassionate. Thus, this course is, unabashedly, a vision quest. You are invited to it.

OBJECTIVES

Beside the engagement with our subject matter, namely, multiculturalism, this course has the following secondary objectives:

1. Fostering democratic participation
2. Establishing a community of inquiry in the class
3. Encouraging critical and articulate thinking, debate, and writing

REQUIREMENTS

The focus of the course is in-class inquiry and discussion and, thus, attendance and participation are mandatory. Additionally, students are required to keep some reading-response journals. There will be no exams, but as the final assignment, there will be a choice between take-home essay questions and an essay. More on this will be discussed on the first day of class.

REQUIRED READINGS

- * Taylor, C. (1994), Multiculturalism: Examining the Politics of Recognition, Princeton University Press. ISBN: 0-691-03779-5.
- * Ghosh, R. (1996), Redefining Multicultural Education, Harcourt Brace & Company. ISBN: 0-7747-3276-8.

EDUCATION 441-4 MULTICULTURAL EDUCATION

This course includes sections on the social and psychological dimensions of multiculturalism, curriculum development in multicultural education, and specific issues (First Nations education, community control, parental choice and second language programs). It is of interest to those concerned with the history and current status of minority ethnic groups in Canada, and either preparing to be a teacher or already teaching.

This course is organized into four sections:

- I The Social Dimensions of Multicultural Education
- II The Psychological Dimensions of Multicultural Education
- III Curriculum Development for Multicultural Education
- IV Controversies in Multicultural Education
 - a. First Nations Education
 - b. Community Control - Parental Choice
 - c. Second Language Programs: Educational and Social Concerns
 - d. Trends in Multicultural Education.

PREREQUISITE: 60 credit hours.

REQUIRED TEXTS:

Barman, Jean, Hebert, Yvonne, & McCaskill, Don (eds.). *Indian Education in Canada, Vol. 2: The Challenge*. University of British Columbia Press, 1994.

For students preparing Elementary curriculum:

Grant, C.A. & Sleeter, C.E. *Turning on Learning: Five Approaches for Multicultural Teaching*, 1989

Tiedt, Iris M. & Pamela L. Tiedt. *Multicultural Teaching: A Handbook of Activities, Information and Resources*. (4th ed.). Allyn & Bacon Inc., 1995.

COURSE REQUIREMENTS:

Assignment 1	Interview with someone from another culture	25 points
Assignment 2	Analyzing Value Conflicts	30 points
Assignment 3	Curriculum: Content, Skills, Attitudes,	
OR	Behavioral Objectives, Rationale	45 points
Assignment 4	Major Essay: Comparing Controversies	45 points

SUPPLEMENTARY FEES:

Course Materials & Service Fee	\$30
Deposit for Additional Materials	\$20

02/27/96

COURSE INSTRUCTOR RESERVES THE RIGHT TO MAKE CHANGES WITHOUT NOTICE.