

SIMON FRASER UNIVERSITY
SUMMER SESSION 2009
EDUC 382: Diversity in Education: Theories, Policies, Practices

Meeting: Tuesdays and Thursdays June 23 – July 30 2009
12:30 p.m. – 4:20 p.m.
SFU Surrey Campus – Room 3240

Instructor: Raj Sanghera
Email: rsangher@sfu.ca
Office Hours: By appointment

The unwillingness to approach teaching from a standpoint that includes awareness of race, sex, and class is often rooted in the fear that classrooms will be uncontrollable, that emotions and passions will not be contained. To some extent, we all know that whenever we address in the classroom subjects that students are passionate about there is always a possibility of confrontation, forceful expression of ideas, or even conflict (p. 39).

bell hooks. (1994). *Teaching to Transgress*. New York: Routledge.

Course Description:

This course serves as an introduction to diversity issues in education. Specifically this course will explore racial, ethnic, gender, sexual, class, and religious differences, situated within the context of Canadian schooling. Students will be introduced to theoretical and conceptual frameworks and key authors in the field of education. The aim of this course is for students to begin to critically examine and engage in meaningful dialogue (both verbal and written) on issues related to diversity in education.

Course Objectives Include:

The course activities are organized with attention to the following learning objectives. By the end of the course, students will be able to:

- situate issues of diversity in Canadian schools within theory of social justice, power, and politics of education;
 - develop vocabulary and key concepts in which to examine diversity issues through a critical lens;
 - improve one's critical thinking, listening, writing, and speaking skills.
-

Required Learning Activities and Evaluation:

ASSIGNMENTS	DUE DATE	VALUE
Attendance, Participation, Weekly Assignments,	Ongoing	30%
Assignment 1: Paper Proposal (600-750 words)	July 9	20%
Assignment 2: Final Paper (4000-5000)	July 30	50%

Weekly Assignments: Throughout the course of the term, students will be asked to complete weekly assignments that demonstrate understanding of the week's readings.

Paper Proposal: Students will submit a 600-750 word proposal presenting an issue/problem that is related to diversity in education. Students must clearly state why this issue/problem is important to take up. It is expected that students will cite authors, concepts, and/or films discussed in the course to help them frame their argument.

Final Paper: This is a scholarly assignment; so begin by reading scholarly literature about your topic. Search for at least 6 highly relevant scholarly publications (journal articles, chapters in academic anthologies, books) on your topic. In combination with in-class discussions, readings, films, and outside sources, construct a polished, coherent, and insightful short paper on your topic.

Format (guidelines only):

- In 1-2 pages, state the issue/problem to be discussed. Why is the issue important and to whom. This is your introduction section.
- In 6-8 pages, tell your reader (me!) what scholars say about this issue. What are points of similarity? What are points of contrast?
- What is your *informed opinion*? Where do you stand on the issue? With whom, among the scholars you have cited, do you agree/disagree? On what basis?
- Include in your paper the concepts we have taken up in class as they pertain to your topic. Your task is to educate me on how these issues are important and worth discussion.
- In 2-3 pages, tell me what scholars recommend for change. Add your own recommendations if you like. Consider theories, policies, and/or practices. Do not attempt to solve all of the problems on your issue. Just describe some ideas about what could be done to address the issue/problem.

Specifications for your research paper:

- 8-10 pages (not including references page);
- double-spaced;
- font 12;

- margins no smaller than 1 inch; no larger than 1 ¼ inch;
- pages numbered.

Expectations:

It is expected that all students will:

- (1) come to all sessions, arrive on time to all sessions, and remain for the full session;
- (2) demonstrate evidence of having done all the required readings;
- (3) demonstrate 'active listening' by responding to others' contributions in a constructive fashion;
- (4) demonstrate an effort to speak;
- (5) avoid dominating discussion;
- (6) demonstrate evidence of having completed all the required weekly assignments;
- (7) contribute to small group and large group discussions and activities;
- (8) avoid speaking for others (e.g. "everyone knows..." or "we all..." or "our society..")

In fostering a community of learners, there must be an exchange of ideas, knowledge, and perspectives among all participants. Dialogue will be an essential component of this course, and it is the responsibility of the students to come to class fully prepared to engage in activities and discussions that will draw heavily on the course readings.

*Please note that if you must miss all or a part of any session, it is *your* responsibility to contact the instructor. The opportunity to make-up any missed work will be at the discretion of the instructor.

Rubric for written assignments:

Your written work must:

- (1) be easy to read (well organized; concise; proofread for errors of grammar, spelling; conform to APA – or other standard - style of citation);
- (2) make connections to pertinent course readings, films, concepts, and class discussions;
- (3) move beyond anecdotes, summarizing and/or fault-finding;
- (4) provide cogent examples and explanations;
- (5) shape facts, personal insights, or preferably both into a structured argument;
- (6) demonstrate the ability to reflect critically on assumptions and ideology;
- (7) use inclusive language (non-sexist, non-racist, non-heterosexist);
- (8) provide adequate references, when required.

Your written work must avoid:

- (1) recurring errors of grammar, spelling, and/or organization;
- (2) significant portions of inaccurate information;
- (3) failure to make connections to course readings, concepts, and discussions;
- (4) failure to go beyond summarization and/or fault-finding;
- (5) lack of examples, details, and/or explanations;

- (6) lack of critical reflection on assumptions and ideology;
- (7) using language that suggests exclusion (sexist, racist, and heterosexist).

Grading:

Letter Grade	Definition	Numerical Equivalent
A+	Superlative Performance	4.33 (95-100%)
A		4.00 (90-94%)
A-		3.67 (85-89%)
B+	Excellent Performance	3.33 (80-84%)
B		3.00 (75-79%)
B-		2.67 (70-74%)
C+	Good Performance	2.33 (65-69%)
C		2.00 (60-64%)
C-	Marginal Performance	1.67 (55-59%)
D		1.00 (50-54%)
F	Unsatisfactory Performance (fail)	0.00 (<50%)

WEEKLY TOPICS AND READINGS

SFUL = article available through SFU Libraries online databases

Class 1 (June 23): Welcome! Introduction to Diversity in Education

DiAngelo, R. & Sensoy, Ö. (in press, 2009). We don't want your opinion: Knowledge construction and the discourse of opinion on the equity classroom. *Equity & Excellence in Education*, 42 (4).

In class film: *Pride and prejudice: The road to human rights and multiculturalism in BC* (1999, 60 minutes).

Class 2 (June 25): Oppression/Agency

Kivel, P. (2002). The culture of power. Available online: www.paulkivel.com

Young, I.M. (1999). The five faces of oppression. Available online: <http://www.racialequitytools.org/resourcefiles/young.pdf>

In class film: *The color of Fear* (1994, 90 minutes).

Class 3 (June 30): Representation

Hall, S. (1997). Chapter 1, Representation, meaning and language. In S. Hall (Ed.). *Representation: Cultural representations and signifying practices* (pp 15-29). London: Sage Publications. [CLASS HANDOUT]

Meek, B. (2006). And the injun goes "how:" Representations of American Indian English in white public space. *Language in Society*, 35 (1), 93-128. [Available SFUL]

Provenzo, Jr., E. & Kincheloe, J.L. (1996). *Media and schools: What is the effect of Media on the educational experiences of children?* (pp 215-236). New York: Peter Lang. [CLASS HANDOUT]

In class film: *bell hooks: Cultural criticism & transformation* (1997, 55 minutes).

Class 4 (July 2): Race

Lund, E. (2006). Rocking the racism boat: School-based activists speak out on denial and avoidance. *Race Ethnicity and Education*, 9 (2), 203-221. [SFUL]

Montgomery, K. (2005). Imagining the antiracist state: Representations of racism in Canadian history textbooks. *Discourse: Studies in the cultural politics of education*, 26 (4), 427-442. [SFUL]

In class film: *Race: The power of an illusion*. Part 1: The difference between us (2003, 56 minutes).

Class 5 (July 7): First Nations

Bouvier, R. & Karlenzig, B. (2006). Accountability and Aboriginal education: Dilemmas, promises and challenges. *Our Schools/Our Selves*, 15 (3), 15-33. [SFUL]

Marker, M. (2006). After the Makah whale hunt: Indigenous knowledge and limits to multicultural discourse. *Urban Education*, 41 (5), 1-24. [SFUL]

In class film:

I'm not the Indian you had in mind: A spoken word video by Thomas King (2007, 6 minutes)

Indecently exposed (with Jane Elliott) (2004, 59 minutes).

Class 6 (July 9): Religions/Cultures

Clarke, P. (2005). Religion, public education and the charter: Where do we go now? *McGill Journal of Education*, 40 (3), 351-381. [SFUL]

Seifert, T. (2007). Understanding Christian Privilege: Managing the Tensions of Spiritual Plurality. [Available online]

Recommended Reading:

Zine, J. (2006). Unveiled sentiments: Gendered Islamophobia and experiences of veiling among Muslim girls in a Canadian Islamic School. *Equity & Excellence in Education*, 39 (3), 239-252. [SFUL]

In class film: *Unveiled, the truth behind the myth* (2003, 23 minutes).

**** Paper proposal (hardcopy) due at the beginning of class****

Class 7 (July 14): Social Class

Anyon, J. (1981). Social class and school knowledge. *Curriculum Inquiry*, 11 (1), 3-42. [SFUL]

McLaren, P. (1994). "The suburbs was supposed to be a nice place..." *Life in schools: An introduction to critical pedagogy in the foundations of education* (pp 119-164). New York: Longman. [CLASS HANDOUT]

In class film: *Class dismissed: How TV frames the working class* (2006, 62 minutes).

Class 8 (July 16): Sexualities

CTV News, (2002). Supreme Court rejects school's ban of gay books. [Article available at http://www.ctv.ca/servlet/ArticleNews/story/CTVNews/1040356828066_95/?hub=TopStories]

Goldstein, T., Russel, V., & Daley, A. (2007). Safe, positive, and queering moments in teaching education and schooling: A conceptual framework. *Teaching Education*, 18 (3), 183-199. [SFUL]

Robinson, K. & Ferfolja, T. (2008). Playing it up, playing it down, playing it safe: Queering teacher education. *Teaching and Teacher Education*, 24, 846-858. [SFUL]

In class film: *In other words* (2001, 27 minutes).

Class 9 (July 21): Abilities

Fritsch, K. (2004). SuperCrip strikes again: Or mine-body dualism. Available online: www.disabilitystudies.net/dsaconf2004/fullpapers/fritsch.pdf

Hehir, T. (2002) Eliminating abelism in education. *Harvard Educational Review*, 72 (1), 1-32. [SFUL]

In class film: *South Park: Crazy Kripples* (Season 7, Episode 2)

****Please bring 3 copies of your rough draft of your final paper to workshop with classmates****

Class 9 (July 23): Gendered Construction: Femininity

Lyman, K. (2000). Girls, worms, and body image. *Rethinking Schools*, 14 (3). [SFUL]

Marshall, E. (2004). Stripping for the wolf: Rethinking representations of gender in children's literature. *Reading Research Quarterly*, 39 (3), 256-270. [SFUL]

In class film: *Killing us softly 3* (2000, 34 minutes).

Class 10 (July 28): Gendered Construction: Masculinity

Frank, B., Kehler, M., Lovell, T., & Davison, K. (2003). A Tangle of Trouble: Boys, masculinity and schooling – future directions. *Educational Review*, 55 (2), 119-133. [SFUL]

Kehler, M. & Greg, C. (2005). Reading masculinities: Exploring the socially literate practices of high school young men. *International Journal of Inclusive Education*, 9 (4), 351-371. [SFUL]

In class film: *Tough guise* (2002, 87 minutes).

Class 10 (July 30): Review

Overview of key concepts

Time to share final papers in small groups

****Final paper (hard copy) due today in class. If you wish to have your paper returned please include a self-addressed envelope with appropriate postage****