

Multiculturalism and its Critical Alternatives: Diversity in Education and Society

Course: EDST 578: Multiculturalism and its Critical Alternatives: Diversity in Education and Society

Section: 021

Semester/Term: Winter One, 2016

Classroom: Ponderosa Commons (PCOH) 1302

Meetings: Mondays 4:30 – 7:30pm

Instructor: Handel Wright **Office:** PCOH 3074. **Tel:** +822-2705 handel.wright@ubc.ca

COURSE DESCRIPTION

This course takes up the discourse that emerged in the 1970s in Canada and has remained dominant in the examination of socio-cultural difference, representation and social justice in Canadian (and international) society and education, namely multiculturalism. It also examines related and alternative discourses that have arisen to supplement or supplant multiculturalism (e.g. anti-racism, cosmopolitanism, interculturalism). The course invites students to consider a number of approaches to multiculturalism, multicultural education and their alternatives. The first of these is the continuum approach where there are various, increasingly progressive versions of multiculturalism, with conservative multiculturalism at one end and anti-racism appearing at the other (conservative multiculturalism, liberal multiculturalism, critical multiculturalism, revolutionary multiculturalism, and anti-racism). The second is the contrast approach where other discourses are seen as a stark alternative to the dominant (namely liberal, celebratory) form of multiculturalism and multicultural education. The third is the contextual approach where multiculturalism and alternatives are seen as specific approaches within a general social difference and social justice education framework (joining feminist, indigenous, postcolonial, queer, cultural studies, critical pedagogy, etc., discourses). A sustained critical approach to multiculturalism and its alternatives is encouraged in the course. In other words students are exposed to both work that advocates and work that critiques multiculturalism (e.g. theoretical and praxis work on and interculturalist critique of multiculturalism). The course involves both collaborative and individual work, encouraging students to work together as well as individually to examine the theory and practical applications of multiculturalism and/or alternative discourses to social difference and social justice issues in education and beyond. The primary goal of the course is to help students develop an informed epistemological stance regarding multiculturalism and alternative discourses and to utilize one or a combination of discourses in addressing collectively and/or individually identified sociocultural (e.g. individual and group identity politics and multiculturalism) or educational problematics (e.g. issues in multicultural education policy and/or pedagogy). For related work in this area beyond the course, see the Centre for Culture, Identity and Education website <http://www.ccie.educ.ubc.ca/>

UBC Policy Concerning Cheating and Plagiarism

Any act of cheating or plagiarism is considered a serious violation of the principle of academic integrity. Students are responsible for familiarizing themselves with the definitions of each and of the possible penalties. See University Calendar or website: <http://students.ubc.ca/calendar>

Required Texts

Wright, H.K., Singh, M. & Race, R. (Eds.). (2012). *Precarious international multicultural education: Hegemony, dissent and rising alternatives*. Sense Publishers.

Guo, S. & Wong, L. (Eds.). (2015). *Revisiting multiculturalism in Canada: Theories, policies and debates*. Rotterdam: Sense Publishers.

Official Recommended Texts.

- Mackey, Eva. (2002). *The house of difference: Cultural politics and national identity in Canada*. Toronto: University of Toronto Press.
- Hodge, Bob & O'Carroll, John. (2006). *Borderwork in multicultural Australia*. Crows Nest: Allen & Unwin.
- Haque, Eve. (2005/2012). *Multiculturalism within a bilingual framework: Race and belonging in Canada*. Toronto: University of Toronto Press.
- Ang, Ien. (2001). *On not speaking Chinese: Living between Asia and the West*. New York: Routledge.

Additional Recommended Texts

- Ralston-Saul, J. (2008). *A fair country: Telling truths about Canada*. Toronto: Penguin.
- Barnor Hesse (Ed.). (2000). *Unsettled Multiculturalisms: Diasporas, Entanglements, Transruptions*. London & New York: Zed Books
- Ratansi, Ali. (2011). *Multiculturalism: A very short introduction*. Oxford: Oxford University Press.
- Nava, M. (2007). *Visceral Cosmopolitanism: Gender, culture and the normalisation of difference*. Oxford: Berg.
- E. San Juan Jr. (2002). *Racism and cultural studies: Critiques of multicultural ideology and the politics of difference*. Duke.
- Gutmann, Amy. (1994). *Multiculturalism: Examining the politics of recognition*.
- Razack, Sherene. (2002). *Race, space and the law: unmapping a white settler society*. Toronto: Between the Lines Press.
- McLaren, Peter. (1997). *Revolutionary multiculturalism: Pedagogies of dissent for the new millennium*.

Suggested Videos

“What I Learned in School Today- UBC Aboriginality” “Skin Deep” “Fresh Looks” “Race: The Floating Signifier- Stuart Hall” “Ethnic Notions” “White” “Cedar and Bamboo” “Rewriting Histories of the Land” “The Politics of Recognition- Charles Taylor.” “Personally Speaking: A Long Conversation With Stuart Hall”

Suggested Websites and YouTube Videos

- www.racesci.org RaceSci Website- history of "race" in science, medicine, and technology.
- <http://vimeo.com/4203047> The Politics of Recognition- Charles Taylor lecture
- <http://www.youtube.com/watch?v=-Th04ZQCt5A&feature=related> Boona Mohammed- Green Card
- The Narcicyst featuring Shadia Mansour – “Hamdulillah” Official Music Video
- http://www.youtube.com/watch?v=0ISHZQJdeSw&feature=player_embedded
- http://www.archive.org/details/Goldberg_Gilroy Theo Goldberg and Paul Gilroy discussion
- http://www.youtube.com/watch?v=6IRL_nTZSYo
- <http://www.youtube.com/watch?v=1eyVsiRpxwA>
- <http://www.youtube.com/watch?v=0G7xGAZCrPU>
- <http://www.youtube.com/watch?v=PHRn8YZz49w>
- Kanehsatake: 270 Years of Resistance.
- <http://www.babelgum.com/html/clip.php?clipId=3015242>
- “Downstream”- Dr. fights for Aboriginal people dying of cancer downstream of Alberta oil operation.
- http://www.youtube.com/watch?v=FQGoKhZ_Vdo
- Changing Face of Australia: Asianization
- <http://www.youtube.com/watch?v=pXtVrDPHbG> Molson Canadian Commercial: I am Canadian
- <http://www.youtube.com/watch?v=TncdhLGjFTE> Spoof: I am Not Canadian (supposedly Quebecois)
- <http://www.youtube.com/watch?v=8WXITEYoFfU&feature=related> Elements of Moral Panic

<http://www.youtube.com/watch?v=RJcjYux8aaw> Moral Panic about Gay Marriage
<http://icad.wordpress.com/2009/02/22/difference-is-normal-lebanese-rap/> "Difference is Normal"
http://www.youtube.com/watch?NR=1&v=s_V4d7sXoqU Canadian Residential School Propaganda film 1955
<http://www.youtube.com/watch?v=Xg1Ngp1nGds&noredirect=1> "The Aspie Show": Asperger's as "disability"

ASSIGNMENTS AND GRADES

Grades:

Attendance & Participation = 25%

Lecture = 25%

Report = 25%

Final Paper = 25%

Attendance and Participation:

Participants are expected to attend seminar meetings and participate in discussions. As a seminar, the success of the course depends to a very large extent on your participation. Participation grades will be based on the quantity as well as quality of participation and the extent to which such participation reflects the promotion of a safe space for various views, an engagement with the texts and primary issues and an application of the readings and discussions to real world issues of socio-cultural difference and social justice.

Lecture:

This involves participants in a group leading the class on a book (from Official Recommended Tests) or a set of readings (from Alternative/Potential Presentation Themes) or theme and readings suggested by lecturers. The lecturers will summarize the arguments of the book or readings, point to the strengths and weaknesses of the arguments the author/s make and raise questions for the class to consider. Lecturers will be evaluated on grasp of the authors' ideas, and the quality of analysis, critique and questions generated. Use of information and sources on the topic beyond the suggested readings are expected. Please submit written notes of arguments (e.g. Powerpoint, Prezi, Vimeo, etc. presentation) and list of references and/or bibliography.

Report:

This involves participants in a group researching and reporting to the class on a praxis project that is open to utilization of multiculturalism or alternative (e.g. critical race theory, feminist intersectionality, cultural studies) analysis. The topic can be education related (e.g. Mandarin-English bilingual program in BC schools) or a more general political or sociocultural issue (e.g. interculturalism and The Quebec Charter of Values or politics of religion and state re Muslims in Canada). It is expected the report will incorporate the theoretical and praxis work being covered in the course and draw on additional sources. Please submit written point form of the report (e.g. powerpoint or prezi presentation) including references.

Final Paper

Each student will write an individual final paper of 15-18 type written, double spaced pages addressing a topic of their choice. Topics must be related to course themes (i.e. social justice issue related to the politics of identity, difference and belonging in education and/or community/society) and approved by course instructor. Final papers must include substantial content from the course, especially readings.

SCHEDULE OF CLASSES

Sept 12: INTRODUCTION TO COURSE (AND EACH OTHER)

Kymlicka, W. (1998). The theory and practice of Canadian multiculturalism. Canadian Federation for the Humanities and Social Sciences.

The Canadian Multiculturalism Act of 1985

<http://laws-lois.justice.gc.ca/eng/acts/C-18.7/page-1.html>

Kunz, J.L. & Sykes, S. (2007). From mosaic to harmony: Multicultural Canada in the 21st Century. [Executive Summary]

<http://www.horizons.gc.ca/eng/book/export/html/1280>

Lund, D. (2009). Waking up the neighbors: Surveying multicultural and antiracist education in Canada, the United Kingdom and the United States. *Multicultural Perspectives*, 8 (1), 35-43. <http://www.tandfonline.com/loi/hmcp20>

Sept 19: (RE)INTRODUCTION TO MULTICULTURALISM(S) AND MULTICULTURAL EDUCATION

Wong, L. & Guo. (2015). Revisiting multiculturalism in Canada: An introduction. In Shibao Guo & Lloyd Wong (Eds.). *Revisiting multiculturalism in Canada: Theories, policies and debates*. Rotterdam: Sense Publishers.

Kymlicka, W. (2015). The three lives of multiculturalism. In Shibao Guo & Lloyd Wong (Eds.). *Revisiting multiculturalism in Canada: Theories, policies and debates*. Rotterdam: Sense Publishers.

Wright, H.K., Singh, M. & Race, R. (Eds.). (2012). Introduction: Multiculturalism and multicultural education: Precarious hegemonic status quo and alternatives. In Handel Wright, Michael Singh & Richard Race (eds.). *Precarious international multicultural education: Hegemony, dissent and rising alternatives*. Sense Publishers.

Further Readings:

Ratansi, Ali. (2011). *Multiculturalism: A very short introduction*. Oxford: OUP.

Sept 26: MULTICULTURAL EDUCATION IN CANADA

Taylor, L. & Hoechsmann, M. (2012). Chapter 17: Why multicultural literacy? Multicultural education inside and outside schools. In Handel Wright, Michael Singh & Richard Race (eds.). *Precarious international multicultural education: Hegemony, dissent and rising alternatives*. Sense Publishers.

Galczynski, M., Tsagkaraki, V. & Shosh, R. (2015). Further Unpacking Multiculturalism in the Classroom: Continuing to Explore the Politics of Difference through Current Events. In Shibao Guo & Lloyd Wong (Eds.). *Revisiting multiculturalism in Canada: Theories, policies and debates*. Rotterdam: Sense Publishers.

Steinberg, S. (2012). Chapter 19: It's all smoke and mirrors: Isn't there more than one way to diverse? In Handel Wright, Michael Singh & Richard Race (eds.). *Precarious international multicultural education: Hegemony, dissent and rising alternatives*. Sense Publishers.

Courage, D. (2012). Chapter 11: Beyond illusion of inclusion: Implications for education in culturally diverse societies: Perspectives from Canadian experience. In Handel Wright, Michael Singh & Richard Race (eds.). *Precarious international multicultural education: Hegemony, dissent and rising alternatives*. Sense Publishers.

Further Reading:

McLaren, Peter. (1997). *Revolutionary multiculturalism: Pedagogies of dissent for the new millennium*.

Oct 3: AMBIVALENCE ABOUT MULTICULTURALISM AND MULTICULTURAL EDUCATION [*Lectures Due: Groups 1 and 2*]

- Wright, H.K. (2012). Chapter 6: Between global demise and national complacent hegemony: Multiculturalism and multicultural education in a moment of danger. In Handel Wright, Michael Singh & Richard Race (eds.). *Precarious international multicultural education: Hegemony, dissent and rising alternatives*. Sense Publishers.
- Willinsky, J. (2012). Chapter 2: What was multiculturalism? In Handel Wright, Michael Singh & Richard Race (eds.). *Precarious international multicultural education: Hegemony, dissent and rising alternatives*. Sense Publishers.
- Wong, L. (2015). Chapter Four. Multiculturalism and Ethnic Pluralism in Sociology: An Analysis of the Fragmentation Position Discourse. In Shibao Guo & Lloyd Wong (Eds.). *Revisiting multiculturalism in Canada: Theories, policies and debates*. Rotterdam: Sense Publishers.
- Henry, A. (2012). Chapter 3: The problematic of multiculturalism in a post-racial America: Notes from an anti-multiculturalist. In Handel Wright, Michael Singh & Richard Race (eds.). *Precarious international multicultural education: Hegemony, dissent and rising alternatives*. Sense Publishers.

Further Reading:

- Bannerji, H. (2000). *The dark side of the nation: Essays on multiculturalism, nationalism and gender*. Toronto: Canadian Scholars' Press.
- E. San Juan Jr. (2002). *Racism and cultural studies: Critiques of multicultural ideology and the politics of difference*. Duke.

Oct. 10: NO CLASS (THANKSGIVING)

Oct 17: ABORIGINALS LIVING WITH/AGAINST THE GRAIN OF CANADIAN MULTICULTURALISM AND MULTIULTURAL EDUCATION

[*Lectures Due: Groups 3 and 4*]

- Dion, S. (2004). (Re)telling to disrupt: Aboriginal People and the stories of Canadian history. *Journal of the Canadian Association for Curriculum Studies*, 2 (1), 55-76.
- Haig-Brown, C. (2008). Taking Indigenous thought seriously: A rant on globalization with some cautionary notes. *Journal of Canadian Association for Curriculum Studies*, 6 (2), 8-24.
- Woolford, A. & Ratner, R.S. (2004). A measured sovereignty: The politics of nation-building in British Columbia. *The Canadian Journal of Native Studies*, 24 (2), 283-316.
- Gatambide-Fernandez, R.A. (2012). Decolonization and the pedagogy of solidarity. *Decolonization: Indigeneity, Education & Society*, 1 (1), 41-67.

Further Readings:

- da Silva, C.T. (2005). Anthropology and ethnicity's interplay among First Nations in Canada: The case of Quebec. *The Canadian Journal of Native Studies*, 25 (2), 553-569.
- Ormiston, A. (2002). Educating "Indians:." Practices of Becoming Canadian. *The Canadian Journal of Native Studies*, 22 (1), 1-22.

Oct 24: CRITICALLY (RE)THINKING THE MULTICULTURAL NATION AND MULTICULTURAL EDUCATION

- Guo, S., & Guo, Y. (2015). Rethinking Multiculturalism in Canada: Tensions between Immigration, Ethnicity and Minority Rights. In Shibao Guo & Lloyd Wong (Eds.). *Revisiting multiculturalism in Canada: Theories, policies and debates*. Rotterdam: Sense Publishers.

- Taylor, L. (2003). Terms of acceptance: Unsettling multicultural and anti-racism education through the postcolonial turn. *Inquiry*, 22 (2), 33-43.
- Gilroy, P. (2012). 'My Britain is fuck all' zombie multiculturalism and the race politics of citizenship. *Identities: Global Studies in Culture and Power*, 19 (4), 380-397.
- Hesse, B. (1997). It's your world: Discrepant M/multiculturalisms. *Social Identities*, 3 (3), 375-394.

Further Reading:

- Mackey, Eva. (2002). Settling differences: Managing and representing people and land in the Canadian national project. *The house of difference: Cultural politics and national identity in Canada*. Toronto: University of Toronto Press.
- Goldberg, D.T. (1994). (Ed.). *Multiculturalism: A critical reader*. Oxford: Blackwell.

Oct 31: VISIBLE MINORITY/WORLD MAJORITY GROUPS AND MULTICULTURALISM

- Chan, J. (2012). Chapter 8: Gar na dai doe heem/Canada Apologies: Redress and the pedagogy of accountability. In Handel Wright, Michael Singh & Richard Race (eds.). *Precarious international multicultural education: Hegemony, dissent and rising alternatives*. Sense Publishers.
- Nabavi, M. (2012). Chapter 9: Identity roots and political routes: Immigrant youth and the political poetics of multiculturalism. In Handel Wright, Michael Singh & Richard Race (eds.). *Precarious international multicultural education: Hegemony, dissent and rising alternatives*. Sense Publishers.
- Weinfeld, M. (2015). Canadian Jews, Dual/Divided Loyalties, and the Tebbit "Cricket" Test. In Shibao Guo & Lloyd Wong (Eds.). *Revisiting multiculturalism in Canada: Theories, policies and debates*. Rotterdam: Sense Publishers.
- Heer, K. (2012). Chapter 10: Indian to Indian: Building alliances between South Asian and Aboriginal peoples through critical pedagogy and a politics of empathy. In Handel Wright, Michael Singh & Richard Race (eds.). *Precarious international multicultural education: Hegemony, dissent and rising alternatives*. Sense Publishers.

Further Reading:

- Parker, D. (2001). The Chinese takeaway and the diasporic habitus: Space, time and power geometrics. in Barnor Hesse (ed). *Un/settled multiculturalisms: Diasporas, entanglements, transruptions*. London: Zed Books.
- Ang, Ien. (2001). *On not speaking Chinese: Living between Asia and the West*. New York: Routledge.

Nov 7: "THE REAL PROBLEM:" RACISM (AND WHITE PRIVILEGE)

[*Report Due: Group 1]

- Lund, D & Carr, P. (2010). Exposing privilege and racism in the Great White North: Tackling whiteness and identity issues in Canadian education. *Multicultural Perspectives*, 12 (4), 229-234.
- James, C.E. & Chapman-Nyaho, S. (2015). "And He Was Dancing Like No Tomorrow": Police and Youth "Getting to Know" Each Other. In Shibao Guo & Lloyd Wong (Eds.). *Revisiting multiculturalism in Canada: Theories, policies and debates*. Rotterdam: Sense Publishers.
- MacLaughlin, J. (1998). Racism, ethnicity and multiculturalism in contemporary Europe: A review essay. *Political Geography*, 17 (8), 1013-1024.

Nair, G. (2011). Revisionist multiculturalism and its neo-racist proclivities. *dark matter*, <http://www.darkmatter101.org/site/2011/05/20/revisionist-multiculturalism-and-its-neo-racist-proclivities/>

Further Readings:

Essed, P. (1991). *Understanding everyday racism: An interdisciplinary theory*. London: Sage.

Petitjean, C. (2014). 'A racism without races:' An interview with Etienne Balibar.

<http://www.versobooks.com/blogs/1559-a-racism-without-races-an-interview-with-etienne-balibar>

Nov. 14: MULTICULTURALISM'S ALTERNATIVES: (INTEGRATIVE) ANTI-RACISM [*Report Due: Group 2]

Dei, G. S. (1999). The denial of difference: Reframing anti-racist praxis. *Race, Ethnicity and Education*, 2 (1), 17-37.

Wright, H. (1994). Multiculturalism, anti-racism, Afrocentrism: The politics of race in educational praxis. *International Journal of Comparative Race and Ethnic Studies*, 1 (2), 13-31.

Lentin, A. (2015). Racism in public or public racism: Doing anti-racism in 'postracial' times. *Ethnic and Racial Studies*, 1-16. <http://dx.doi.org/10.1080/01419870.2016.1096409>

Alberta Civil Liberties Research Centre (2nd Edition) (2009). *Anti-racism Resource Kit*.

http://www.google.ca/url?sa=t&rct=j&q=&esrc=s&source=web&cd=5&ved=0CD8QFjAE&url=http%3A%2F%2Fwww.aclrc.com%2Fpdf%2FAnti_Racism_Resource_Kit.pdf&ei=yP8EVL-xEub6igKmoHwAw&usg=AFQjCNFPJgrC9o2Kfko4y3oIWvY7zR9NKw&sig2=lhBUb24n4tf5LEeXP-Thbw&bvm=bv.74115972.d.cGE

Further Reading:

Razack, Sherene. (2002). *Race, space and the law: unmapping a white settler society*. Toronto: Between the Lines Press.

Dua, E. & Robertson, A. (1999). *Scratching the surface: Canadian anti-racist thought*. Toronto: Women's Press.

Nov. 21: MULTICULTURALISM'S ALTERNATIVES: COSMOPOLITANISM AND COSMOPOLITAN EDUCATION

[*Report Due: Group 3]

Nava, M. (2002). Cosmopolitan modernity: Everyday imaginaries and the register of difference. *Theory, Culture & Society*, 19 (1-2), 81-99.

Hebert, Y. (2013). Cosmopolitanism and Canadian multicultural policy: Intersections, relevance, and critique. *Encounters on Education*, 14, 3-19.

http://www.academia.edu/5224884/Cosmopolitanism_and_Canadian_Multicultural_Policy_Intersection_relevance_and_critique

Ang, I. (2007). Passengers on Train Australia. *Griffiths Review*, 19.

<https://griffithreview.com/articles/passengers-on-train-australia/>

Harreveld, R.E. (2012). Chapter 14: Repositioning multiculturalism in teacher education policy and practice: A case for cosmopolitan capabilities. In Handel Wright, Michael Singh & Richard Race (eds.). *Precarious international multicultural education: Hegemony, dissent and rising alternatives*. Sense Publishers.

Further Reading:

Nava, M. (2007). *Visceral Cosmopolitanism: Gender, culture and the normalisation of difference*. Oxford: Berg.

Nov. 28: MULTICULTURALISM'S ALTERNATIVES: INTERCULTURALISM AND INTERCULTURAL EDUCATION [*Report Due: Group 4]

Carr, P. (2012). Chapter 15: Debating language, culture, race and power: Is there a difference between interculturalism and multiculturalism? In Handel Wright, Michael Singh & Richard Race (eds.). *Precarious international multicultural education: Hegemony, dissent and rising alternatives*. Sense Publishers.

Dordevic, D.B. & Masovic, D.R. (1999). An opportunity for the Roma: Interculturalism in education. *FactaUniversitatis*, 2 (6), 285-292.

Howard, R. (2009). Education reform, indigenous politics, and decolonization in the Bolivia of Evo Morales. *International Journal of Educational Development*. doi:10.1016/j.ijedudev.2008.11.003

Government of Ireland. Promoting anti-racism and interculturalism in education: Draft recommendations towards a national action plan.

Further Reading:

Cantle, T. (2012). *Interculturalism: The new era of cohesion and diversity*. Palgrave Macmillan

Dec. 2: [Final Assignment Due- Group 4 presenters only]

ALTERNATIVE /POTENTIAL PRESENTATION THEMES

MULTICULTURALISM'S ALTERNATIVES: FEMINIST INTERSECTIONALITY AND EDUCATION

Smith, S. Black feminism and intersectionality. *International Socialist Review*, 91.

<http://isreview.org/issue/91/black-feminism-and-intersectionality>

McCall, L. (2005). The complexity of intersectionality. *Signs*, 30 (3).

<http://www.jstor.org/stable/10.1086/426800>

Nguyen, X-T. & Mitchell, C. (2014). Inclusion in Vietnam: An intersectionality perspective on girls with disabilities and education. *Childhood*, 21: 324.

<http://chd.sagepub.com/content/21/3/324.full.pdf+html>

Zembylas, M. (2010). Children's construction and experience of racism and nationalism in Greek-Cypriot primary schools. *Childhood*, 17 (3), 312-328.

<http://chd.sagepub.com/content/17/3/312.full.pdf+html>

Further Reading:

Yuval-Davis, N. (2006). Intersectionality and feminist politics. *European Journal of Women's Studies*, 13(3): 193–209; <http://ejw.sagepub.com> DOI: 10.1177/1350506806065752

CULTURAL STUDIES OF EDUCATION

Wright, H.K. & Maton, K. (2004). Cultural studies and education: From Birmingham origin to Glocal presence. *The Review of Education, Pedagogy and Cultural Studies*, 26, 73-89.

Helpfenbein, R. (2004). New Times, new stakes: Moments of transit, accountability and classroom practice. *The Review of Education, Pedagogy and Cultural Studies*, 26, 91-109.

Hoechsmann, M. (2004). Reading youth writing: Grazing in the pastures of cultural studies and education. *The Review of Education, Pedagogy and Cultural Studies*, 26, 193-210.

Costa, M.V. (2004). Teaching to divide the world: The perverse curriculum of a television program. *The Review of Education, Pedagogy and Cultural Studies*, 26, 175-191.

CRITICAL RACE THEORY AND EDUCATION

- Ladson-Billings, G. & Tate, W. (1995). Toward a critical race theory of education. *Teachers College Record*, 97 (1), 47-68.
- Dixon, A. & Rousseau, C. (2005). And we are still not saved: Critical race theory in education ten years later. *Race Ethnicity and Education*, 8 (1), 7-27.
- Ladson-Billings, G. (1998). Just what is critical race theory and what is it doing in a nice field like education? *International Journal of Qualitative Studies in Education*, 11 (1), 7-24.
- Solorzano, D. (1998). Critical race theory, race and gender microaggressions, and the experience of Chicana and Chicano scholars. *Qualitative Studies in Education*, 11 (1), 121-136.

POSTMULTICULTURALISM

- Allen, C. (2007). The death of multiculturalism: Blaming and shaming British Muslims. *Durham Anthropology Journal*, 14 (1). <http://www.dur.ac.uk/anthropology.journal/vol14/iss1/allen/>
- Fleras, A. (2015). Beyond multiculturalism: Managing complex diversities in a postmulticultural Canada. In Shibao Guo & Lloyd Wong (Eds.). *Revisiting multiculturalism in Canada: Theories, policies and debates*. Rotterdam: Sense Publishers.
- Kirova, A. (2015). Critical and emerging discourses in multicultural education literature: An (updated review). In Shibao Guo & Lloyd Wong (Eds.). *Revisiting multiculturalism in Canada: Theories, policies and debates*. Rotterdam: Sense Publishers.
- Shidmehr, N. (2012). Chapter 5: Towards a new politics of recognition: Multiculturalism and assemblage of Iranian-Canadian identities. In Handel Wright, Michael Singh & Richard Race (eds.). *Precarious international multicultural education: Hegemony, dissent and rising alternatives*. Sense Publishers.
- Video: The Politics of Recognition- Charles Taylor. <http://vimeo.com/4203047>

SUPERDIVERSITY

- Vertovec, S. (2007). Super-diversity and its implications: *Ethnic and Racial Studies*, 30 (6), 1024-1054. <http://dx.doi.org/10.1080/01419870701599465>
- Vertovec, S. (2007). *New complexities of cohesion in Britain: Super-diversity, transnationalism and civil-integration*. Commission on Integration & Cohesion.
- Rampton, B., Blommaert, J., Arnaut, K. & Spotti, M. (2015). *Introduction: Superdiversity and sociolinguistics*. Tilbury Papers in Culture Studies: Paper 131. Tilbury University.
- Blommaert, J. & Rampton, B. (2012). *Language and superdiversity*. Max Planck Institute for the Study of Religious and Ethnic Diversity. MMG Working Paper 12-09. www.mmg.mpg.de/workingpapers

Further Reading:

- Vertovec, S. (2014) *Super-diversity*, London and New York: Routledge

EUROPEAN MULTICULTURALISM: CULTURAL STUDIES APPROACH

- Lentin, A. & Titley, G. (2012). Introduction: The crisis of ‘multiculturalism’ in Europe: Mediated minarets, intolerable subjects. *European Journal of Cultural Studies*, 15 (2), 123-138.
- Back, L., Sinha, S. & Bryan, C. (2012). New hierarchies of belonging. *European Journal of Cultural Studies*, 15 (2), 139-154.
- Kundnani, A. (2012). Multiculturalism and its discontents: Left, right and liberal. *European Journal of Cultural Studies*, 15 (2), 155-166.
- Stehle, M. (2012). White ghettos: The ‘crisis of multiculturalism’ in post-unification Germany. *European Journal of Cultural Studies*, 15 (2), 167-181.

Lentin A. & Titley, G. (2012). (Eds.). Special issue on multiculturalism. *European Journal of Cultural Studies*, 15 (2)

STUART HALL ON CULTURAL STUDIES, MULTICULTURALISM, RACE AND ETHNICITY

- Hall, Stuart. (1991). The local and the global: Globalization and ethnicity. In Anthony King (ed.). *Current debates in Art History 3. Culture, Globalization and World System: Contemporary conditions for the representation of identity*. New York: New York Press.
- Hall, S. (1996). Gramsci's relevance for the study of race and ethnicity. In David Morley and Kuan-Hsing Chen (eds.). *Stuart Hall: Critical dialogues in cultural studies*. New York: Routledge.
- Hall, S. (1996). New ethnicities. In David Morley and Kuan-Hsing Chen (eds.). *Stuart Hall: Critical dialogues in cultural studies*. New York: Routledge.
- Hall, S. (2000). Conclusion: The multi-cultural question. in Barnor Hesse (ed). *Un/settled multiculturalisms: Diasporas, entanglements, transruptions*. London: Zed Books.
- Drew, J. (1999). Cultural composition: Stuart Hall on Ethnicity and the discursive turn. In Gary Olson and Lynn Worsham (eds.). *Race, rhetoric and the postcolonial*. New York: SUNY Press.

CULTURAL STUDIES, RACE AND SOCIAL DIFFERENCE

- Stam, R. (2006). Cultural studies and race. in Toby Miller (ed.). *A companion to cultural studies*. London: Blackwell.
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