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
Official Recommended Texts.

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

Suggested Videos

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=Th04ZQc5t5A&feature=related Boona Mohammed- Green Card
The Narcicyst featuring Shadia Mansour – “Hamdulillah” Official Music Video
http://www.youtube.com/watch?v=0ISHZQJ/deSw&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=OG7xGACZrPU
http://www.youtube.com/watch?v=PHRn8YZz49w
Kanehsatake: 270 Years of Resistance.
“Downstream”- Dr. fights for Aboriginal people dying of cancer downstream of Alberta oil operation.
http://www.youtube.com/watch?v=FOQoKhZ_Vdo
Changing Face of Australia: Asianization
http://www.youtube.com/watch?v=pXiDrPbhHBg Molson Canadian Commercial: I am Canadian
http://www.youtube.com/watch?v=TncdhLigFTF Spoof: I am Not Canadian (supposedly Quebecois)
http://www.youtube.com/watch?v=8WXITEYoFlU&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?v=v_S4d7sXoqU  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)
The Canadian Multiculturalism Act of 1985
http://laws-lois.justice.gc.ca/eng/acts/C-18.7/page-1.html

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

Sept 26: MULTICULTURAL EDUCATION IN CANADA
Further Reading:
Oct 3: AMBIVALENCE ABOUT MULTICULTURALISM AND MULTICULTURAL EDUCATION [*Lectures Due: Groups 1 and 2*]

Further Reading:

Oct 10: NO CLASS (THANKSGIVING)

Oct 17: ABORIGINALS LIVING WITH/AGAINST THE GRAIN OF CANADIAN MULTICULTURALISM AND MULTICULTURAL EDUCATION [*Lectures Due: Groups 3 and 4*]

Further Readings:

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


Further Reading:


**Oct 31: VISIBLE MINORITY/WORLD MAJORITY GROUPS AND MULTICULTURALISM**


Further Reading:


**Nov 7: “THE REAL PROBLEM:” RACISM (AND WHITE PRIVILEGE)**

[*Report Due: Group 1]*


Further Readings:

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


Further Reading:


**Nov. 21: MULTICULTURALISM’S ALTERNATIVES: COSMOPOLITANISM AND COSMOPOLITAN EDUCATION [*Report Due: Group 3]*


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

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

ALTERNATIVE /POTENTIAL PRESENTATION THEMES
MULTICULTURALISM’S ALTERNATIVES: FEMINIST INTERSECTIONALITY AND EDUCATION
Further Reading:

CULTURAL STUDIES OF EDUCATION
CRITICAL RACE THEORY AND EDUCATION

POSTMULTICULTURALISM

SUPERDIVERSITY
Further Reading:

EUROPEAN MULTICULTURALISM: CULTURAL STUDIES APPROACH

**STUART HALL ON CULTURAL STUDIES, MULTICULTURALISM, RACE AND ETHNICITY**


**CULTURAL STUDIES, RACE AND SOCIAL DIFFERENCE**


**INDIGENOUS MINORITIES AND VISIBLE MINORITIES IN CANADIAN MULTICULTURAL CONTEXTS**


DIASPORA

SUGGESTED FURTHER READING

Canadian Multiculturalism

American Multicultural Education

Race

Racism

Anti-Racist Education

Cultural studies
Cultural Studies Approaches to Race

Cultural Studies Approaches to Education

Whiteness

Sociocultural Difference