

EDST 585: CAPSTONE: SOCIETY, CULTURE & POLITICS IN EDUCATION

COURSE DESCRIPTION AND OBJECTIVES

Welcome to EDST 585. This course serves as a final course requirement in the M.Ed. program (and as an elective in the M.A. program) in Educational Studies for those students completing a specialization in Society, Politics and Culture in Education (SCPE). This capstone course will provide students with the opportunity to refine their understanding of issues of identity, difference, and belonging and how these play out in various social justice frameworks and the complexities of translating them into educational research and practice. The course emphasizes several identity categories (indigeneity, gender, race, sexuality, age) and frameworks of identity, difference and education (e.g. multiculturalism, critical race theory, feminist intersectionality, indigenous thought and ally politics, cultural studies). Critical rethinking of education for the goals of representation, equity and social justice is engaged through several topics including social justice education, rethinking schools, citizenship and education and critical higher education studies. The rudiments of critical practitioner inquiry and basic qualitative data collection will be introduced and the link between identity, difference and belonging on the one hand and critical rethinking of education on the other will be facilitated through engagement of several research and inquiry options (e.g. indigenous research, autoethnography, case study, e-interviews, narrative research and critical race theory methodology). As a participant in the course you will develop a research question, select a research tradition or basic approach to address your question, conduct an inquiry (which may or may not include empirical data collection and analysis) and write up, share and refine an essay that addresses your research question/topic.

EDST 585 is designed to provide learning opportunities that will assist participants to:

1. Enhance their knowledge of theoretical and conceptual frameworks for identity, difference and belonging, including in and through education.
2. Take up issues of identity, difference and belonging as essential building blocks of education, community and society.
3. Enhance their knowledge of frameworks of critical education (and the contributions of identity to social justice education)
4. Take up critical education as inherently beneficial and contributory to a more just and equitable local, national and international community.
5. Learn or enhance knowledge of basic inquiry in terms of either conceptual or empirical research, including into one's own identity and work as educator and student.
6. Produce a conceptual or empirical study on topic of their choice.