

CAPSTONE: SOCIETY, CULTURE & POLITICS IN EDUCATION
EDST 585, Section 21
Thematic Focus: Identity, Difference and Education for Social Justice:
Theory, Practice and Research

Term: Winter One, 2016

Time: Wednesdays, 4:30-7:30 pm

Classroom: Ponderosa Commons (PCOH): 1011

Instructor: Handel Wright **Tel:** 604-822-2705 **Office:** PCOH: 3074 **Email:** handel.wright@ubc.ca

Course Description & 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.

Course Readings and Activities

The course readings are available free of charge as e-journal articles through UBC library. I have included DOIs for readings, where available.

The course is composed of individual and group work. In-class work will consist of a mix of mini-lectures by me as instructor and discussion of theory, practice and methodology based on assigned readings; individual or small group presentations and development and completion of a final essay. You are required to read at least two essays in preparation for each class. The class will be divided into two groups, which will alternate reading the third (methodology) essay. Please note that you are welcome to read all four for each class or on topics that are of particular interest to you. General class discussions will be devoted to unpacking the assigned readings and discussing their implications for your own study, work as educator and/or general critical education (theory, practice, inquiry/research). Time will be set aside during the last few classes for participants to present highlights and summaries of their final essay project.

The course takes into account the fact that participants will be at different points in relation to producing a final study. Some students will already have a topic identified on the broad topic of Society, Culture and Politics of Education and perhaps even a methodology tentatively selected. For these students the course will be an opportunity to fine tune topic and approach, discuss with others and write and revise their study. Other students will come with a broad interest in topics in Society, Culture and Politics of Education and will use the course to formulate a topic, make an informed decision about approach and undertake and write up their study. Apart from individual studies, there is the possibility of undertaking collaborative work in which a study is developed and co-written by a duo or small group of up to four students. Whether students decide to work on individual or group projects, there is the opportunity to work as part of a cluster based on a topic of mutual interest.

Course Themes and Suggested Clusters

The course covers several themes related to the overall topic of identity, representation and belonging; the theoretical and conceptual frameworks of social justice education and the forms of inquiry to bring these together. Each week we will cover a combination of these. Please note that there is a possibility of substituting themes from the alternatives if there is unanimous or majority preference. Students can consider their work in terms of theme clusters to facilitate collaboration. The following are some suggested clusters around which two or more students can read and conduct inquiry based on interest (either just for class or for final paper). Please note the topics are only suggested and students might wish to identify additional or alternative topics/clusters (and identify related readings if they do).

- Schooling for social justice (curriculum, teacher identity, difference and representation)
- Indigeneity (education in indigenous communities, ally politics in education)
- Feminist education (gender issues, intersectionality)
- Multiculturalism and alternatives (multicultural education, sociocultural diversity in schools and society, critical race theory approach)
- Youth Studies and education (activism, advances in youth studies, youth culture)
- Citizenship education
- Indigenous education (and/or allies of progressive indigenous education)
- Higher education (critical approaches and issues)
- Cultural studies and/or education
- Globalization and (citizenship) education
- Ethnicity and social justice (specific ethnoracial group and/in education)

Assignment Due Dates and Weight

Attendance and Participation (throughout course)		15%
Memo of Inquiry Question/Topic (can be subject to change)	Sept. 14	----
Self –Study (identity and education)		15%
Annotated Literature Review (+ topic statement)	Oct. 5	15%
Inquiry Approach (include topic statement)	Nov. 2	15%
Student In-Class Presentations (topic, self, lit rev., method, findings)	Nov 9, 16, 23	15%
Final Paper:	Nov. 30	25%

Elaboration on Assignments

Please note that the several assignments of this course are related and in fact build on each other and culminate in a final paper which is a report of an inquiry. In other words once you establish your topic you can then add your literature review and inquiry approach and use all of these to articulate a final paper (which may or may not include your self-study) which you will summarize for the class in an in-class presentation and submit by email on the day of the final class of the course. Again, it is possible to work individually or in a small group of two to four students (but note that even for the latter there needs to be individual self-studies).

All written assignments should be written in Times Roman, 12 font, double spaced. They should include a cover page (your name, student number, the course number and title, title of your memo or essay) and one or more references page/s (list all references using APA style <http://guides.library.ualberta.ca/apa-citation-style> . Please note that your cover page and references page are not included in page count (e.g. a six page essay would be six pages of actual essay plus one cover page and one or more pages of references).

Attendance and Participation

Attendance and participation are essential for students to get full benefit from the course and indeed for the course to be successful. It is expected students will come to class having read the assigned readings and ready to engage fully in discussion of the essays, to participate in any in-class activities (including engagement with and peer evaluation of other students' regular contributions and more formal individual and group presentations).

Memo: Inquiry Question or Topic (one sentence + one paragraph)

You will send a memo to me by email on due date which will identify your inquiry topic. The topic statement should be in the form of a single sentence. Also included in the statement will be a paragraph that elaborates on that single topic/question statement (something about your initial thoughts on why this topic is important, how you are positioned to address it and what your inquiry/methodology approach will or might be).

Self-Study (four pages)

You will write up an individual self-study which will cover your identity and its relation to the topic of education. You can choose to address formative issues that led you to choose to become an educator and your philosophy of teaching. Relatedly or alternatively you might address issues of your identity that make you care about the politics of difference, representation, belonging and justice (one or more of the categories- race, ethnicity, social class, gender, sexual orientation, immigrant status, international student) in general or in and through education in particular.

Annotated Literature Review (four to five pages)

Please review roughly six items in your literature review (you can choose to do less if you include more than one book or more if you include non-text items but you should not have less than five nor more than eight items total). There should be some emphasis on refereed journal articles that are studies on or related to your topic. However, you should have something of a mix so consider including books and/or book chapters, reports, videos and website texts as well. Remember that a literature review is not just summary of each text but also an argument that leads to and buttresses the idea of your own study. So show how the texts you review relate to your topic and how they contribute to or open up space for your own work (e.g. address similar issue, what they do not address, approach and/or issues or populations they do or don't take up, etc.). Readings include two items on the elements of and process of undertaking a good literature review.

Inquiry Approach (two pages)

In this exercise you (individual or small group) will identify the approach you will take to address your identified topic. You can choose theoretical/conceptual, or empirical approaches. There are therefore various options to choose from including theoretical exploration of a topic, praxis critique, curriculum inquiry, discourse analysis (or more specific critical discourse analysis), interviews (or more specific e-interviews), case study, etc. Indicate what the characteristics of your approach are and make an argument for why it is an apt approach for your study (an argument which could include an indication of an alternative you considered and why that alternative is not quite as apt). Note that of the three readings you will do for each class, one of them will be a reading on methodology or inquiry approach.

In-Class Presentation (15 minute presentation in class; 2 pages point form written summary or Powerpoint /Vimeo slides or both)

On one of the three designated days toward the end of the course, you will present a summary of your inquiry essay to the class. This exercise is a way for us to share your knowledge and views with your peers. It also represents an opportunity for them to provide you with feedback on your work. Presentations should include a clear statement of topic, an introduction, mention of literature, clear indication of inquiry approach, the substance of your arguments (this should be the principal part of the presentation) and something of a conclusion. It is important that you submit your summary and/or powerpoint/vimeo slides on the day of presentation (before start of class).

Final Paper (length dependent on option selected)

Your final paper will be an essay that is a culmination piece, reflective of what you have learned in the course. You will address a topic of interest and must draw extensively from the course material. Final essays can be individually or small group authored. Please choose one of the following options:

1. Extended Individual Self-Study (eight pages)

This option best suits participants who feel that the capstone course has particularly enhanced their background in and views on their own identity, the politics of difference, representation and belonging and the relationship of these factors to education for social justice. If you choose this option you will utilize what you have learned and reflected on from the capstone course in particular (readings, class discussions, presentations, etc.) to expand on your self-study. It is particularly important that you take up specific elements from the course such as theory, the general notion and specific conceptual frames for social justice education, course readings, in-class discussion (points made by instructor, peers and yourself), and potentially, inquiry method (e.g. autoethnography), in discussing your identity, politics, activism and/or engagement of education and issues in society.

2. Essay based on identified inquiry topic (ten pages)

You will write an essay (individually or as a small group) that addresses a topic that reflects the course (i.e. on an aspect of social justice education). The essay can also address issues of identity and or difference and belonging in relation to social justice education.

3. Essay on Additional/Alternative Course theme readings (ten pages)

If you choose this option, you will write an essay that addresses one of the topics identified as Suggested Additional/Alternative Themes on the course outline which was not covered in class. You will draw principally on all the readings for that theme. It is very important that in addition to these, you also include additional texts (journal essays, books and/or or book chapters, other media) to supplement your readings for your essay. The essay should not be a simple review of the essays but one that makes an argument and takes a position on the theme.

4. Review of resources (ten pages)

With this option, you will choose an item from the Resources to Consider for Inquiry Topics and/or Further Reading for review. You can also choose to review an item from outside the course: an educational policy, an educational resource, etc. (shared beforehand with and approved by me). You will apply textual analysis or critical textual analysis methods to describe and critique the selected “text.”

5. Inquiry methodology essay (eight pages)

This option is for students who are particularly interested in methodology in and of itself and secondarily how to apply it to address issues of social justice education. As such it is particularly apt for PhD or MA students who wish to reflect on their selected or tentative research approach for this course or their thesis. With this option students will identify a topic and write an essay that explores two or three potential approaches to it and make a firm argument for one that is particularly apt. It is expected topics will be on topics from the course or related topics (e.g. on identity, difference, belonging and/or social justice education).

Evaluators and Evaluation

There will be two types of evaluation of your work (peer formative evaluation and faculty summative evaluation). Your peers will provide feedback on your in-class individual or group presentation of your inquiry (and you will have a chance to do the same for them) and this will constitute peer formative evaluation. I will also provide formative feedback on in-class presentation and summative evaluation of all written assignments. Please note that for the final assignment, SCPE MEd students are required to be jointly evaluated by me and a second evaluator, who normally would be your program advisor. Other students are welcome to invite a faculty member (usually program advisor) as their second evaluator if they choose but this is not a requirement. MEd students and others who have secured a second evaluator, please remember to invite your second evaluator to your in-class inquiry presentation to provide feedback which you can use to inform and improve your final paper.

INTRODUCTIONS AND EARLY READINGS

Participants are required to undertake the following before classes start:

1. Provide a biographical sketch that introduces you to your classmates. Your bio should be a paragraph that provides your full name, program of study (e.g. MA in EDST, MEd in SCPE); area of interest (and potential cluster- can be tentative). Please send the info to me by email and will add these to the final version of the course outline.
2. Read the pre-course readings discussed below.

This course addresses issues of identity, difference, and belonging on the one hand and frameworks for critical education on the other and takes up research traditions that enable bringing the two together in educational studies. All participants will have some familiarity with all elements. The four readings highly recommended before the start of the course are meant to re-introduce students to these elements and get you on the road to thinking about the connection between these various elements, which is the primary work of the course. Please read Agee for developing your research question, Haig-Brown for ally work on Indigenous thought; Hytten & Bettez on social justice education; Lock-Kunz & Sykes on Canadian multiculturalism.

Agee, Jane. (2009). Developing qualitative research questions: A reflective process. *International Journal of Qualitative Studies in Education*, 22(4), 431-447.
doi: 10.1080/09518390902736512

Haig-Brown, C. (2008). Taking indigenous thought seriously: A rant on globalization with some cautionary notes. *Journal of the Canadian Association for Curriculum Studies*, 6 (2) 8-24.

Hytten, K. & Bettez, S. (2011). Understanding education for social justice. *Educational Foundations*. Winter/Spring. 7-24.

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>

CLASSES

Sept. 7: INTRODUCTIONS: PARTICIPANTS AND COURSE.

- Discussion of course, introduction of each other and discussion of pre-course readings (including this week's).

Bullough, Robert V., Jr., & Pinnegar, Stefinee. (2001). Guidelines for quality in autobiographical forms of self-study research. *Educational Researcher*, 30(3), 13-21.
<http://dx.doi.org/10.3102/0013189X030003013>

Wright, H.K. (2003). Qualitative research in education: From an attractive nuisance to a dizzying array of traditions and possibilities. *Tennessee Education*, 33, (1), 7-15.

Sept. 14: SOCIAL JUSTICE EDUCATION

Orlowski, P. (Fall, 2012). An agenda for social change: Teachers' guide. *Our Schools/Our Selves*, 117-133.

Sensoy, O. & DiAngelo, R. (2014). Respect differences? Challenging the common guidelines in social justice education. *Democracy & Education*, 22 (2), 1-10.
<http://democracyeducationjournal.org/home/vol22/iss2/1>

Methodology/Research Tradition:

Tripp, David H. (1990). Socially critical action research. *Theory Into Practice*, 29(3), 158-166.
<http://www.jstor.org/stable/1476918>

Additional Reading:

Peck, C., Sears, A., & Donaldson, S. (2008). Unreached and unreachable: Curriculum standards and children's understanding of ethnic diversity in Canada. *Curriculum Inquiry*, 38 (1), 63-92.

Sept. 21: RETHINKING SCHOOLING FOR SOCIAL JUSTICE

- **Memo of inquiry question/topic and cluster (can be subject to change) DUE**

Chudnovsky, D. (Fall, 2010). The Great Schools Project: How good is our schools? How can we know? *Our Schools/ Our Selves*, 25-46.

<https://www.policyalternatives.ca/.../The%20Great%20Schools%20Project%20-%20D>.

Chudnovsky, D. (Winter, 2013). The Great Schools Project: How good is our schools? How can we know? *Our Schools/ Our Selves*, 133-141.

https://www.policyalternatives.ca/sites/default/.../osos110_GreatSchoolsProject_0.pdf

Methodology/Research Tradition:

Lusted, D. (1986). Why Pedagogy? *Screen*, 27(5), 2-14.

<http://screen.oxfordjournals.org/cgi/reprint/27/5/2.pdf>

Additional Reading:

Williams, MK., Foulger, T. & Wetzel, K. (2009). Preparing preservice teachers for 21st century classrooms: Transforming attitudes and behaviors about innovative technology. *Journal of Technology and Teacher Education*, 17 (3), 393-418.

Sept. 28: PERSONAL EDUCATIONAL PRACTICE (SELF-STUDY)

*Bullough, R. & Pinnegar, S. (2001). Guidelines for quality in autobiographical forms of self-study research. *Educational Researcher*, 30 (3), 13-21.

<http://dx.doi.org/10.3102/0013189X030003013>

Arnold, J. (Dec. 2011). The self as data: A qualitative methodology. *Journal of Educational and Developmental Psychology*, 1 (1), 65-73.

Method/Inquiry Approach:

Mongan-Rallis, H. (2014). Guidelines for writing a literature review. *How To Guidelines*.

<http://www.duluth.umn.edu/~hrallis/guides/researching/litreview.html>

Taylor, Dena, & Procter, Margaret. The literature review: A few tips on conducting it.

<http://www.writing.utoronto.ca/advice/specific-types-of-writing/literature-review>

Additional Reading:

Humphreys, M. (2005). Getting personal: Reflexivity and autoethnographic vignettes. *Qualitative Inquiry*, 11 (6), 840-860. DOI: 10.1177/1077800404269425

Oct. 5: RESEARCH TRADITIONS AND INQUIRY APPROACHES

- **Self-study (identity and education) DUE.**

Read any two of the following essays based on your interest, including decided or tentative inquiry approach or area of knowledge or curiosity.

Bowen, G.A. (2009). Document analysis as a qualitative research method. *Qualitative Research Journal*, 9 (2), 27-40.

Bampton, R. & Cowron, C. (2002). The e-interview. *Forum: Qual Social Research*, 3 (2).

<http://www.qualitative-research.net/fqs/fqs-eng.htm>

Baxter, P. & Jack, S. (2008). Qualitative case study methodology: Study design and implementation for novice researchers. *The Qualitative Report*, 13 (4), 544-559.

<http://www.nova.edu/ssss/QR/QR13-4/baxter.pdf>

Jovchelovitch, S. & Bauer, M.W. (2000). Narrative interviewing. London: LSE Research Online. <http://eprints.lse.ac.uk/2633>

Solorzano, D. & Yosso, T. (2010). Critical race and LatCrit theory and method: Counter-storytelling. *International Journal of Qualitative Studies in Education*, 14 (4), 471-495.

Shor, I., & Freire, P. (1987). What is the “dialogical method” of teaching? *Journal of Education*, 169 (3), 11-31.

van Dijk, T. (1993). Principles of critical discourse analysis. *Discourse and Society*, 4 (2), 249-283.

<http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=5672898&site=ehost-live>

Bukhari, N. & Xiaoyang, W. (2013). Critical discourse analysis and educational research. *ISOR Journal of Research and Method in Education*, 3 (1), 9-17.

Connelly, F.M. & Clandinin, D.J. (1990). Stories of experience and narrative inquiry. *Educational Researcher*, 19 (5), 2-14. <http://www.jstor.org/stable/1176100>

Oct. 12: MULTICULTURALISM AND MULTICULTURAL EDUCATION

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

<http://www.fedcan.ca/english/fromold/breakfast-kymlicka1198.cfm>

Wright, H.K. (1994). Multiculturalism, anti-racism, Afrocentrism: The politics of race in educational praxis. *International Journal of Comparative Race and Ethnic Studies*, 1 (11), 13-31.

Methodology/Research Tradition:

Phillion, J. (2002). Narrative multiculturalism. *Journal of Curriculum Studies*, 34 (3), 265-279.

Additional Readings:

Hesse, B. (1997). It's your world: Discrepant M/Multiculturalisms. *Social Identities*, 3 (3), 375-394.

Krugly-Smolka, E. (2013). Twenty-five years of multicultural science education: Looking backward, looking forward. *Encounters on Education*, 14, 21-31.

Oct. 19: CRITICAL RACE THEORY AND EDUCATION

• Annotated literature review DUE

Ladson-Billings, G. & Tate, W. (1995). Toward a critical race theory of education. *Teachers College Record*, 97 (1), 47-68.

Dixson, 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.

Additional Readings:

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.

Oct. 26: CRITICAL AND CULTURAL CITIZENSHIP EDUCATION

Llewellyn, K., Cook, S., & Molina, A. (2010). Civic learning: Moving from the apolitical to the socially just. *Journal of Curriculum Studies*, 42 (6), 791-812.

<http://dx.doi.org/10.1080/00220271003587400>

Tupper, J. & Cappello, M. (2012). (Re)creating citizenship: Saskatchewan high school students' understandings of the 'good' citizen. *Journal of Curriculum Studies*, 44 (1), 37-59.

<http://dx.doi.org/10.1080/00220272.2011.618951>

Additional Readings:

Schmidtke, O. (2012). Citizenship and multiculturalism in the 21st century: The changing face of social, cultural, and civic inclusion. Working Paper Series, Metropolis British Columbia, Centre of Excellence for Research on Immigration and Diversity. No. 12-06.

Bickmore, K. (2006). Democratic social cohesion (assimilation? Representations of social conflict in Canadian public school curriculum. *Canadian Journal of Education*, 29 (2), 359-386.
<http://www.csse-scee.ca/CJE/Articles/FullText/CJE29-2/CJE29-2-Bickmore.pdf>

Nov. 2: INDIGENEITY AND EDUCATION

• Methodology/Inquiry Approach DUE

Dion, S. (2004). (Re)telling to disrupt: Aboriginal people and stories of Canadian history. *Journal of the Canadian Association for Curriculum Studies*, 2 (1), 55-76.

Kyak, M. (Summer, 2011). Teaching Inuktitut to young adults at Nunavut Sivuniksavut. *Our Schools/Our Selves*, 89-101.

Methodology/Research Tradition:

Dion, S. & Dion, M. (2004). The braiding history stories. *Journal of Canadian Association for Curriculum Studies*, 2 (1), 77-100.

Additional Reading:

Pastre, A. (Summer, 2011). The voice of Nunavut: Education, youth and the future of a territory. *Our Schools/Our Selves*, 9-14.

Nov. 9: SEXUALITY AND QUEERING EDUCATION

- Student in-class presentations

Goldman, J.D.G. (2013). International guidelines on sexuality education and their relevance to a contemporary curriculum for children aged 5-8. *Educational Review*, 65, (4), 447-466.
<http://dx.doi.org/10.1080/00131911.2012.714355>

Marshall, D. (2014). Queer reparations: Dialogue and the queer past of schooling. *Discourse*, 35 (3), 347-360. <http://dx.doi.org/10.1080/01596306.2014.888840>

Methodology/Research Tradition:

De Jong, D. (2014). A new paradigm in social work research: It's here, its queer, get used to it! *Reflections*, 20 (3), 40-44.

<http://search.proquest.com/openview/e450c24ccbccc07dbcaf3f61f93c6097/1?pq-origsite=gscholar&cbl=2030927>

Additional Reading:

Hill, M.L. (2009). Scared straight: Hip-hop, outing, and the pedagogy of queerness. *The Review of Education, Pedagogy, and Cultural Studies*, 31, 29-54
<http://dx.doi.org/10.1080/10714410802629235>

Nov. 16: FEMINIST INTERSECTIONALITY

- Student in-class presentations

Carbado, D., Crenshaw, K., Mays, V., & Tomlinson, B. (2013). Intersectionality: Mapping the movements of a theory. *DuBois Review*, 10 (2), 303-312.
 doi:10.1017/S1742058X13000349

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

Methodology/Research Tradition:

Fotopoulou, A. (2012). Intersectionality queer studies and hybridity: Methodological frameworks for social research. *Journal of International Women's Studies*, 13 (2), 19-32.

<http://vc.bridgew.edu/jiws/vol13/iss2/3>

Additional Reading:

Bilge, S. (2013). Intersectionality undone: Saving intersectionality from feminist intersectionality studies. *DuBois Review*, 10 (2), 405-424.
doi:10.10170S1742058X13000283

Nov. 23: YOUTH STUDIES AND EDUCATION**- Student in-class presentations**

McLeod, J. (2009). Youth studies, comparative inquiry and the local/global problematic. *The Review of Education, Pedagogy, and Cultural Studies*, 31, 270-292.

DOI: 10.1080/10714410903132840

Shankar, S. (2011). Asian American youth language use: Perspectives across schools and communities. *Review of Research in Education*, 35, 1-28.

<http://rre.sagepub.com/content/35/1/1>

Methodology/Research Tradition:

Xu, S. Connelly, M, He, M-F., & Phillion, J. (2007). Immigrant students' experience of schools: A narrative inquiry theoretical framework. *Journal of Curriculum Studies*, 39 (4), 399-422.

<http://dx.doi.org/10.1080/00220270601148144>

Additional Reading:

Williams, J.P., Kamal, M., & Zaini, J. (2014). Rude boy subculture, critical pedagogy and the collaborative construction of an analytic and evocative autoethnography. *Journal of Contemporary Ethnography*. DOI: 10.1177/0891241614549835

Nov 30: FINAL CLASS: REFLECTIONS

- **Final Assignment due (by email)**. Capstone students please ensure you cc your 2nd reader.
- **Wrap-up discussion of the course.**

SUGGESTED ADDITIONAL/ALTERNATIVE THEMES**CANADIAN IDENTITIES**

Yoshida, K. & Shanouda, F. (2015). A culture of silence: Modes of objectification and silencing disabled bodies. *Disability & Society*, 1-13.

Guo, S. (2014). From international migration to transnational diaspora: Theorizing “double diaspora” from the experience of Chinese Canadians in Beijing. *International Migration & Integration*. DOI 10.1007/s1234-014-0383-z

Allard, D. & Raphael, J. (2013). Positioning people with intellectual disabilities as the experts: Enhancing pre-service teachers' competencies in teaching for diversity. *International Journal of Inclusive Education*, 17 (2) 205-221.

Shahzad, F. (2008). Urban representations of multiculturalism in a global city: Toronto's Iranian community. *Globalization Working Papers*. Institute on Globalization and the Human Condition, McMaster University.

GLOBALIZATION AND EDUCATION

What is global education? www.iuventum.org/download/GE.pdf

McNeil, B. & Hanson, C. (2012). Faculty understanding and implementation of internationalization and global citizenship. *Collected essays in learning and teaching*. (5), 33-38.

Back, J. (2010). “They come as peasants and leave citizens”: Urban villagers and the making of Shenzhen, China. *Cultural Anthropology*, 25 (3), 421-458.

Balibar, E. (2006). Strangers as enemies: Further reflections on the aporias of transnational citizenship. *Globalization Working Papers*. Institute on Globalization and the Human Condition, McMaster University.

ALLIES FOR INDIGENOUS EDUCATION

Rasmussen, D. (Winter, 2011). Some honest talk about non-indigenous education. *Our Schools/Our Selves*, 19-33.

Haig-Brown, C. (2010). Indigenous thought, appropriation, and non-Aboriginal people. *Canadian Journal of Education*, 33 (4), 925-950.

Gluska, V. (Fall, 2011). The meeting of four strings and a bow. *Our Schools/Our Selves*, 103-113. www.curriculumtheoryproject.ca/wp-content/uploads/2011/11/virginia.pdf

Gaztambide-Fernandez, R. (2012). Decolonization and the pedagogy of solidarity. *Decolonization: Indigeneity, Education & Society*, 1 (1), 41-67.

CULTURAL STUDIES AND EDUCATION

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RESOURCES TO CONSIDER FOR INQUIRY TOPICS AND/OR FURTHER READING

Journals and Websites That Address Practitioner Inquiry

- *Brock Education: A Journal of Educational Research and Practice* (peer-reviewed Canadian journal that publishes two issues a year) – <http://brocked.ed.brocku.ca/>
- *Educational Insights* (recurring special issues, —Notes from the Field,|| feature peer-reviewed teacher inquiry research) – <http://www.ccfi.educ.ubc.ca/publication/insights>
- *Our Schools / Our Selves* (published quarterly by the Canadian Centre for Policy Alternatives, Ottawa; features topics such as Aboriginal education, anti-racism, sex education, peace studies, environmental education)- <https://www.policyalternatives.ca/publications/ourschools-ourselves>
- *Rethinking Schools* (magazine published quarterly, Milwaukee; features critical education topics, based on the perspective of classroom teachers, parents, and students) – <http://www.rethinkingschools.org>
- *Teacher Inquirer* [BCTF] – <http://bctf.ca/publications/TeacherInquirer.aspx>
- *The Ontario Action Researcher* – www.nipissingu.ca/oar/index.htm

Curriculum Resources

<http://books.google.ca/> - Spencer, H. (1884). What knowledge is of most worth?

The Elzevir Library, 3(138).

http://www.cbucommons.ca/science/psychology/index.php?/children/resources_list/

Rights of the Child curriculum and resources

<http://coreknowledge.org>

The Core Curriculum Project

<http://www.policyalternatives.ca/publications/ourschools-ourselves->

Our Schools/Ourselves

<http://www.7generations.org/Anishinaabe%20Mino%20Bimaadizwin.pdf>

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Research Methodology Resources

- Chris Albani- Telling Stories of our Shared Humanity
http://www.youtube.com/watch?v=nrbiIWD_CxI
- Budd Hall and Darlene Clover- Community-Based Research: An Introduction.
<https://vimeo.com/68039712>
- Penny Harvey- What is Ethnography? [YouTube video 20minutes]
<http://www.youtube.com/watch?v=PTyBowGKb0Q&feature=related>
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