



THE UNIVERSITY OF BRITISH COLUMBIA

Department of Educational Studies

Faculty of Education

Course Information

Prefix & number	Title
EDST578	Multiculturalism in Time, Place and Space: Addressing cultural and historical dissonances in education
Instructor	Prerequisites or restrictions (if any)
Vanessa Andreotti, Tom Scholte, Dani Pigeau	

Focus or Content
<p>This course supports educators to expand professional and personal dispositions to more effectively address questions, complexities and paradoxes related to cultural and historical dissonance in the areas of multiculturalism, race relations, EDI, Indigenous engagement, decolonization, and Indigenization. The course (approx. 39 hours) has two main components: lectures, exercises and discussions that will happen online, including 3 synchronous online sessions on September 10, October 8, and November 5 from 9 am to 12 pm PST time (Saturdays), and a systems theatre practice that will happen in 3 face-to-face whole-day sessions on September 24, October 22 and November 19 from 9 am to 4 pm PST time (Saturdays). Participants are also expected to complete three asynchronous modules (3 hours each) before each online session. Participation in both online and face-to-face components is compulsory. The online component of this course will address multiculturalism in three different dimensions: across generations (time), in its relationship with Indigenous struggles and the call for decolonization (place), and in relation to complexities and paradoxes of educational policies and practices (space). A systems and complexity approach will be used to invite participants to expand their capacity to hold space for the many moving layers of complexity associated with different perspectives on, practices of and challenges to multiculturalism. The systems theatre component will engage participants not only with the intellectual dimension of learning, but also affective and relational dimensions emphasising dispositions that are necessary for navigating VUCA (volatility, uncertainty, complexity and ambiguity) in the broad area of historical, systemic and on-going racial inequalities in Canada.</p>

Goals, Objectives or Learning Outcomes
<p>By the end of this course, participants will be better placed to:</p> <ul style="list-style-type: none">• Explain some of the history, paradoxes, complexities and limitations of multiculturalism in Canada;• Identify points of common experiences and tensions at the interface between the multicultural project in Canada, Indigenous struggles, and calls for land back and decolonization;• Articulate some of the complexities of approaching multiculturalism, decolonization and Indigenization in education in Canada;• Expand their capacity and resilience for working in complex educational environments.

Assignments or Assessment Process

Participation: 10% (full participation in online and face-to-face sessions)
Creative response: video, audio, visual, poetry, text (30%), due December 3 2022.
6 (un)learning journals: 500 words (10% each)

Notes/Other

This is not a course that tells you what to think or what to do in your context, but a course that aims to support participants to build capacity and stamina to engage with the multiple moving layers of complexity of academic debates and educational policies and practices, in order to make better informed and more accountable contextual decisions in their own professional practice. Participants will be exposed to knowledge considered difficult and painful and will be offered tools that can help them navigate uncomfortable topics without feeling overwhelmed, immobilised, or demanding quick fixes.