WOMEN’S STUDIES/FEMINIST STUDIES:

HANDBOOK OF COURSES

for the

ACADEMIC YEAR 2007/2008

The Centre for Women’s Studies in Education
Ontario Institute for Studies in Education/University of Toronto
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The Centre for Women’s Studies in Education (CWSE)
The Centre for Women’s Studies in Education is a unique combination of research oriented programs which promote multidisciplinary feminist scholarship on issues and areas of educational and social significance. The milieu is conducive to cooperation, communication, and the sharing of resources among feminist scholars, to the stimulation of graduate work in women’s studies and to the promotion of research findings with the aim of influencing individual and collective thinking about women’s issues. Head: Angela Miles, Room 2-225, Tel. (416) 978-0809, Fax (416) 926-4725, Email: amiles@utoronto.ca.

Interdepartmental Specialization in Women’s Studies / Feminist Studies
Students can specialize in Women’s Studies/Feminist Studies through master’s and doctoral programs within the following OISE/UT departments: Adult Education and Counselling Psychology; Curriculum, Teaching and Learning; Sociology and Equity Studies; and Theory and Policy Studies.

Admission: Applicants must meet the admission requirements of a participating department. They may indicate Women’s Studies/Feminist Studies when application is made.

Requirements: It is expected that the majority of the required departmental and extra-departmental courses will be in Women’s Studies/Feminist Studies. Courses will be determined in consultation with the faculty advisor.

Faculty Advisors: Students will be advised by faculty from their home department who are also participants in the Women’s Studies/Feminist Studies interdepartmental specialization.

For more information please refer to the 2007/2008 OISE Bulletin, page 183, Women’s Studies/Feminist Studies.

Women’s Studies Focus
A series of courses and projects within various departments in the Institute may also be developed into a focus for students interested in women’s studies.

Graduate Collaborative Program in Women’s Studies
Feminist Faculty 2007/2008

**Sandra Acker**, Ph.D. (Chicago)
Associate Chair and Professor, Sociology and Equity Studies; cross appointed to Theory and Policy Studies
(gender and education; work, cultures, and careers of teachers and academics; sociology of education; higher education)

**Nina Bascia**, Ph.D. (Stanford)
Professor and Chair, Theory and Policy Studies
(policy analysis and program evaluation; organizational and social context of teaching and administration; teachers’ professional associations; teacher leadership and development)

**Kathy Bickmore**, Ph.D. (Stanford)
Associate Professor, Curriculum, Teaching and Learning; cross-appointed to Sociology and Equity Studies
(school policy and curriculum; pedagogy for conflict resolution, peacebuilding, democratization, gender; ethnocultural equity; citizenship; social studies, international and comparative education)

**Megan Boler**, Ph.D. (University of California, Santa Cruz)
Associate Professor, Theory and Policy Studies
(poststructural feminist theory; cyberculture studies and social implications of technology; cultural and media studies)

Paula Bourne, M.A. (Toronto)
Research Associate, Head, Centre for Women’s Studies in Education
(gender equity and schooling; teacher education and gender-equity training; Canadian women’s history)

**Bonnie Burstow**, Ph.D. (Toronto)
Senior Lecturer, Adult Education and Counselling Psychology
(qualitative research, critical and feminist pedagogy, feminist psychotherapy, anti-racist education, working with survivors of trauma, working with psychiatric survivors, popular education)
Linda Cameron, Ed.D. (Toronto)
Associate Professor, Curriculum Teaching and Learning
(early childhood; language and literacy; children’s literature; ESL issues; parenting; adaptive instruction; holistic and aesthetic education; teacher education)

Ardra Cole, Ed.D. (Toronto)
Professor, Adult Education and Counselling Psychology
(teacher development, teacher education, qualitative research methods, arts-informed research methods, Alzheimer disease and caregiving)

Kari Dehli, Ph.D. (Toronto)
Associate Professor and Chair, Sociology and Equity Studies
(feminist studies in education and educational policy, historical sociology and cultural studies, politics, power and subjectivity)

Margrit Eichler, Ph.D. (Duke)
Professor, Sociology and Equity Studies; cross-appointed to the Department of Sociology and University College
(family policy, gender-based analysis, integrative inequality analysis, women’s studies, feminist eco-sociology)

Maureen Ford, Ph.D. (Toronto)
Assistant Professor, Theory and Policy Studies
(poststructuralist and postmodern philosophies of education; epistemological issues in education; discourse analysis of subjectivity; feminist pedagogy; gender analysis and critical theory)

Kathleen Gallagher, Ph.D. (Toronto)
Associate Professor, Curriculum, Teaching and Learning; Canada Research Chair, Urban School Research in Pedagogy and Policy; Academic Director: Centre for Urban Schooling OISE/UT
(drama/theatre pedagogy; youth and urban schooling; qualitative methodologies; ethnographic school-based research; feminist/critical theory; gender, identity and schooling; theatre and social change; arts education and teacher development; arts community partnerships)

Dean
(Impact of the feminist movement on public education in Canada since 1970; feminist approaches to curriculum and skill; young women and work; women

2007-2008 Women's Studies / Feminist Studies
Handbook of Courses CWSE/OISE/UT
faculty in Chinese universities)

**Diane Gérin-Lajoie**, Ph.D. (Toronto) (on leave July 2007 to June 2008)  
Associate Professor, Curriculum, Teaching and Learning  
(minority education; qualitative analysis; gender and education; curriculum policy; school and society; identity construction; teaching in minority settings)

**Tara Goldstein**, Ph.D. (Toronto)  
Professor and Associate Chair, Department of Curriculum, Teaching and Learning  
(anti-oppression education in school settings, qualitative research methods, especially critical ethnography and performed ethnography)

**Anne Goodman**, Ph.D. (Toronto)  
Assistant Professor, Adult Education and Counselling Psychology  
(transformative learning; paradigmatic approaches to globalization; ecological education; community-based approaches to peace, reconciliation and social change; spirituality and education; alternative ways of knowing, including African and Aboriginal perspectives)

**Nancy S. Jackson**, Ph.D. (British Columbia)  
Associate Professor, Adult Education and Counselling Psychology  
(workplace learning theory, policy and praxis; social organization of skill/working knowledge; cultural studies of working life; labour and gendered perspectives on work and learning; adult literacy; social practice approaches to literacy theory and practice; critical, ethnographic, institutional and participatory research methodologies)

**Reva Joshee**, Ph.D. (British Columbia)  
Associate Professor and Chair, Theory and Policy Studies  
(equity and education, policy studies, citizenship and diversity policies, immigrant women, citizenship education and adult immigrants, citizen involvement in policy-making)

**Alyson King**, Ph.D. (Toronto)  
Sessional Instructor, Sociology and Equity Studies  
(Canadian women and higher education; women and technology)
Marilyn Laiken, Ph.D. (Toronto)
Professor, Adult Education and Counselling Psychology
(organization renewal and change, conflict management, work team development and participative leadership, organizational learning, experiential and self-directed adult education)

Helen Lenskyj, Ph.D. (Toronto)
Professor, Sociology and Equity Studies
(gender issues in sport; fitness and leisure; feminist pedagogy; health, sexuality and sex education; feminist studies; Olympic industry critique)

Jamie Magnusson, Ph.D. (Manitoba)
Associate Professor, Theory and Policy Studies in Education
(intersection of higher education and neoliberal capitalism, politics of higher education knowledge, equity studies)

Angela R. Miles, Ph.D. (Toronto)
Professor, Adult Education and Counselling Psychology; cross-appointed to Centre for Women’s Studies in Education
(social movement learning; critical feminist and anti-colonial theory and analysis; critical theory; globalization and local & global resistance; community education, development and change)

Kiran Mirchandani, Ph.D. (McGill)
Associate Professor, Adult Education and Counselling Psychology
(gendered/racialized processes in work settings; critical perspectives on organizational development and learning; globalization and economic restructuring)

Shahrzad Mojab, Ph.D. (Illinois)
Professor, Adult Education and Counselling Psychology and Director, Women and Gender Studies Institute, University of Toronto
(equity and diversity in the workplace, antiracism education, critical and feminist pedagogy, globalization, the state and educational policy, feminism, colonialism, and imperialism, comparative and international women’s education, women, war, militarization, violence and learning)

Cecilia Morgan, Ph.D. (Toronto)
Assistant Professor, Theory and Policy Studies
(social and cultural history of Canadian education, gender history, colonialism and imperialism, historical memory)
Karen Mundy, Ph.D. (Toronto)
Associate Professor, Adult Education and Counselling Psychology and Canada Research Chair in Global Governance and Comparative Educational Change
(international and comparative education; sociology of education; education policy in developing countries; education in Africa; literacy and adult education; global governance in education)

Linda Muzzin, Ph.D. (McMaster)
Associate Professor, Theory and Policy Studies; cross-appointed to the Public Health Sciences, University of Toronto
(professional education, sociology of the professions, knowledge production, research theory and methods)

Roxana Ng, Ph.D. (Toronto)
Professor, Adult Education and Counselling Psychology; cross-appointed to Sociology and Equity Studies; cross-appointed to Theory and Policy Studies
(feminist, anti-racist, anti-colonial studies; immigrant women; work restructuring and globalization; gender, race and class analysis; health, body, and embodied learning based in eastern philosophical traditions; social movement learning; integrative approaches to equity in education; feminist and qualitative research including feminist research and institutional ethnography)

Martina Nieswandt, Ph.D. (Kiel)
Assistant Professor, Curriculum, Teaching and Learning
(science education; cognitive and affective domain of learning science; classroom processes; writing in science; gender and science education; history and development of science)

Shelley Peterson, Ph.D. (Alberta)
Associate Professor, Curriculum, Teaching and Learning
(socio-cultural dimensions of literacy learning in primary/junior/intermediate writing classrooms and in classroom and large-scale writing assessment)

Niva Piran, Ph.D. (Texas)
Professor and Associate Chair, Adult Education and Counselling Psychology
(counselling and health promotion research, feminist counselling, women’s mental health, body image development)
Sherene Razack, Ph.D. (Toronto)
Professor, Sociology and Equity Studies
(anti-racism studies; critical global and community issues; feminism; human rights; law; critical pedagogy; unions)

Margaret S. Schneider, Ph.D. (York)
Associate Professor, Adult Education and Counselling Psychology; cross-appointed to Public Health Sciences
(community mental health; gender and sexual orientation; human/animal bond)

Elizabeth M. Smyth, Ed.D. (Toronto)
Professor, Curriculum, Teaching and Learning; cross-appointed to Theory and Policy Studies
(curriculum and teacher’s lives, curriculum development for gifted learners; historical evolution of curriculum in the secondary schools of Ontario; gender issues and education)

Lana Stermac, Ph.D. (Toronto)
Professor, Adult Education and Counselling Psychology
(feminist issues in violence, psychology and law, sexual abuse and assault, forensic psychology)

Heather Sykes, Ph.D. (UBC)
Associate Professor, Curriculum, Teaching and Learning
(teacher’s life history; issues of sexuality in physical education and sport; poststructural, queer and feminist theories)

D. Alissa Trotz, Ph.D. (Cambridge) (on leave 2007/08 academic year)
Associate Professor, Sociology and Equity Studies; cross-appointed to Women’s and Gender Studies Institute (WGSI), New College
(feminism and transnationality; diaspora studies; gender and international development; Caribbean studies)

Njoki Nathani Wane, Ph.D. (Toronto)
Associate Professor, Sociology and Equity Studies
(gender, colonialism, and development; indigenous knowledge practices; black feminism; anti-racist education)
The Dame Nita Barrow Distinguished Visitor in Women in Development and Community Transformation

The 11th Annual Dame Nita Barrow Distinguished Visitor, Seodi White, will give a university-wide, free public lecture on Thursday, November 8, 2007 at 7pm at George Ignatieff Theatre, University of Toronto.

Seodi White is a social development lawyer, socio-legal researcher and writer on women’s human rights. As an African feminist and Director of Women and the Law in Southern Africa Research and Education Trust (WLSA Malawi) she has been influential in achieving ground-breaking law reform to protect women's rights, and in promoting women’s access to justice in Malawi and throughout Southern Africa. She is a Commissioner on the Special Law Commission on Gender Related Laws (Malawi Law Commission) and served as a regional legal and gender expert for the upgrading of the Southern Africa Development Community (SADC) Declaration on Gender and Development to Protocol status. In 2004 she received the Malawi Human Rights Commission award for her contribution to the advancement of women and children’s rights in Malawi over the past ten (10) years. In 2006 she led the NGO Delegation that presented Malawi civil society’s Shadow Report to the United Nations CEDAW Committee (June 2006).

WLSA-Malawi is a non-governmental organization (NGO) distinguished throughout Southern Africa for its work in empowering women. The organization is known particularly for connecting women’s rights, gender equality and the law in action-based research, human rights training, and advocacy for legal and policy reform. It uses a participatory action-research approach, drawing on feminist participatory research with communities, and translating this research and analysis into action (including academic publications and policy-based advocacy) that has achieved significant changes in women’s lives. With a high degree of national, regional and international visibility and credibility amongst universities, donors and stakeholders, WLSA-Malawi amplifies African feminist voices as they relate to women’s daily lived realities.

One of the most notable achievements of Seodi White’s leadership in women’s organizing has been the enactment of the Malawi domestic violence legislation in 2006. This represented the culmination of over six years of challenging national strategic lobbying, and significant co-operative community-based research which strengthened local and regional women’s networks in essential ways. This work contributed to the development of the Malawi NGO Gender Network. Seodi White is Chairperson of the Network’s Permanent Committee on Gender-Related Laws.
Seodi White is published widely on the topics of citizenship, HIV/AIDS, gender justice, domestic violence, gender and development, property/widow dispossession, women’s law and policy reform, and human rights, including articles and books which have significantly contributed to both the theoretical and practical conceptualizations of women’s human rights within international development contexts. Such publications include: *Sexual violence and women’s vulnerability to HIV transmission in Malawi* (2005); *Beyond inequalities: Women in Malawi* (2005); *The prevention of domestic violence bill in Malawi: Multisectoral perspectives* (2003); *Dispossessing the widow: Gender-based violence in Malawi* (2002) and; *In search of justice: Women and the administration of justice* (2000). Many of Seodi White’s papers and other publications have been influential in promoting constitutional/legal/policy reform in favour of women’s rights in Southern Africa. Some of the most recent publications in this field include: *Contributing towards the realization of women’s human rights and gender justice: Recommendations for a more equitable Constitution* (2006); *Engendering parliament in Malawi: A handbook for parliamentarians* (2005); *Gender and citizenship as a critical lens for analysis in development* (2005); *Law and policy review: How far has SADC engendered law and policy?* (2005) and; *Can the law reduce HIV transmission among women?* (2005).

Ms. White will teach course number AEC3132 entitled "Women's Rights and HIV/AIDS in Malawi and Southern Africa: Realities and Successes and Challenges" at OISE in the fall of 2007.
Women's Studies/Feminist Studies Courses Taught by Feminist Faculty

Note: As course offerings may change, please consult the OISE Fall/Winter Addendum to confirm course availability.

**Fall Term 2007**

Dr. Sandra Acker  
SES3932H  
Women and Higher Education  
F 0101  

This course enables students to take a close look, from a sociological perspective, at gender relations in higher education. The focus will be on women students and faculty members in universities and colleges, although it is understood that gender operates in tandem with race, class, age, sexual orientation and other sources of identity and positioning. We will consider questions of access, representation, experience, and career; look at efforts to alter curriculum and pedagogy in accordance with ideas about women's needs or feminist process; and review feminist and other critiques of the purposes and cultures of the university. Specific topics such as student cultures, thesis supervision, sexual harassment, the "chilly climate," and so forth will be taken up through readings and student presentations.

Day/Time: Thursday 13:00-16:00

Dr. Megan Boler  
TPS1447H  
Technology in Education: Philosophical Issues  
F 0101  

This course will address the philosophical problems arising from the use of modern technology and its implications for theories of education and educational practices. The primary focus of the course will be on the nature of the relationship between humans, society, and technology. Among the issues that may be considered are: the nature and validity of technological determinism as a model of explanation of personal and social change; technological causation; the conceptual distinctions (if any) between humans and machines; the social, political, metaphysical, ethical, and epistemological commitments involved in the introduction and use of technology in education; the distinctions between human understanding and artificial intelligence; problems arising from the use of computers in education; and related philosophical issues in education. The selection of topics will depend on the interests and backgrounds of the members of the seminar.

Day/Time: Monday 17:00-20:00

Dr. Linda Cameron  
CTL1805H  
Advanced Seminar in Language and Learning: Theory and Practice  
F 0120  

An exploration of the relationships between theory, research findings, and course members' teaching experiences. Course members contribute their teaching experience as a context in which the group discusses ideas drawn as far as possible from original sources read and reported on. The topic, language and learning, cuts across various
areas commonly taught in the school curriculum and embraces original work in a number of disciplines (e.g., philosophy, linguistics, psychology, sociology, literary criticism). Prerequisite: Permission of instructor.

Day/Time: Wednesday 17:00-20:00

Dr. Ardra Cole
AEC3170H Perspectives on Qualitative Research: Part I [RM] F 0120
Students in this course will have opportunities to explore a variety of qualitative approaches to educational research, and to consider theoretical assumptions and methodological issues associated with each. The course is designed to facilitate the planning, preparation, and conduct of doctoral research.

Day/Time: Tuesday 13:00-16:00

Dr. Ardra Cole
AEC3177H Arts-Informed Perspectives in Educational Research [RM] F 0101
This course is intended for those interested in exploring and practicing alternative forms of qualitative research and representation. Arts-informed educational research is an emerging genre in the human sciences developed in response to the perceived inadequacies of conventional research methods for inquiring into and representing the complexities of human experience. As the course title suggests, arts-informed research is influenced by, but not rooted in, the arts disciplines. The course will focus on both theoretical underpinnings and issues associated with arts-informed approaches and on the use of various representational forms (e.g., readers theatre, fiction and non-fiction literary prose, poetry, screenplay, visual and performing art) in educational research. Students will be expected to conduct an exploratory or mini research project using arts-informed methods.

Day/Time: Monday 17:00-20:00

Dr. Kari Dehli
SES1912H Foucault and Research in Education and Culture: Discourse, Power and the Subject F 0101
This course will introduce students to central approaches, themes and questions in the work of Michel Foucault. We will discuss the relevance and utility of his work by examining how a number of researchers in education have made use of it. Students will also be able to explore the implications and usefulness of Foucault's work for their own research.

Day/Time: Tuesday 10:00-13:00
Dr. Margrit Eichler
SES1913H SESE Learning to Succeed in Graduate School (NON-CREDIT) F 0101
This non-credit course is required for all SESE PhD students, though SESE students from other degrees may enroll in the course. Most sessions will focus on providing practical advice and opportunities for discussion about topics such as: the roles of advisors and supervisors; how to find a supervisor and a thesis committee; how to prepare applications for grants; how to complete ethical protocols; how to prepare and present conference papers; how to get published; and how to write a proposal; etc. There will be some guest speakers. The coordinator will be Margrit Eichler. You must register for this course in order to receive credit.
Day/Time: Monday 15:00-18:00

Dr. Margrit Eichler
SES2910H Changes in Families and Policy Consequences for Government and Education F 0101
An examination of recent and anticipated changes in Canadian families. The course looks at diversity in Canadian families, and provides a critical perspective on policies.
Day/Time: Tuesday 13:00-16:00

Dr. Maureen Ford
TPS1432H Knowledge, Mind, and Subjectivity F 0101
This course investigates knowledge, knowing, and knowing subjects as they are represented in modern and postmodern educational theory and practices. The course is designed to facilitate educators' self-reflection on questions of learning and teaching, constructions of knowledge and knowers, and the implications of power/knowledge. Selected topics include: the impact of constructivism on teaching; problems of epistemic dominance and marginalization (Whose knowledge counts?); and representations of learning (styles; ability/disability).
Day/Time: Thursday 17:00-20:00

Dr. Nancy Jackson
AEC1131H Special Topics in Adult Education: Understanding Research Traditions [RM] F3 0103
This course provides a general overview of different traditions of social research. It will explore and compare the founding assumptions, the varied types of research questions asked and answered, the tools and techniques of data collection typically used, and differing approaches to analysis and formulation of conclusions in a range of research paradigms. It will explain and locate the use of such familiar research terms as objectivity, hypotheses, samples, standpoints, bias, and varying approaches to questions of validity, reliability and generalisability. It will explore the growing international controversy over 'evidence-based' policy in education/health/social services and its relation to the past twenty years of debate over culture and location in
knowledge construction. The course will include guest appearances by experts and advocates for each of the major traditions explored. It will assist students who want to be more informed readers and users of research as well as those attempting to choose a suitable approach for their thesis research.

Day/Time: Tuesday 17:30-20:30

Dr. Nancy Jackson
AEC1183H Master's Thesis Seminar FE 0101
This seminar is designed to support M.A. students in the process of writing a thesis. Issues to be discussed will include: choosing a topic, writing a proposal, developing an argument, selecting a supervisor, and organizing the writing process. The class will be participatory, and weekly readings will be assigned on the various parts of the thesis-writing journey. Class members will also receive instruction on effective library research techniques. In addition, students will have the opportunity to read completed theses and proposals.

Day/Time: Thursday 09:00-12:00

Dr. Jamie Magnusson
TPS1803Y Recurring Issues in Postsecondary Education Y 0101
An examination of some of the many issues that have been characteristic of postsecondary education in the past and are likely to continue to be faced in the future.

Day/Time: Thursday 17:00-20:00

Dr. Jamie Magnusson
TPS1820H Special Topics in Higher Education: The Healing Teacher F3 0103
Within the health professions, the term "clinical educator" designates the role of those who become teachers within a context of clinical practice. This course provides a critical examination of the historical construction of the "clinical educator" through the discourse of medicine, and the ideology of western science. This discussion will then serve as a backdrop for introducing other perspectives on healing taught by experienced and respected practitioners working outside mainstream medicine. Using anticolonial methodology, students will have an opportunity to critically explore and develop their own understandings of what it means to be a "healing teacher" within a framework of equity, social concern, and spiritual/moral understanding.

Day/Time: Wednesday 13:00-16:00
Dr. Angela Miles
AEC1104H Community Education and Organizing F 0101
This course involves the study of a variety of perspectives in critical and community education as they relate to development and social change. Key issues in theory and practice will be examined through the study of classic writing in popular education, community organizing, feminist, socialist, anti-racist, anti-colonial and indigenous education/organizing.
Day/Time: Tuesday 17:30-20:30

Dr. Cecilia Morgan
TPS1448H Popular Culture and the Social History of Education: II F 0101
This course examines a range of themes in the history of education and popular culture, drawn primarily from nineteenth and twentieth-century Canadian history. Topics that will be covered include the impact of popular forms of amusement and education: theatre, tourism, public parades and festivals, and commercial exhibitions and museums. We also will explore the relationship of various levels of the state and of capitalism to popular culture and the relation of "high" culture to mass culture. This course will pay attention to the influences of gender, race and ethnicity, class, and sexuality in shaping and, at times, challenging, particular forms of popular culture.
Day/Time: Tuesday 17:00-20:00

Dr. Cecilia Morgan
TPS1460H History and Educational Research [RM] F 0101
A seminar course required of all M.Ed. students in History of Education, normally taken at or near the beginning of each student’s program. The course will both explore selected topics in educational history with special reference to historical research methods in use in the history of education and assist students in undertaking their major research paper.
Day/Time: Wednesday 17:00-20:00

Dr. Karen Mundy
AEC3180H Global Governance and Educational Change: the Politics of International Cooperation in Education F 0101
This course looks at the role of international level actors and networks in shaping domestic educational policies and producing globalized models for learning often underappreciated in the study of educational policy and change. This course reviews various theoretical approaches to the study of international relations in the field of education, considers recent efforts to study the globalization of educational policy, and then turns to the activities of a variety of organizations and networks, intergovernmental and nongovernmental, which have developed global level mandates in education. Topics include: education in the global development regime; the educational activities of the World Bank, UNESCO the OECD and the World Trade Organization; and
transnational advocacy and NGO networks in education.
Day/Time: Tuesday 09:00-12:00

Dr. Karen Mundy
CIE1001H Introduction to Comparative, International and Development Education
This course serves as the basic core course for the Institute's graduate studies concentration in comparative, international, and development education. It focuses upon the various theoretical conceptions of the socioeconomic development process and the role of formal and non-formal educational programs within that process. The basic purposes of the course are to introduce students to the comparative literature regarding education in advanced and developing nations, to evaluate the various ways in which comparative data may be used, and to examine the relative utility of various theoretical perspectives for understanding formal and non-formal educational policy problems common to many societies.
Day/Time: Monday 13:00-16:00

Dr. Linda Muzzin
TPS1802Y Theory in Higher Education
This course surveys different theoretical approaches to the study of higher education and knowledge construction focussing on key authors in each tradition. Different theoretical perspectives in the higher education literature include the political economic, social psychological, critical (neomarxist, feminist, anti-racist, anti-colonial), and postmodern and poststructural, as well as writing based on scientific metaphors. Students will begin to identify the often unarticulated theoretical assumptions of writing in higher education, as well as to examine how theory is used by various writers and researchers in this field. The course is intended to assist students in choosing appropriate theoretical frameworks for their thesis or project research.
Day/Time: Monday 17:00-20:00

Dr. Linda Muzzin
TPS1833H Academic Capitalism: Higher Education with a Corporate Agenda
Over the past twenty years research universities across many international jurisdictions have become increasingly entrepreneurial and aggressive in their pursuit of corporate relationships. This trend must be contextualized in terms of regional restructuring of higher education systems in an era of economic globalization. There is now abundant evidence that this trend influences many aspects of the university, including curricula, research, governance, and policy. In this course, students will be involved in critically examining the implications of academic capitalism, especially in terms of equity, human rights, and world environment issues.
Day/Time: Tuesday 17:00-20:00
Dr. Martina Nieswandt  
CTL1313H Gender Equity in the Classroom F 0101  
This course is designed for practising educators to develop and enhance their knowledge of how gender is produced in our educational system. It examines the different stages of the educational system: elementary, secondary, community college and university. The classroom is the focus because it is the central work setting of educational institutions. What happens in the classroom is not simply the result of what a teacher does but involves interactions between and among students and between teachers and students. The classroom has its own dynamic and is also interconnected to outside relationships with parents, friends, educational officials etc. The course has as its main objectives to examine the dynamics of inequality in the classroom and to discuss and develop strategies for change. While the primary focus is on gender inequality, course readings also draw on resources that make visible the intersections of gender with other inequalities based on race, class and sexual orientation.  
Day/Time: Tuesday 17:00-20:00

Dr. Shelley Peterson  
CTL1005H Language, Literacy, and the School Curriculum FV 6331  
The course will be concerned with an examination of theoretical and practical issues relating to the role of language in the school curriculum. Particular emphasis will be given to literacy - its nature, development, and use. Students will be expected to carry out an empirical inquiry on some topics arising from the course.  
Day/Time: On-line course.

Dr. Sherene Razack  
SES1954H Marginality and the Politics of Resistance F 0101  
This course examines the processes through which certain groups are marginalized and explores some strategies for resistance. The first section explores: the meaning of subjectivity and its relationship to political practice, experience, knowledge, and power. Section two looks more closely at gender, sexuality and race, exploring here both the concepts we have used to understand domination and the practices of marginalization themselves. Section three considers three strategies of resistance: writing, cultural production, and politics.  
Day/Time: Thursday 17:30-20:30

Dr. Margaret Schneider  
AEC1219H Ethical Issues in Professional Practice in Psychology F 0130  
This course is an introduction to ethical issues in the professional practice of psychology. We will cover issues encountered in counselling, assessment, and research and will have opportunities to discuss ethical issues in teaching and organizational and community psychology. The goals of the course are: a) to familiarize students with the variety of issues they might encounter in their own work, b) to provide
students with the skills and resources for ethical decision-making, c) to familiarize
students with the codes, standards, and legislation which bear on ethical and legal
issues. Open to Counselling Psychology students only.
Day/Time: Tuesday 09:00-12:00

Dr. Elizabeth Smyth
CTL1012H Curriculum for Girls and Young Women: Historical and Contemporary Education Issues
FV 6331
This course will examine how appropriate curriculum for the education of girls and
young women has been defined and delivered in Canadian schools.
Day/Time: On-line course. Send email to "esmyth@oise.utoronto.ca" by Aug. 16 for
course information.†

Dr. Elizabeth Smyth
CTL1020H Teaching High Ability Students
FV 6331
This course will critically analyze a number of curriculum models and will explore
instructional strategies currently used to program for high ability students in a variety of
learning environments. Specific reference will be made to program differentiation within
a regular classroom setting. Previous courses in the education of high ability students
is not required.
Day/Time: On-line course. Send email to "esmyth@oise.utoronto.ca" by Aug. 16 for
course information.†

Dr. Elizabeth Smyth
CTL1799H Special Topics in Curriculum: Master's Level: Teaching High Ability Students
FV 6331
This course will critically analyze a number of curriculum models and will explore
instructional strategies currently used to program for high ability students in a variety of
learning environments. Specific reference will be made to program differentiation within
a regular classroom setting.
Previous courses in the education of high ability students is not required.
Day/Time: On-line course. Send email to "esmyth@oise.utoronto.ca" by Aug. 16 for
course information.†

Dr. Njoki Wane
SES1989H Black Feminist Thought
F 0101
Various discourses, theoretical frameworks and ideological proclamations have been
employed to analyze, criticize and interrogate everyday lived experiences of black
peoples. This course examines the multiple oppressions and social representations of
black women using a black feminist theoretical framework. Part of the course will be
devoted to black feminist theory -- a theory developed out of black women's
experiences and rooted in their communities. The course will also examine the following issues among others: strands of feminisms with particular emphasis on feminisms as advocated by the visible minorities; the divergences and similarities of black feminisms; and the heterogeneous nature of black women's experiences. The course will be sociological and historical in nature and will examine the intersections of race, class, gender and homophobia.

Day/Time: Wednesday 17:30-20:30

Dr. Njoki Wane

SES3911H Cultural Knowledges, Representation and Colonial Education F 0101

With the advent of colonialism, non-European traditional societies were disrupted. A starting point is an appreciation of the vast array of cultural diversity in the world. The course interrogates how various media have taken up these knowledge systems, presented to the world in the form of texts, films, and educational practices, and examines how colonial education sustains the process of cultural knowledges fragmentation. Our analysis will serve to deepen insights and to develop intellectual skills to cultivate a greater understanding of the dynamics generated through representations and the role of colonial education in sustaining and delineating particular cultural knowledge. We will also explore the various forms of resistance encountered in the process of fragmentation and examine how certain groups of people in various parts of the world have maintained their cultural base, and how this has been commodified, commercialized and romanticized. The course makes use of forms of cultural expressions such as films and critical theories on race, gender, sexuality, and class. Prerequisite: Masters students need approval of instructor.

Day/Time: Thursday 17:30-20:30
Winter Term 2008

Dr. Sandra Acker

JTE2912H Teachers' Work: Classrooms, Careers, Cultures and Change S 0101

Although there is a long tradition of efforts to describe the characteristics of teachers as an occupational group, or examine the practice of teaching, it is only in the past few decades that scholars have explored the experiences and cultures of teachers in depth, drawing upon a greater range of theories, methods and ideologies. Some researchers have sought to probe the thinking processes of teachers, particularly the way in which knowledge is expressed in action: others have explored the pivotal role of teachers in school effectiveness and innovation; others have developed models of teachers as workers under threat; still others have analysed the extent to which gender structures teachers’ lives and careers. This course provides an introduction to such topics, at the same time encouraging students who are or have been teachers to reflect upon their own experience and the context in which it occurs. We look at teachers as individuals using skills and creating identities; as actors and negotiators in classrooms; as colleagues in a workplace; as members of an occupation. Throughout, we shall remain alert to the social policy contexts and constraints within which teachers must operate as strategists and decision-makers.

Day/Time: Tuesday 17:30-20:30

Dr. Sandra Acker

SES2912H Teachers' Work: Classrooms, Careers, Cultures and Change S 0101

This course will draw upon sociological perspectives and techniques to study the work situation of teachers. Teachers will be considered as individuals, in their classroom roles, as colleagues in workplace cultures, and as members of an occupation. These topics will be set in the context of the social role of education and of contemporary social and educational issues and debates.

Day/Time: Tuesday 17:30-20:30

Dr. Megan Boler

TPS1436H Modernity and Postmodernity in Social Thought and Education S 0101

Recent debates in social theory, philosophy, and education regarding the meaning of modernity will be discussed. Theories of modernity and "post-modern" critiques of them will be reviewed. Experiences around the world of various types of crisis (human rights, ecological, cultural) may be considered.

Day/Time: Tuesday 17:00-20:00

Dr. Ardra Cole

AEC3171H Perspectives on Qualitative Research: Part II [RM]S 0101

This course is a continuation of AEC3170H. In Part II the various alternative approaches to educational research will be further examined with an applied focus. Emphasis will continue to be placed on issues associated with doing qualitative
educational research and thesis writing.
Prerequisite: AEC3170H
Day/Time: Tuesday 13:00-16:00

Dr. Margrit Eichler
SES1909H Eco-Sociology S 0101
This course aims to combine a feminist, ecological, and sociological perspective on selected global problems. It includes an examination of ecofeminist writings. We will first assess the state of the environment from an equity perspective, and then look at positive examples of how to deal with issues.
Day/Time: Monday 17:30-20:30

Dr. Margrit Eichler
SES3930H Advanced Seminar on Feminist Methodology and Education S 0101
This course explores methodological and ethical issues surrounding non-sexist or feminist research. It examines concrete samples of work using a feminist approach, and the research problems associated with such an approach. Students conducting feminist research (however defined) are encouraged to use this course to work through some of their research problems.
Prerequisite: SES1981H, SES1982H, SES1983H, or permission of instructor.
Day/Time: Tuesday 13:00-16:00

Dr. Maureen Ford
TPS1439H Gender, Ethics, and Education: Philosophical Issues S 0101
This course will examine philosophical issues pertaining to the interrelationships of gender, ethical frameworks, and educational theory. Focus will be on recent feminist analyses of gender as a social construction, insights into how this construction is manifested and maintained, and critiques of and alternatives to mainstream ethical theory. How educational theory, on matters such as ideals, aims, curriculum content, and the teacher's role, would need to change in order to accommodate these perspectives will provide the context for the critical explorations.
Day/Time: Wednesday 17:00-20:00

Dr. Maureen Ford
TPS1465H Special Topics in Philosophy: Diversity Matters: Power and Discipline in the Classroom S1 0101
This course aims to take up the tensions that are generated as educators prioritize diversity and social justice mandates within institutional contexts (school classrooms, school board and ministry of education governance) that produce effects of power, (discipline, normalization and subjectivation) which are antithetical to diversity foci. Seminar discussions will privilege classroom settings/dilemmas and will be informed by
scholarship drawn from philosophical (ethics, epistemology) feminist, anticolonial, queer and critical race theory discourses.
Day/Time: Thursday 17:00-20:00

Dr. Kathleen Gallagher
CTL1822H Urban School Research: Youth, Pedagogy, and the Arts S 0101
This course will examine conceptual, theoretical, and methodological considerations of urban school research. The arts generally- and theatre/drama in particular- will be used as a conceptual and methodological lens that informs questions of curriculum, subjectivity, space, diversity, policy, and youth culture in the study of urban schools. Studies of children/youth and youth culture and conceptions of arts/theatre practices and pedagogies in schools will be examined. Discussions of research problems in school-based research, and methodological and design choices in the development of school-based research projects will be a particular focus. Two of the primary goals of the course are: to expand students' qualitative research interpretation skills by examining the work of other school-based researchers and to help students formulate and articulate their research designs and methods for their own projects.
Day/Time: Thursday 13:00-16:00

Dr. Kathleen Gallagher
This course will examine conceptual, theoretical, and methodological considerations of urban school research. The arts generally- and theatre/drama in particular- will be used as a conceptual and methodological lens that informs questions of subjectivity, space, diversity, policy, curriculum, and youth culture in the study of urban schools. This course is open to Master's students only.
Day/Time: Thursday 13:00-16:00

Dr. Anne Goodman
AEC1100H Outline of Adult Education S 0101
Designed to assist students to develop an understanding of and an identity with the field of adult education. Major philosophical, historical, and conceptual bases are examined; also contemporary agencies and programs, issues, and trends in the practice of adult education. It is highly required that all master's students include AEC1100H in their program of study.
Day/Time: Monday 17:30-20:30
Dr. Anne Goodman  
AEC1131H Special Topics in Adult Education: Community  
Based Peacebuilding  
This course will examine peacebuilding initiatives at the community level, activities that are often ignored or undervalued while most of the attention goes to strategies at the state level. Some of the issues we will look at include: the role of community-based peacebuilding in ethnic conflicts, especially in counteracting fear and suspicion; peacebuilding at all stages of the conflict cycle; the role of community-based peacebuilding in creating the conditions for sustainable peace; and women's roles in peacebuilding, especially in light of Security Council Resolution 1325. A typology of peacebuilding initiatives at the community level will be presented which facilitates a more comprehensive theoretical understanding of community-based conflict transformation. The notion of praxis, the integration of theory and practice; reflection and action, is key to this course. The course will acquaint students with current theoretical concepts of community-based peacebuilding. We will look at insights gained from practice, including the instructor's own practice, her research project conducted in four countries in various stages of ethnic conflict, and community-level peacebuilders who take this course will be given the opportunity to reflect on their own practice. The course will also engage students in critical reflection on the assumptions on which many practices are based and initiate discussion on how to develop practices, training and evaluation programmes responsive to the needs of community-based peacebuilders. The International Institute for Community-Based Peacebuilding, of which the course instructor is founder and director, will provide a useful framework for inquiry, as well as opportunities for student exchanges, research projects and practicums.  
Day/Time: Thursday 13:00-16:00  

Dr. Marilyn Laiken  
AEC1107H Developing and Leading High Performing Teams: Theory and Practice  
This course examines the application of small group theory and leadership models to team development within organizational settings. It addresses such issues as power and difference among members, equity in leadership, peer performance assessment, multi-rater feedback and team process consultation. It provides an opportunity to examine, both theoretically and experientially, the development of a team as it forms, confronts interpersonal and group conflict, and evolves from dependence on the team leader to interdependence and shared leadership among team members. This course is particularly relevant to current workplace designs, where matrix models, cross-functional team arrangements and ad hoc project teams dominate new organizational forms. The course is held on seven alternate weeks for a full day each session, in order to permit both conceptual exploration and the application of theory to actual team development.  
Day/Time: Thursday 09:30-16:30  

Dr. Jamie Magnusson
TPS1828H Evaluation in Higher Education S 0101
The course examines models, methods, and concerns. Several levels of evaluation will be looked at (student learning; evaluation of instructor and course; program and institutional evaluation). Students will be required to write one short and one long paper and be encouraged to participate in class discussions. During class there will be practice in planning evaluations.
Day/Time: Wednesday 13:00-16:00

Dr. Shahrzad Mojab
AEC1146H Women, War, and Learning S 0101
This course will focus on the impact of war on women and their rights. We will engage in critical analyses of contemporary conflicts and their impact on gender and education. Specifically, we will examine the link between war, globalization, nation-states and learning and the link between non-state, non-market forces and education. We will look at current feminist approaches to the study of war, violence and women's resistance and learning. We will also take a comparative and international approach.
Day/Time: Tuesday 17:30-20:30

Dr. Shahrzad Mojab
TPS1834H Qualitative Research in Higher Education [RM] S1 0101
This course is designed for students who are planning, collecting data, analyzing or writing up thesis or other qualitative research. Classes will involve reading about the theoretical paradigms (e.g. interactionist, phenomenological, critical feminist, postcolonial/emancipatory) and research methodologies and types of analysis and interpretations being used by students (e.g. participant observation, thematic analysis, focus groups, individual interviews, ethnography, autoethnography, grounded theory, critical ethnography, participatory action research, life histories/narratives, institutional ethnography, textual analysis, policy or program analysis). Selected ethical issues that are often encountered in the process of doing research will also be covered. Special attention will be paid to analysis and interpretation of the data, with students presenting their changing views of their chosen topic at each session for feedback and referral to relevant literature.
Day/Time: Friday 13:00-16:00

Dr. Roxana Ng
AEC1145H Participatory Research in the Community and the Workplace [RM] S 0101
This course examines the theory and practice of conducting participatory and collaborative research that bridges the academic, workplace, and community divide, with an emphasis on research from feminist, anti-racist, and anti-colonial perspectives. In addition to readings, students will undertake a research project as part of the course requirement.
Day/Time: Monday 13:00-16:00
Dr. Roxana Ng

AEC3131H    Special Topics in Adult Education: Applications of S2 0102
Embodied Learning

This course continues the explorations undertaken in AEC1181 (Embodied Learning and Qi Gong) in three ways: (1) deepens students' understanding Qi Gong theory and practice; (2) examines how embodied learning can be applied to different contexts with an emphasis on adult learning in professional and community settings; and (3) provides space for students to develop their own applications in their own settings.  Prerequisite: AEC1181.

Day/Time:  Thursday 13:30-16:30

Dr. Sherene Razack

SES1926H    Race, Space and Citizenship: Research Methods S 0101

Drawing on recent scholarship in critical race theory, law, critical geography, history and cultural studies, on how spaces are constituted by and constitute social relations, this course will explore the issues that arise for educators who wish to consider the production of racial subjects in the making of Canada.  The course addresses a central question:  How can subordinate groups contest the racialized and gendered structure of Canadian citizenship through educational practices when to do so is to call into question the dominant group's sense of self?  To explore this question through interdisciplinary scholarship on race and space, the course will work with the narratives that each region of Canada tells about itself.  We will examine the specific pedagogical sites, where the nation teaches its citizens who they are (sites of cultural production and popular culture, political discourse and schools) and consider the educational practices required to interrupt the production of a raced structure of citizenship.

Day/Time:  Monday 13:00-16:00

Dr. Sherene Razack

SES3912H    Race and Knowledge Production: Research Methods [RM] S 0101

As a doctoral level course for students who already possess some familiarity with postmodern, feminist, or post-colonial theories, the course will consist of readings that explore the following two questions: How is knowledge production racialized?  How can intellectuals challenge imperialist and racist systems through their research and writing? The course examines: colonialism, imperialism, and gender; researching everyday racism; racism and education; racial knowledge and the disciplines, and writing as resistance.

Day/Time:  Wednesday 17:30-20:30
Dr. Margaret Schneider
AEC1219H Ethical Issues in Professional Practice in Psychology SV 6331
This course is an introduction to ethical issues in the professional practice of psychology. We will cover issues encountered in counselling, assessment, and research and will have opportunities to discuss ethical issues in teaching and organizational and community psychology. The goals of the course are: a) to familiarize students with the variety of issues they might encounter in their own work, b) to provide students with the skills and resources for ethical decision-making, c) to familiarize students with the codes, standards, and legislation which bear on ethical and legal issues. Open to Counselling Psychology students only.
Day/Time: On-line course. Send email to "mschneider@oise.utoronto.ca" by Dec. 7 for course information.†

Dr. Margaret Schneider
AEC1263H Seminar in Research Methods for M.A. students S 0130
Quantitative and qualitative alternatives in the design and conduct of counselling research will be examined. Limitations on research from practical and ethical considerations will be addressed. Students will be introduced to library, computer, and consulting resources within OISE/UT. (Limited to Counselling Psychology for Psychology Specialists students.)
Day/Time: Tuesday 09:00-12:00

Dr. Elizabeth Smyth
CTL1012H Curriculum for Girls and Young Women: Historical and Contemporary Issues SV 6331
This course will examine how appropriate curriculum for the education of girls and young women has been defined and delivered in Canadian schools.
Day/Time: On-line course. Send email to "esmyth@oise.utoronto.ca" by Dec. 7 for course

Dr. Elizabeth Smyth
TPS1416H Ontario Education SV 6331
This course analyses the interplay of gender, race, class, ethnicity and religion in the history of education in Ontario from the eighteenth through the twentieth centuries. The course is delivered through computer-mediated conferencing.
Day/Time: On-line course. Send email to "esmyth@oise.utoronto.ca" by Nov. 23 for course information.†
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