COURSE DESCRIPTION:

This seminar will critically examine the structures and practices within which learning, teaching and administration take place in educational and other institutional settings. It begins with a brief historical and theoretical analysis of race, difference and the implications for anti-racist education, the confines/parameters of anti-racism within the school system, and the challenges and possibilities for students, educators, staff and other community workers. Among other issues considered are the strategies for pursuing integrative anti-racism education in the schools, the implications for all members of the schooling community, including teachers, students, social and community workers, as well as field researchers and educational practitioners. The first half of the course will provide a theoretical understanding of race, racism, anti-racism and the intersections with other aspects forms of difference (e.g., gender, class, sexuality, [dis]ability, religion and language). Discussions will draw on local, national, global and transnational contexts for the production of racisms and other oppressions. The second half of the course focuses on practical strategies aimed at institutional change in schools and other educational/social settings. A particular objective for the course will be to develop models of inclusive schooling. Students will therefore spend some of the scheduled class meetings in the second term in an independent research study and/or work sessions, engaging a particular text on inclusive schooling. Course participants would be expected to have a prior grounding in the historical, sociological, political and ideological processes underpinning, producing and sustaining racisms and, particularly, racialized power and privilege. While the course focuses on schooling, education is defined broadly and, as such class participants will be encouraged to make linkages with other social or institutional settings.

COURSE REQUIREMENTS AND EVALUATION:

Students will be expected to read on the weekly topics and to participate in class discussions. Class time will be organized as a three-way dialogue among instructor, presenter and class, based on assigned readings. Course evaluation (each term) will consist of participation in class discussions (10%) and/or individual presentations (15%) [i.e., 25% each term for a total of 50%]. Students will be expected to produce a final course paper at the end of the year (April 20, 2012) for grading (50%). Students are advised to keep a personal copy of their papers in addition to the one handed over to the instructor. All matters can be negotiated in class.
FALL TERM

RECOMMENDED TEXTS:


COURSE OUTLINE AND READINGS:

I. INTRODUCTION TO ANTI-RACISM STUDIES (4 weeks) - Sept. 12, 19, 26, & October 3

TOPICS:

1. Introduction to Course
2. Key Concepts and Theoretical Perspectives.
3. Race and Knowledge Production

READINGS

Required Readings:


**Recommended Readings**


II. REFRAMING ANTI-RACISM AND THE QUESTION OF INDIGENEITY (2 weeks) - October 17 & 24 [Note: No class on October 10].

TOPICS:

1. Racism and Anti-Racism in the Postmodern Frame
2. Contesting Racism[s]: Affirmation, Denial and Resistance
3. Indigeneity
4. Racism and Anti-Racism in Transnational/Global Contexts.
READINGS

Required Readings:


**Recommended Readings**


III. PRINCIPLES AND BASIC CONCEPTS OF ANTI-RACIST EDUCATION (3 weeks) - October 31 and November 7 & 14

TOPICS:

1. The Principles of Anti-Racism Education.
2. Anti-Racism and Multiculturalism.
4. Interrogating/Decolonizing Whiteness.

READINGS

Required Readings:


Leonardo, Z. 2004. The Colour Of Supremacy: Beyond the Discourse of White Privilege” Educational Philosophy and Theory. 36(2) 137-152


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Alberta: Canadian Center for Policy Alternatives. pp.23-54.


Recommended Readings


IV. TOWARDS A CRITICAL INTEGRATIVE ANTI-RACIST FRAMEWORK: THE DYNAMICS OF SOCIAL DIFFERENCE (3 weeks) - Nov. 21, 28 & Dec. 5

TOPICS:

1. (Re)Conceptualizing Anti-Racist Education. The Issue of Difference
2. Power, Privilege and the Relational Aspects of Difference

READINGS
**Required Readings:**


**Recommended Readings**


SPRING TERM

RECOMMENDED TEXTS:


V. CURRICULUM REFORM AND EQUITY PEDAGOGY (3 weeks) - January 16, 23 & 30.

TOPICS:

1. ‘Epistemological Equity’ and the Politics of Embodiment: Desires and Risks
3. Anti-Racist Curricular and Pedagogic Development.
4. Research/Practicum: Developing Models of Inclusive Schooling.

READINGS

Required Readings:


Titchkosky, 2007, "Introduction" of Reading and Writing Disability Differently: The Textured Life of Embodiment. Toronto: University of Toronto Press. pg 3-10


**Recommended Readings**


**VI. LINKING IDENTITY AND SCHOOLING (3 weeks) - Feb. 6, 13 & 27**

**TOPICS:**

1. Youth and Schooling
2. Understanding Minority Youth Disengagement/’Push Out’ from School.
3. Beyond the Question of Identity, Difference and Schooling
READINGS

**Required Readings:**


Recommended Readings


**VII. SPECIFIC ISSUES IN TEACHER EDUCATION (2 weeks) March 5 & 19.**

**TOPICS**

1. Race and Representation
2. Teacher as Change Agent
3. Transformative Teaching: Possibilities and Limits

**READINGS**

*Required Readings:*


**Recommended Readings**


VIII. ANTI-RACIST PRAXIS FOR EDUCATIONAL TRANSFORMATION (2 weeks) – March 26 and April 2.

TOPICS:

1. Reframing Anti-Racist Resistance.
3. Anti-Racism and Social Change: Beyond Schools and Education
READINGS

Required Readings:


Zine, J. 2000. “Redefining Resistance: Toward an Islamic Sub-culture in Schools” in Race Ethnicity and Education, 3(3); 293-316


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**Recommended Readings:**


