



**EDUCATION 855**  
**Multicultural and Race Relations Education: Policy Development and Program**  
**Implementation**  
 (Enroll # 7469)

Summer Semester 2008	Instructor:	Dr. Dolores van der Wey
Meeting Dates: May 23, 24 Jun 13,14,27,28 July 4,5,18,19(July dates to be finalized)	Office:	EDB 8673
Times: Fridays: 4:30 – 7:30 pm Saturdays: 9:00 – 4:00 pm	Telephone:	778-782-3798
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Room: Conference Room Except: June 14 – Assembly room		

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### ACADEMIC HONESTY AND STUDENT CONDUCT

Plagiarism, whether intentional or unintentional, is a form of academic dishonesty that can lead to a failing grade for the course and to suspension from the University. As defined in SFU policy (<http://www.sfu.ca/policies/teaching/t10-02.htm>) “plagiarism is a form of academic dishonesty in which an individual submits or presents the work of another person as his or her own.” Plagiarism involves taking the words, ideas, or research of another without properly acknowledging the original author. Students need to become familiar with the many different forms that plagiarism can take, including accidental and intentional plagiarism. For more information, see <http://www.sfu.ca/policies/teaching/t10-03.htm> or [http://learningcommons.sfu.ca/hot\\_topics/academic\\_integrity.php](http://learningcommons.sfu.ca/hot_topics/academic_integrity.php) or the section entitled Academic Honesty and Student Conduct in the General Regulations of the SFU Calendar.

Le plagiat, intentionnel ou non intentionnel, est une forme de malhonnêteté académique qui expose à des sanctions, comme l’ajournement à un examen ou l’exclusion de l’université. L’université de SFU (<http://www.sfu.ca/policies/teaching/t10-02.htm>) définit le plagiat comme “une forme de malhonnêteté académique où un individu soumet ou présente le travail d’autrui comme étant le sien”. Le plagiat signifie s’approprier les mots, les idées et la recherche d’autrui sans mention d’emprunt à l’auteur initial. Les étudiants doivent se familiariser avec les différentes formes de plagiat, intentionnel ou non intentionnel. Pour plus d’informations, se référer aux documents en ligne suivants:

<http://www.sfu.ca/policies/teaching/t10-03.htm> ou [http://learningcommons.sfu.ca/hot\\_topics/academic\\_integrity.php](http://learningcommons.sfu.ca/hot_topics/academic_integrity.php) ou la section intitulée *Academic Honesty and Student Conduct in the General Regulations* du Calendrier de SFU.

## **COURSE DESCRIPTION AND OBJECTIVES**

This course will explore questions of what we need to consider regarding notions of multiculturalism and race in order to develop appropriate administrative policies and effective educational programs. We will undertake an examination of concepts such as cultural politics, race, ethnicity, identity, and nationality along with other related ideas, including the ways we perceive diversity. We will examine the historical, economic and political processes and practices of multiculturalism and racialization and the ways in which these processes and their effects become entrenched in our social and educational institutions. Theories and practices of integrative anti-racist education are explored, including its application in a variety of workplaces.

## **KEY OBJECTIVES**

- To develop knowledge of the historical, political, economic and social practices of racialization as it has unfolded in Western thought and practices.
- To develop an understanding of how race and the processes of racialization have affected the production of Canadian national identity.
- To identify the ways in which processes of racialization and their effects become entrenched in our social and educational institutions.
- To explore one's own social positioning with regard to race, gender, class and other means of identifying oneself.
- To explicate the relationship between notions of multiculturalism and race relations.

## **PROCESS AND PEDAGOGY**

In this course we will strive to maintain an environment of respectful interaction where:

- we are able to learn and teach together.
- we are mindful of our personal histories, experiences, and locations and are respectful of those of others.
- it is safe to try out new ideas, to ask questions, and to be challenged and make mistakes.
- critical thinking is valued and difficult questions are welcome.
- we work to ensure as much as is possible that space is created for all to speak
- we come prepared to support our positions with thoughtful examples and evidence.
- every effort is made to listen closely to what others say and to consider carefully ideas and arguments that challenge our own assumptions and perspectives.

## **REQUIRED TEXTS**

McKay, Eva (2002). *House of Difference: Cultural politics and national identity in Canada*. Toronto: University of Toronto Press. ISBN 0802084818

Alexie, Sherman (2007). *The Absolutely True Diary of a Part-time Indian*. New York: Little, Brown and Company. ISBN 13:978-0-316-01368-0

In addition, a Custom Courseware package is available for purchase from the bookstore.