



WERKLUND SCHOOL OF EDUCATION  
UNDERGRADUATE PROGRAMS IN EDUCATION

**EDUC 450 DIVERSITY IN LEARNING, WINTER 2017**

Instructors	Sections, Days, Times & Rooms	Email
Dr. Darren Lund	S01: M&F 1:00–2:50 EDC 278	dlund@ucalgary.ca
Dr. Dustin Louie	S02: M&F 1:00–2:50 EDC 255	dwlouie@ucalgary.ca
Sonia Aujla-Bhullar	S03: M&F 1:00–2:50 AB 628	sonia.aujlabhullar@ucalgary.ca
Dr. Kevin Alderson	S04: M&F 1:00–2:50 SA 107	alderson@ucalgary.ca
Dr. Rahat Naqvi	S05: M&F 1:00–2:50 SA 109	rnaqvi@ucalgary.ca
Fouzia Usman	S06: M&F 1:00–2:50 SS 012	fusman@ucalgary.ca
Dr. Semiyu Aderibigbe	S07: W&F 8:00-9:50 EDC 278	semiyu.aderibigbe@ucalgary.ca
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Dr. Carolyn Bjartveit	S12: W&F 8:00-9:50 SS 012	cjbjartv@ucalgary.ca
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**OFFICE HOURS:** After class or by appointment.

Term Dates: Start of winter term: Monday, January 9, 2017  
 Reading week: Sunday, February 19 – Sunday, February 26, 2017  
 End of winter term: Friday, March 17, 2017  
 Field Experience: March 20 – April 28, 2017

**COURSE DESCRIPTION:** Diversity in Learning places an emphasis on the needs of individual learners, and on creating healthy and inclusive classrooms for *all* students. This course explores key topics in diversity education from a critical social justice perspective. A critical approach to social justice refers to specific theoretical perspectives that regard most societies as stratified (i.e., divided and unequal) in significant and influential ways related to social groupings such as race, class, gender, sexual orientation, and ability (among others). Critical social justice theorists recognize inequality as deeply embedded within social structures and actively seek to rectify this injustice. Course readings are informed by critical social theories that explore power and privilege in educational contexts with a view towards thinking critically about the social context in which people teach and learn. Critical perspectives on diversity in learning often reveal multiple inequalities that influence access to, treatment in, and outcomes of schooling. Schools alone did not create these inequalities and teachers alone cannot be expected to solve them. However, teaching is often regarded as a political and moral enterprise, and

teachers' daily actions *do* matter in building a more just and caring society that is appreciative of diversity. The eighteen classes that comprise this course cover a wide range of diversity issues such as: critical theory, critical thinking, socialization, group identity, prejudice, discrimination, oppression, hegemony, ideology, power, privilege, sexism, heterosexism, racism, classism, and other "isms."

**COURSE EXPECTATIONS:** In order to be successful in this course, you are required to complete all of the readings, attend class regularly, participate in discussions and activities, and complete all assignments.

**LEARNER OUTCOMES:**

Students should be able to:

- Recognize the various ways inclusion, exclusion, and discrimination manifest in school settings;
- Identify the contexts of social inequities in Canada and beyond;
- Listen to new information with intellectual humility and criticality;
- Identify key concepts in social justice education and be able to define them;
- Design a personalized discovering diversity project that involves devising strategies for learning to unlearn limiting discriminatory views;
- Revise judgments and change behaviour in light of new evidence;
- Evaluate the implications of action/inaction, privilege, and various forms of oppression;
- Demonstrate sensitivity toward individual and cultural differences; and
- Formulate strategies for incorporating a respect for diversity into teacher praxis.

**COURSE DESIGN AND DELIVERY:**

EDUC 450 Diversity in Learning follows a common course outline that is interpreted in the unique ways of each instructor who prepares learning opportunities for students using a variety of teaching methods and styles. The commonality of the course outline does not guarantee uniformity across sections.

**REQUIRED READING** (available in the University of Calgary bookstore):

Sensoy, Ö., & DiAngelo, R. (2012). *Is everyone really equal? An introduction to key concepts in social justice education*. New York: Teachers College Press.

**RECOMMENDED READING** (available in the University of Calgary bookstore):

Lund, D. E., & Carr, P. R. (Eds.). (2015). *Revisiting the great white north? Rethinking whiteness, privilege, and identity in education* (2nd Ed.). Rotterdam, The Netherlands: Sense.

**RECOMMENDED READING (Online):**

Banks, J. A. (Ed.). (2012). *Encyclopedia of diversity in education*. Thousand Oaks, CA: Sage. Retrieved from <http://site.ebrary.com.ezproxy.lib.ucalgary.ca/lib/ucalgary/detail.action?docID=10582386>

Dei, G. J. S., Goldin-Rosenberg, D., & Hall, B. L. (Eds.). (2000). *Indigenous knowledges in global contexts: Multiple readings of our worlds*. Toronto, ON: University of Toronto Press. Retrieved from <http://site.ebrary.com.ezproxy.lib.ucalgary.ca/lib/ucalgary/detail.action?docID=10219397>

Gorski, P. C., & Pothini, S. G. (2013). *Case studies on diversity and social justice education*. Florence, KY: Taylor and Francis. <http://site.ebrary.com.ezproxy.lib.ucalgary.ca/lib/ucalgary/detail.action?docID=10801412>

Naqvi, R. (Ed.). (2015). *Living together: Muslims in a changing world*. Retrieved from [www.living-together.ca](http://www.living-together.ca)

ASSIGNMENT NAME	DUE DATE	GRADE %
1. Social Justice Lesson Plan	S1-6, 14 → M, Feb. 27; S7-13, 15 → W, March 1	35%
2. Group Presentation	Throughout the term	25%
3. Discovering Diversity Plan & Project	<b>DD Plan due:</b> S1-6, 14 → M, Feb. 6; S7-13, 15 → W, Feb. 8 <b>Final assignment due:</b> Friday, March 10	40%

**WEEKLY COURSE SCHEDULE:**

This schedule may change to meet the emerging needs and dynamics of the participants in the course.

Date	Topic	Readings and Tasks
S1-6, 14 → Jan. 9  S7-13, 15 → Jan. 11	Critical thinking  &  Critical theory	<p>Learning how to engage constructively in critical social justice education.            Learning from a parable, "Hodja and the foreigner."            Asking: What is critical social justice?</p> <p>Thinking critically about knowledge and opinions.            Understanding critical theory through a brief overview.</p> <p>Discovering why theory matters.            Seeing knowledge as socially constructed.</p> <p><b>Required Reading:</b></p> <p>Sensoy, O., &amp; DiAngelo, R. (2012). <i>Is everyone really equal? An introduction to key concepts in social justice education</i>. New York: Teachers College Press.</p> <p>Appendix: Learning how to engage constructively in courses that take a critical social justice approach (pp. 165–179)</p> <p>Preface and Prologue (pp. xvii–xxv)</p> <p>Chapter 1: Critical thinking and critical theory (pp. 1–13)</p>

<p>S1-15 → Jan. 13</p>	<p>Teaching for social justice</p> <p>Rurality</p>	<p>Framing the concept of social justice in schools. Considering critical approaches to teaching with an anti-oppression vision.</p> <p>Understanding that there is a deep and established connection between formal education and mobility out of rural areas.</p> <p>Recognizing that place matters in a multitude of ways despite persistent attempts to erase and neutralize its influence in educational thought, policy, pedagogical practice, and curriculum.</p> <p><b>Required Reading:</b></p> <p>Kelly, D. (2012). Teaching for social justice: Translating an anti-oppression approach into practice. <i>Our Schools/Our Selves</i>, 21(2), 135–154. <a href="http://ezproxy.lib.ucalgary.ca/login?url=http://search.proquest.com.ezproxy.lib.ucalgary.ca/docview/1035333918?accountid=9838">http://ezproxy.lib.ucalgary.ca/login?url=http://search.proquest.com.ezproxy.lib.ucalgary.ca/docview/1035333918?accountid=9838</a></p> <p>Corbett, M. (2009). Rural schooling in mobile modernity: returning to the places I've been. <i>Journal of Research in Rural Education</i>, 24(7), 1–13. <a href="http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&amp;db=ofs&amp;AN=508037628&amp;site=ehost-live">http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&amp;db=ofs&amp;AN=508037628&amp;site=ehost-live</a></p>
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Date	Topic	Readings and Tasks
<p>S1-6, 14 → Jan. 16</p> <p>S7-13, 15 → Jan. 18</p>	<p>Socialization</p> <p>Prejudice &amp; discrimination</p>	<p>Asking: What is socialization?</p> <p>Developing critical social justice literacy by exploring cultural norms and conformity.</p> <p>Recognizing that prejudice &amp; discrimination cannot be avoided.</p> <p>Understanding that the first step in minimizing discrimination is to be able to identify (rather than deny our prejudices).</p> <p><b>Required Reading:</b></p> <p>Sensoy, O., &amp; DiAngelo, R. (2012). <i>Is everyone really equal? An introduction to key concepts in social justice education</i>. New York: Teachers College Press.</p> <p>Chapter 2: Socialization (pp. 14–27) Chapter 3: Prejudice and discrimination (pp. 28–37)</p>

<p>S1-15 → Jan. 20</p>	<p>Sexual orientation</p> <p>Gender identity</p>	<p>Exploring how queer youth are resisting the ways schools attempt to regulate sexual orientation and gender expression.</p> <p>Learning about the various legal challenges queer youth have initiated against their schools for harassment and access to extra-curricular activities.</p> <p>Recognizing that queer youth are steadily dismantling heteronormative regulatory regimes and improving the school experiences for themselves and queer adults.</p> <p>Understanding that oppression arising from stringent gender normativity should be attributed to a gender-based form of oppression called "genderism."</p> <p>Recognizing that anti-genderism education can be helpful for safeguarding <i>all</i> students against the hegemonic processes of sexuality and gender normalization.</p> <p><b>Required Reading:</b></p> <p>Meyer, E. J., &amp; Stader, D. (2009). Queer youth and the culture wars: From classroom to courtroom in Australia, Canada and the United States. <i>Journal of LGBT Youth, 6</i>(2–3), 135-154. doi:10.1080/19361650902905624 <a href="http://dx.doi.org.ezproxy.lib.ucalgary.ca/10.1080/19361650902905624">http://dx.doi.org.ezproxy.lib.ucalgary.ca/10.1080/19361650902905624</a></p> <p>Airton, L. (2009). From sexuality (gender) to gender (sexuality): The aims of anti-homophobia education. <i>Sex Education: Sexuality, Society and Learning, 9</i>(2), 129–139. doi:10.1080/14681810902829505 <a href="http://dx.doi.org.ezproxy.lib.ucalgary.ca/10.1080/14681810902829505">http://dx.doi.org.ezproxy.lib.ucalgary.ca/10.1080/14681810902829505</a></p>
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Date	Topic	Readings and Tasks
S1-6, 14 → Jan. 23  S7-13, 15 → Jan. 25	Oppression  Power	<p>Asking: What is oppression?</p> <p>Understanding social stratification, the process of assigning unequal value to different social groups in any given society.</p> <p>Understanding the “isms” – specific forms of oppression such as racism and sexism – and recognizing the unequal social and institutional power that exists between dominant and minoritized groups.</p> <p>Learning about internalized dominance and internalized oppression.</p> <p>Understanding the complex ways that hegemony, ideology, and power function to hold oppression in place.</p> <p><b>Required Reading:</b></p> <p>Sensoy, O., &amp; DiAngelo, R. (2012). <i>Is everyone really equal? An introduction to key concepts in social justice education</i>. New York: Teachers College Press.</p> <p>Chapter 4: Oppression and power (pp. 38–56)</p>
S1-15 → Jan. 27	Christian Privilege	<p>Discussing the concept of privilege in terms of the benefits enjoyed by people who have high levels of social capital.</p> <p>Exploring a new theoretical perspective that focuses on religious privilege.</p> <p>Discovering a list of privileges that are commonly enjoyed by members of the dominant religious group (i.e. Christians) in North America.</p> <p><b>Required Reading:</b></p> <p>Schlosser, L. Z. (2003). Christian privilege: Breaking a sacred taboo. <i>Journal Of Multicultural Counseling &amp; Development</i>, 31(1), 44-51.            doi:10.1002/j.2161-1912.2003.tb00530.x  <a href="http://dx.doi.org.ezproxy.lib.ucalgary.ca/10.1002/j.2161-1912.2003.tb00530.x">http://dx.doi.org.ezproxy.lib.ucalgary.ca/10.1002/j.2161-1912.2003.tb00530.x</a></p>

Date	Topic	Readings and Tasks
S1-6, 14 → Jan. 30  S7-13, 15 → Feb. 1	Privilege	<p>Asking: What is privilege?</p> <p>Learning about the external and structural dimensions of privilege.</p> <p>Learning about the internal and attitudinal dimensions of privilege.</p> <p>Discovering some common dominant group misconceptions about privilege.</p> <p><b>Required Reading:</b></p> <p>Sensoy, O., &amp; DiAngelo, R. (2012). <i>Is everyone really equal? An introduction to key concepts in social justice education</i>. New York: Teachers College Press.</p> <p>Chapter 5: Privilege (pp. 57–78)</p>
S1-15 → Feb. 3	Ableism  Classism	<p>Theorizing about the way people with disabilities live with ableism, in particular internalized ableism.</p> <p>Examining the insights of critical race theory (CRT) and the contribution that CRT can further make to thinking through the processes, formation and consequences of ableism.</p> <p>Understanding that the study of ableism instead of disability/disablement may produce different research questions and sites of study.</p> <p>Developing a deeper understanding of the lives of the poor and working class in order to find points of commonality among oppressed groups.</p> <p>Foregrounding social class in order to examine the interplay of different oppressions.</p> <p>Understanding the injustices faced by the poor and working class so that we can all collectively envision a more equitable society.</p> <p><b>Required Reading:</b></p> <p>Campbell, F. A. K. (2008). Exploring internalized ableism using critical race theory. <i>Disability &amp; Society, 23</i>(2), 151-162.            doi:10.1080/09687590701841190  <a href="http://dx.doi.org.ezproxy.lib.ucalgary.ca/10.1080/09687590701841190">http://dx.doi.org.ezproxy.lib.ucalgary.ca/10.1080/09687590701841190</a></p> <p>Van Galen, J. A. (2000). Education &amp; Class. <i>Multicultural Education, 7</i>(3), 2-11.  <a href="http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&amp;db=ofs&amp;AN=507692651&amp;site=ehost-live">http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&amp;db=ofs&amp;AN=507692651&amp;site=ehost-live</a></p>

Date	Topic	Readings and Tasks
S1-6, 14 → Feb. 6  S7-13, 15 → Feb. 8  <b>Due Date:</b>  <b>Discovering Diversity Project Plan is due Feb. 6 (S1-6, 14) or Feb. 8 (S7-13, 15)</b>	The invisibility of oppression	Asking: What is an institution?  Understanding current manifestations of sexism today.  Learning what it is that makes sexism difficult to see.  Perceiving the interconnections between socialization, institutions, & culture.  Discovering discourses of sexism in advertising, movies, & music videos.  <b>Required Reading:</b>  Sensoy, O., & DiAngelo, R. (2012). <i>Is everyone really equal? An introduction to key concepts in social justice education</i> . New York: Teachers College Press.  Chapter 6: The invisibility of oppression (pp. 79–95)
S1-15 → Feb. 10	Sexism	Exploring post-structuralist theories of agency.  Asking: How do self-identified “smart girls” strategically negotiate their academic identities within the gendered terrain of Canadian schools?  Complicating current narratives of girls’ easy achievement in school.  Framing a feminist approach to early puberty.  Understanding that feminist theorists should take seriously the scientific work around population changes in sexual development.  Using critical skills to unpack and challenge the discourses constituting girl’s early sexual development as a matter of concern.  <b>Required Reading:</b>  Raby, R. & Pomerantz, S. (2015). Playing it down/playing it up: girls’ strategic negotiations of academic success, <i>36(4)</i> , 507–525 <i>British Journal of Sociology of Education</i> . doi: 10.1080/01425692.2013.836056 <a href="http://dx.doi.org.ezproxy.lib.ucalgary.ca/10.1080/01425692.2013.836056">http://dx.doi.org.ezproxy.lib.ucalgary.ca/10.1080/01425692.2013.836056</a>  Roberts, C. (2013). Early puberty, ‘sexualization’ and feminism. <i>European Journal of Women’s Studies</i> , <i>20(2)</i> , 138–154. doi:10.1177/1350506812456458 <a href="http://dx.doi.org.ezproxy.lib.ucalgary.ca/10.1177/1350506812456458">http://dx.doi.org.ezproxy.lib.ucalgary.ca/10.1177/1350506812456458</a>

Date	Topic	Readings and Tasks
S1-6, 14 → Feb. 13  S7-13, 15 → Feb. 15	Racism	<p>Asking: What is race? What is racism?</p> <p>Understanding the social construction of race in Canada and the United States of America through a brief history.</p> <p>Discovering two key challenges to understanding racism.</p> <p>Understanding current manifestations of racism today.            Discovering the dynamics of white racial superiority and the dynamics of internalized racial oppression.</p> <p>Exploring racism and intersectionality.</p> <p><b>Required Reading:</b></p> <p>Sensoy, O., &amp; DiAngelo, R. (2012). <i>Is everyone really equal? An introduction to key concepts in social justice education</i>. New York: Teachers College Press.</p> <p>Chapter 7: Racism (pp. 96–117)</p>
S1-15 → Feb. 17	Aboriginality	<p>Contrasting Aboriginal and Eurocentric worldviews.</p> <p>Learning about Aboriginal philosophy, values, and customs.</p> <p>Understanding the differences between the internalized social expectations developed within traditional Aboriginal communities and the externally motivated social regulations emphasized in the western world.</p> <p><b>Required Reading:</b></p> <p>Little Bear, L. (2000). Jagged worldviews colliding. In M. Battiste (Ed.), <i>Reclaiming indigenous voice and vision</i> (pp. 77–85). Vancouver, BC: UBC Press.</p> <p><a href="http://site.ebrary.com.ezproxy.lib.ucalgary.ca/lib/ucalgary/reader.action?ppg=108&amp;docID=10135993&amp;tm=1416950473426">http://site.ebrary.com.ezproxy.lib.ucalgary.ca/lib/ucalgary/reader.action?ppg=108&amp;docID=10135993&amp;tm=1416950473426</a></p>
<b>Reading Week</b>		<b>Sunday, February 19 – Sunday, February 26</b>

Date	Topic	Readings and Tasks
S1-6, 14 → Feb. 27  S7-13, 15 → March 1  Due Date: <b>Social            Justice            Lesson Plan            Assignment</b> is due: S1-6, 14 → Feb. 27; S7-13, 15 → March 1	Racism as white supremacy	Asking: What is Whiteness?  Learning about White supremacy in the global context.  Discovering some common White misconceptions about racism.  <b>Required Reading:</b>  Sensoy, O., & DiAngelo, R. (2012). <i>Is everyone really equal? An introduction to key concepts in social justice education</i> . New York: Teachers College Press.  Chapter 8: Racism as white supremacy (pp. 118–129)
S1-15 → March 3	White privilege	Understanding how being White includes a responsibility to better understand the complex ways Whiteness works to oppress others.  Challenging oppression through an analysis of racialized privileges.  Recognizing that sustained critical interrogation, dialog and action in relation to Whiteness can lead to significant individual and collective change.  <b>Required Reading:</b>  Lund, D. E., & Carr, P. R. (2010). Exposing privilege and racism in the great white north: Tackling whiteness and identity issues in Canadian education. <i>Multicultural Perspectives</i> , 12(4), 229–234. doi:10.1080/15210960.2010.527594 <a href="http://dx.doi.org.ezproxy.lib.ucalgary.ca/10.1080/15210960.2010.527594">http://dx.doi.org.ezproxy.lib.ucalgary.ca/10.1080/15210960.2010.527594</a>

Date	Topic	Readings and Tasks
<p>S1-6, 14 → March 6</p> <p>S7-13, 15 → March 8</p>	<p>Common rebuttals to critical social justice education</p>	<p>Exploring some common rebuttals to critical social justice education:</p> <ul style="list-style-type: none"> <li>Claiming that schools are politically neutral.</li> <li>Dismissing social justice scholarship.</li> <li>Citing exceptions to the rule.</li> <li>Arguing that oppression is just “human nature.”</li> <li>Appealing to a universalized humanity.</li> <li>Insisting on immunity from socialization.</li> <li>Ignoring intersectionality.</li> <li>Refusing to recognize structural and institutional power.</li> <li>Rejecting the politics of language.</li> <li>Invalidating claims of oppression as over-sensitivity.</li> <li>Reasoning that if choice is involved it can’t be oppression.</li> <li>Positioning social justice education as something “extra.”</li> </ul> <p><b>Required Reading:</b></p> <p>Sensoy, O., &amp; DiAngelo, R. (2012). <i>Is everyone really equal? An introduction to key concepts in social justice education</i>. New York: Teachers College Press.</p> <p>Chapter 9: “Yeah, but ...” common rebuttals (pp. 130–144)</p>

<p>S1-15 → March 10</p> <p><b>Due Date:</b></p> <p><b>Discovering Diversity Project due</b></p>	<p>Social justice teaching practices for the classroom</p> <p>Youth activism</p>	<p>Examining a social-justice teacher education program in a teacher education institution in Western Canada.</p> <p>Asking: How do beginning teachers, who see themselves as teaching for social justice, translate a concern for equity into their classroom teaching practices?</p> <p>Examining the idea of "good" citizen as experienced through youth activism and governed by means of current secondary school curriculum.</p> <p>Asking: How do urban youth activists, who are historically situated within contemporary Canada, respond to and engage with state claims and activities?</p> <p><b>Required Reading:</b></p> <p>Kelly, D. M., &amp; Minnes Brandes, G. (2010). "Social justice needs to be everywhere": Imagining the future of anti-oppression education in teacher preparation. <i>The Alberta Journal of Educational Research</i>, 56(4), 388–402.</p> <p><a href="http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&amp;db=ehh&amp;AN=58080582&amp;site=ehost-live">http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&amp;db=ehh&amp;AN=58080582&amp;site=ehost-live</a></p> <p>Kennelly, J. (2009). Good citizen/bad activist: The cultural role of the state in youth activism. <i>The Review of Education, Pedagogy, and Cultural Studies</i>, 31, 127–149. doi:10.1080/10714410902827135</p> <p><a href="http://dx.doi.org.ezproxy.lib.ucalgary.ca/10.1080/10714410902827135">http://dx.doi.org.ezproxy.lib.ucalgary.ca/10.1080/10714410902827135</a></p>
Date	Topic	Readings and Tasks
<p>S1-6, 14 → March 13</p> <p>S7-13, 15 → March 15</p>	<p>Thinking critically in service of a more just society</p>	<p>Recognizing how relations of unequal social power are constantly being negotiated.</p> <p>Understanding our own positions within relations of unequal power.</p> <p>Thinking critically about knowledge.</p> <p>Acting in service of a more just society.</p> <p><b>Required Reading:</b></p> <p>Sensoy, O., &amp; DiAngelo, R. (2012). <i>Is everyone really equal? An introduction to key concepts in social justice education</i>. New York: Teachers College Press.</p> <p>Chapter 10: Putting it all together (pp. 145–164)</p>

S1-15 → March 17	Introducing oppression and privilege into the classroom	<p>Learning how to incorporate the concepts of oppression and privilege into the curriculum.</p> <p>Examining a series of suggested activities for achieving the above goal.</p> <p>Exploring some of the many challenges facing instructors who try to address various types of oppression and privilege in the classroom.</p> <p><b>Required Reading:</b></p> <p>Samuels, D. R., Ferber, A. L., &amp; O'Reilly Herrera, A. (2003). Introducing the concepts of oppression &amp; privilege into the classroom. <i>Race, Gender &amp; Class</i>, 10(4), 5–21.</p> <p><a href="http://www.jstor.org.ezproxy.lib.ucalgary.ca/stable/41675098">http://www.jstor.org.ezproxy.lib.ucalgary.ca/stable/41675098</a></p>
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#### CHANGES TO SCHEDULE:

Please note that changes to the schedule may occur in response to student questions and conversations.

#### ASSIGNMENT DEADLINES:

Please note that no assignments will be accepted late unless an extension has been negotiated prior to the assignment deadline and prior to the last day of classes for this particular course. The onus is upon the student to initiate the negotiation of an extension via the use of the [Deferral of Term Work Form](#).

#### CONSTRUCTIVE ENGAGEMENT:

This course covers potentially sensitive and at times controversial topics, as described on the first page of this course outline, which can be emotionally and politically charged and may cause you to uncover and even question your previously-held beliefs. This course content is intended to stimulate difficult conversations in order to prepare pre-service teachers for the diverse 21<sup>st</sup> century classroom. Although some of you may occasionally find working through this kind of material to be an uncomfortable experience, you are nevertheless invited to find productive ways to get comfortable with your own discomfort and engage constructively with the course content so that all class members can preserve a sense of dignity in their learning and unlearning.

#### ASSIGNMENTS – IN DETAIL

##### 1. SOCIAL JUSTICE LESSON PLAN – BASED ON THEORY FROM THE TEXTS

**DUE:** This assignment is due on **February 27/March 1** and is weighted at 35% of the final grade. Please follow instructor guidelines for details regarding submission.

Working individually, your task is to design a **lesson plan** based on **critical concepts** from a relevant chapter(s) in the textbook *Is everyone really equal? An introduction to key concepts in social justice education*, or individual readings from the syllabus. Your lesson plan should be prepared specifically with a particular school setting, grade level, and subject area in mind. The design of your lesson plan should be rigorous and creative, and effectively incorporate key concepts from the readings in a meaningful way. There may be an opportunity for informal sharing of these lesson plans during class time.

Your assignment will be evaluated on the quality of the lesson plan designed, based on a wide range of criteria. The lesson plan should demonstrate your depth of critical understanding of the readings' main concepts. Your lesson plan should attend to definitions of key ideas, theoretical perspectives, social messages, and conditioning forces. Your lesson plan should go beyond popular opinion and common conceptions about a particular social justice problem and into the realm of established and informed knowledge on the matter. If you deem it beneficial, individuals are encouraged to work collaboratively by reading one another's draft lesson plans and discussing the theory and context in which they are based.

The framework for your lesson plan can be based upon models available at the Werklund School of Education’s Doucette Library <http://libguides.ucalgary.ca/c.php?g=255367&p=1703325> or any acceptable models you have been exposed to. Critical understanding of the nuanced diverse needs of the students in question, through literature and practical experiences, should inform the design of your completed lesson plan. Although not required, students are encouraged to deliver their lesson plan during their next Field Experience, as appropriate.

**CRITERIA FOR ASSESSMENT OF Social Justice Lesson Plan**

Criteria	Exemplary A (range)	Proficient B (range)	Emerging C (range)	Undeveloped D and below
Content	Individuals design a lesson plan that provides an exemplary critical understanding of core concepts from the course texts, nuanced knowledge of the specific group targeted, and a sound lesson plan structure.	Individuals design a lesson plan that provides a proficient critical understanding of core concepts from the texts, knowledge of the specific group targeted, and a sound lesson plan structure.	Individuals design a lesson plan that provides an emerging understanding of core concepts from the texts, emerging knowledge of the specific group targeted, and employs a lesson plan structure.	Individuals design a lesson plan that reveals a misunderstanding of core concepts from the texts, knowledge of the specific group targeted, and lesson plan structure.
Form/Style	The lesson plan reflects exemplary writing skill and attention to matters of content, formatting, and style.	The lesson plan reflects proficient writing skill and attention to matters of content, formatting, and style.	The lesson plan reflects satisfactory writing skill and attention to matters of content, formatting, and style.	The lesson plan reflects undeveloped writing ability and inattention to matters of content, formatting, and style.

**2. SOCIAL JUSTICE GROUP PRESENTATION – BASED ON A CONCEPT/IDEA FROM THE READINGS**

**DUE:** This assignment will be completed throughout the term, and is weighted at 25% of the final grade. Please follow instructor guidelines for details regarding submission.

Working as a group of 4-5 individuals, your task is to design a brief presentation in class of about **20-25 minutes**, based on a critical **concept/topic** from a relevant chapter(s) in the **textbook** *Is everyone really equal? An introduction to key concepts in social justice education*, or from an individual **reading** from the course outline. Please check the course outline for the timing. Your presentation should illuminate and explain this key concept or topic from the readings for that class in a meaningful way.

Your presentation will be evaluated on the quality of the presentation, based on a range of criteria (see rubric on the next page). The presentation should demonstrate your depth of critical understanding of the main concept/topic. The presentation should attend to definitions of the key idea, illustrations or examples, and relevant insights. Your presentation should seek to *engage* members of the class somehow. Please avoid simply summarizing, or reading from prepared materials. You may prepare notes, activities, visuals, or other learning that supports the theory and context in which they are based. There will be a self- and peer-assessment component to the evaluation.

**RUBRIC FOR ASSIGNMENT 2: GROUP PRESENTATION**

**Grade Value: 25%**

Presentation Topic: \_\_\_\_\_

Grade: \_\_\_\_\_/25

Members \_\_\_\_\_

Criteria	Exemplary A (range)	Proficient B (range)	Emerging C (range)	Undeveloped D and below
<b>Engagement</b>	Clear participation within the group, with each member contributing	Solid participation within the group with most members participating	Satisfactory participation within the group. Some problems are evident.	Low participation of group members. Problems are evident.
<b>Depth of understanding and critical reflection</b>	Well-developed depth of understanding of the concept shown through strong connections between theory and practice.	Strong connections between theory and practice.	Sufficient connections made between theory and practice.	Minimal connections made between theory and practice.
<b>Presentation</b>	<p>Presentation was creative and aesthetically appealing, had a polished delivery, and provided an excellent illumination of the concept/topic.</p> <p>Individual and group voices were strongly represented.</p> <p>Images/audio/text strongly illustrated a concept/topic, and/or added rich meaning to the work.</p>	<p>Presentation was appealing, effectively delivered, and provided a detailed overview of the concept/topic.</p> <p>Individual and group voices were represented.</p> <p>Images/audio/text illustrated a concept/topic, and/or enhanced the work.</p>	<p>Presentation satisfactorily met the required standard and presented a neutral perspective.</p> <p>Individual and group voices were indistinct.</p> <p>Images/audio/text were used to support a concept/topic and enhance to the work.</p>	<p>Presentation did not meet the required standard.</p> <p>Individual and group voice poorly represented.</p> <p>Little or no attempt to use images/audio/text to enhance the work.</p>
<b>Language quality</b>	Excellence achieved in expression of ideas. Exceptional flow and coherence.	Ideas were expressed clearly. Flow and coherence achieved.	Some attention to expression would strengthen overall flow, coherence, and clarity of ideas expressed.	Clarity of ideas expressed requires attention. Issues pertaining to expression detract from overall flow and coherence.

**3. DISCOVERING DIVERSITY PROJECT**

**NOTE: This is a TWO-PART assignment:**

**PART 1 DUE:** The initial **PLAN** is due on **February 6/8**, and is part of the larger Discovering Diversity assignment. Please follow instructor guidelines for specific details regarding formatting and submission.

In order for the "Discovering Diversity Project: Experiencing Difference and Raising Consciousness" to be impactful and personally meaningful for you, careful and intentional planning is essential. As you can see from the description of the Discovering Diversity Project on the next pages, the potential for profound learning and understanding is reliant on your ability to interrogate your own identity and areas/communities/concepts that you would like to learn more about. This requires some personal reflection on your part. Ask yourself: "What are some areas that I could develop a more open mind about?" Only you will know the answer to this question, but

it could be something having to do with race, sexuality, gender, religion, class, rurality, or ableism (or other topics of this course). Please do not feel as though you have to wait for the date your particular topic will be covered in class – read carefully through the weekly course schedule and feel free to read ahead to determine a topic that will be most significant for you.

Once you have selected a topic, write a one-page, double-spaced, 12-point font plan that addresses the following questions:

### PLANNING FOR THE DISCOVERING DIVERSITY PROJECT

EDUC 450 Student Name: \_\_\_\_\_

1. What is your **proposed plan** (activity, dates, time, duration, location)?
2. Who is/are the **facilitator(s)** of this event? Provide contact information.
3. Why have you chosen this specific event? Reflect on this and provide a brief paragraph **rationale**.
4. What are your **assumptions and understandings** going into the event about the group / community / individual?
5. What are some **questions** that you would like to have answered about this group or community?
6. Which **readings** will you draw upon to support your reflective essay?
7. What stage are you at in terms of **organizing** your activity and participation?
8. What **supports** do you think you might need to be successful in this activity?
9. What do you already know about the setting and proper **protocols** for your participation?
10. How will you plan to show your **appreciation** for attending this event or activity?

### DISCOVERING DIVERSITY: EXPERIENCING DIFFERENCE AND RAISING CONSCIOUSNESS

**Part 2 DUE:** This written assignment is due **March 10** and is weighted at 40% of the final grade. Please follow instructor guidelines for specific details regarding formatting and submission.

Some of the objectives for this course include consciousness raising, examining the meanings and implications of action and inaction, and understanding difference. It is also important to connect with others who have different beliefs and/or identities and engage in educational dialogue with individuals of different identities, beliefs, and/or cultural traditions. To become directly familiar with some of the concepts and ideas we are discussing in class, you are required to turn abstractions into a direct and concrete experience by participating in a “discovery” project outside of class.

You should identify and attend an event in which you, personally, **do not** self-identify. You need to attend an event in which you feel a sense of difference, and in some way out of your normalized context. **You must attend this activity alone.** Projects can take many forms and primarily involve participation (e.g., attendance and active involvement) at a pre-approved event or events. These can take place on the University of Calgary campus or elsewhere in the city. The potential for profound learning and understanding is reliant on your ability to interrogate your own identity and areas/communities/concepts that you would like to learn more about. You must practice open-mindedness and respect when engaging in the activity. Enter the situation/event as a learner and discoverer of new concepts and experiences in your life.

Some activities may not be readily open to non-members and may require pre-approval. It is your responsibility to get approval from the event organizer prior to attending. If the organizer would like to contact your EDUC 450 Diversity in Learning instructor regarding the nature of this assignment and your participation in the event, then that organizer is free to do so.

Undertaking anti-discriminatory learning and unlearning is time-consuming and personally challenging. One often ends with as many questions as answers. This experience may be unsettling for some. Please be aware that excellent counseling services are available on the University of Calgary campus at <http://www.ucalgary.ca/wellnesscentre/counselling>.

Please be creative in planning a Discovering Diversity Project that will be most illuminating for you. Below are some ideas/suggestions/recommendations for places you can look for events. By all means, you are free to find your own event or organization that you think would be the best way for you to discover diversity, experience difference, and raise your own consciousness.

[http://www.calgary.ca/CSPS/CNS/Documents/Calgary\\_Community\\_Services\\_Guide.pdf](http://www.calgary.ca/CSPS/CNS/Documents/Calgary_Community_Services_Guide.pdf)  
<http://arts.ucalgary.ca/lrc/home/parent-counselling-service/multicultural-centres-and-resources>  
<https://www.su.ucalgary.ca/programs-services/volunteer-programs/>  
<http://www.calgary.ca/CSPS/CNS/Pages/home.aspx>  
<http://www.calgaryscope.org/>  
<http://www.womenscentrecalgary.org/>  
<http://www.momodancetheatre.org/>  
<http://people.ucalgary.ca/~qcampus/events.html>  
<http://calgaryoutlink.ca/>  
<http://www.ucalgary.ca/women/resources/database?action=view&id=93>  
<http://www.cwhn.ca/en/node/15791>  
<http://www.ucalgary.ca/odepd/>  
<http://www.visitcalgary.com/things-to-do/events-calendar>  
<http://www.calgarycharityevents.ca/religious-charities>  
<http://www.discovercalgary.com/Calgary/SightsAttractions/PlacesofWorshipReligiousSites/>  
<http://www.ucalgary.ca/fsc/>  
<http://www.mtroyal.ca/CampusServices/CampusResources/Multi-FaithChaplaincy/index.htm>  
<http://www.calgaryislamicsschool.com/>  
<http://www.thealex.ca/>  
<http://www.calgaryfoodbank.com/events/>

After your involvement at the event, or at a later date, you should speak with someone at the event or from the organization. Making a human connection is part of the assignment. This person could be the speaker, the event organizer, or someone you met at the experience. In other words, engage in a discussion with someone about the event to learn more about it or the community you are exploring. For example, if you are Hindu, attend a Catholic service and ask some questions about the service and faith from the priest. If you are unfamiliar with poverty, you may choose to visit a soup kitchen and meet with members of the community. Please note that in some cases you may be asked to attend an event more than once (e.g., a language group) for a richer experience.

After the event, write a 5-page reflective essay about your experience (double-spaced, 12-point font). Describe the event/activity by outlining who the co-participants were, where you were, why you chose this event, what you learned from participation, and your overall reaction to the experience. Provide evidence that you discovered diversity, experienced difference, raised consciousness, and connected course objectives of understanding diversity in learning. Articulate how this event either challenged or extended or reaffirmed your understanding of the experience/group/event or individual. Make connections to previous assumptions. Provide concrete examples to support your claims. Connect your new understandings to at least two concepts or readings from the course. Include an artifact from the event (if available) and contact information for the event organizer. Attach another copy of your Planning for the Discovering Diversity Project to your Discovering Diversity Project. In the spirit of sharing and diversity, you may opt to deliver your Discovering Diversity Project in the form of a 15-minute presentation that is technology-enhanced or arts-informed, but you will still have to submit a 2-page, double-spaced, 12-point font, reflective essay about your experience of discovering diversity that contains all of the above criteria applicable to the 5-page reflective essay.

The assignment is worth 40% of the final grade for this course. Please see rubric below for grading criteria.

Criteria	Exemplary	Proficient	Emerging	Undeveloped
	A (range)	B (range)	C (range)	D and below
Clarity of Expression	Strong organization of ideas that are logically presented. Ideas are original and focused. Clear and concise quality of writing throughout that results in high reader interest and engagement with the work.	Ideas are well organized in the writing, which is clear and concise in most parts of the paper and results in reader interest and engagement.	Ideas are presented in an organized fashion. Writing is sometimes unclear and results in a moderate level of reader interest.	Limited clarity of ideas. Fails to engage the reader.
Grammar, Spelling, & use of APA (6 <sup>th</sup> ) <sup>1</sup>	Correct grammar and spelling through careful choices in syntax and usage. Minimal APA errors.	Correct grammar and spelling with some evidence of thoughtful choices in syntax and usage. Some APA errors.	Contains grammatical and spelling errors that impede communication. Several APA errors.	Contains several grammatical and spelling errors. Rarely uses APA correctly.
Depth of Understanding	Discovering diversity, experiencing difference, and raising consciousness is evident through profound connections between theory and practice.	Discovering diversity, experiencing difference, and raising consciousness is evident through strong connections between theory and practice.	Discovering diversity, experiencing difference, and raising consciousness is evident through sufficient connections between theory and practice.	Discovering diversity, experiencing difference, and raising consciousness is not evident. Only minimal connections are made to theory and practice.
Critique & Critical Analysis	Consistently undertakes a careful and critical analysis of the diversity experience and its implications for practice.	Some evidence of careful and critical analysis of the diversity experience and its implications for practice.	Superficial analysis of the diversity experience and its implications for practice.	Weak analysis of the diversity experience and its implications for practice.
Personal Extension	Risk-taking exemplified by the personalized representation of ideas that either reaffirmed or challenged prior assumptions.	Good evidence of risk-taking reflected by the personalized representation and expression of ideas.	Adequate evidence of personal extension reflected in the personalized representation and expression of ideas.	Limited evidence of personal extension and ideas (e.g., simple and/or stereotypical descriptions, examples or images of the diversity experience).
Active Involvement	Strong and convincing evidence of active involvement and attempts to make human connections at the diversity experience.	Evidence of active involvement and attempts to make human connections at the diversity experience.	Evidence of some involvement and attempts to make a degree of human connection at the diversity experience.	Limited evidence of active involvement and attempts to make human connections at the diversity experience.

## GRADING

Grade	GPA Value	%	Description per U of C Calendar
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<sup>1</sup> The APA 6<sup>th</sup> refers to the sixth edition of the *Publication Manual* of the American Psychological Association.

A+	4.0	95-100	Outstanding
A	4.0	90-94	Excellent – Superior performance showing comprehensive understanding of the subject matter
A-	3.7	85-89	
B+	3.3	80-84	
B	3.0	75-79	Good - clearly above average performance with knowledge of subject matter generally complete
B-	2.7	70-74	
C+	2.3	65-69	
C	2.0	60-64	Satisfactory - basic understanding of the subject matter
C-	1.7	55-59	
D+	1.3	52-54	Minimal pass - Marginal performance
D	1.0	50-51	
F	0.0	49 and lower	Fail - Unsatisfactory performance

Students in the B.Ed. program must have an overall GPA of 2.5 in the semester to continue in the program without repeating courses.

### ADDITIONAL INFORMATION

**Academic Accommodation:** Students with a disability, who require academic accommodation, need to register with the Disability Resource Centre <http://www.ucalgary.ca/UofC/Others/DRC> MC 295, telephone 220-8237. Academic accommodation letters need to be provided to course instructors no later than fourteen (14) days after the first day of class. ***It is a student's responsibility to register with the Disability Resource Centre and to request academic accommodation, if required.*** Students who have not registered with the Disability Resource Centre are not eligible for formal academic accommodation.

**The Freedom of Information Protection of Privacy Act** prevents instructors from placing assignments or examinations in a public place for pickup and prevents students from access to exams or assignments other than their own. Therefore, students and instructors may use one of the following options: return/collect assignments during class time or during instructors' office hours, students provide instructors with a self-addressed stamped envelope, or submit assignments, or submit/return assignments as electronic files attached to private e-mail messages.

### Intellectual honesty/Plagiarism:

Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. As a result, cheating or plagiarism on any assignment or examination is regarded as an extremely serious academic offence, the penalty for which may be an F on the assignment and possibly also an F in the course, academic probation, or requirement to withdraw.

The University of Calgary Calendar states that plagiarism involves submitting or presenting work as if it were the student's own work when it is not. Any ideas or materials taken from another source written, electronic, or oral must be fully and formally acknowledged. Plagiarism includes but is not limited to:

- (a) The work submitted or presented was done, in whole or in part, by an individual other than the one submitting or presenting the work (this includes having another impersonate the student or otherwise substituting the work of another for one's own in an examination or test);
- (b) Parts of the work are taken from another source without reference to the original author;
- (c) The whole work (e.g., an essay) is copied from another source, and/or;
- (d) A student submits or presents work in one course which has also been submitted in another course (although it may be completely original with that student) without the knowledge of or prior agreement of the instructor involved.

While it is recognized that scholarly work often involves reference to the ideas, data and conclusions of other scholars, intellectual honesty requires that such references be explicitly and clearly noted. Plagiarism is an extremely serious academic offence. Plagiarism occurs not only when direct quotations are taken from a source without specific acknowledgement, but also when original ideas or data from the source are not acknowledged. A bibliography is insufficient to establish which portions of the students' work are taken from external sources; footnotes or other recognized forms of citation must be used for this purpose.

**Cheating** is an extremely serious academic offence. Cheating at tests or examinations includes but is not limited to dishonest or attempted dishonest conduct such as speaking to other candidates or communicating with them under any circumstances whatsoever; bringing into the examination room any textbook, notebook, memorandum, other written material or mechanical or electronic device not authorized by the examiner; writing an examination or part of it, or consulting any person or materials outside the confines of the examination room without permission to do so, or leaving answer papers exposed to view, or persistent attempts to read other students' examination papers.

**Other Academic Misconduct** includes, but is not limited to, tampering or attempts to tamper with examination scripts, class work, grades and/or class records; failure to abide by directions by an instructor regarding the individuality of work handed in; the acquisition, attempted acquisition, possession, and/or distribution of examination materials or information not authorized by the instructor; the impersonation of another student in an examination or other class assignment; the falsification or fabrication of clinical or laboratory reports; the non-authorized tape recording of lectures.

Any student who voluntarily and consciously aids another student in the commission of one of these offences is also guilty of academic misconduct.

**Emergency Evacuation/Assembly Points:** For the Education Block and Education Tower: Scurfield Hall [Primary Assembly Point], Atrium Professional Faculties Food Court [Alternate Assembly Point].

**Safewalk: Promoting Campus Safety and Awareness:** Twenty four hours a day, seven days a week, Safewalk volunteers walk people safely to their destination on campus. This service is free and available to students, staff and campus visitors. Safewalks are done in male/female pairs. The volunteers walk anywhere on campus (including McMahon Stadium, Health Sciences, Student Family Housing, the Alberta Children's Hospital and the University LRT station). To request a Safewalk volunteer to walk with you,

- Call 403-220-5333 (24 hours a day/seven days a week, 365 days a year)
- Use the Help Phones (they are not just for emergencies)
- Approach an on-duty Safewalker and request a walk.

**Student Union Representative:** The Werklund School of Education representative, 2016 – 2017, is Carson Reveen, [careveen@ucalgary.ca](mailto:careveen@ucalgary.ca), [educrep@su.ucalgary.ca](mailto:educrep@su.ucalgary.ca)

**Education Students Association (ESA) President:** Christopher Klune, [cmklune@ucalgary.ca](mailto:cmklune@ucalgary.ca)

**Student Ombudsman's Office:**

[www.su.ucalgary.ca/page/quality-education/academic-services/student-rights](http://www.su.ucalgary.ca/page/quality-education/academic-services/student-rights). **Student**

**Ombudsman's Office:**

[www.su.ucalgary.ca/page/quality-education/academic-services/student-rights](http://www.su.ucalgary.ca/page/quality-education/academic-services/student-rights).

**Campus Security** provides a range of services intended to promote and facilitate a safe and secure learning and living environment, e.g., the Safe-Walk program for students attending classes on campus. For more information please visit <http://www.ucalgary.ca/security/> or telephone (403) 220-5333.