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Office location; office hours: Room 1135, By Appointment

Calendar Description:  
This course introduces students to a range of equity issues in education. The aim is to provide a conceptual and analytic framework for examining gender, race, sexuality, and social class differences as they relate to pedagogy, curriculum, teaching practices, and policy issues.

Aims, Goals, Objectives, Outcomes:  
This course introduces students to a range of equity issues in education. The aim is to provide a conceptual and analytic framework for examining gender, race, sexuality, and social class differences as they relate to pedagogy, curriculum and policy issues. The course will address the following questions:

- How does race and gender impact on schooling?
- How can a deeper understanding about issues of race, racism and anti-racism inform pedagogy, policy, teaching practices, and curriculum development?
- What knowledge about gender relations is useful in informing our understanding about notions of masculinity and femininity?
- What to extent does the deficit perspective hinder Aboriginal education?
- To what extent do social class differences impact on educational outcomes for students?
- To what extent does the perception of teachers, administrators, and policy developers’ impact students learning.
- Why is it important to address issues of sexuality as they relate to education and schooling?

While the course deals with each of the above equity questions, it emphasizes a conceptual framework that deals with the complex intersection of gender, race, class, and sexuality in education.
Topic Outline:

Week 1 (September 12): Introduction

Discussion of course outline, requirements, assessments, and protocols

Week 2 (September 19): Perspectives on Equity and Social Justice Education


Week 3 (September 26): Race, Culture, Multiculturalism and Anti-racism


Recommended Readings:


**Week 4 (October 3): Race, Culture, Ethnicities, and Education**


**Recommended Readings:**


**Week 5 (October 10): Urban Education**


**Week 6 (October 17) Evidence-Based Research and Equity Education**


Week 7 (October 24): Gender Equity and Feminist issues in schools


Week 8 (October 31): Aboriginal education

Robertson, H. (2007). Decolonizing schools. Our Schools, Our Selves. 16, (4.)


Week 9 (November 7): Masculinities, boys’ education and schooling


Recommended Reading


Week 10 (November 14): Queer Perspectives on Equity and Social Justice Education


Recommended Reading


Weeks 11 (November 21) Where do we go from here?


Week 12 (November 28) Consolidation of learning and Course Evaluation

Course Texts/Materials:

Readings for this course will be available on reserve in the education library. Many of the readings will also be posted online. Please access the readings early to avoid issues.

Assignments and Other Course Requirements (including assignment guidelines):

1. Reflections on course readings and discussions (15%)

Students will be expected to select three weeks in which they will respond to the readings. Each response will be worth 5% of your total grade in the course. This reflection can be done via a smart board activity, a written one-two page summary, or an internal dialogue response. Other methods of reflection will be possible if agreed upon with the instructor prior to the submission of the reflection. Please ensure that you use APA for all references. Students will submit their responses by the Sunday evening following each class. These responses can be emailed to me and posted on line to share with other students (if you are willing to do so). It is important in your reflections to consider the issue being discussed, the connection or significance to you at a personal/professional level, and their significance for you in terms of their application to educational settings. You might like to consider any of the following questions: How do the readings inform your understandings about equity and social justice education? How
do they inform your understandings about learning and pedagogy in school? How do they inform your understandings about schooling/curriculum/policy matters more broadly as they relate to equity and social justice in education? How do they inform your understandings about yourself as an educator?

2. **Professional Development Seminar (25%)**

   *Completed with a learning partner (beginning the class of November 7th continuing)*

   **Due Date: November 7th and onward**
   In this professional development seminar you will create and share a short (10-15) overview of the issue you are presenting to your team. The issue should be one of the topic areas, within equity and social justice that we are studying. Your presentation should clearly outline the topic you are discussing, the current research on the topic, and choices that could be made in your organization to work towards a greater level of equity and social justice.

   A rubric will be created with the members of the class to ensure a common understanding of the success criteria.

3. **Annotated Bibliography: (40%) by selected author(s) or topic**

   **Due Date: November 21st, 2013**

   Create and share (post on-line) an annotated bibliography focusing on the research connected to one of the major topics we have discussed. An annotated bibliography is a collection of the current research on a topic. Beyond the biographical information for each text, an annotated bibliography gives a short, concise summary, and usually a perspective about the value of this text to the research community. It is expected that the annotated bibliography will be a collection of 5 appropriate and pertinent texts. The annotated bibliography will be evaluated on the following basis:

   - of appropriate selection of articles,
   - bibliographic style,
   - concise, meaningful summary,
   - and a well thought out perspective about the value of the text.

4. **Final Reflection Paper: 20% (1000 Words)**
Due Date: December 5th, 2013

As a reflection piece, students will write a paper considering their own growth and development in this course, their profound areas of learning, and the questions and queries that they still have at this point in time. It is expected that this paper will use resources presented within the course and external to the course. The focus of this reflection paper is to give each student the opportunity to consider their own learning and consider how they will continue on this new journey of discovery as it applies to their chosen career.

Sakai OWL platform login instructions and technical support information:
Your Western University login and password is required to access the course (your Western email without the @uwo.ca and its accompanying password). Access to Sakai OWL is found here: http://owltoo.uwo.ca.

For help on Sakai or access contact the ITS Help Desk:
- Support Services Building, Room 4100
- Phone: 519-661-3800
- Webform – https://itshelp.uwo.ca

Policy Statements:
Please see the “Policies” page of the Graduate Programs & Research web site for further details on course and program policies: http://www.edu.uwo.ca/graduate/policies.html

Attendance: Students are expected to attend all classes. In the case of absence, instructors may assign additional course work. Normally, students who are absent from one-quarter or more of their classes will be assigned a grade of "F" (Fail), (Graduate Studies Subcommittee - December 3, 1999). As an example, most onsite half courses (with the exception of some Counselling Psychology classes) meet 12 times during a term, so students in these courses cannot miss more than two classes.

For on-line courses, participation will be determined by the instructor/professor in the course outline and will reflect the same principles as attendance policy for on-site courses.

Suggested Wording for Instructors:

For online courses organized on a week-by-week basis, participation in each week’s discussion will be considered the equivalent of one onsite class.

For online courses which are not organized on a week-by-week basis, contributing to the discussion of each unit of work (e.g., module) will be considered the equivalent of attending and participating in, the classroom discussion of a face-to-face class.
**Language Proficiency:** "Each student granted admission to Western must be proficient in spoken and written English. Students must demonstrate the ability to write clearly and correctly. Work presented in English in any subject at any level, which shows a lack of proficiency in English and is, therefore, unacceptable for academic credit, will either be failed or, at the discretion of the instructor, returned to the student for revision to a literate level. To foster competence in the use of the English language within their own discipline, all instructors will take proficiency in English into account in the assignment of grades." A student who, after admission, shows an inadequate command of spoken or written English must improve his or her proficiency to the satisfaction of the graduate program or department. 

(https://www.uwo.ca/univsec/handbook/exam/english.pdf)

**Evaluation:** Graduate students must maintain at least a "B" average in their program. Although only numeric grades are assigned by instructors in the Faculty of Education, the following alpha grade ranges are provided for your information.

A = 80% and above  
B = 70% - 79%  
C = 60% - 69%  
F = Fail - less than 60%

The following guidelines for assigning grades are in effect at the Faculty of Education.

**A:** Reserved for those students whose work is excellent. Their work will contain an element of originality, creativity, or thoroughness. It will be well organized and expressed, and will reflect a particularly clear command of techniques and principles, incisive judgements, sound critical evaluations, and so on.

**B:** Assigned for proof of good competent work. A "B" grade indicates that a student has mastered the course material and can manipulate it, can write clear prose, can demonstrate an ability to critically evaluate and synthesize material, and can apply the course material to relevant situations or problems.

**C:** Assigned because a student does not meet one or more of the above criteria. Even though the student may be conscientious, he or she has not demonstrated a mastery of the graduate work in the course. A lack of mastery may include any number of characteristics such as an inability to write clearly, to research a topic adequately, to synthesize material, or to make basic judgements about relevanc

**F:** Glaring inaccuracy and confusion, little or no grasp of techniques and principles, trivial and irrelevant treatment of topics. In general, a failure to demonstrate the minimal knowledge and skills for effective work in the discipline.

**INC:** (Incomplete) An INC may be granted for a course where the student has not been able to complete the assigned work in the normal timeline due to exceptional circumstances. Permission to carry an INC must be sought from the Chair, Graduate Education before the end of the term. The INC must be completed by the end of the following term or a grade of F (FAIL) will be assigned. According to SGPS policy, NO exceptions will be granted to this rule.
A numerical grade submitted for an INC grade, or an F grade resulting for an INC, is final. The School of Graduate and Postdoctoral Studies will not consider a subsequent revision of either such grade except on documented medical or compassionate grounds.

Instructors shall inform students, both in class and in the course outline, as to any policies and/or penalties concerning late submission of assignments.

**IPR:** (In Progress) assigned during preparation for Thesis or Directed Research Project or a half or full course which extends over two or more terms.

**Statement on Academic Offences:** Scholastic offences are taken seriously; a student guilty of a scholastic offence may be subject to the imposition of one or more penalties, ranging from reprimand to expulsion from the university, as well as criminal proceedings where appropriate. Students are strongly encouraged to review the appropriate policy document, and specifically, the definition of what constitutes a Scholastic Offence: [Scholastic Discipline for Graduate Students](#).

**Plagiarism:** Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage of text from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar reproduced below).

**Plagiarism Checking:** All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com ([http://www.turnitin.com](http://www.turnitin.com)).

The Academic Calendar states:

Scholastic Offences include, but are not limited to, the following:

1. Plagiarism which may be defined as: 'The act of appropriating the literary composition of another, or parts or passages of his writings, or the ideas or language of the same, and passing them off as the product of one's own mind.' Excerpted from H. C. Black, Black's Law Dictionary, West Publishing Co., 1979, 5th Ed., p. 1035. This concept applies with equal force to all assignments including laboratory reports, diagrams, and computer projects.

8. Submitting for credit in any course or program of study, without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has
previously been obtained or is being sought in another course or program of study in the University or elsewhere.

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: http://www.uwo.ca/univsec/handbook/appeals/scholoff.pdf

A student guilty of a scholastic offence may be subject to the imposition of one or more penalties, ranging from reprimand to expulsion from the university.

Accessibility: The University of Western Ontario is committed to recognizing the dignity and independence of all students and seeks to ensure that persons with disabilities have genuine, open and unhindered access to academic services. Please contact me if you require course materials in an alternative format or if any other arrangements can make this course more accessible to you. You may also wish to contact the Faculty of Education Graduate Programs & Research Office at (519) 661-2099 and/or Services for Students with Disabilities (SSD) at (519) 661-2111 X 82147 for information about requesting academic accommodation, or go to the following website: