

## **Honouring human diversity in adult education contexts**

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### ADULT EDUCATION 405

Honouring human diversity in adult education contexts

Saturdays, January 10 - April 3, 2004

9:30 - 12:30 Abbotsford Campus, D123

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OFFICE HOURS: by appointment, Saturdays after class and throughout the week

### COURSE OVERVIEW

This course explores both the theory and practice of honouring human diversity in adult education contexts. The various dimensions include age, ethnicity, sexual orientation, body and intellect ability, gender, race, and class in the Canadian context. You will have opportunities to examine both inclusive and exclusive educational practices.

### ASSUMPTIONS

This course proceeds from the assumption that inclusive education is valued, is required by the academy, is socially acceptable, and is transformative -- that is, changes something. We may disagree on our understanding of what inclusive education is, but this course proceeds from the understanding that inclusive education is necessary. This course also proceeds from the assumption that diversity exists, and that power affects the relationship of diverse groups within educational systems, and that not all differences that exist in the classroom are examples of diversity.

### TEXTS

Required: Adult Education 405 course pack

### METHOD

Using a seminar setting, lectures, case studies, and experiential activities, participants will engage in a discovery of the personal and professional implications of honouring diversity.

### OBJECTIVES

to develop skills to accommodate difference, however it is defined  
to demonstrate an understanding of the literature as it relates to current practices in adult education  
to demonstrate an attitude of sensitive, on-going reflection regarding behaviours that enhance and impede adult learning  
to practice informed giving of reasons about issues arising from honouring diversity  
to increase knowledge of class, gender, sexual orientation, ethnicity, age, and other differences as they affect the learning process, program planning and adult education policy  
to identify barriers to adult learning arising from failures to accommodate difference  
to articulate the influence of the participant's cultural, gender, class, sexual orientation, age, and ability on how she or he thinks and acts as a practitioner

## METHOD OF EVALUATION

Participation is an important aspect of this course. If you are required to miss more than two sessions in this semester, you may be asked to withdraw from the course.

### Assignments

1. With a partner, choose an article from the Course Pack, provide a summary and lead a discussion of the article as it relates to the course. The course outline indicates when articles are to be discussed. You are asked to prepare a brief (15 minutes) summary of the article, including the main points and aspects of the article that are relevant for the discussion you will then facilitate. You can choose a seminar discussion style, a practical exercise, a talking circle, a paper and pencil activity, or any other method of engaging the article. If you require any special materials or equipment, I'll provide it (unless it's large or small reptiles or creatures with claws). 15%
2. With a partner, design an experiential activity that you will then test in the classroom, around the subject of the course. Be prepared not only to lead this activity but also to debrief it. An outline of the exercise will be prepared for distribution. Book your time to do this activity as soon as possible (which is to say, you can do it on the second last session, but let me know as soon as possible when you want to do it and how much time you need). 10 - 30 minutes. I will provide feedback on your instruction and your response to feedback. 20%
3. Moderation of small group activity. You will perform all of the tasks required to moderate an experiential activity (#2): arrangement of room, if necessary, facilitation of questions/answers, time management, and so on. You will also facilitate a feedback session for the exercise leader/facilitator/designer/. 10%
4. Reflection paper within two weeks - maybe after "Who am I" exercise. 10%
5. Discuss a case from your own professional practice that represents an example or issue of honouring (or not) human diversity in an adult education setting. These cases will be

discussed in small groups during class time. After you have had the opportunity to discuss this case, submit a brief description of the case and your reflection on it. 15%

6. \*Major project 30%

Grade Grid:

60 - 64% = Pass; 65 - 69% = C; 70 - 74% = C+; 75 - 79% = B-; 80 - 84% = B; 85 - 89% = B+; 90 - 94% = A-; 95 - 99% = A; 100 = A+

MAJOR PROJECT (To be accomplished by April 8, 2004)

You may select ONE of the following suggestions for your major project:

A. A visual representation of diversity, which provides insight of some aspect of the course subject. This could be a video, a wall hanging, a weaving or tapestry, a collage, etc.

B. Design a workshop (one or two days in length) for adult educators on the subject of diversity.

C. Examine an existing workshop, program, or course for its inclusive and exclusive practices. Provide a written critique of the practices. 2500 word

D. Write a research paper on one aspect of diversity. This essay will include a review of the relevant, current literature, and present a well-developed thesis. 2500 words

E. Write an editorial on diversity for a scholarly journal of your choice. Describe the journal, describe the audience, and submit your editorial. 1500 words

F. Select a film, a novel, a collection of poetry, a series of short stories, or a children's story that requires you to read against yourself. Examples: "Double Happiness"; Affliction by Russell Banks, "Mississippi Marsala," "Powwow Highway," "Loyalties," "Desert Hearts," "Slingblade," Jade Peony, When Fox is a Thousand, Jane Eyre, Disappearing Moon Cafe, The School Marm Tree, Broken Ground; poetry by Robert L. Stevenson (A Child's Garden of Verse), Al Purdy, Leonard Cohen, Dorothy Livesay, Daphne Marlatt; art by Mary Pratt, Christopher Pratt, Emily Carr, Norval Morrisseau, Persimmon Blackridge, and so on. In approximately 1500 - 2000 words, answer the question for whose eyes is this movie; for whose eyes/ears is this book; whose gaze is assumed.

H. Choose a group with whom you have little in common, and write the 'case' from their standpoint. An example would be "Keegstra's Children" or Alice Walker's Warrior Marks.

I. None of the above. Develop your own major project.

\*Discuss your ideas with me before plunging into your major project. Discussing your ideas with me does not mean idly speculating on an idea while I'm waiting for the elevator, heading for the bathroom, trying to find my car keys, or three minutes before class begins. Coffee breaks are not a good time to ask me important things, because I am easily distracted when I am on the hunt for a cup of coffee.

If you do not speak with me about your final project, and it does not meet the criteria for the final project, you will receive 0% for the assignment.

January 10

Overview of the course; identification of key concepts and the meta-problem: justification, censorship, response.

January 17

Whose difference, whose experience? Claiming epistemic privilege. Values clarification; Who am I/Who are We

Reading: Narayan, Working together across difference.

Readers:

Exercise:

January 24

Age and able-ism. Deconstructing the Light and Lively

Reading: Boyd, Dominance concealed through diversity

Readers:

Exercise:

January 31

Reading: Keating: Interrogating Whiteness

Readers:

Exercise:

Case Discussions:

February 7

Extending of the meta-problem: feeling, power, and location.

Reading: Boler: Taming the Labile Other

Readers:

Exercise:

February 14

What do I do now, Coach?

Reading: Frye: Getting it right and Thomas: Moral flourishing in an unjust world.

Readers:

Exercise:

Case Discussions :

February 21

No Class: Mid-Term Break

February 28

Reading: Zingaro: Marginalization: Seeing is Subverting

Readers:

Exercise:

March 6

Upstairs in the Crazy House: The hazards of negative attribution.

Reading: Capponi: Dispatches from the poverty line

Readers:

Exercise:

Case Discussions:

March 13

Creating Inclusive pedagogies and other affirmative action strategies.

Reading: Calliou, S. Peacekeeping actions at home.

Readers:

Exercise:

March 20

Undoing harm; the politics of inclusion and the practice of exclusion.

Reading: Rocco & West: Deconstructing privilege

Readers

Exercise:

March 27

Stubborn structures and systemic discrimination.

Reading. Heald: Events without witness

Exercise:

Case Discussions:

April 3

Reflection, Closure, and Farewell. If you plan to share your major project with your classmates, bring your work to this session.

April 8

Major Project due.

Course Pack Articles for Adult Education 405

Winter 2004

1. Boler, M. 1997. Taming the labile other: Disciplined emotions in popular and

academic discourses. *Philosophy of Education* available at  
[http://www.ed.uiuc.edu/EPS/pes-yearbook/97\\_docs/boler.html](http://www.ed.uiuc.edu/EPS/pes-yearbook/97_docs/boler.html)

2. Boyd, D. 1996. Dominance concealed through diversity: Implications of inadequate perspectives on cultural pluralism. *Harvard Educational Review* 66 (3), 609-630.
3. Calliou, S. 1996. Peacekeeping actions at home: A medicine wheel model for a peacekeeping pedagogy. In Battiste, M., & Jean Barman (Eds). *First Nations education in Canada: The circle unfolds* (47-72). Vancouver, BC: UBC Press.
4. Capponi, P. 1997. *Dispatches from the poverty line*. Toronto, ON: Penguin Books, pages 3-16.
5. Frye, M. 1992. Getting it right. *Signs: Journal of Women in Culture and Society* 17(4), 781-792.
6. Heald, S. 1997. Events without witness: living/teaching difference within the paternalist university. *Curriculum Studies*, 5(1), 39-49.
7. Keating, A. 1995. Interrogating whiteness (de)constructing race. *College English*, 57(8), 901-918.
8. Narayan, U. 1988, Summer. Working together across difference: Some considerations on emotions and political practice. *Hypatia*, 3(2), 31-47.
9. Rocco, T. and West, W. 1998, Spring. Deconstructing privilege: An examination of privilege in adult education. *Adult Education Quarterly* 48(3), 1-12.
10. Thomas, L. 1993. Moral flourishing in an unjust world. *Journal of Moral Education* 22(2), 83-94.
11. Zingaro, Linde. 2002. Marginalization: Seeing is subverting: The Chame workshop. *Pakistan Journal of Women's Studies: Alam-e-Niswan* 9(1), 79-96

Also of interest:

Harris, A. 2003. From suffragist to apologist: The loss of feminist politics in a politically correct patriarchy. *Journal of International Women's Studies* 4(2) Available at  
<http://www.bridgew.edu/depts/artscnce/jiws/April03/HarrisFINAL.pdf>

Lee, R. 1985, May. Keegstra's Children. *Saturday Night* 38-46.