

**Education and the  
Politics of Difference:**  
**CANADIAN PERSPECTIVES**



Rama Ghosh and Ali A. Abdi

Preface by Henry Giroux

# Education And The Politics Of Difference Canadian Perspectives

**Soudeh Oladi**



## **Education And The Politics Of Difference Canadian Perspectives:**

**Education and the Politics of Difference** Ratna Ghosh, Ali A. Abdi, 2013 Despite decades of multicultural education policies cultural minorities and the peoples of the First Nations continue to be marginalized in Canadian schools In *Education and the Politics of Difference* authors Ratna Ghosh and Ali A Abdi expose the problematic constructions of difference in schooling contexts where differences are either treated as surface issues that do not affect the lives of learners or superficially celebrated in terms that do not question power relations in schools and society This revised and expanded second edition engages the broad theories of multicultural and inclusive education and provides case studies of Canadian multicultural education policies such as the unique situation of Aboriginal education With this discussion of how differences of race class gender sexuality and other differences are viewed particularly in a post 9 11 world this book extends the possibilities of a more open minded global understanding and appreciation of difference The book closes with a discussion of the future of multicultural and inclusive education envisioning a school system where difference is normalized and seen as a fundamental human trait essential for social and human well being

**Education and the Politics of Difference** Ratna Ghosh, Ali A. Abdi, 2004 This book tackles the role education can play in dealing productively and peacefully with the challenges of the localization as well as the globalization of difference The authors focus on how the politics of difference influences and is influenced by educational programs and provisions in Canada and possibly elsewhere in the world They also discuss how different theories of knowledge define and represent new and established notions and practices of schooling and social development Important factors such as social class race and gender are explored in the authors investigation of the politics of difference in spaces of public schooling Ghosh and Abdi contend that despite the rhetoric of official multiculturalism and multicultural education the realities on the ground still depict a Canadian public space in which cultural minorities and the peoples of First Nations continue to be relatively speaking marginalized The authors conclude that with the continuities of the Euro centred focus these policies and their possible praxes have not hitherto achieved the desired goals of true multiculturalism

*Race and Education Primer* Aaron David Gresson, 2008 The *Race and Education Primer* introduces its topic as perspective policy and pedagogy It provides a thematic introduction to the guiding beliefs and major practices in the field with a special emphasis on critical recurring themes These include race and intelligence the education gap teacher education and cultural competence Approaching race and education in global context the primer covers topics of interest to both novice and advanced students A glossary and suggested readings and resources add to the volume s value for students new to the field

**Religion in Multicultural Education** Farideh Salili, Rumjahn Hoosain, 2006-05-01 The National Association for Multicultural Education in Washington D C listed a number of issues that the school curriculum should address with reference to multicultural education including racism sexism classism linguisticism ablism ageism heterosexism and religious intolerance It is noteworthy that of all these issues religion is about the only one that throughout

history people are willing to die for although whether what is at issue is really religion or other things such as territory is another matter It is also interesting that all the others have isms in their names but religious issues are characterized by intolerance Perhaps we should try to understand this intolerance and look at what steps might help to alleviate it However while intolerance might seem a simple thing understanding what is behind it and how it plays such a crucial role in religion requires what we refer to in the Introduction chapter as a multifaceted approach at multiple levels It is not enough just to try to dispel stereotypes of followers of other religions or to point out commonalities in world religions We should for example try to understand and appreciate how adherents of other religions try to answer questions regarding their adaptation to the contemporary environment It is through understanding how different religions coexist side by side at various levels that we truly come to learn about religion in multicultural education

*The Effectiveness of Educational Policy for Bias-Free Teacher Hiring* Zuhra Abawi, 2021-05-12 This volume offers a critical examination of educational policy in Ontario Canada and critiques the success of such policies in ensuring diversity and equity of access in teacher hiring Providing comprehensive coverage of historical marginalization in the Canadian education system the book explains the rationale and objectives of policies enacted with the aim of ensuring bias free or colourblind hiring Drawing on qualitative data to illustrate how educators lived experiences often sit at odds with the inclusivity that such policies claim to achieve the book presents the Equity Hiring Toolkit as a practical framework enabling educational administrators to recognize how unconscious biases and relative positions of power can implicate hiring decisions This text will benefit researchers doctoral students and academics in the fields of teacher education educational policy and multicultural education more broadly Those interested in the school leadership and management as well as race and ethnic studies will also enjoy this volume

*Education in North America* D. E. Mulcahy, D. G. Mulcahy, Roger Saul, 2014-02-27 Education in North America is a concise and thorough reference guide to the main themes in American and Canadian education from their historical roots to the present time The book brings a global awareness to the discussion of local issues in North American education and sheds light on the similar and different ways that Canada and the United States have moved in light of political and social changes Scholarly contributions made by active researchers from the region provide an overview of each country's education system the way in which it arose and its current state of affairs

**The Role of Coloniality, Decoloniality, and Education in Shaping Perspectives on Extremism** Helal Hossain Dhali, 2024-03-19 This book extends a comprehensive overview of the treatment of extremism in education in Bangladesh using a study of perceptions among students to explore proactive measures for the prevention of various types and forms of extremism prevalent among youth It offers a critical holistic and student centred study of the role of formal education in shaping perceptions of extremism and intersectional differences among individuals drawing on data from university students The author employs post colonial theory and multicultural educational approaches to highlight how understandings of extremism differ across young adults and policymakers Ultimately it demonstrates that

students overall understanding of extremism is much broader than that of policymakers and how understandings differ between male and female students at the intersection of rural and urban locations and socio economic positions As such it foregrounds a need to involve and organize formal education as a proactive means to raise awareness and counter all forms of extremism through incorporating specific teaching strategies into pedagogical practices to foster an anti communalist humanistic critical multicultural and cosmopolitan outlook among students It will appeal to scholars and researchers with interests across multicultural education comparative and international education the sociology of education extremism and conflict and peace studies

**Troubling Multiculturalism** Hans Skott-Myhre, J.N. Little, 2015-09-25 It can be easy to imagine that Child and Youth Care practitioners are inherently or naturally attuned to issues of diversity and colonization as they pertain to multicultural practice While there are excellent culturally attuned practices that are happening in the field of Child and Youth Care when it comes to collecting stories of cultural diversity and more specifically the problematic unfolding of some of these stories there remains hesitancy in the field This hesitancy in part is due to assuming we are practicing in postcolonial times where all the messiness the doubting and the pain have been dealt with The authors of this volume suggest otherwise and their chapters represent an important contribution to the field They are a diverse group of practitioners but they share a common concern that the term multicultural practice grooms hegemonic interventions that do not critically examine issues of power difference colonialism Whiteness or species to name a few Although the title of this issue is Troubling Multiculturalism the language within this issue stretches this term troubles it and at times re invents it This book was originally published as a special issue of Child and Youth Services

**Immigrant Student Experiences in Canada** Soudeh Oladi, 2025-07-09 This book centers immigrant children s school experiences as recounted and interpreted by their mothers exposing how racialization exclusion and proximity to Whiteness shape their realities in Canadian schools Drawing from Afro Caribbean Ghanaian Indian Afghan and Chinese communities mothers emerge as critical knowledge holders sharing their children s stories to disrupt institutional erasure Part One s two chapters reveal how Canadian schools enact symbolic multiculturalism while reinforcing linguistic conformity and Eurocentric norms reframing identity belonging and home through mothers stories Part Two s four chapters present mothers and children s experiences capturing subversive resistance intergenerational tensions trauma invisibility and affirmation The concluding chapter frames storytelling as epistemic resistance grounding immigrant families wisdom as essential to transforming education

**Comparative Perspectives on Refugee Youth Education** Alexander W. Wiseman, Lisa Damaschke-Deitrick, Ericka L. Galegher, Maureen F. Park, 2019-05-22 This volume explores the shared expectations that education is a panacea for the difficulties that refugees and their receiving countries face This book investigates the ways in which education is both a dream solution as well as a contested landscape for refugee families and students Using comparative cross national perspectives across five continents the editors and contributors critically analyze the educational structures policies and practices intended to support refugee

youth transition from conflict and post conflict zones to mainstream classrooms and schools in their new communities

**Decolonizing Global Citizenship Education** Ali A Abdi, Lynette Shultz, Thashika Pillay, 2015-12-01 The ideas for this reader came out of a conference organized through the Centre for Global Citizenship Education and Research CGCER at the University of Alberta in 2013 With the high expansion of global citizenship education scholarship in the past 15 or so years and with most of this scholarship produced in the west and mostly focused on the citizenship lives of people in the so called developing world or selectively attempting to explain the contexts of marginalized populations in the west the need for multidirectional and decolonizing knowledge and research perspectives should be clear Indeed the discursive as well as the practical constructions of current global citizenship education research cannot fulfill the general promise of learning and teaching programs as social development platforms unless the voices of all concerned are heard and validated With these realities this reader is topically comprehensive and timely and should constitute an important intervention in our efforts to create and sustain more inclusive and liberating platforms of knowledge and learning This collection of cutting edge theoretical contributions examines citizenship and neo liberal globalization and their impacts on the nexus of the local and global learning production of knowledge and movements of people and their rights Case studies in the collection also provide in depth analysis of lived experiences that challenge the constructed borders which derive from colonial and imperial re structuring of the contemporary world and nation states The contributors articulate agency in terms of both resistance and proactive engagement toward the construction of an alternative world which acknowledges equality justice and common humanity of all in symbiosis with the social and natural environment It is a valuable reader for students scholars practitioners and activists interested in the empowering possibilities of decolonized global citizenship education N Dr Education and Social Development ,2008-01-01 The role of education in the development of societies is an important life perspective that is promoted by families institutions and governments In today s globalized world this reality may presume a worldwide platform where what is termed knowledge societies could gain at the expense of the educationally less endowed There is also the case where postcolonial systems of education in Africa Asia Latin America and other places did not lead to the expected social and technological progress that was promised with independence The 17 chapters in this volume attempt to analyze these complex and interlinked contexts of education and development The book contains important criticisms of the historical developments of education the meanings and changing intersections of development schooling citizenships and their exclusions and the important interplays of globalization knowledge culture and languages Beyond the theoretical focus the book examines learning systems and possibilities in specific regions and countries of the world These include Africa with a specialized focus on women s education and advancement as well as individual country studies on Ghana Burkina Faso Zimbabwe and Somalia In the Asian context the specific chapters analyze the training of teachers in China and women s education and education and the caste system in India These are complemented by select treatments of education and social

development in Chile in South America postcolonial post communist Europe Russia and the Caribbean region Together the book s contents should selectively respond to some of the most important social and educational development ideas and debates in our world today     Intercultural Competence in Higher Education Darla Deardorff,Lily

Arasaratnam-Smith,2017-07-20 Intercultural Competence in Higher Education features the work of scholars and international education practitioners in understanding the learning outcomes of internationalization moving beyond rhetoric to concrete practice around the world Devoted exclusively to exploring the central learning outcomes of internationalization efforts this edited volume contains a refreshing combination of chapters and case studies from interdisciplinary and cross cultural contributors including cutting edge issues within intercultural competence development such as intersectionality mapping intercultural competence and assessment the role of higher education in developing intercultural competence for peacebuilding in the aftermath of violent conflict facilitating intercultural competence through international student internships interdisciplinary and cross cultural contributions from over 19 countries including Japan Russia Serbia South Africa and Vietnam the latest research and thinking on global intercultural and international learning outcomes with a unique emphasis on newer voices Intercultural competence has become an essential element in international as well as domestic education This text provides the latest thinking and research within the context of internationalization presents practical case studies on how to integrate this into the preparation of global ready students and will be of interest to postgraduate students international education administrators and practitioners as well as scholars and researchers in a variety of disciplines who have an interest in intercultural and global competence     **Cultural and Social Diversity and the Transition from Education to Work** Guy Tchibozo,2012-09-28 This edited volume provides multidisciplinary and international insights into the policy managerial and educational aspects of diverse students transitions from education to employment As employers require increasing global competence on the part of those leaving education this research asks whether increasing multiculturalism in developed societies often seen as a challenge to their cohesion is in fact a potential advantage in an evolving employment sector This is a vital and under researched field and this new publication in Springer s Technical and Vocational Education and Training series provides analysis both of theory and empirical data submitted by researchers from nine nations including the USA Oman Malaysia and countries in the European Union The papers trace the origins of business demand for diversity in their workforce s skill set including national local and institutional contexts They also consider how social demographic cultural religious and linguistic diversity inform the attitudes of those seeking work and those seeking workers With clear suggestions for future research this work on a topic of rising profile will be read with interest by educators policy makers employers and careers advisors     *Navigating Multiculturalism* Dawn Zinga,2021-04-16

This provocative volume explores multiculturalism from different disciplinary perspectives as well as examining the associated issues from the perspectives of various countries It considers how multiculturalism has been defined and the

various meanings that the term holds while also focusing on the realities faced in different societal contexts The authors address difficult and at times divisive questions about race ethnicity and identity This collection challenges readers to examine their own perceptions of multiculturalism and to consider how the perspectives in this volume can inform their thinking By examining the issues from different perspectives the authors have encouraged individuals to consider how to navigate multiculturalism and negotiate change

**Digital Teaching and Learning in Higher Education** Anselm Böhmer,Götz Schwab,Illie Isso,2023-11-02 Digital collaboration has been established in higher education for many years But when the Covid 19 pandemic struck digital learning and virtual mobility became of utmost importance for higher education In the international project Digital and International Virtual Academic Cooperation DIVA scholars from Israel Australia and Germany focused on intercultural learning and online collaboration Based on their findings they show how digital arrangements can be used in higher education how digital teaching can be theorized and what potential can be gained for post pandemic teaching

**Racisms in a Multicultural Canada** Augie Fleras,2014-04-29 In acknowledging the possibility that as the world changes so too does racism this book argues that racism is not disappearing despite claims of living in a post racial and multicultural world To the contrary racisms persist by transforming into different forms whose intent or effects remain the same to deny and disallow as well as to exclude and exploit Racisms in a Multicultural Canada is organized around the assumption that race is not simply a set of categories and that racism is not just a collection of individuals with bad attitudes Rather racism is as much a matter of interests as of attitudes of property as of prejudice of structural advantage as of personal failing of whiteness as of the other of discourse as of discrimination and of unequal power relations as of bigotry This multi dimensionality of racism complicates the challenge of formulating anti racism and anti colonialist strategies capable of addressing it Employing a critical framework that puts politics and power at the centre of analysis this book focuses on why racisms proliferate how they work in contemporary societies and how the way we think and talk about racism changes over time Specifically it examines the working of contemporary racisms in a multicultural Canada that claims to abide by principles of multiculturalism and a commitment to a post racial society

**Educators' Discourses on Student Diversity in Canada** Diane Gérin-Lajoie,2008 This text examines recent changes to the Canadian educational system and their impact on the role of the school most significantly how the school must now function as an agent of inclusion for students who are not part of the mainstream school population Based on the findings of a comprehensive five year national study sponsored by the Social Sciences and Humanities Research Council of Canada Current Trends in the Evolution of School Personnel in Canadian Elementary and Secondary Schools the contributors examine the daily work activities working conditions and the interactions with students in view of recent changes to the educational system and the evolving role of the school Educators Discourses on Student Diversity in Canada Context Policy and Practice challenges the status quo and provides a timely comprehensive and critical overview of education and diversity in Canada

**Resisting the**



**Dehumanization of Refugees** Yasmeen Abu-Laban, Michael Frishkopf, Reza Hasmath, Anna Kirova, 2024-05-28 Refugees face distinct challenges and are often subject to dehumanization by politicians, media, and the public. In this context, *Resisting the Dehumanization of Refugees* provides urgent insights and policy-relevant perspectives to improve refugees' social well-being and integration. Taking a transdisciplinary approach, scholars from the social sciences, arts, and humanities, alongside practitioners and refugees, explore what it means to experience dehumanization. They consider how refugees' experiences of dehumanization inform both epistemological and practical approaches to humanizing or re-humanizing refugees before, during, and after resettlement. By addressing these important issues, contributors marshal rich and multidimensional responses that draw upon our shared humanity and reveal new possibilities for change. *Civic Education and Liberal Democracy* Peter Strandbrink, 2017-07-10 This book explores the inherent tension in civic education. There is a surging belief in contemporary European society that liberal democracy should work harder to reproduce the civic and normative setups of national populations through public education. The cardinal notion is that education remains the best means to accomplish this end, and educational regimes appropriate tools to make the young more tolerant, civic, democratic, communal, cosmopolitan, and prone to engaged activism. This book is concerned with the ambiguities that strain standard visions of civic education and educational statehood. On the one hand, civic/normative education is expected to drive tolerance in the face of conflicting good life affirmations and accelerating worldview pluralisation; on the other hand, nation-states are primarily interested in reproducing the normative prerogatives that prevail in restricted cultural environments. This means that civic education unfolds on two irreconcilable planes: at once one cosmopolitan/tolerant, another parochial/intolerant. The book will be of significant interest to students and scholars of education, sociology, normative statehood, democracy, and liberal political culture, particularly those working in the areas of civic education as well as education policy makers.

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