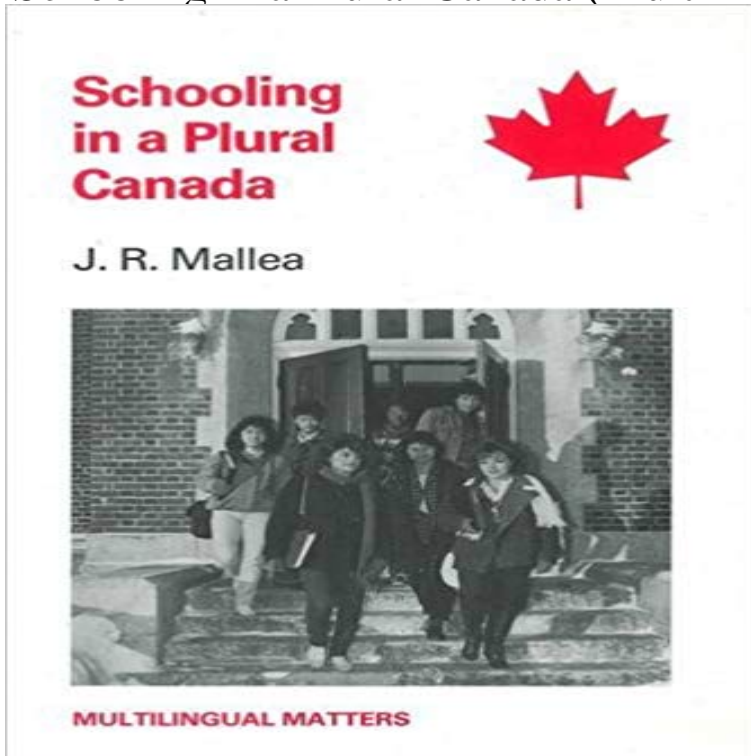


Schooling in a Plural Canada (Multilingual Matters)



This text adopts a case-study approach to the analysis of schooling in a plural society. It is divided into two parts. The first part provides a critical review of relevant theory; the second focuses on the application of this theory in the Canadian context. Part one begins by setting out the limits of traditional theories of pluralism, race and ethnic relations, and schooling. This is followed by a discussion of contemporary forms of pluralism. In addition to cultural pluralism, normative, institutional, structural, political and socio-economic forms of pluralism are discussed. These are then juxtaposed with theories and concepts drawn from the new sociology of education literature. Reproduction, correspondence and resistance theories of schooling are reviewed and their potential contribution to our understanding of schooling in plural societies analysed. Particular attention is paid to the relevance of concepts such as cultural hegemony, cultural capital and cultural legitimation. In part two, following a brief historical review of the conflictual nature of schooling in Canada, three competing views of Canadian culture and society (monocultural, bicultural and multicultural) are described and their contradictions and tensions discussed. Educational systems, it is argued, are part of a much broader framework of interlocking economic, political and cultural systems. Within these systems, schools frequently serve as arenas in which existing public policies are frequently contested and resisted. Three contemporary Canadian examples of conflict over culture and schooling are examined: aboriginal self-government; official language minority educational rights; and heritage language instruction. A summary and conclusions chapter underlines the importance of employing alternative theoretical concepts and frameworks.

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