



ORIGINAL COURSE IMPLEMENTATION DATE:

January 2026

REVISED COURSE IMPLEMENTATION DATE:

COURSE TO BE REVIEWED (six years after UEC approval): September 2031

Course outline form version: 26/01/2024

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: ADED 315		Number of Credits: 3 Course credit policy (105)													
Course Full Title: Race and Anti-Racism in Adult Education Course Short Title: Race & Anti-Racism in Adult Ed															
Faculty: Faculty of Education, Community, & Human Dev.		Department (or program if no department): Adult Education													
Calendar Description: Explores race and racism in adult learning through a social justice lens, examining definitions, historical roots, and systemic oppression in Canada. Students will analyze anti-racism educational models and pedagogical approaches to promote equity in diverse learning contexts. Note: Students with credit for ADED 330Z cannot take this course for further credit.															
Prerequisites (or NONE):		30-university-level credits or department permission.													
Corequisites (if applicable, or NONE):															
Pre/corequisites (if applicable, or NONE):															
Antirequisite Courses (<i>Cannot be taken for additional credit.</i>) Former course code/number: ADED 330Z Cross-listed with: Equivalent course(s): <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>		Course Details Special Topics course: No <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: No <i>(See policy 207 for more information.)</i> Grading System: Letter grades Delivery Mode: May be offered in multiple delivery modes Expected frequency: Annually Maximum enrolment (for information only): 25													
Typical Structure of Instructional Hours <table border="1"> <tr> <td>Lecture/seminar</td> <td>45</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td>Total hours</td> <td>45</td> </tr> </table>		Lecture/seminar	45									Total hours	45	Prior Learning Assessment and Recognition (PLAR) PLAR is available for this course.	
Lecture/seminar	45														
Total hours	45														
Scheduled Laboratory Hours Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes		Transfer Credit (See bctransferguide.ca) Transfer credit already exists: No Submit outline for (re)articulation: No <i>(If yes, fill in transfer credit form.)</i>													
Department approval		Date of meeting: January 17, 2025													
Faculty Council approval		Date of meeting: April 11, 2025													
Undergraduate Education Committee (UEC) approval		Date of meeting: September 26, 2025													

Learning Outcomes *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

Upon successful completion of this course, students will be able to:

1. Reflect on the history of race and racism in Canada in an adult education context.
2. Identify the basic tenets of racism and colonialism within the context of education, workplace, and community.
3. Explain how political, economic, and social-cultural colonialism shape power, privilege, and oppression.
4. Investigate the roles of positionality and social identity in teaching and learning.
5. Demonstrate critical self-reflection.
6. Critically identify and reflect on unconscious bias, prejudice, and microaggressions in adult education contexts.
7. Examine theories and frameworks required for anti-racist adult education practices.

Recommended Evaluation Methods and Weighting *(Evaluation should align to learning outcomes.)*

Assignments:	100%	%	%
	%	%	%

Details:

Weekly journal entries: 20%

Lesson plan/op-ed: 25%

Critical book analysis: 30%

Short reflective activities: 15%

Class participation: 10%

NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.

Typical Instructional Methods *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Instructional methods may vary and could include guest lecturers, presentations, online activities, experiential activities, and student-led facilitation.

Texts and Resource Materials *(Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)*

Type	Author	Title and publication/access details	Year
1. OER book	Mooney, H.	Invisible Boy: A Memoir of Self Discovery. Harper Collins Canada.	2022
2. Online resource	Cole, D.	The Skin We're In. CBC.	2018
3. Journal	Waldron, I.	Environmental Racism in Canada. Canadian Commission for UNESCO.	2024
4. OER book	Roberts, C.	Re-Storying Education" Decolonizing your practice using a critical lens. Page Two Books.	2024
5. Journal	Neustaeter, R., & Perry, J. A	Anti-racist adult education: A conversation with Professor Stephen Brookfield. The Canadian Journal for the Study of Adult Education, 34(1), xi–xx. https://doi.org/10.56105/cjsae.v34i1.5681	2022

Required Additional Supplies and Materials *(Software, hardware, tools, specialized clothing, etc.)* N/A**Course Content and Topics**

- Introduction to the course
- Defining race, racism, and racialization
- Historical foundations: racism in Canada
- Indigenous racism and Indigenous perspectives on adult education
- Environmental racism, adult education and activism
- Contemporary and "new racism" and public pedagogy
- White privilege and whiteness studies in adult and higher education
- White supremacy and structural power in adult and higher education
- Critical race pedagogy
- Intersectionality and community learning
- Xenophobia and global migration and adult learners
- Anti-racism pedagogy
- Toward transformative futures