Acknowledgments

Earlier versions of many of the chapters in this book were presented at two Canada/US cross-border conferences. The first, “Canadian/US Conference on Multicultural Policy,” was held on 8 June 2002 and sponsored by the Canadian Studies Center at the University of Washington. The second conference, “Dialogue on Multicultural and Diversity Policies in Canada and the United States: Symbol or Substance?,” was sponsored by the Baldy Center for Law and Social Policy at the University at Buffalo on 22-23 May 2003, with additional support from the Canadian American Studies Committee and the Graduate School of Education at the University at Buffalo.

Work like this inevitably involves a number of people, many of whom toil in the background with little recognition. In particular we’d like to thank Emily Andreu, Camilla Blakeley, Nadine Fabbi, Jane Goodlet, Becky Lewis, Laura Mangan, Kara Olidge, and Michael Stanford for their invaluable help at various points in this process. We thank the participants in the two conferences and the students in our three cross-border classes for their contributions to the dialogue. Many thanks as well to all of the contributors for their excellent work and cooperation. Most especially we’d like to thank our respective families for the support, understanding, and love that took us through the most difficult moments.
Contents

Figures and Tables / viii
Foreword / ix
Charles Ungerleider

Acknowledgments / xv

Introduction: Cross-Border Dialogue and Multicultural Policy Webs / 3
Lauri Johnson and Reva Joshee

Part 1: Historical Context

1 Past Crossings: US Influences on the Development of Canadian Multicultural Education Policy / 17
Reva Joshee and Susan Winton

2 Diversity Policies in American Schools: A Legacy of Progressive School Leadership and Community Activism / 28
Lauri Johnson

3 We Are Already Multicultural: Why Policy and Leadership Matter / 42
Yoon K. Pak

Part 2: First Nations and Native American Education

4 First Nations Education Policy in Canada: Building Capacity for Change and Control / 51
Jan Hare

5 Policy Issues in the Education of American Indians and Alaska Natives / 69
John W. Tippeconnic III and Sabrina Redwing Saunders
vi Contents

6 What We Know about Native Participation in Higher Education / 83
Augustine McCaffery

Part 3: Immigrant and Language Education

7 Canadian Policies on Immigrant Language Education / 93
Tracey M. Derwing and Murray J. Munro

8 Language Education in the Conflicted United States / 107
Carlos J. Ovando and Terrence G. Wiley

9 A Critical Examination of Language Policies and Practices in Canada and the United States / 120
Karen M. Gourd

Part 4: Race-Based Policies

10 Race-Based Policies in Canada: Education and Social Context / 131
Adrienne S. Chan

Christopher M. Span, Rashid V. Robinson, and Trinidad Molina Villegas

12 Canadian and American Race-Based Education Policies / 159
Njoki Nathani Wane

Part 5: Employment Equity and Affirmative Action

13 Canada’s Employment Equity Act: Perspectives on Policy and Implementation / 167
Carol Agocs

Edward Taylor

15 Dialogue across Borders on Employment Equity/Affirmative Action / 204
Michelle Goldberg
Part 6: Extending the Dialogue

16 Institutional Racism in Education Policy and Practice: A View from England / 217
   David Gillborn

   Catherine Cornbleth, Rinaldo Walcott, Carlos J. Ovando, and Terezia Zoric

Contributors / 248
Index / 252