Abstract

Since its introduction in Canada over forty years ago, institutions have adopted the Multiculturalism Policy in different ways. Drawing on Foucault's analysis of the relationship between power and knowledge, I frame the Multiculturalism Policy and its discourses in his concept of bio-power and its mechanisms. By unpacking these discourses that have shaped multicultural education, I focus on how the practices in multicultural education might have played a role in perpetuating unequal relations of power rather than fostering equity and plurality. How does what we know shape how we constitute ourselves and others in a multicultural classroom? This study examines the relationship between knowledge and power in the dynamic of relations and explores the possibilities in our capacities to disrupt this relationship.

Keywords: multicultural education; multiculturalism; Foucault; knowledge; power; power relations