

Grande Prairie Regional College
Arts, Commerce & Education

ED4610: The School in Northern Communities 3(0-0-3)
Fall 2003

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Course Description:

The aim is to provide knowledge of differences between school-community relations in the three settings most typical of Northwest Alberta: small cities like Grande Prairie, rural farming communities like Bonanza, remote Native reserves like Trout Lake.

This knowledge will be set within two larger contexts: the evolution of school-community relation policies in the 20th century and the broad geographical/historical setting of the Canadian North.

Note: not available to first –year students

Texts:

ED4610 Readings package
Bone The Geography of the Canadian North Second edition

Class Schedule:

Weeks 1-3

The evolution of school-community relations in the 20th century: the emergence of the concept in Progressive Education movement, revival in Youth Revolution of the Sixties, the ‘Community School’ movement in 70s and 80s, Right-wing ‘revolution’ in the 90s and community/parents as ‘consumers’ of public education.

Week 4

Voices from urban schools: interviews with principals in Grande Prairie. Term paper #1: schools in northern urban communities

Weeks 5-6

The geographical context of northern school communities: definitions of nordicity and concepts of ‘nordicity’.

Week 7

Midterm Exam

Weeks 8-9

The historical context of northern school communities, with special attention to the northern Native experience

Weeks 10-12

Voices from rural schools: interviews with principals in Peace-Wapiti. The nature of rural communities and their relationship to schools/teachers

Voices from remote schools: interviews with principals/teachers in Northland. The nature of remote Native communities, and their relationship to schools/teachers.

Term paper #2: The school and community in rural and remote settings

Week 13

Developing a table of comparisons between school/community relations in urban, rural and remote settings in northwest Alberta

Week 14

Final exam

Term Papers:

Approx 1500 wds; Basic data to come from readings and audio-cassette interviews.

Evaluation

Attendance (required element)	5%
Midterm	25%
Term papers (2)	40%
Final exam	30%