

Grande Prairie Regional College  
Project Teacher Education North

**Course: NS210: Native Issues and Insights**

Winter, 2006

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**Outline:** This course introduces students to various Canadian First Peoples and the Métis, the political, educational and social issues which they are contending with today and their strategies and visions for gaining self-determination. From a variety of written sources, other media, and personal experiences, students will gain knowledge and, to a certain extent, an experiential base for education involving First Nations peoples of Canada. Students also will be developing powers of insight, organization and expression throughout the course, by the composition of reflection papers, an evaluation of First Nations and Métis sites on the World-Wide-Web, and submission of a short formal essay. There is a final examination.

NB: There is a \$3 copying charge for the course, which will be collected the usual way.

**A Note on KSAs (Knowledge, Skills and Attributes)**

Although not a formal EDEL course, NS210 correlates to several KSAs determined by Alberta Learning:

-You will understand that contextual variables affect teaching and learning. My students will know how to analyze many variables at one time, and how to respond by making reasoned decisions about controversial issues, their teaching practice and students' learning.

-You will understand the subject discipline you teach. You will acquire an in-depth understanding of content knowledge in one or more areas of specialization.

-You will understand that all students can learn, albeit at different rates and in different ways. You will know better how (including when and how to engage others) to identify students different learning styles and ways students learn. You will understand the need to respond to differences by creating multiple paths to learning for individuals and groups of students, including students with special learning needs.

-You will understand the importance of respecting students' human dignity. You will know how to establish, with different students, positive professional relationships that are characterized by mutual respect, trust and harmony.

-You will understand the importance of engaging parents, purposely and meaningfully in all aspects of teaching and learning. You will know how better to develop and implement strategies create and enhance partnerships among teacher, parents and students.

-You will understand that student learning is enhanced through the use of home and community resources. You will better know how to identify resources relevant to teaching and learning objectives, and how to incorporate these resources into your teaching and students' learning.

-You will understand the importance of guiding your actions with a personal, overall vision of the purpose of teaching. You will be better able to communicate your vision, including how it has changed as a result of new knowledge, understands and experience.

**Texts:**

Battiste, M. and Barman, J. **First Nations Education in Canada: the Circle Unfolds**. UBC Press, 1996.

David Long and Olive P. Dickason. **Visions of the Heart: Canadian Aboriginal Issues**. Harcourt-Brace, 2000. 2<sup>nd</sup> Edition.

J.R. Miller, **Skyscrapers Hide the Heavens**. University of Toronto: 2002. 3<sup>rd</sup> Edition  
Richard Wagamese. **For Joshua**. Anchor Books, 2003.

**Course Outline:**

Wednesday, 4 January, 2006: **Beginnings**

Monday, 9 January: **Getting Started**

READ: Miller, *Skyscrapers*, Chapters 1-2

Wednesday, January 11: **The Long View**

READ *Visions*, Chapter 1, and Trigger, pp. 19-44 in *Out of the Background* (First edition, orange cover) RESERVE

January 16: **Partnerships: Trade and War**

READ Miller, Chapters 3-4

January 18: **Coercion Begins: Directed Cultural Change**

READ: Miller, Chapters 5-6

January 23: **The Plains and Pacific Peoples**

READ: Miller, Chapters 7-8

January 25: **The Prairies: Poems, Prayers and Promises**

READ: Miller, Chapters 9-10; also *Circle Unfolds*, Chapter 12

January 30: ***Coercion: Directed Cultural Change***

READ: Miller, Chapters 11-12

February 1: **Getting Organized**

READ: Miller 13-14; *Visions*, Chapter 3.

February 6: **Lessons from History?**

READ: Miller, 15-16; *Visions*, 6

February 8: **Women**

READ: **Visions**, Chapter 4

February 13: **Children**

READ **Visions**, Chapters 10

February 15: **Justice?**

READ: **Visions**, 12

February 20-25: READING WEEK (YIPEEEEEEE!) Now! Write that essay!

February 27: **Elders**

READ: **Visions**, Chapters 2

March 1: **Healing**

READ: **Visions**, Chapter 9

March 6: **In our own backyards**

READ: **Visions**, Chapters 8, 13

March 9: **Keeping Promises?**

READ: **Circle Unfolds**, Chapter 8

March 13: **Models and Visions: Thinking Through Aboriginal Education**

READ: **Circle Unfolds**, Chapter 1; **Visions**, Chapter 11.

March 15: **Circles and Cycles**

READ **Circle Unfolds**, Chapters 2-3

March 20: **Science, Language**

READ: **Circle Unfolds**, 4-6, **Visions**, Chapter 14..

March 22: **Teaching Pathways**

READ: **Circle Unfolds**, 7, and

March 27: **School cultures: Retrospect**

READ: **Circle Unfolds**, Chapters 11

March 29: **School Cultures: Prospect**

READ: **Circle Unfolds**, Chapter 15

April 3: **Native Studies and the Alberta Curriculum: Part One**

April 5: **Native Studies and Alberta Curriculum: Part Two**

April 10: Writing Day, no class.

April 13: Student Reading and final Assignment tidy-up, no class.

15 April: Exam Prepare with Duff

**Final Exam:** tba

**Course Requirements:**

Website evaluation	15	Due January 30
Reflection papers (2x)	20	Meili Due February 27 Wagamese Due April 5
Essay	25	Due March 9
Participation and Attendance	10	
Final Examination	30	

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100 %

Students can access their course grades via the web using Bear Tracks.

**1. COURSE OBJECTIVES**

Canadian society has been challenged by two generations of First Nations activism, yet today many Canadians of non-aboriginal descent still do not understand the background of their discontent, or their continuing drive for autonomy and self-determination.

This course will introduce students to the historical background behind the headlines, and some of the contemporary nature of First Nations/Métis re-emergence into the centre of our national life. The course surveys a broad spectrum of peoples, across tribal, gender and generation lines, and tries to present a part of their reality to students preparing for a career that will bring them in contact with First Nations peoples. Topics include: the use of art and spirituality in recovery from over a century of discrimination and abuse, the roles of elders, male and female leadership, as well as the challenge of law reform and education for Native Canadians today.

Students will acquire a basic familiarity with the terms and conditions of historical and legal documents such as the Royal Proclamation of 1763, the Indian Act, the Constitutional Act and Charter of Rights and Freedoms, court decisions which have changed history, as well as selected treaty agreements made with governments over the past century.

Films made by aboriginal producers, writers, and directors will help students appreciate the ingenuity, passion and persistence of Native leaders initiating and maintaining their struggle regain and keep control of their destiny in Canada today. Visits with representatives from the First Nations in the GPRC region will be arranged, either in-class or through field visits, where discussion of the vision and the realities of education in aboriginal communities can be shared with students.

**Evaluation:**

*Reflection Papers:* Students will read and prepare two seven to eight-page papers on the readings, as assigned in the course schedule *above*. The papers will be submitted as informal essays, however, you must make appropriate and correct citation of sources and attribution of quotations.

*Web-site Evaluation:* Students will locate and explore at least three (5) different Canadian First Nations sites on the World-Wide-Web, and evaluate their usefulness for educators and students trying to learn about aboriginal issues today. The paper will be no more than eight pages, must include complete URLs and may include background or support materials, links, etc. as the student deems appropriate.

*Essay:* The topic and format **must** be approved by the instructor. Length: about ten pages. This is a piece of scholarly research which must have an identifiable thesis and be written with the appropriate History (***NOT APA***) documentation.

N.B.: all page limits are given assuming double-spaced, 12-pitch font. Title pages, bibliographies and source citations must be given.

I am using the same Alpha scale for grading as everyone else teaching in TEN, so please refer to their outlines or others if you are still unclear about how this works.

**Attendance and Late policy:** All assignments will be submitted on time. When legitimate circumstances make this impossible, the student should make alternate arrangements with the instructor **prior** to due date.

Late assignments will be penalized **twenty-five** percent per week. Consistent attendance on time and prepared for class is necessary for successful completion of the course. For further guidance, consult the University Calendar. You must be on time for the beginning of each class. Your Participation mark is included with this, based on our preparedness and willingness to answer questions from the readings and taking part in discussions.

**Equity Policy:** The Faculty of Education is committed to providing an environment of equality and respect for all people within the university/college community, and to educating faculty, staff, and students in developing teaching and learning environments that are welcome to all. For further information, please refer to the college and university calendars. Students who require accommodations for special needs should discuss these with the University's Specialized Support and Disability Services (see Calendar)

**Code of Behaviour :** Please refer to the relevant calendars for the expectations the College/University have of students, which outline definitions of and policies for plagiarism, cheating, and aiding and abetting, and consequences for such behaviour.