

Grande Prairie Regional College
Project Teacher Education North
NS210: Native Issues and Insights

Winter, 2007

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Office hours:

Outline: This course introduces students to various Canadian First Peoples and the Metis, 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 certain extent, an experiential base for education about and with Canada's founding peoples. Students also will develop powers of insight, organization and expression throughout the course by composing a reflection paper, an evaluation of First Nations and Metis sites on the World-Wide-Web, and submitting 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.

Texts: (Bookstore or IV sale)

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. 2nd Edition.

Meili, Diane. **Those Who Know: Profiles of Alberta's Native Elders.** NeWest, 1991.

Arthur Ray. **I Have Lived Here Since the World Began.** 2nd Ed. Key Porter.

Richard Wagamese. **For Joshua.** Doubleday, 1995.

Course Outline:

9 January, 20: Beginnings

READ: Arthur Ray, **I Have Lived Here**, Chapters 1-4, **Visions**, Chapter 1

16 January: **Partnerships**

READ Ray, **I Have Lived Here**, Chapters 5-10, 12-13

23 January: **Coercion: Directed Cultural Change**

READ: Ray, Chapters 14-16

30 January: **Conflicts**

READ: **I Have Lived Here**, Chapters 17-end; **Visions**, Chapter 3-4

6 February: **Injustice, the Elders – and healing**

READ **Visions**, Chapters 2, 12

13 February: **In our own backyards**
READ: **Visions**, Chapters 6, 8, 13

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20: holiday

27 February: Keeping Promises?
READ: **Visions**, Chapter 11; **Circle Unfolds**, 12

6 March: Healing?
READ: **Visions**, 9-10.

13 March: Comprehensive Learning
READ: **Circle Unfolds**, Chapters 1-2, 5

20 March: Language and Pathways of Teaching
READ: **Circle Unfolds**, 6-7, 9

27 March: Science and Schools.
READ: **Circle Unfolds**, 3-4, 8

3 April: School cultures: Retrospect and Prospects.
READ: **Circle Unfolds**, Chapters 11, 15

10 April: Education and Curriculum: The Path Ahead?
READ: **Visions**, Chapters 11, 13

Final Exam:

Course Requirements:

Essay	20
Reflection papers (2x)	25
WWWsite evaluation	15
Participation and Attendance	10
Final Examination	30

100 %

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 Canadians' reemergence 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, 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 struggling to 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 presented as informal essays, however, where necessary, correct citation of sources and attributions of quotations should be made.

Web-site Evaluation: Students will locate and explore at least three (3) different Canadian First Nations sites on the World-Wide-Web, and evaluate their usefulness to education 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 documentation.

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

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 **fifty** percent per day. I use a “coupon system” which allows you to buy some extra days, as you will see in class! 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.

Notes: