

Grande Prairie Regional College
Department of Arts and Education /Teacher Education North
NS210: Native Issues and Insights

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Office Hrs: Monday 1:30-3:00; Wednesday 1:30-3:00

Classes: Wednesday- Thursday: 10-11:30: **Room: A213**

Delivery Modes: Lecture, Blackboard, in-class discussion.

Introduction: 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. This course is unique. It is offered at both the University of Alberta and GPRC, but the classes are taught individually as the teachers work from their own disciplines, expertise and experiences. It is a unique experience: a native and non-native meeting, in a non-traditional learning environment, to study and understand better the stories of several traditions, and histories of aboriginal people and newcomers (and their offspring) in what is now Canada. This is not an easy story, but it is a heroic story, for the people have survived, and have emerged as a power in the last two generations in ways that have made Canada a better place. This is a place of hope for this is a story of hope. 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 Métis sites on the World-Wide-Web, and submitting a short formal essay. There is a final examination.

Texts:

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

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

Steckley and Cummins, **Full Circle** (2nd Ed.) Prentice-Hall, 2008 **(FA)**

Wagamese, Richard. **Keeper'n Me.** Doubleday Press, 1996.

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

J. Frideres and R. Gadacz. **Aboriginal Peoples in Canada.** Pearson/Prentice-Hall, 2008 **(APC)**

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, in this case. Canadian Native history, contemporary issues, and education.

-You will know better how to identify how some aboriginal educators, leaders, spokespersons and writers have tried to teach non-natives about different learning styles and ways native 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 and ways to affirm this in culturally appropriate ways. You will know how to establish, with different students, positive professional relationships that are characterized by mutual respect, trust and harmony. You will be encouraged to reflect on ways you can create a classroom culture of nurture using the Medicine Wheel as a Peacekeeping guide.

-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 that 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, understanding and experience.

Course Outline:

7 January: Beginnings

8 January: Native Education: The Shape of Learning

READ: **Circle Unfolds**, Chapters 1, 5; **FC**, Chapters 1-4

14 January: Before the Days of Today:

READ: and Ray, **I Have Lived Here**, Chapters 1-4

Note: Expert Lecturer Guest Visit: Dr. Paul McNeil

15 January: Partnerships: From *Courier de Bois* to *Voyageur*

READ: **FC**, 50-89; Ray, **I Have Lived Here**, Chapters 5-10, 12-13

21 January: The Path of War, Royal Proclamation and Settlers

READ: **FC**, Chapter 12

23 January: Conflicts: Indian Acts and Colonialism

READ: **APC** Chapters 1-2

NOTE: *Wagamese Keeper'n Me, reflection paper is due today!*

28 January: Treaties: Far and wide (but not sea to shining sea)

READ: FC, Chapters 13-14, APC, 7.

29 January: Black Robes, Black Coats

READ: FC, Chapter 17

Note: Website Assignment Due!

4 February Fallout: The Tragedy of Western Canada.

READ: FC, pp. 90-120

5 February Urban Indian

READ: APC, 6

11 February: Arctic Development and Drawbacks,

READ: FC, pp 39-49, APC, 10

12 February: Hope, Healing and Strength,

READ: FC, Chapter 25, APC, 13

Note: Wagamese For Joshua Reflection due!

16-22 February: Reading Week (WHEEEEEEEEEEEEEEE!)

25 February: The Ottawa Men and the Circle Unbroken

READ: APC 11-12

26 February: Self Determination: Native Governance

READ: FC 24, APC, 9

4-5 March: Teachers' Convention. No Classes

11 March: Justice and Policing

READ: FC 22-23, APC 5

12 March: Battle for the Land: James Bay, Oka and the courts

READ: APC 8; FC, 15-16, 20-21

Note: Research Essay Due!

18 March: Stolen from Our Embrace,

READ: FC, Chapter 19; APC, 4

19 March: the Medicine Chest

READ: FC, 18; APC, 3

25 March: Native Education: Knowing and Teaching

READ: Circle Unfolds, Chapters 3-4

26 March: First Nations Education: Keeping it together

READ: Circle Unfolds, Chapters 8, 11

1 April: First Nations Education: Staying on Course

READ: Circle Unfolds, Chapters 12, 15

2 April: Turning and Re-turning to the Elders

READ: FC, 25. Also Joseph Couture, in **Visions of the Heart**, Chapter 2 (Library Reserve)

8 April: A Medicine Wheel view of Education and the Future.

9 April Review and wrap

Final Exam (TBA)

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' 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, 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. In my class, we use the Chicago Manual of Style, the standard for history publishers (including my own!) for decades.

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. Have the readings done enough that you can follow along and make intelligent answers to questions and discussions. ***I make no apologies for lecturing as my chief mode of delivery so long as students come without the reading done for that class!***

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: