



Department of Educational Policy Studies

Education North 7-104

EDU 211: Aboriginal Education and the Context for Professional Engagement (3 credit)

September 4 - December 5, 2019

Keyano College Campus

Monday 2:00- 3:20 (S212)

Tuesday - 10:30-11:50 (S212)

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Office Hours: 9:30- 10:30 am Wednesdays or by appointment

Course Description:

In this course, pre-service teachers will continue to develop their knowledge of Aboriginal peoples' histories, educational experiences and knowledge systems, and will further develop their understanding of the significant connections between such knowledge and the professional roles and obligations of teachers. Pre-service teachers will be supported by Aboriginal educators, faculty members, professional practitioners and Elders as they engage in a learning process that encourages and is grounded upon self-and-other awareness.

Purpose:

Through a process of individual and group inquiry, students will focus on historic and current events that impact the relationships between Canada and Aboriginal peoples, and they will connect those events to the social and educational issues facing Aboriginal peoples and educators today. Students will begin to understand themselves and their personal and social histories in relation to those of Aboriginal peoples', and to consider the ways in which this deepened understanding might impact their teaching practice.

A few questions to guide your learning process might include:

- What are the bases of Aboriginal/Canadian relations?
- What is your relationship to the territory that you presently inhabit?

- What is your understanding of “Indigenous Knowledge”? What role or function does Indigenous Knowledge serve in contemporary Aboriginal communities?
- How do you think your personal location in relation to Aboriginal peoples will impact your teaching experiences?

Objectives:

- Students will develop and deepen their understanding of Aboriginal peoples’ histories and experiences, knowledge systems, and ways of knowing and being;
- Students will learn about historical events, processes and policies that underpin relations between Canadians/Immigrants and Aboriginal people/s, and will consider the implications and impacts of these in educational contexts;
- Students will acquire pertinent knowledge and develop an informed understanding of historical and contemporary treaties and agreements with Aboriginal peoples, including legislation and constitutions;
- Students will be introduced to Aboriginal theories of learning and teaching, including those related to human development, effective curriculum, and pedagogies;
- Students will participate in an experiential learning component to synthesize and integrate new learning and understanding of Aboriginal knowledge and pedagogy;
- Students will acquire knowledge and deepen their understanding of Aboriginal social systems, including relationship structures and roles and identities;
- Students will acquire knowledge and understanding of Aboriginal responses to social and educational issues challenging Aboriginal learners.

Outcomes:

- Students are able to articulate a coherent and deep understanding of Aboriginal peoples’ histories within the context of Canadian education.
- Students are able to articulate a coherent and deep understanding of their own individual and group locations in relation to Aboriginal peoples in the social history and educational contexts of Canada.
- Students can express a deep understanding and appreciation of their individual responses to the issues described and to the experiences shared by Aboriginal peoples; they demonstrate personal and professional capacity for working effectively and positively towards improved educational relationships generally.
- Students recognize and can demonstrate ways in which their knowledge about Aboriginal histories, and their experiences and reflections on Aboriginal ways of knowing and being can have a lasting influence on the development of their personal and professional approaches to teaching and learning in classrooms.
- Students understand how teacher preparation can positively impact Aboriginal student experiences and outcomes.

Themes will include:

- Identity
- Place
- History
- Issues

Course Readings:

All course readings are available online through the University of Alberta Libraries, and Coutts Library.

Alberta Education. (2016). Draft School leader standard.

http://c.ymcdn.com/sites/www.albertaschoolcouncils.ca/resource/resmgr/PDFs/2016/School_Leader_Standard_draft.pdf

Alberta Education. (2016). Draft Teacher Quality Standard

<http://www.lethsd.ab.ca/documents/general/Teaching%20Quality%20Standard%20-%20Draft%202016%2003%2002.pdf>

Blackstock, Cindy. (2011). [The Canadian Human Rights Tribunal on First Nations Child Welfare: Why if Canada wins, equality and justice lose.](#) *Children & Youth Services Review*, 33(1), 187-194.

Blood, N. & Chambers, C. (2009). [Love thy neighbour: Repatriating precarious Blackfoot sites.](#) *International Journal of Canadian Studies*, 39-40, 253-279.

Brant, C. C. (1990). [Native ethics and rules of behaviour.](#) *Canadian Journal of Psychiatry* 35 no. 6: 534-539.

Carr-Stewart, S. (2001). [A Treaty Right to Education.](#) *Canadian Journal Of Education*, 26(2), 125-143.

Donald, D. (2004). [Edmonton pentimento: Re-reading history in the case of the Papaschase Cree.](#) *Journal of Canadian Association of Curriculum Studies*, 2(1).

Eggen, D. (2017). Alberta Education Business Plan;

<http://www.finance.alberta.ca/publications/budget/budget2017/education.pdf>

Fishman, J. (1996). [What Do You Lose When You Lose Your Language?.](#)

Gorski, P. (2007) [Rethinking the Role of “Culture” in Educational Equity: From Cultural Competence to Equity Literacy.](#)

- Hampton, E. (1995). Towards a redefinition of Indian education. In M. Battiste & J. Barman (Eds.) [*First Nations education in Canada: The circle unfolds*](#) Vancouver, BC: UBC Press. (pp. 5-46).
- Hampton, E. & St. Denis, V. (2002). [Literature review on racism and the effects on Aboriginal education](#). Prepared for Minister's National Working Group on Education, Indian and Northern Affairs Canada. Ottawa, Ontario. (pages 1-25)
- Lawrence, B. (2003). [Gender, race, and the regulation of Native identity in Canada and the United States: An Overview](#). *Hypatia*,18(2), 3-31.
- McIntosh, P. (1990). [Unpacking the knapsack of White privilege](#). *Independent School*, 49(2), 31-36.
- McLeod, N. (1999). [Rethinking Treaty Six in the Spirit of Mistahi Maskwa \(Big Bear\)](#). *Canadian Journal of Native Studies*, 19.1, 69-89.
- Milloy, John S. (1999). [A National Crime: The Canadian government and the residential school system, 1879-1986](#). Winnipeg: The University of Manitoba Press.
- Schissel, B. & Wotherspoon, T. (2003). [The Legacy of School for Aboriginal People](#). Ontario: Oxford University Press.
- Shultz, L., Kelly, J., & Weber-Pillwax, C. (2009). [The Location of Knowledge: A Conversation With the Editors on Knowledge, Experience, and Place](#). *Alberta Journal of Educational Research*, 55(3).
- Sinclair, R. (2007). [Identity Lost and Found: Lessons From the Sixties Scoop](#). *First Peoples Child & Family Review*, 3(1), 65-82
- St. Denis, V. (2007). [Aboriginal Education and Anti-Racist Education: Building Alliances Across Cultural and Racial Identity](#). *Canadian Journal of Education* 30, (4): 1068-1092.
- Steinhauer, E. (2007). Literature review. In [Parental school choice in First Nations Communities: Is there really a choice?](#) (pp. 32-60). Doctoral Dissertation. University of Alberta: Edmonton, AB.
- Steinhauer, E. (2007). The off-reserve schooling experience: Findings. In [Parental school choice in First Nations Communities: Is there really a choice?](#) (pp. 103-159). Doctoral Dissertation. University of Alberta: Edmonton, AB.
- Steinhauer, E. (2007). The significance of relationality, parental involvement and Native

teachers. In [*Parental school choice in First Nations Communities: Is there really a choice?*](#) (pp. 199- 246). Doctoral Dissertation. University of Alberta: Edmonton, AB.

Taylor, J. L. (1999). Two views on the meaning of Treaties Six and Seven. In R. Price (Ed.). [*The Spirit of the Alberta Indian Treaties*](#). Edmonton; University of Alberta Press, pp. 9-45.

Thomas, B. (2001). [*Learning from discomfort: A letter to my daughters*](#). In C. James & A. L. Shadd (Eds.). *Talking about identity: Encounters in race, ethnicity, and language*, (pp. 193-211). Toronto, ON: Between the Lines.

Truth and Reconciliation Commission of Canada: [Calls to Action](#)

Course Assignments and Evaluation:

Experiential Education Component

As part of the course, students will have opportunities to participate in experiential events that engage in aspects of Aboriginal experiences and realities. These experiential events are considered key aspects of this course and your attendance and participation is expected as part of the course process. ***Students must participate in two (2) experiential events to PASS the course.***

A Mandatory Student Instructional Support Fee of \$25.00 will be added to each student's fees to support the Experiential Education Component of course. The Mandatory fees are fees assessed in anticipation of cost for services which are not directly related to the delivery of instruction in a course program, but are considered required elements of a course; mandatory instructional support fees are approved by the Board of Governors

<https://www.registraroffice.ualberta.ca/en/Costs-Tuition-Fees/Other-Fees/Mandatory-Instructional-Support-Fees.aspx>

**Details about subject, times and locations of these events will be provided to students via eClass in the coming weeks.*

Participation 5%

Individual seminar participation will be evaluated according to the following:

- Attendance, promptness, and participation in small and whole group discussions are an integral component of the course.
- Quality of participation includes discussion contributions that demonstrate critical reflection, analysis and attention to the readings and lectures, active listening, and supporting peer participation.
- Please note that dominating or monopolizing the discussion and/or engaging in other communication practices that intimidate, or otherwise inhibit full group participation is not considered participatory.

Reflections (20%)

Your reflection papers will illustrate your understanding of the course material and how it affects your ideas. It is an opportunity to add your thoughts and analysis to what you have read and experienced. Using the first-person singular “I”, relate the readings and classes to your previous knowledge and experience. Consider how what you have read and learned has impacted and changed your thinking and might affect your practice in both personal and professional situations. Each reflection paper will be three pages in length, American Psychological Association (APA) 12 pt. font, double spaced, 750 words. Please provide one hard copy and electronic copy for each assignment.

Reflections

Assignment 1 – Due October 8 – 10%

Write a critical reflection locating how you believed to have established and developed possible views and understandings you have of Indigenous Peoples of Canada.

Assignment 2 – Due November 26 – 10%

Write a critical reflection on how the course readings and experience have impacted your views and relationship/connection to Indigenous peoples on any or all of the following course themes; identity, place, history and/or issues.

Due Date: Electronic submissions of the reflections are due by end of class on October 8 and November 26. You are expected to refer to any parts of the lectures, readings and seminar discussions where appropriate, APA format required.

Content (thought and understanding, key points, creative insights, originality) 10 marks
Organization (coherence, presentation of argument, focus) – 10 marks

Article Presentation – 25%

In order to foster cooperative learning and in-depth understanding of a particular topic, students will participate in one group article presentation. Each group will consist of 3-4 students and the presentation should last about 45-50 minutes. *Presentation Guidelines:*

- Create a written summary of the presentation for the class (1 page). Touch on the main points of the article.
- As a group, you will design an interactive activity for the class about this article. The activity should not only demonstrate your understanding of the article, but it will also demonstrate how you might teach about this particular topic to someone who has never read it.
- You will lead in a class discussion on this topic.

Presentations will be graded for their content, the quality of preparation, and the extent to which the presentation engages in the class in a meaningful discussion. Each group member is expected to contribute to the presentation, and part of the presentation grade will involve group members rating each other's level of participation.

You will also be required to complete three peer reviews of presentations, forms will be provided to complete review.

Midterm Exam 20%

Date: October 29

Exam will consist of multiple choice, short answer and essay questions.

Final Exam 30%

Date: TBD (exam week: December 9-17, 2019)

Exam will consist of multiple choice, short answer and essay questions.

Regular Term	
	Fall 2019
Classes Begin	September 4
Add/Delete	September 17
50% Withdraw	October 2
Withdraw	November 27
Classes End	December 5
Exam Period	December 9 - 17

Student Accessibility Services (SAS):

Student Accessibility Services promotes an accessible, inclusive, and universally designed environment at the University of Alberta. Individuals with documented disabilities are connected to the resources and supports needed to achieve full potential. We serve prospective and current students, as well as staff and faculty with disabilities affecting mobility, vision, hearing, learning, and physical or mental health.

Students registered with SAS who will be using accommodations in the classroom, or who will be writing exams through SAS, are required to provide a *Letter of Accommodations* to their seminar facilitator as soon as possible. Those students who need accommodated exams must provide their seminar facilitator with an *Exam Instructions & Authorization* (orange) form one week before each exam. You are encouraged to make an appointment with your instructor to discuss any required accommodations. SAS contact exam officer is Jolanta Rudzinska, jolantar@ualberta.ca or (780) 492-3381.



“Policy about course outlines can be found in Section 23.4(2) of the University Calendar.”

“The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at www.ualberta.ca/secretariat/appeals.htm) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University”. (GFC 29 SEP 2003)

Audio or video recording of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as part of an approved accommodation plan. Recorded material is to be used solely for personal study, and is not to be used for distributed without prior written consent from the instructor.

“The Faculty of Education is committed to providing an environment of equality and respect for all people within the University community, and to educating faculty, staff, and students in developing teaching and learning contexts that are welcoming to all.”

Course Guidelines:

In order for all learners to have a successful and effective learning experience, the following guidelines will be used:

- The class is a space for learning; think, challenge, explore, risk, ponder ideas from readings and class discussions.
- Participate in discussions thoughtfully and in ways that support and are considerate and respectful of your classmates. Consideration of others is important in discussion times and sharing ideas is encouraged.
- Inclusive language and respect is expected. For example, one person speaks at a time and speakers can finish their ideas without interruption.
- You are responsible for your own learning; this will happen and unfold in its own time, individually and collectively. Learning may be challenging and uncomfortable at times; you are responsible for your own thoughts, feelings and actions.
- Arriving on time is expected. Important announcements and information regarding assignments will be addressed at the beginning of classes.
- Turn cell phone ringer off during class time.
- Snacks and drinks are allowed; you are responsible for cleaning your own space.
- Attendance sheets will be circulated at the beginning of each class.
- Maintain contact with and address any concerns with your instructor as soon as possible.

Grades/Grading:

Grades reflect judgements of student achievement made by instructors and must correspond to the associated descriptor. These judgements are based on a combination of absolute achievement and relative performance in a class. Faculties may define acceptable grading practices in their disciplines. Such grading practices must align with the University of Alberta Assessment and Grading Policy and its procedures, which are available online at the University of Alberta Policies and Procedures Online (UAPPOL) website (www.policiesonline.ualberta.ca).

Course Grade Obtained by Undergraduate Students		
Descriptor	Letter Grade	Grade Point Value
Excellent	A+	4.0
	A	4.0
	A-	3.7
Good	B+	3.3
	B	3.0
	B-	2.7
Satisfactory	C+	2.3
	C	2.0
	C-	1.7
Poor	D+	1.3
Minimal Pass	D	1.0
Failure	F or F4	0.0

Class Schedule

*The following classroom schedule may be adjusted as necessary to accommodate speakers or class interests

Date	Theme/Topic	Readings	Student Presentation Topics
September 9/10	Course overview and introduction current Canadian		

	context		
	Indigenous Ways of Knowing	Brant, Clare. (1990) Native Ethics and Rules of Behaviour. Canadian Psychiatric Association.	
September 16/17	History of Aboriginal Education and Alberta Context	<p>Steinhauer, E. (2007). Literature review. In Parental school choice in First Nations Communities: Is there really a choice? (pp. 32-60). Doctoral Dissertation. University of Alberta: Edmonton, AB.</p> <p>This item is on reserve at the Education & Physical Education Library (Coutts) E 96.2 S74 2007</p> <p>Alberta Education Business Plan 2017- 2020, Draft Teacher Quality Standard, Draft School Leader Standard</p>	
	History of Aboriginal Education	Milloy, John S. (1999). A National Crime: The Canadian government and the residential school system, 1879-1986. Winnipeg: The University of Manitoba Press. Chapter 2	Milloy, John S. (1999)
September 24/25	Treaties	Carr-Stewart, S. (2001). A Treaty Right to Education. Canadian Journal of Education 26(2), 125-143.	
	Treaties	Taylor, J. L. (1999). Two views on the meaning of Treaties Six and Seven. In R. Price (Ed.). The Spirit of the Alberta Indian Treaties. Edmonton; University of Alberta Press, pp. 9-45	Presentation on Taylor (1999)
September 30 October 1	Place	Blood, N. & Chambers, C. (2009). Love thy neighbour: Repatriating precarious Blackfoot sites. <i>International Journal of Canadian Studies</i> , 39-40, 253-279.	

	Place	Donald, D. (2004). Edmonton pentimento: Re-reading history in the case of the Papaschase Cree. <i>Journal of Canadian Association of Curriculum Studies</i> , 2(1).	Presentation on Donald (2004)
October 7/8	Child Welfare	Blackstock, Cindy. (2011). The Canadian Human Rights Tribunal on First Nations Child Welfare: Why if Canada wins, equality and justice lose. <i>Children & Youth Services Review</i>, 33(1), 187-194. (subject to change) (2008). Richard Cardinal: cry from a diary of a Metis child (Montreal): National Film Board of Canada. https://www.nfb.ca/film/richard_cardinal	
	Child Welfare and the 60's scoop	Sinclair, Raven. (2007). Identity lost & found. Lessons from the 60's Scoop. <i>First Peoples Child & Family Review</i> . 3, 65-82	Presentation on Sinclair (2007)
October 15	Identity	Lawrence, B. (2003). Gender, race, and the regulation of Native identity in Canada and the United States: An Overview. <i>Hypatia</i> ,18(2), 3-31.	Lawrence, B. (2003)
October 21/22	Indigenous Knowledge Relationality, Parental Involvement and teachers	Shultz, L., Kelly, J., & Weber-Pillwax, C. (2009). The Location of Knowledge: A Conversation With the Editors on Knowledge, Experience, and Place. <i>Alberta Journal of Educational Research</i> , 55(3). Steinhauer, E. (2007). The significance of relationality, parental involvement and Native teachers. In Parental school choice in First Nations Communities: Is there really a choice? (pp. 199- 246). Doctoral Dissertation. University of Alberta: Edmonton, AB.	Steinhauer, E. (2007) Chapter 6.
October 29	Midterm Exam		
November 4/5	Indian Residential	Guest speaker TBD	

	Schools		
		<p>Milloy, John S. (1999). <i>A National Crime: The Canadian government and the residential school system, 1879-1986.</i> Winnipeg: The University of Manitoba Press. Chap 3</p>	Milloy (1999). Chap.3
November 12			
	Indian Residential Schools		
November 18	Language	<p>Fishman, J. (1996). <i>What Do You Lose When You Lose Your Language?</i></p>	
	Culture	<p>Gorski, P. (2007) <i>Rethinking the Role of "Culture" in Educational Equity: From Cultural Competence to Equity Literacy</i></p>	Presentation Gorski (2007)
November 19	Critical Race Theory and Anti-Racist Education	<p>Schissel, B. & Wotherspoon, T. (2003). The Legacy of School for Aboriginal People. Ontario: Oxford University Press. (Ch. 2-3)</p> <p>St. Denis, V. (2007). <i>Aboriginal Education and Anti-Racist Education: Building Alliances Across Cultural and Racial Identity.</i> <i>Canadian Journal of Education</i> 30, (4): 1068-1092.</p>	
	Critical Race Theory	<p>Thomas, B. (2001). Learning from discomfort: A letter to my daughters. In C. James & A. L. Shadd (Eds.). <i>Talking about identity: Encounters in race, ethnicity, and language</i>, (pp. 193-211). Toronto, ON: Between the Lines.</p> <p>McIntosh, P. (1990). Unpacking the knapsack of White privilege. <i>Independent School</i>, 49(2), 31-36.</p>	Presentation on Thomas (2001) and McIntosh (1990)
November 25/26	Truth and Reconciliation	<p>Truth and Reconciliation Commission of Canada: <i>Calls to Action</i> Missing and Murdered Indigenous Women Report https://www.mmiwg-</p>	

		ffada.ca/final-report/	
December 2/3	Athabasca Tribal Council Education Fort McMurray School Districts FNMI speakers TBD	http://atc97.org/education.html https://fmcschools.ca/search/?q=FNMI#result-category--pages https://www.fmpsdschools.ca/Indigenous%20Education.php	
December 9-17 (Exact date TBD)	Final Exam		