

The University of Calgary, located in the heart of Southern Alberta, both acknowledges and pays tribute to the traditional territories of the peoples of Treaty 7, which include the Blackfoot Confederacy (comprised of the Siksika, the Piikani, and the Kainai First Nations), the Tsuut'ina First Nation, and the Stoney Nakoda (including Chiniki, Bearspaw, and Goodstoney First Nations). The City of Calgary is also home to the Métis Nation of Alberta Battle River Territory (Districts 5 and 6).

EDUC 530: Indigenous Education Fall 2024

Term Dates: Sept. 3 – Oct. 25,
2024 Holidays: Oct. 14, 2024

Last Day to Add/Drop/Swap: Due to the non-standard dates associated with this program, please check your Student Centre for important dates pertaining to your section.

Pre-requisite: Due to the multiple pathways in the Bachelor of Education, please consult Undergraduate Programs in Education for questions related to pre-requisite courses.

Email: Students are required to use their University of Calgary (@ucalgary.ca) email for all email course communications.

Course Description

This course represents an educational response to Calls 62-65 of the Truth and Reconciliation Commission Calls to Action (2015) and adherence to Alberta Education's Teacher Quality Standard (2018, *amended* 2023) with its focus on the historical, social, economic and political implications of: treaties and agreements with First Nations; legislation and agreements negotiated with Métis; residential schools and their legacy; and educational policy, pedagogy and practices related to Indigenous peoples, specific to Alberta (wherever possible).

Students will develop knowledge, understanding of, and respect for the histories, cultures, languages, contributions, perspectives, experiences, and contemporary contexts of First Nations, Inuit, and Métis peoples by using resources that accurately reflect and demonstrate their strength and diversity. This learning is to be brought into programs of study for the benefit of all students (TQS, 2023). Scholarship introduced in this course will allow students to examine their own responsibilities and perspectives as future educators, foster appreciation for the variety of educational perspectives and voices that comprise the field of Indigenous education, and to engage in authentic learning experiences.

Primary course themes include:

- The histories and diversity of First Nations, Inuit, and Métis peoples of Canada;
- Indigenous epistemologies (what is believed about knowledge and why) and ontologies (beliefs about humankind and the nature of being) and how they influence educational practices;
- Decolonizing frameworks for understanding the widespread impacts of colonial violence, that include the Indian Residential School system and other colonial schooling systems, on Indigenous learners and strategies for fostering Indigenous survivance, resilience, and wellness;
- The current educational landscape, including current Alberta Education curriculum, with a special focus on Indigenous students in reserve, settlement, rural, remote, and urban settings;
- The teacher and school leadership required to act on knowledge, initiate and implement the changes necessary to promote and support Indigenous perspectives for the benefit of all learners.

Learner Outcomes

1. Students will be able to discuss/represent local, regional, national and international experiences and advances in education as related to Indigenous peoples.
2. Students, given the historical and contemporary contexts of education of Indigenous peoples, will be able to discuss/represent the personal and professional implications of these experiences for education and leadership.
3. Students will engage in decolonizing personal and professional perspectives, theories, approaches, and practices.
4. Students will demonstrate their personal insights and understanding of course content through their creative and written assignments, applying a depth of analysis that reflects the gravity of the educational concepts and issues explored in the course.
5. Students will engage with significant and/or compelling issues through readings, class discussions, and activities.

Course Design and Delivery

This course is designed to support students to understand the history of Indigenous education, their professional role within this work, and help equip future teachers with the tools to take on decolonizing and Indigenizing education. Each course instructor has freedom to approach the topics and resources through their own pedagogical framework. There is an intentional design to use anti-oppressive and Indigenous approaches to assignments and assessment in this course, most notably through the visual essay and witnessing assignments.

Students will require access to a computer to download course readings from their section's dedicated D2L course shell and to submit learning tasks through the Dropbox in D2L.

Please note: *The course schedule may change to meet the emerging needs and dynamics of the participants in the course. Course delivery will vary between instructors. Learning will be facilitated in unique, relationally situated ways. Specific texts or approaches may vary in the online version of this course.*

Learning Task Overview

Learning Tasks (LT)	Weight	Grading Tool	Due Date
LT1 - Resource Evaluation activity (Individual/group)	25%	Rubric	Varies
LT2 - Visual Essay (Individual)	30%	Rubric	October 4, 2024
LT3 - Witnessing – A Collective Responsibility (Group)	45%	Rubric	Week of October 21-25, 2024

Required Readings (in preparation for fall term start-up):

- Alberta Education. (2023). *Teaching Quality Standard* – specific focus on competency 5 <https://open.alberta.ca/publications/teaching-quality-standard>
- Truth and Reconciliation Commission. (2015). *Truth and Reconciliation Commission of Canada*. www.trc.ca
- Truth and Reconciliation Commission. (2015). *Calls to Action*. <https://canadacommons-ca.ezproxy.lib.ucalgary.ca/artifacts/1223287/truth-and-reconciliation-commission-of-canada/1776364/>

Weekly Course Schedule (readings are available through the Leganto listing in the D2L area)

Timing	Theme/Topic	Required Readings and Resources
Week 1	Course Introduction and Foundations	<p><i>Pre-reading:</i> DiAngelo, R. & Sensoy, O. (2014). Leaning in: A student's guide to engaging constructively with social justice content. <i>Radical Pedagogy</i>, 11(1), 1-15.</p> <p>Vowel, C. (2016). Chapter 1: Just don't call us late for supper: Names for Indigenous peoples. In <i>Indigenous writes: a guide to First Nations, Métis & Inuit issues in Canada</i>, (pp 7-13). HighWater Press.</p> <p>Louie, D. & Poitras Pratt, Y. (in press). Witnessing as pedagogy: Translating Indigenous knowledges into practice. <i>McGill Journal of Education</i>.</p>
Week 2	Indigenous Knowledge Systems	<p>Little Bear, L. (2000a). Jagged worldviews colliding. In M. Battiste (Ed.), <i>Reclaiming Indigenous voice and vision</i>, (pp. 77-85). UBC Press.</p> <p>Simpson, L. (2014). Land as pedagogy: Nishnaabeg intelligence and rebellious transformation. <i>Decolonization: Indigeneity, Education & Society</i>, 3(3), 1-25.</p>
Week 3	Indigenous Histories	<p>Williams, A. (Director). (2015). <i>The Pass System</i> [Film]. Tamarack Productions.</p> <p>Treaty 7. E. T. 7. (1996). Chapter 1 – Elders' Narrative of the Making of Treaty 7. In <i>True spirit and original intent of treaty 7</i>, (pp. 67-82). McGill-Queen's University Press.</p>

Week 4	Indian Residential Schools (including Métis experiences in colonial schooling)	<p>Videos on residential school experience (selection at instructor's discretion):</p> <ul style="list-style-type: none"> • Wolochatiuk, T. (Director). (2012). <i>We Were Children</i> [Film]. Eagle Vision. https://www-nfb-ca.ezproxy.lib.ucalgary.ca/film/we_were_children/ • Campanelli, S. (Director). <i>Indian Horse</i> [Film]. (2017). Devonshire Productions. https://media3-criterionpic-com.ezproxy.lib.ucalgary.ca/htbin/wwform/006?t=110015E <p>Political response :</p> <ul style="list-style-type: none"> • Government of Canada. (2008, June 12). <i>Federal apology to residential school survivors by former Prime Minister Harper</i> [Video]. YouTube. https://www.youtube.com/watch?v=aQjnbK6d3oQ <p>Postras Pratt, Y. & Daniels, L. (2014). Métis Remembrances of Education: Bridging History with Memory. In P. Preciado Babb (Ed.). <i>Proceedings of the IDEAS: Rising to Challenge Conference</i> (pp. 179-187).</p> <p>Online teaching resource: Métis Memories of Residential Schools: https://www.muralmosaic.com/metis-memories/</p>
Week 5	Contemporary Educational Approaches	<p>Battiste, M. (2013). Chapter 10: Possibilities of Educational Transformations. In <i>Decolonizing Education: Nourishing the Learning Spirit</i>. Purich.</p> <p>Postras Pratt, Y. (2021). Resisting symbolic violence: Métis community engagement in lifelong learning. <i>International Journal of Lifelong Education</i>, 40(4), 382–394. https://doi.org/10.1080/02601370.2021.1958017</p> <p>Anoee, N. (2015). Learning through <i>tunnganarniq</i>. In F. Walton & D. O'Leary (Eds.), <i>Sivumut</i>, Towards the future together: Inuit women educational leaders in Nunavut and Nunavik (pp. 89-102). Women's Press / Canadian Scholars' Press.</p>
Week 6	Storytelling; Instructor's Relationship with Indigenous Education	<p>King, T. (2003). What is it about us that you don't like? In <i>The truth about stories: A Native narrative</i>. University of Minnesota Press. (also available as audio in CBC Massey Lectures)</p> <p>Half of the instruction time this week will focus on one of the following topics, depending on your instructor:</p> <ul style="list-style-type: none"> • your instructor's personal approach to Indigenous knowledge(s) and/or research, community traditions; and/or role of allies in Indigenous education; or • an inquiry project for the instructor and class to learn about Indigenous knowledge together (may require additional readings)

Week 7	Contemporary Community Activism and Engagement	Pruden, H. (2016). <i>UBC TEFA Talks Two Spirit with Harlan Pruden</i> [Video]. https://www.youtube.com/watch?v=1Tb07GDNpow Exploration of contemporary topics and movements, including: <ul style="list-style-type: none"> ● Residential school burial sites ● Murdered and Missing Indigenous Women, Girls, and Two-Spirit People ● Pretendians ● Wetsuwet'en Pipeline Resistance ● Shannen's Dream ● N'we Jinan ● Idle No More ● Other, at instructor's discretion
Week 8	Initiatives and Resources Making a Claim	Explore existing initiatives, practices, and resources in Indigenous education relevant to your future practice, as guided by instructor Group presentations for Witnessing - A Collective Responsibility

Additional readings / resources:

- Adichie, C. (2009). *The Danger of a Single Story*. [Ted Talk]
http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story
- Alberta Education. (2011). *Walking together. First Nations, Metis and Inuit perspectives in curriculum*.
<http://www.learnalberta.ca/content/aswt/>
- Alberta Education. (2012). *Successful practices in FNMI education: Collaborative frameworks building relationships companion resource*. <https://education.alberta.ca/media/482147/collaborative-frameworks-building-relationships.pdf>
- Asch, M. (2014). *On Being Here to Stay: Treaties and Aboriginal Rights in Canada*. University of Toronto Press.
- Association of Canadian Deans of Education. (2010). *Accord on Indigenous Education*. <http://csse-scee.ca/acde/wp-content/uploads/sites/7/2017/08/Accord-on-Indigenous-Education.pdf>
- Brunette, P. (2017). *An annotated bibliography of books, DVDs, and internet resources on LGBTQ/Two-Spirit Native Americans and First Nations people*. <https://alair.ala.org/items/11abb684-6494-4631-bdcc-85daa3e19e92>
- Bryce, P.H. (1922). *The story of a national crime: being an appeal for justice to the Indians of Canada; the wards of the nation, our allies in the Revolutionary War, our brothers-in-arms in the Great War*. James Hope & Sons, Limited.
<https://archive.org/details/storyofnationalc00brycuoft/page/n5/mode/2up>
- Cajete, G. (2011). *Rebuilding sustainable Indigenous communities: Applying Native science* [Video]. YouTube.
<http://www.youtube.com/watch?v=wg5h7Fd0Bio>

- Canadian Council on Learning. (2007). *Redefining how success is measured in First Nations, Inuit and Métis learning*. <https://canadacommons-ca.ezproxy.lib.ucalgary.ca/artifacts/1185913/redefining-how-success-is-measured-in-first-nations-inuit-and-metis-learning/1739037/>
- Carr-Stewart, S. (2019). "One School For Every Reserve:" Chief Thunderchild's Defence of Treaty Rights and Resistance to Separate Schools, 1880-1925. Purich Books, pp. 25-52.
- Ermine, Willie. (1995). Aboriginal epistemology. In J. Barman & M. Battiste (Eds.), *First Nations Education in Canada: The circle unfolds*. UBC Press.
- Gehl, L. (n/d). Ally Bill of Responsibilities. <http://www.lynngehl.com/my-ally-bill-of-responsibilities.html>
- Goulet, L. M., & Goulet, K. (2014). Weechihtowin, helping and supporting relationships: The foundation. In, *Teaching each other: Nehinuw concepts & Indigenous pedagogies* (pp. 98-112). UBC Press.
- Hayden-Taylor, D. *Pretendians*. CBC Gem: <https://gem.cbc.ca/the-passionate-eye>
- McIntosh, P. (1989). *White privilege: Unpacking the invisible backpack*.
- Rupertsland Centre for Teaching and Learning: <https://www.rupertsland.org/teaching-learning/>
- 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.
- Toulouse, P. (2008). *Integrating Aboriginal teaching and values into the classroom*.
- Western and Northern Canadian Protocol (2013). *Our way is a valid way: Professional educator resource*. <https://open.alberta.ca/publications/our-way-is-a-valid-way-professional-educator-resource>

EDUC 530 LEARNING TASKS

(see D2L course shell for extended learning task descriptions and rubrics for each learning task)

*Please note that all assignments are expected to be the original work of the student and students are not to employ text generation software (for example, ChatGPT or AI) for completion of learning tasks. For responsible use of these technologies within a learning environment, see link: <https://taylorinstitute.ucalgary.ca/first-response-assessment-and-chatgpt>

First Nations, Métis, and Inuit Resource Evaluation – 25%

The resource evaluation activity is designed to equip students with the tools necessary to critically evaluate the classroom suitability of a resource with Indigenous content. This activity involves selecting a text (e.g. book or film) and applying the critical framework provided by your instructor in order to develop an informed analysis of the resource.

Your instructor will engage you in activities and/or provide materials that will help you to develop your knowledge and skills related to assessing the suitability of resources.

Due date: **varies with individual instructors**

Visual Essay - 30%

A visual essay allows for an aesthetic expression of your learning to date. The inclusion of original photos, along with accompanying text, holds great potential to stimulate deeper and more meaningful exploration of course learning. Students must enter this assignment with caution and care, reflexively conscious of the ethical and sociocultural nuances underpinning such an assignment. Your instructor will provide guidance on their preferred approach to the visual you will be asked to create and explore through your written reflection on the visual. Assignments must adhere to APA 7th citation style.

In this assignment, students will work individually to create:

- An image or short series of images that represent(s) concepts relevant to course themes (please note: images must be original, not taken from the internet or elsewhere, and may *not* include living people, with or without permission)
- A 500-1000 word reflection should accompany the visual(s) critically reflecting on personal experiences, in-class discussions, and course themes drawing on scholarship introduced in class. Please include at least three scholarly references and include examples of how this learning can inform your future teaching practice.

Due date: **October 4, 2024**

Witnessing - A Collective Responsibility to Indigenous Education - 45%

This group learning task is intended to facilitate students' ongoing learning, reflection, collaboration, and commitment to Indigenous education through its relational and dialogic format. Students will engage in reflections on their own positionality as well as personal and professional responsibilities to Indigenous education facilitated by small-group weekly discussions. These discussions will draw inspiration from Indigenous protocols of witnessing as understood by a variety of Indigenous scholars and/or communities (see Louie & Poitras Pratt, forthcoming).

Students will be asked to serve in the role of a witness at least once during the term and to post their witnessing to a designated group area. At the end of term, each group will create a collective story of their learning journey, along with an artefact, that represents their future and ongoing responsibility to Indigenous education to present to their peers.

Assignment due date: presentations to be scheduled **October 21-25, 2024**

University of Calgary Grading Scale
<https://calendar.ucalgary.ca/pages/fc4adb8643f84441ab32300237b80df1>

Grade	GPA	%	Description per U of C Calendar
A+	4.0	95-100	Outstanding
A	4.0	90-94	Excellent – Superior performance showing comprehensive understanding of the subject matter
A-	3.7	85-89	
B+	3.3	80-84	
B	3.0	75-79	Good – clearly above average performance with knowledge of subject matter generally complete
B-	2.7	70-74	
C+	2.3	65-69	
C	2.0	60-64	Satisfactory – basic understanding of the subject matter
C-	1.7	55-59	
D+	1.3	52-54	Minimal Pass – marginal performance; generally insufficient preparation for subsequent courses in the same subject
D	1.0	50-51	
F	0.0	≤ 49	Fail – unsatisfactory performance or failure to meet course requirements

Students in the B.Ed. program must have an overall GPA of 2.5 in the semester to continue in the program without repeating courses.

EXPECTATION OF EXCELLENCE IN PROFESSIONAL PROGRAM

Please review the Academic Calendar carefully. It describes the program and provides detailed schedules and important dates. It contains information on expectations for student work and professional conduct. In addition, procedures are described regarding concern about student performance in the program. Please pay careful attention to details and descriptions in the following topic areas:

The Importance of Attendance and Participation in Every Class

As this is a professional program, experiences are designed with the expectation that all members will be fully involved in all classes and in all coursework experiences. As a member of a learning community, your contribution is vital and highly valued just as it will be when you take on the professional responsibilities of being a teacher. We expect that you will not be absent from class with the exception of documented instances of personal or family illness or for religious requirements.

Engagement in Class Discussion and Inquiry

Another reason for the importance of attendance and participation in every class is that the course involves working with fellow students to share ideas and thinking. For example, each class you will work with a small group to engage fellow students in discussions on work being considered in class. You will also help other groups by providing ideas for scholarly inquiry in assignments. If you find that you are experiencing difficulties collaborating as a group, please inform the instructor.

Course Assignments and Due Dates

Unless otherwise indicated, all assignments should be in 12 point Times New Roman font with one inch margins, double-spaced. The paper should be formatted using the Publication Manual of the American Psychological Association – 7th Edition (APA, 7th ed.). Student name, ID number, course name and section number, and instructor name to be clearly visible on the first page.

Missing or Late Submissions

All late submissions of assignments must be discussed with the instructor prior to the due date. A deferral of up to 30 days may be granted at the discretion of the Associate Dean of Undergraduate Programs with accompanying written evidence. <https://calendar.ucalgary.ca/pages/jyekfh6xwhoHwxcetCi1> **A penalty of 20% per day will apply for unexcused late submissions of assignments.**

Expectations for Writing

All written assignments will be assessed in part on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented. If you need help with your writing, consult the writing support services in the Learning Commons. For further information, please refer to the official online University of Calgary Calendar, Academic Regulations, E. Course Information, E.2: Writing Across the Curriculum: <http://www.ucalgary.ca/pubs/calendar/current/e-2.html>

Issues in Collaborative Group Tasks

With respect to group work, if your group is having difficulty collaborating effectively, please contact the instructor immediately. If a group is unable to collaborate effectively and/or discuss course materials in a timely manner, the instructor may re-assign members to different groups or assign individual work for completion.

Academic Accommodation

It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The student accommodation policy can be found at: <https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Accommodation-Policy.pdf>. Students needing an accommodation because of a disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities: [ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf](https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf). Students needing an accommodation in relation to their coursework based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to their Instructor.

Academic Misconduct

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

Attendance/ Prolonged Absence

Students may be asked to provide supporting documentation for an exemption/special request. This may include, but is not limited to, a prolonged absence from a course where participation is required, a missed course assessment, a deferred examination, or an appeal. Students are encouraged to submit documentation that will support their situation. Supporting documentation may be dependent on the reason noted in their personal statement/explanation provided to explain their situation. This could be medical certificate/documentation, references, police reports, invitation letter, third party letter of support or a statutory declaration etc. The decision to provide supporting documentation that best suits the situation is at the discretion of the student.

Falsification of any supporting documentation will be taken very seriously and may result in disciplinary action through the Academic Discipline regulations or the Student Non-Academic Misconduct policy.

<https://www.ucalgary.ca/pubs/calendar/current/n-1.html>

The Freedom of Information Protection of Privacy Act prevents instructors from placing assignments or examinations in a public place for pickup and prevents students from access to exams or assignments other than their own. Therefore, students and instructors may use one of the following options: return/collect assignments during class time or during instructors' office hours, students provide instructors with a self-addressed stamped envelope, or submit/return assignments as electronic files attached to private e-mail messages.

For additional resources including, but not limited to, those aimed at wellness and mental health, student success or to connect with the Student Ombuds Office, please visit

<https://www.ucalgary.ca/registrar/registration/course-outlines>

Education Students Association (ESA) President for the academic year is Claire Gillis, esa@ucalgary.ca.

Werklund SU Representative is Tracy Dinh, educrep@su.ucalgary.ca.