

**EDUC 313: Starting with Story: Teaching and Learning with Indigenous Literatures
Spring 2021**

Section	Instructor	Time	Location	Email
S01	Dr. Aubrey Hanson	Zooms Thursdays during term 10:30-12:00	Online in D2L and Zoom	ajhanson@ucalgary.ca

Class Dates: Spring Term—May 5 to June 17, 2021

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

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

Office Hours: By appointment

Email: Students are required to use a University of Calgary (@ucalgary.ca) email address for all correspondence. Instructor responds to emails on weekdays, usually within 24 hours.

CALENDAR DESCRIPTION:

EDUC 313: Starting with Story: Teaching and Learning with Indigenous Literatures

With Indigenous literary arts as a doorway into engaging with Indigenous knowledge systems, languages, and communities, this course examines key texts, contexts, and theories to consider applications in educational settings.

DETAILED COURSE DESCRIPTION:

We begin with Indigenous stories, because stories teach us ways of knowing, being, and doing that can change how we live our lives—if we know how to listen and respond. Building relationships with Indigenous stories brings us to deepen our understandings of Indigenous Peoples, and of the knowledges, languages, and communities that carry the fullness of Indigenous lifeways. This course attends to story as a way to grow capacity in teaching and learning in Indigenous education. Our learning together will be clustered around four big intertwined ideas:

- Letting story do the work that story does
- Listening to unlearn
- Making connections and building relationships
- Don't say in the years to come that you would have lived your life differently if only you'd heard this story. You've heard it now.

These four big ideas will all accompany us throughout the term, but we will also zoom in on one each week.

As we pursue these big ideas, we will engage with a range of topics in Indigenous education, Indigenous literary studies, and Indigenous studies. Topics include: story, language, listening, land, colonialism, decolonization, resurgence, reconciliation, revitalization, identity, positionality, reflexivity, allyship, and relationality, for instance. To explore these topics and big ideas, we will read, listen, watch, discuss, collaborate, create, think, examine, inquire, and share, on our own and together. Of the six weeks we have in our course, we will spend the first four working intensively as a class (including individually and in small groups), and then we will have two weeks to extend into independent, in-depth inquiry, while circling back to share with peers in our online spaces. We will work on three learning tasks (assignments) in this class. The first and the third will involve ongoing work that accompanies us throughout the whole course, while the second is a smaller, more contained piece due in the third week.

For future educators, our studies will help to build foundational knowledge suited to professional roles and responsibilities, including working well with Indigenous people, content, and contexts in education. For those on other professional or academic paths, our studies will help us to build and deepen respectful relationships with Indigeneity that will serve us in our learning, work, and life. Whatever our personal positionalities and backgrounds, we can learn more about why Indigenous literatures matter for Indigenous communities, and about how stories can teach us to relate in a good way with diverse others. Our course offers a great deal of flexibility for us each to pursue what is meaningful to us—with an accompanying responsibility to be self-directed and self-motivated (together with peers) in our intensive and brief time together. Some of the learning we do will also be difficult, such as when we are confronting racism and colonialism or our own biases and investments. This (un)learning requires us to engage with respect and care, and also with open ears and hearts. Each of us is on a learning journey and we must come together around the shared effort of committing to vulnerability and generosity.

Together we will consider why this work matters to us—in service of social change through decolonization or cultural resurgence, for instance; or to us as future professionals seeking to do our best work in our fields; or for its aesthetic and imaginative possibilities, leading us to vision other ways of living; or to us as family members working to be good relatives; or to us as learners, simply seeking to understand more deeply as we shape our next steps. Together we will also ask ourselves what it means to live out these sensibilities, and find meaningful ways of doing so.

LEARNER OUTCOMES:

This course brings students to journey with and through story, letting story do the work that story does, and building academic and professional capacities in relation to Indigenous literatures. Taken up with a sensibility of intellectual humility and relationality, and an orientation towards decolonization and reconciliation, this course provides opportunities for students to:

- Learn to listen to Indigenous voices, languages, and stories;
- Develop foundational understandings of what listening to story means within Indigenous knowledge systems;
- Spend time with story through a range of Indigenous texts;
- Open up understandings of Indigenous communities and contexts;
- Connect to Indigenous movements and theories of change;
- Consider possibilities for participating in processes of decolonization and Indigenization;
- Dream and do differently; and
- Reflect on relationality and responsibility in Indigenous education.

COURSE DESIGN AND DELIVERY: This course will be delivered online, with primary engagement through D2L and Zoom learning environments.

REQUIRED READINGS:

- Donald, D. (2016). From what does ethical relationality flow? An Indian Act in three artifacts. In J. Seidel & D.W. Jardine (Eds.) *The Ecological heart of Teaching: Radical Tales of Refuge and Renewal for Classrooms and Communities*. Peter Lang (pp.10-16).
 - <https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/45157205>
- Garneau, D. (2012). Imaginary spaces of conciliation and reconciliation: Art, curation, and healing. *West Coast Line*, 46(2), 28-38.
 - <http://ezproxy.lib.ucalgary.ca/login?url=https://search-proquest-com.ezproxy.lib.ucalgary.ca/docview/1221004033?accountid=9838>
- Hanson, A. (2017). Reading for reconciliation? Indigenous literatures in a post-TRC Canada. *English Studies in Canada*, 43(2-3), 69-90.
 - <https://muse-jhu-edu.ezproxy.lib.ucalgary.ca/article/703957>
 - <https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=afh&AN=131723269&site=ehost-live>
- Hanson, A. (2018). Relational encounters with Indigenous literatures. *McGill Journal of Education* 53(2), 312-330.
 - <https://search-proquest-com.ezproxy.lib.ucalgary.ca/docview/2213787410/fulltextPDF/4026C806352E40C1PQ/1?accountid=9838>
- Hanson, A. (2020). *Literatures, communities, and learning: Conversations with Indigenous writers*. Wilfrid Laurier University Press. *We will use multiple chapters from this book: you may wish to purchase your own copy
 - <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=6234002>
- Hanson, A., King, A., Phipps, H., & Spring, E. (2020). Gathering stories, gathering pedagogies: Animating Indigenous knowledges through story. *Studies in American Indian Literatures*. In press.
 - Instructor will post PDF in D2L (instructor's own work)
- Kimmerer, R.W. (2013). *Braiding sweetgrass: Indigenous wisdom, scientific knowledge, and the teachings of plants* (pp. 3-10 and 48-61). Milkweed Editions.
 - <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=1212658&ppg=16> OR <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=1212658&ppg=61>
- King, T. (2003). You'll never believe what happened (Part 1). In *The truth about stories* [audio lecture]. CBC Radio.
 - <https://www.cbc.ca/radio/ideas/the-2003-cbc-massey-lectures-the-truth-about-stories-a-native-narrative-1.2946870>
- Martin, K. (2016). On the hunting and harvesting of Inuit literature. In D. Reder & L. Morra (Eds.), *Learn, teach, challenge: Approaching Indigenous literatures* (pp. 445-458). Wilfrid Laurier University Press.
 - http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=1423748&site=ehost-live&ebv=EB&ppid=pp_445 **E-book licence permits only one online user at a time; per day, a user may print to PDF up to 100 pages
- Regan, P. (2010). An unsettling pedagogy of history and hope. In *Unsettling the settler within: Indian residential schools, truth telling, and reconciliation in Canada* (pp.19-53). UBC Press.
 - Instructor will post PDF in D2L
- Simpson, L.B. (n.d.) *Leanne Betasamosake Simpson*.
 - <http://www.leannesimpsonmusic.com/about>

- Simpson, L.B. (2017). Embodied resurgent practice and coded disruption (Chapter 11). *As we have always done: Indigenous freedom through radical resistance* (pp. 191-210). University of Minnesota Press.
 - <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=5047206&ppg=152> **E-book licence permits only one online user at a time; per day, a user may print to PDF up to 97 pages
- Strong, A. (Director). (2017). *Biidaaban (the dawn comes)* [Film]. Spotted Fawn Productions.
 - <https://gem.cbc.ca/media/cbc-arts-specials/season-1/episode-6/38e815a-01126c6e69c>
 - *Also available on YouTube:* <https://www.youtube.com/watch?v=vWjnYKyiUB8>
- Talaga, T. (2018). *All our relations: Finding the path forward* [Audio lectures].
 - <https://www.cbc.ca/radio/ideas/the-2018-cbc-massey-lectures-all-our-relations-finding-the-path-forward-1.4763007>
- Tuck, E., & Yang, K. W. (2012). Decolonization is not a metaphor. *Decolonization: Indigeneity, Education & Society*, 1(1), 1–40.
 - <https://jps.library.utoronto.ca/index.php/des/article/view/18630>
- Werklund School of Education. (2021). *Books to build on* [website].
<https://werklund.ucalgary.ca/teaching-learning/indigenous-education-resources-search>

LITERATURES WE WILL READ TOGETHER:

You are not required to purchase/find these texts; instructor copies will be taken up together in class

- Downie, G. (2016). *The secret path*. (J. Lemire, Illus.). Simon & Schuster.
 - <https://calgary.overdrive.com/media/3007593>
 - <https://calgary.bibliocommons.com/item/show/1092568095>
- Dumas, W. (2020). *Pisim Finds Her Miskanow*. Portage and Main Press.
 - <https://calgary.bibliocommons.com/item/show/1140129095>
- Flett, J. (2013). *Wild Berries / pikaci-minisa*. Simply Read Books.
 - <https://calgary.bibliocommons.com/item/show/797399095>
- Halfe, L. (2018). *Sôhkêyihta: The poetry of Sky Dancer Louise Bernice Halfe*. Wilfrid Laurier.
 - <https://calgary.bibliocommons.com/item/show/1205087095>
 - https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/mtt0p8/01UCALG_ALMA21685313930004336
- Johnston, A. (2017). *What's my superpower?* (T. Mack, Illus.) Inhabit Media.
 - <https://calgary.overdrive.com/media/5824538>
- Robertson, D.A. (2016). *When we were alone* (J. Flett, Illus.). Highwater Press.
 - <https://calgary.overdrive.com/media/3176578>
 - <https://calgary.bibliocommons.com/item/show/1113231095>
- Simpson, J. (2020). *It was never going to be okay*. Nightwood Editions.
 - <https://calgary.bibliocommons.com/item/show/1351745095>
- Van Camp, R. (2016). *We sang you home* (J. Flett, Illus.). Orca Books.
 - <https://calgary.overdrive.com/media/2855896>
 - <https://calgary.bibliocommons.com/item/show/1382911095>
- Vermette, K. (2018). *A girl called Echo. Volume 2: Red River resistance*. (S. Henderson & D. Yaciuk, Illus.). Highwater Press.
 - <https://calgary.overdrive.com/media/4315800>
 - <https://calgary.bibliocommons.com/item/show/1229856095>
- Vermette, K. (2019). *The girl and the wolf* (J. Flett, Illus.). Theytus Books.
 - <https://calgary.bibliocommons.com/item/show/1247142095>

- Wagamese, R. (1994). *Keeper 'N Me*. Anchor Canada.
 - <https://calgary.bibliocommons.com/item/show/38813095>

ADDITIONAL READINGS/GOING DEEPER:

- Armstrong, J. (2017). Land speaking. In S. McCall, D. Reder, D. Gaertner, & G. L'Hirondelle Hill (Eds.), *Read, listen, tell: Indigenous stories from Turtle Island* (pp. 141-155). Wilfrid Laurier University Press. (Original work published 1998.)
 - <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=4894931&ppg=160>
- Ayed, N. [Host]. (2021). Joseph Campbell on “Just one story: Joseph Campbell and ‘the hero’s journey’” [Radio broadcast]. In *Ideas*. CBC.
 - <https://www.cbc.ca/listen/live-radio/1-23-ideas/clip/15734195-just-one-story-joseph-campbell-the-heros-journey>
- Alberta Education. (2019). Alberta education teaching quality standard.
 - <https://open.alberta.ca/dataset/4596e0e5-bcad-4e93-a1fb-dad8e2b800d6/resource/75e96af5-8fad-4807-b99a-f12e26d15d9f/download/edc-alberta-education-teaching-quality-standard-2018-01-17.pdf>
 - *Newest edition:* <https://open.alberta.ca/publications/teaching-quality-standard-2020>
- Ball, T., Laroque, S., & Lar-Son, K. (2021). *masinahikan iskwêwak – Book women podcast* [podcast series].
 - <https://bookwomenpodcast.ca/>
- Battiste, M. (2019). Decolonizing education chapter 10: possibilities of educational transformations [Youtube video].
 - <https://www.youtube.com/watch?v=OhjmM1r6QeE>
- Bottle, R. (2016). Blackfoot graphic novel vol. 1 documentary: narration. [Youtube video].
 - <https://www.youtube.com/watch?v=VcUAg0QtMv0>
- Justice, D. H. (2012). Literature, healing, and the transformative imaginary: Thoughts on Jo-Ann Episkenew’s Taking back our spirits: Indigenous literature, public policy, and healing.” *Canadian Literature* 214, 101-08.
 - <https://search-proquest-com.ezproxy.lib.ucalgary.ca/docview/1326418672?pq-origsite=primo&accountid=9838>
- Justice, D. H. (2018). *Why Indigenous literatures matter*. Wilfrid Laurier University Press.
 - https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/mtt0p8/01UCALG_ALMA51713996170004336
- King, T. (2003). *The Truth About Stories: a Native Narrative*. House of Anansi Press.
- Martineau, J., & Ritskes, E. (2014). Fugitive Indigeneity: Reclaiming the terrain of decolonial struggle through Indigenous art. *Decolonization: Indigeneity, Education & Society*, 3(1), I-XII.
 - <https://jps.library.utoronto.ca/index.php/des/article/view/21320>
- McKegney, S. (2008). Strategies for ethical engagement: an open letter concerning non-Native scholars of Native literatures. *Studies in American Indian Literatures*, 20(4), 56-67.
 - <https://muse-jhu-edu.ezproxy.lib.ucalgary.ca/article/258238>
 - <https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/20737443>
- Mustafa, N. (Producer). (2020, April 16). *The Brilliance of beavers: Learning from an Anishnaabe world*. [Audio podcast episode]. In *Ideas*. CBC Radio.
 - <https://www.cbc.ca/radio/ideas/the-brilliance-of-the-beaver-learning-from-an-anishnaabe-world-1.5534706>

- Poitras Pratt, Y., Louie, D.W., Hanson, A.J., & Ottmann, J. (2018). Indigenous education and decolonization. *Oxford Research Encyclopedia of Education*. Oxford University Press. doi: 10.1093/acrefore/9780190264093.013.240
 - Instructor will post PDF in D2L (instructor's own work)
- Pratt, Y. P., & Danyluk, P. J. (2017). Learning what schooling left out: Making an Indigenous case for critical service-learning and reconciliatory pedagogy within teacher education. *Canadian Journal of Education/Revue canadienne de l'éducation*, 40(1), 1-29.
 - <https://journals.sfu.ca/cje/index.php/cje-rce/article/view/2349>
- Proulx, S. & Srivastava, A. (2002). A moose in the corridor: Teaching English, Aboriginal pedagogies, and institutional resistance. In R. Eigenbrod & J.-A. Episkenew (Eds.), *Creating community: A roundtable on Canadian Aboriginal literature* (pp 187-208). Penticton, Canada: Theytus Books.
 - Instructor will post PDF in D2L
- Ridgen, M. (2021). A growing number of “Pretendian” artists and the potential repercussions. *APTN News*.
 - <https://podcasts.apple.com/ca/podcast/infocus/id1293433038?i=1000506936697>
- Rogers, S. [Host]. (2018). Daniel Heath Justice on “Why Indigenous literatures matter” [radio broadcast]. In *The next chapter*. CBC.
 - <https://www.cbc.ca/player/play/1244693059891>
- Simon, R. (2000). The touch of the past: The pedagogical significance of a transactional sphere of public memory. In P. Trifonas (Ed.), *Revolutionary pedagogies: Cultural politics, instituting education, and the theory of discourse* (pp. 61-80). New York, NY: Routledge.
 - <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=178422&ppg=84>
- Simpson, L. (2014). “Bubbling like a beating heart”: Reflections on Nishnaabeg poetic and narrative consciousness. In N. McLeod (Ed.), *Indigenous poetics in Canada* (pp. 107-119). Wilfrid Laurier University Press.
 - http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=1433321&site=ehost-live&ebv=EB&ppid=pp_107 **E-book licence permits only one online user at a time; per day, a user may print to PDF up to 100 pages
 - <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=3293378&ppg=120>
- Tuck, E. (2009). Suspending damage: a letter to communities. *Harvard Educational Review*, 79(3), 409-428.
 - <https://doi-org.ezproxy.lib.ucalgary.ca/10.17763/haer.79.3.n0016675661t3n15>
- Truth and Reconciliation Commission of Canada. (2015). *Truth and reconciliation commission of Canada: Calls to action*.
 - https://www2.gov.bc.ca/assets/gov/british-columbians-our-governments/indigenous-people/aboriginal-peoples-documents/calls_to_action_english2.pdf

LEARNING TASKS OVERVIEW

LEARNING TASK	DESCRIPTION OF LEARNING TASK	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
Building a dialogical and relational space	This learning task involves creating and participating in a dialogical space for knowledge building and community building.	Assessed individually (but work in small group and full class)	30%	Ongoing, Weeks 1-4 <i>Sign up for a hosting week and discussion group before course begins.</i>
Framework for futurity! Selecting Indigenous texts to work with	This learning task involves creating a personal framework for thinking through decisions about if, when, how, and for what purpose one might use Indigenous literatures.	Individual (but formative work in group and full class)	25%	Week 3 (day before Zoom)
Starting with Story	This learning task invites you to delve into your own lines of inquiry in relation to Indigenous education by building a relationship with one literary text.	Individual or small group/pairs	45%	Week 6

BEFORE OUR COURSE BEGINS:

- Sign up for a hosting week for Learning Task 1; some of you will be hosting during week 1

WEEKLY COURSE SCHEDULE:

Date	Topic	Readings and Tasks	Due Dates
Week 1	Letting story do the work that story does	<u>Topics and Questions</u> <ul style="list-style-type: none"> ● Introductions ● Who am I as a reader of Indigenous literatures? ● What are Indigenous literatures? ● What is story? (You think you know story, but maybe you don't know story) ● How do I listen? ● Relationships between teller, listener and story ● Identity and positionality ● Where are we? <u>Literatures we'll read together:</u> <ul style="list-style-type: none"> ● Dumas & Paul, 2020 ● Flett, 2013 	LT1: Dialogue & Community Work Ongoing Work on LT2 & LT3

		<ul style="list-style-type: none"> ● Vermette, 2018 ● Wagamese, 1994 <p><u>Readings (required):</u></p> <ul style="list-style-type: none"> ● Hanson, 2017 ● Hanson, King, Phipps & Spring, 2021 ● Kimmerer, 2013 (Skywoman Falling, pp. 3-10) ● King, 2003 ● Werklund School of Education, 2021 (explore) <p><u>Going Deeper:</u></p> <ul style="list-style-type: none"> ● Alberta Education, 2019 ● Hanson, 2020 (Vermette chapter, pp. 51-66) ● Justice, 2018 ● McKegney, 2008 ● Mustafa, 2020 ● Rogers, 2018 ● TRC, 2015 	
Week 2	Listening to unlearn	<p><u>Topics and Questions:</u></p> <ul style="list-style-type: none"> ● Unlearning before relearning ● Confronting, disrupting, difficult learning ● Unlearning deficit frameworks ● Challenging existing frameworks ● Grappling with “authenticity” ● What do I need to set down to make space for these relationships? ● Refusal, resilience, resurgence ● What questions are opened up in an encounter with text? ● Example of thinking through a framework (LT2) <p><u>Literatures we’ll read together:</u></p> <ul style="list-style-type: none"> ● Downie, 2016 ● Halfe, 2018 ● Robertson, 2016 ● Van Camp, 2016 <p><u>Readings (required):</u></p> <ul style="list-style-type: none"> ● Garneau, 2012 ● Hanson, 2020 (Robertson chapter, pp. 41-50) ● Regan, 2010 ● Simpson, n.d. (explore) ● Strong, 2017 <p><u>Going Deeper:</u></p> <ul style="list-style-type: none"> ● Alberta Education, 2019 ● Ayed, 2021 ● Hanson 2020 (Introduction, pp. 1-30) 	LT1: Dialogue & Community Work Ongoing LT2: Explore Preliminary Frameworks with Discussion Groups Work on LT3

		<ul style="list-style-type: none"> ● Ridgen, 2021 ● Poitras Pratt, Louie, Hanson, & Ottmann, 2018 ● Proulx & Srivastava, 2002 ● Simpson, 2014 ● Tuck, 2009 ● TRC, 2015 	
Week 3	Making connections and building relationships	<p><u>Topics and Questions:</u></p> <ul style="list-style-type: none"> ● Enacting responsibilities ● Making connections with people and places ● Knowledges tied to land and language ● Nurturing and strengthening relationship ● What is our purpose and what are our responsibilities? Welcoming in our disciplinary, professional, community contexts and expertise ● Desire-based framing ● Who do you want to be; what do you want to do? ● What does it mean to be a listener in relation with Indigenous stories? ● Kinship is not a static category of belonging but rather something we enact <p><u>Literatures we'll read together:</u></p> <ul style="list-style-type: none"> ● J. Simpson, 2020 ● Treaty 7 Language Books (CPL) https://calgarylibrary.ca/connect/indigenous-services/treaty-7-language-books/ ● Treaty 7 Story Time, e.g. https://www.youtube.com/watch?v=2qyrhLwzHRU <p><u>Readings (required):</u></p> <ul style="list-style-type: none"> ● Donald, 2016 ● Hanson, 2020 (Justice chapter, pp. 115-127) ● Kimmerer, 2013 (Learning the Language of Animacy, pp. 48-61) ● Martin, 2016 <p><u>Going Deeper:</u></p> <ul style="list-style-type: none"> ● Alberta Education, 2019 ● Armstrong, 1998/2017 ● Ball, Laroque, & Lar-Son, 2021 (explore) ● Bottle, 2016 ● Indigenous film of your choice (explore) ● Tuck, 2009 ● Pratt & Danyluk, 2017 ● TRC, 2015 	<p>LT1: Dialogue & Community Work Ongoing</p> <p>LT2: Framework Due</p> <p>Work on LT3</p>

Week 4	Don't say in the years to come that you would have lived your life differently if only you'd heard this story. You've heard it now.	<p><u>Topics and Questions:</u></p> <ul style="list-style-type: none"> ● Decolonization, identity, and theories of change ● Enacting kinship: so what and what now? ● Living as if the lives of others truly mattered ● Understanding the impact of story on our lives ● Understanding our own aims and intentions ● Constellations of co-resistance ● Fugitivity and flight ● Professional and citizenship accountabilities ● Positionality: looking back ● What does it mean to listen, and what does it mean to respond? <p><u>Literatures we'll read together:</u></p> <ul style="list-style-type: none"> ● Ball, Laroque, & Lar-Son, 2021 (children's books episode) ● Johnston, 2017 ● Vermette, 2019 <p><u>Readings (required):</u></p> <ul style="list-style-type: none"> ● Hanson, 2020 (Maracle chapter, pp. 89-100) ● Simpson, 2017 ● Talaga, 2018 (explore) ● Tuck & Yang, 2012 <p><u>Going Deeper:</u></p> <ul style="list-style-type: none"> ● Alberta Education, 2019 ● Battiste, 2019 ● Justice, 2012 ● King, 2003 (explore) ● Martineau & Ritskes, 2014 ● Simon, 2000 ● TRC, 2015 	LT1: Dialogue & Community Work Ongoing Work on LT3
Week 5	Self-directed learning	Self-directed learning Work on Learning Task 3 Additional readings based on individual inquiry	LT3 Presentations Posted in D2L <i>LT1 complete but you may continue to dialogue with groups around your learning based on your own needs</i>
Week 6	Self-directed learning	Self-directed learning Work on Learning Task 3 Additional readings based on individual inquiry	LT3: Starting with Story-Reflective Papers Due

CHANGES TO SCHEDULE:

Please note that changes to the schedule may occur to meet the emerging needs and dynamics of the participants in the course.

LEARNING TASKS AND ASSESSMENT

There are three required Learning Tasks for this course.

1. LEARNING TASK 1: Building a dialogical and relational space - DUE: Ongoing, weeks 1-4

The purpose of this learning task is to create, and continuously build, a space for dialogue related to the topics encountered in this course. Contributions through this learning task consist of hosting a week of asynchronous discussions in D2L; participating in discussions arising from the host's prompts or provocations; and contributing to synchronous Zoom sessions. See learning task 1 handout for full information.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 1

Although the work in this task will be collaborative, assessment will be individual. Grades will be determined through a 50/50 blend of instructor and self-assessment, using the following criteria:

- How have you meaningfully engaged with the readings?
- How were your contributions to conversations oriented to the objectives, questions, or topics of the week?
- How have your contributions addressed the four dimensions of learning outlined on the handout?
- How have you engaged with others respectfully, collaboratively, and in the spirit of building knowledge together?
- How have you reflected on your learning?
- How have you met the stated expectations for this learning task, e.g. hosting, following the weekly timeline, posting and replying, reading others' posts, and participating in Zooms?

2. LEARNING TASK 2: Framework for futurity! Selecting Indigenous texts to work with – DUE: Week 3 (day before our zoom session)

The purpose of this learning task is to create a personal framework for thinking through the big decisions about if, when, how, and for what purpose you would choose a particular Indigenous literary text. You will develop your ideas by working with existing framework examples and with literary texts themselves. You will also reflect on class discussions and the dimensions of course learning as outlined for learning task 1 to make sure this framework is personally meaningful. Guiding questions to help you think through and develop your framework are provided on the learning task 2 handout.

The context and drive behind this assignment is your own disciplinary and/or professional work and learning. How would you choose a text to connect with, respond to, teach with, or learn from in your

line of work, your discipline, or your area of study? Create a framework in the form of a one-page document that can be used to help you navigate the guiding questions in relation to Indigenous literary texts. This one-pager can be in any form you want, e.g. texts and/or visuals. You may work with one or more Indigenous literary texts to develop, test, and apply your framework. In the context of this assignment, we encourage you to think about the term “text” broadly based on the discussions held in class. This framework will help you in learning task 3. See learning task 2 handout for full details.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 2

Although the work in this task will be collaborative, assessment will be individual. Grades will be determined through a 50/50 blend of instructor and self-assessment, using the following criteria:

- How is your framework one page in length, and does it communicate effectively through text/visuals/etc.?
- How is your framework personally and/or professionally meaningful, giving evidence of critical reflection on purpose and positionality?
- How is your framework meaningfully situated within the context in which you are working/learning?
- How does your framework illustrate the thinking behind your text-selection process, demonstrating that you have thought critically about the guiding questions above?
- How does this text resonate with a relational, decolonial, anti-racist approach to reading and learning?

3. LEARNING TASK 3: Starting with Story – DUE: Week 5 (presentation) and Week 6 (reflective paper)

This learning task invites you to delve into your own lines of inquiry in relation to Indigenous education through a relationship with one literary text. This task has four steps, which are explained in further detail in a course handout. Step one requires you to select an Indigenous literary text. This step should be completed as early as possible, e.g. by the end of week one. Step two asks that you build a relationship with your text by doing a deep dive into your own lines of inquiry and grappling with what the task asks of you during weeks one through five. In step three, you will share your practices of engagement with your chosen text through a 10-20 minute presentation for your peers, teaching the class about your process and your text. Step four, completed in week six, will ask you to story back your learning through a 1000-1500 word personal reflective paper. You may choose to undertake this learning task on your own, exploring personal directions, or in a pair or small group, engaging in dialogic, collaborative work around a shared text. If you choose to work in a pair/group, you will be assessed together.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 3

- Is your presentation 10-20 minutes in length, using an effective audio/visual mode, and posted in a timely manner to D2L?
- How is your written reflection 1000-1500 words in length, and does it include the two required components: a reflection on your learning, and a self-assessment of your learning?

- In your presentation and paper, how do you communicate effectively, engaging respectfully with texts and concepts, organizing your ideas, and engaging your classmates with care and reciprocity?
- How is your presentation and/or reflection personally and/or professionally meaningful, giving evidence of critical reflection on purpose and positionality?
- How does your presentation and/or reflection illustrate the thinking behind your process of building a relationship with the text, demonstrating that you have thought critically about the guiding questions above?
- How does your presentation and/or reflection open up rich and significant engagements with course topics and themes, including the four dimensions of our learning?
- How does your presentation and/or reflection engage with relevant scholarship meaningfully and rigorously, and do you cite and reference sources appropriately using one consistent citation style?

THE EXPECTATION OF EXCELLENCE IN PROFESSIONAL WORK

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 especially 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 you are 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 or a professional in your field. 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. In the online environment, “attendance” means in Zooms but also means consistent presence and engagement in D2L.

- *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 as a group collaborating, please inform the instructor.

EXPECTATIONS FOR WRITING

All written assignments (including, to a lesser extent, written exam responses) will be assessed at least partly 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, you may use 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>

LATE SUBMISSIONS

All late submissions of assignments must be discussed with the instructor **prior to the due date**. Extensions are possible with a conversation in advance. Students may be required to provide written documentation of extenuating circumstances (e.g. statutory declaration, doctor's note, note from the University of Calgary Wellness Centre, obituary notice). A deferral of up to 30 days may be granted at the discretion of the Associate Dean of Undergraduate Programs with accompanying written evidence.

ISSUES WITH 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 or discuss course materials online in a timely manner, the instructor may re-assign members to different groups or assign individual work for completion.

GRADING

Grade	GPA Value	%	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
D	1.0	50-51	
F	0.0	49 and lower	Fail - Unsatisfactory performance

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.

Academic Accommodation

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

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 Jonah Secreti, jonah.secreti@ucalgary.ca, esa@ucalgary.ca.

Werklund SU Representative is Naomi Shaw, educrep@su.ucalgary.ca.