

**SIMON FRASER UNIVERSITY
SUMMER SEMESTER 2007**

**EDUC 311-3
FOUNDATIONS IN ABORIGINAL EDUCATION,
LANGUAGE & CULTURE
(D01.00)**

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TUESDAY 9:30-12:20 EDB 7600B

PREREQUISITE: 60 credit hours.

COURSE DESCRIPTION

An introduction to Indigenous education, primarily in Canada and BC. There will be a critical examination of historical and contemporary issues in education and an exploration of culturally based Indigenous education grounded in Indigenous philosophies. Students are asked to interpret and synthesize content in the context of the education of Aboriginal peoples and in relation to educational practice.

OBJECTIVES

- To enhance students' knowledge and understanding of how historical periods, policies and events influenced contemporary Aboriginal educational issues.
- To heighten students' awareness of Indigenous knowledge(s) and worldviews.
- To examine and reflect on issues of racism, prejudice, discrimination, stereotyping and bias toward Indigenous peoples, and their implications for education as well as the relationship to understandings of the previous two objectives.
- To enable students to analyze, critically reflect, and synthesize course readings and experiences, and engage in classroom discourses about those readings, experiences in relation to contemporary contexts.

REQUIRED TEXTS

B.C. Teachers' Federation Aboriginal Education. Beyond Words, Creating Racism-Free Schools for Aboriginal learners. www.bctf.ca/social/FirstNations/BeyondWords.html

Sterling, Shirley (1992). My name is Seepeetza. Vancouver, Greenwood Books.

Details as to access of additional course readings from a range of sources will be provided at the first class. Students are expected to read the articles and come to class prepared to fully participate in class activities and discussions.

ASSIGNMENTS AND EVALUATION

Class Participation

10%

Attendance, promptness, and participation in small and whole group discussions is an important component of the course. "Participation" may be defined through the enabling of other students and

through attentive listening. It does not require that students uncomfortable with speaking in class must do so. As well, while speaking in class is encouraged, dominating or intimidating practices are not considered participatory.

It is absolutely essential that you read assigned readings and prepare for discussions before the class in which they will be discussed.

Learning Logs 30%

Students will maintain a learning log that includes an INDIVIDUAL set of one-page reviews of the assigned readings that documents their understanding and learning. Expectations for these one-page reviews, as well as format/ will be provided during the first class. The development of the learning log is intended (i) to prepare individuals for meaningful interaction in small and whole group discussion, (ii) to assist students in developing their skill at analysis and critique, and (iii) to help students in clarifying their practical and theoretical understandings of the content and the contexts in which they may teach, (iv) and to prepare students to write the final paper

Group Presentation (TBA) 25%

Major Paper 35%

Students will write an essay of from 7 to 8 double-spaced pages on a topic from one of the main subject areas of the course. Criteria for evaluation of the paper will include: critical analysis of the themes and issues raised to clearly develop and support an original argument or point of view; demonstration of accurate understanding and application of concepts and theories from readings with references fully cited; relating ideas to personal experience succinctly when relevant; a well organized, concise, cohesive paper that is carefully proofread for errors or grammar, spelling and diction. Please ensure that you include an introduction and conclusion.