

APPLIED ARTS
ECS 200
Credit Course
FALL, 2019



COURSE OUTLINE

ECS 200

Construction of the Student, the Learner and the School

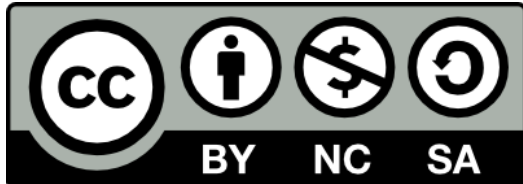
3 Credit Course

PREPARED BY: Mark Connell, Instructor
APPROVED BY: Name, Title

DATE: May 30, 2019
DATE: *Click or tap to enter a date*

APPROVED BY ACADEMIC COUNCIL: *Click or tap to enter a date*

RENEWED BY ACADEMIC COUNCIL: *Click or tap to enter a date*



This work is licensed under the Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License. To view a copy of this license, visit <http://creativecommons.org/licenses/by-nc-sa/4.0/>.

Constructions of the Student, the Learner and the School

INSTRUCTOR: Mark Connell

OFFICE HOURS: Mon-Fri 1pm-3pm

OFFICE LOCATION: A2911c

CLASSROOM: TBA

E-MAIL: mconnell@yukoncollege.yk.ca

TIME: Tue/Thurs 1pm - 2:30pm

TELEPHONE: 867.668.8837

DATES: Sept. 6th to Dec. 6th

PREMABLE

"The present educational system is designed to assimilate [Indigenous students] and make White men out of them..."

"[Yukon First Nation] parents feel the education system threatens the integrity of their way of life...resulting in tremendous disillusionment and severe psychological problems in their children".

- "Together Today for our Children Tomorrow" (1973)

COURSE DESCRIPTION

This course allows pre-service teachers to critically engage with the diverse ways in which the student, the learner and the school have been constructed at specific historical moments. Through an examination of the historical, philosophical, ethical and political roots underlying these 'constructs', students will analyse how dominant ideas about students, learners and schools impact and shape both educational institutions and their own practice. Particular attention will be paid to the ways in which Canada's colonial legacy has affected both the educational paradigm and practice within schools.

ECS 200 will also survey schools of thought regarding intersectionality, human development, diversity theory, post-colonial theory, anti-oppression / decolonizing pedagogy and resilience within classroom practice. This course will also include an alternative community service placement, through which readings and content will be evaluated and discussed.

PREREQUISITES

ECS 100 and ECS 110

RELATED COURSE REQUIREMENTS

Access to course Moodle via a computer and internet access.

LEARNING OUTCOMES

Upon successful completion of the course, students will be able to

- Demonstrate an understanding of the historical ways in which the learner, students and child have been constructed.
- Demonstrate a critical understanding of the consequences of the different constructions of the learner, child and school.
- Describe the various theories relating to human development and how these theories inform teaching practice.
- Recognize the importance of self-reflective practice, particularly in light of the challenges presented by post-colonial thought, indigenous scholarship and diversity theory.
- Describe and determine their own personal teaching and learning philosophy.

COURSE FORMAT

Classes will consist of two, weekly 1.5 hour meetings. Outside of class time, students are required to engage heavily with the course readings and engagement activities found within the course Moodle. Students are also required to contribute/inform to the communities learning via the closed "Google+" forum for the course.

This course also requires a 10-hour alternative service placement.

ASSESSMENTS

Weekly Reading Assessment (ongoing)

At the beginning of the week, prior to class, students are required to complete a short questionnaire/task based on the preparatory readings. These will be found in the weekly Moodle modules.

Seminar Presentation (Week 7/8)

During the Educational Psychology section of the course, students will be required to lead a 30-minute interactive presentation providing an overview of a specific perspective within Ed Psyche and how that lens translates/informs particular teaching practices.

Ed Psyche Summary Task (Week 8)

Based on class presentations, students are required provide evidence of their learning and critical engagement from peer presentations. Details and an assessment rubric is available in the course Moodle. The format of this submission is flexible and can include non-written mediums.

Pedagogies of Resistance and Resurgence Project

The course will seek to facilitate critical engagement with numerous issues that impact the formation of the subject (people) and institutions. This project will invite you to investigate and analyze a particular violence and formulate a pedagogical response that seeks to illuminate and create new possibility.

The project is divided into three parts:

- Part 1: Identification of Topic and Research Plan (due week 4) - 10%
Part 2: Analysis and Theoretical Engagement with Topic (Week 8) - 40%
Part 3: Pedagogical Response:

Option 1: A sustained practice throughout the semester that enables you to assert agency as a productive/intentional response to a social process that you have identified as 'violence'. Ideally, this is somehow linked to your "Alternative Service Placement" - 50%

Option 2: Development of a sample activity, lesson or unit that you could use with students (you choose the grade level) to illuminate or address a particular problem/process operating within Yukon schools.

"Pedagogies of Resistance and Resurgence" Symposium Presentation

At the end of the semester, ECS 200 students will collaborate with Social Work and First Nations Indigenous Governance students in running a symposium on special topics emerging from our Pedagogies of Resistance and Resurgence Project. Presentations will be self-evaluated via a co-constructed rubric. Presentations can include an interactive/experiential activity and/or a report on their **Pedagogies of Resistance and Resurgence Project**.

EVALUATION:

| | |
|---|-----|
| Weekly Reading Assessments | 30% |
| Seminar Presentation | 10% |
| Ed Psyche Summary Task | 10% |
| Pedagogy of Resistance and Resurgence Project | 40% |
| Symposium Presentation | 10% |

REQUIRED TEXTBOOKS AND MATERIALS

Simpson, Leanne. *Lighting the Eighth Fire: The Liberation, Resurgence, and Protection of Indigenous Nations*. Edited by Leanne Simpson. 1 edition. Winnipeg: ARP Books, 2008.

Lowman, Emma Battell. *Settler: Identity and Colonialism in 21st Century Canada*. Winnipeg, Manitoba ; Black Point, Nova Scotia: Fernwood Books Ltd, 2015.

SUPLIMENTARY READING AND RESOURCES

Note that these texts will be drawn from during weekly lectures and for weekly readings available on the course Moodle.

Alfred, Taiaiake. *Wasáse: Indigenous Pathways of Action and Freedom*. Peterborough, Ont. ; Orchard Park, N.Y: University of Toronto Press, Higher Education Division, 2005.

- Arendt, Hannah, and Amos Elon. *Eichmann in Jerusalem: A Report on the Banality of Evil*. 1 edition. New York, N.Y: Penguin Classics, 2006.
- Ahmed, Sara. *On Being Included: Racism and Diversity in Institutional Life*. Durham ; London: Duke Univ Pr, 2012.
- Bauman, Zygmunt. *Modernity and the Holocaust*. 1 edition. Ithaca, N.Y: Cornell University Press, 2001.
- Coulthard, Glen Sean. *Red Skin, White Masks: Rejecting the Colonial Politics of Recognition*. 1 edition. Minneapolis: Univ Of Minnesota Press, 2014.
- Fanon, Frantz, and Homi K. Bhabha. *The Wretched of the Earth*. Translated by Richard Philcox. 1REV edition. New York: Grove Press, 2005.
- Fanon, Frantz, and Richard Philcox. *Black Skin, White Masks*. 1 edition. New York : Berkeley, Calif.: Grove Press, 2008.
- Giroux, Henry A. *Disposable Youth: Racialized Memories, and the Culture of Cruelty*. 1 edition. New York, NY: Routledge, 2012.
- hooks, bell. *Teaching Community: A Pedagogy of Hope*. 1 edition. New York: Routledge, 2003.
- . *Teaching Critical Thinking: Practical Wisdom*. 1 edition. New York: Routledge, 2009.
- . *Teaching to Transgress: Education as the Practice of Freedom*. 1 edition. New York: Routledge, 1994.
- King, Thomas. *A Short History Of Indians In Canada*. 1 edition. Toronto: Harper Perennial, 2006.
- . *The Truth About Stories*. Sixth Printing edition. Toronto, ON: House of Anansi Press, 2003.
- Lowman, Emma Battell. *Settler: Identity and Colonialism in 21st Century Canada*. Winnipeg, Manitoba ; Black Point, Nova Scotia: Fernwood Books Ltd, 2015.
- Manuel, Arthur. *Unsettling Canada: A National Wake-Up Call*. Toronto: Between the Lines, 2015.
- Regan, Paulette. *Unsettling the Settler Within: Indian Residential Schools, Truth Telling, and Reconciliation in Canada*. Vancouver: UBC Press, 2011.
- Spiegelman, Art. *Complete Maus*. Unknown edition. London: Penguin Books, 1991.
- Thobani, Sunera. *Exalted Subjects: Studies in the Making of Race and Nation in Canada*. 1 edition. Toronto ; Buffalo: University of Toronto Press, Scholarly Publishing Division, 2007.
- Vowel, Chelsea. *Indigenous Writes: A Guide to First Nations, Métis, and Inuit Issues in Canada*, 2016.
- Woolfolk, Anita, Philip H. Winne, and Nancy E. Perry. *Educational Psychology*, Sixth Canadian Edition. 6 edition. Pearson Canada, 2015.

ACADEMIC AND STUDENT CONDUCT

Information on academic standing and student rights and responsibilities can be found in the current Academic Regulations that are posted on the Student Services/ Admissions & Registration web page.

Responsibility for Learning Environment

A YNTEP student's attitude and behaviour must be consistent with their own status as a professional teacher in training. Students are required to know and follow the University of Regina 'Harassment Policy', Yukon Teachers Associations 'Code of Ethics' and the Yukon College 'Code of Ethics'. See the YNTEP handbook for more details.

Cell Phone Use / Social Networking

Cell phones must be turned off during class time unless they are being utilized for course purposes. If laptops / tablets are being used for class notes, social networking applications / platforms / sites (facebook, twitter, etc.) should not be accessed.

PLAGIARISM

Plagiarism is a serious academic offence. Plagiarism occurs when a student submits work for credit that includes the words, ideas, or data of others, without citing the source from which the material is taken. Plagiarism can be the deliberate use of a whole piece of work, but more frequently it occurs when students fail to acknowledge and document sources from which they have taken material according to an accepted manuscript style (e.g., APA, CSE, MLA, etc.). Students may use sources which are public domain or licensed under Creative Commons; however, academic documentation standards must still be followed. Except with explicit permission of the instructor, resubmitting work which has previously received credit is also considered plagiarism. Students who plagiarize material for assignments will receive a mark of zero (F) on the assignment and may fail the course. Plagiarism may also result in dismissal from a program of study or the College.

YUKON FIRST NATIONS CORE COMPETENCY

Yukon College recognizes that a greater understanding and awareness of Yukon First Nations history, culture and journey towards self-determination will help to build positive relationships among all Yukon citizens. As a result, to graduate from ANY Yukon College program, you will be required to achieve core competency in knowledge of Yukon First Nations. For details, please see www.yukoncollege.yk.ca/yfnccr.

ACADEMIC ACCOMMODATION

Reasonable accommodations are available for students requiring an academic

accommodation to fully participate in this class. These accommodations are available for students with a documented disability, chronic condition or any other grounds specified in section 8.0 of the Yukon College Academic Regulations (available on the Yukon College website). It is the student's responsibility to seek these accommodations. If a student requires an academic accommodation, he/she should contact the Learning Assistance Centre (LAC) at (867) 456-8629 or lac@yukoncollege.yk.ca

ECS 200 Syllabus

| Week | Topic | Reminders: Required Upcoming Preparation |
|------|---|--|
| W1: | Welcome: Contextualizing the Course | <ul style="list-style-type: none"> • Read course outline and syllabus • Open course Moodle and review how it is structured: Engage, Explore, Elaborate, Evaluation For Week 3 - Read Maus |
| W2: | Exploring Language, Discourse and Subject Positions / Intersectionality | <ul style="list-style-type: none"> • Read/Review week 2 Moodle • Listen to the 'Truth about Stories' posted on the Moodle. • Prepare for literature circle on Maus (next week). • Required Reading: Alfred - "First Words" with attention to the discussion of 'aboriginalism'. • Required Reading: Bowman - Chapter 1: Why Say Settler |
| W3: | Literature Circle - Maus | <ul style="list-style-type: none"> • Required Reading: Maus • Prepare for literature circle |
| W4: | Introduction to Post Colonial Theory | <ul style="list-style-type: none"> • Required Reading Coulthard, "From Particular to the Universal - Jean Paul Sartre, Identity Politics and the Colonial Dialectic" (article provided in class/moodle). • For this week - Listen to Truth About Stories Chapter 2. • Not required reading but Mark will use on Thursday - Lecture II - Sartre and Fanon via Coulthard (article provided in class/moodle) |

| | | |
|------|--|---|
| | | and Coulthard “Franz Fanon on Negritude, Self-Recognition and Decolonization” |
| W5: | Racialization as a Technique of Governance | <ul style="list-style-type: none"> • Required Reading: Colonial Stains on Our Existence - pg. 101-113 in Wasase and Chapter 2 in Settler. • Oshkimaadiziig, the New People (in 8th Flre) |
| W6: | Resurgence Scholarship and Approaches to Decolonization: Illuminating Pedagogies of Resistance | <ul style="list-style-type: none"> • Listen to lecture from Kent Monkman's (in Moodle). • Required Reading: Leanne Simpson “Our Elder Brothers: The Lifeblood of Resurgence” (Course text). <p>Special Guest / Field Trip</p> |
| W7: | Introduction to Educational Psychology | Preparation time dedicated to Pedagogies of Resistance Analysis. |
| W8: | Educational Psychology Part II | Preparation time dedicated to Pedagogies of Resistance Analysis. |
| W9: | Ed Psyche Presentations | Preparation time dedicated to Pedagogies of Resistance Analysis. |
| W10: | Considering a Minor Pedagogy | <p>Required Reading: Coulthard “The Plunge into the Chasm of the Past”.</p> <p>Special Guest</p> |
| W11: | Beyond Symbolic Commitments in Schools: Resilience, Ressurgance and Reassurance | Lecture via Sara Ahmed, <u>On Being Included</u> |
| W12: | Pedagogies of Resistance and Resurgence | Required reading: Glen Coulthard “Beyond Recognition” |

| | | |
|------|-----------------------|-----------|
| W13: | Final Week: Symposium | Symposium |
|------|-----------------------|-----------|