
Course Outline

INSTRUCTOR: Norma Shorty, PhD

E-MAIL: nshorty@yukonu.ca

TELEPHONE: HEHS office 867.668.8845

OFFICE HOURS: TBD

TIME: 9:00am- 11:50 am

CLASSROOM: A2202

DATES: Tuesdays September 6th- November 29th, 2022

COURSE DESCRIPTION

An examination of concepts common to cross-cultural education and cross-cultural interaction. Implications for schooling, cultural and economic factors, and current issues and trends in the education of racial and cultural minorities.

YUKON CONTEXT

This course is intended to familiarize learners with education issues and initiatives related to Yukon First Nations education past to present, with a view to the future. This course will critically analyse the history, development and transformation of Indigenous education, and in turn creating a fruitful learning environment supportive of anti-oppressive and decolonized education

COURSE REQUIREMENTS

Prerequisite(s): Recommended that students have completed ECS 100 (formerly EPS 100)

EQUIVALENCY OR TRANSFERABILITY

Receiving institutions determine course transferability. Find further information at:

<https://www.yukonu.ca/admissions/transfer-credit>

LEARNING OUTCOMES

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

- Have an increased understanding of the role of the teacher in creating an effective cross-cultural school environment.
- Have an increased knowledge of the cultural, social and economic factors which affect students from minority groups.

- Develop their skills in evaluating Native/multicultural content in school curricula and classroom materials.
- Practice skills which enhance cross-cultural communication.
- Become aware of the historical roots of multiculturalism and minority education in Canada.

COURSE FORMAT

Learners are expected to work in small groups to discuss issues, questions, or problems with respect to cross-cultural education here in the Yukon. Learners are expected to examine and articulate their personal views in order to clarify their own understanding of contact and colonization in order to develop teaching practices which incorporates Indigenous worldviews and methods. Learners will participate through in class dialogue, readings, videos, working with Elders, Knowledge Bearers, and First Nation Peoples

Independent learning

Weekly breakdown of instructional hours

Attendance & Participation

Participation 20%

Learners are expected to come to class, be ready and prepared to learn, and participate actively in class activities and discussions

Assignments

Four group presentations:

EVALUATION

Participation	20 %
Groupwork 4 readings x 5 points each	20 %
Resource Kit	40 %
Resource Kit Presentation	20 %
Total	100%

COURSE WITHDRAWAL INFORMATION

Refer to the YukonU website for important dates.

TEXTBOOKS & LEARNING MATERIALS

Alaska Native Knowledge Network. (1998). Alaska Standards for Culturally Responsive Schools. Retrieved from <http://ankn.uaf.edu/Publications/Standards.html> Barnhardt, R. (1981).

Barnhardt, R. & Kawagley, O. (2005). Indigenous knowledge systems/Alaska native ways of knowing. Retrieved from http://ankn.uaf.edu/Curriculum/Articles/BarnhardtKawagley/Indigenous_Knowledge.html (Original work published in 2005)

Council of Yukon First Nations. (2019). YFN Culture and Languages in Yukon Schools; Yukon First Nation Literacy Framework Workshop Report: Working Together: Moving Forward. Retrieved from <https://cyfn.ca/services/education/yfn-culture-and-languages-in-yukon-schools/>

Shorty, N. (2015). INLAND TLINGIT OF TESLIN, YUKON: ǠAANAǠ.ÁDI AND KOOKHITTAAN CLAN ORIGIN STORIES FOR THE IMMEDIATE AND CLAN FAMILY OF EMMA JOANNE SHORTY (NEE SIDNEY). Retrieve from <https://scholarworks.alaska.edu/handle/11122/6154>

Demmert, w., et al. (abridged October, 2014). Indigenous culture-based education rubrics. Education northwest. Retrieved from

indigenous-cbe-rubrics-2014.pdf (educationnorthwest.org)

ACADEMIC INTEGRITY

Students are expected to contribute toward a positive and supportive environment and are required to conduct themselves in a responsible manner. Academic misconduct includes all forms of academic dishonesty such as cheating, plagiarism, fabrication, fraud, deceit, using the work of others without their permission, aiding other students in committing academic offences, misrepresenting academic assignments prepared by others as one's own, or any other forms of academic dishonesty including falsification of any information on any Yukon University document.

Please refer to Academic Regulations & Procedures for further details about academic standing and student rights and responsibilities.

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 University Academic Regulations (available on the Yukon University website). It is the student's responsibility to seek these accommodations by contacting the Learning Assistance Centre (LAC): LearningAssistanceCentre@yukonu.ca.