

APPLIED ARTS
ECS 200
3 Credit Course
FALL, 2018



COURSE OUTLINE

ECS 200

Construction of the Student, the Learner and the School

3 Credit Course

PREPARED BY: Mark Connell, Instructor

DATE: August 14, 2018

APPROVED BY: Andrew Richardson, Dean

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*



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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 10:30am - 11:55am

TELEPHONE: 867.668.8837

DATES: Sept. 6th to Dec. 6th

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, anti-oppression / decolonizing pedagogy and methods of differentiation 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 consequences 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 20-hour alternative service placement.

ASSESSMENTS

Observations and Conversations (ongoing)

This mark will be based on student participation in classroom-based learning activities such as discussion, making connections to course reading as well as conversation, critical reflection, insightful questions and participation in the online component of the course (Google+ Forum, Course Moodle and Twitter). Criteria for this assessment will be co-created together and will involve weekly requests for evidence and self-evaluation.

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.

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.

Service Placement Reflection (Early November)

After you have completed your placement at a service organization, you are required to write a short reflection paper outlining the insights you have gained from your time working with this organization, particularly in relation to course topics and your future role as a teacher. Details can be found on the course Moodle.

Final Paper (End of Term)

The final paper is a take home research paper in which you are to engage with Resurgence Scholarship (Simpson, Coulthard, Alfred) consider its relevance and importance to your future teaching. The paper is to include a one-page articulation of your own teaching philosophy.

Final Paper Process (Nov/December)

To support the development of writing capacity, an outline and rough draft is required for prior to the submission of the final paper. All feedback will be formative.

EVALUATION:

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|------------------------------|-----|
| Weekly Reading Assessment | 15% |
| Observations/Contribution | 10% |
| Service Placement Reflection | 20% |
| Seminar Presentation | 15% |
| Ed Psyche Summary Task | 10% |
| Final Paper | 25% |
| Final Paper Process | 5% |

REQUIRED TEXTBOOKS AND MATERIALS

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

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.

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.
- Simpson, Leanne. *Lighting the Eighth Fire: The Liberation, Resurgence, and Protection of Indigenous Nations*. Edited by Leanne Simpson. 1 edition. Winnipeg: ARP Books, 2008.
- 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"> • For Week 3 - Read Maus • Read course outline and syllabus • Open course Moodle and review how it is structured: Engage, Explore, Elaborate, Evaluation |
| W2: | Exploring Language, Discourse and Subject Positions / Intersectionality | <ul style="list-style-type: none"> • Read/Review week 2 Moodle • For Thursday's class - 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 • Required Reading after Tuesday's Class for Thursday's Class = Coulthard, "From Particular to the Universal - Jean Paul Sartre, Identity Politics and the Colonial Dialectic" (Provided in class) • Lecture II - Sartre and Fanon via Coulthard |
| W4: | Racialization as a Technique of Governance | <ul style="list-style-type: none"> • For this week - Listen to Truth About Stories Chapter 2. Post key insights into the Google+ Forum. • Required Reading: Colonial Stains on Our Existence - pg. 101-113 in Wasase and Chapter 2 in Settler. |
| W5: | Resurgence Scholarship | <ul style="list-style-type: none"> • Check out links to Kent Monkman's work (in Moodle). • Required Reading: Simpson, "Oshkimaadiziig, the New People. • Required Reading: Leanne Simpson "Our Elder Brothers: The Lifeblood of Resurgence" (Provided in class). |

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| | | <ul style="list-style-type: none"> • Coulthard “Franz Fanon on Negritude, Self-Recognition and Decolonization” |
| W6: | Reconciliation and Resentment | <ul style="list-style-type: none"> • Required reading: Glen Coulthard “Seeing Red - Reconciliation and Resentment” |
| W7: | Introduction to Educational Psychology | <p>Work on final paper Work on service learning reflection paper. Work on Ed Psyche presentation.</p> |
| W8: | Educational Psychology Part II | <p>Work on final paper Work on service learning reflection paper. Work on Ed Psyche presentation.</p> |
| W9: | Ed Psyche Presentations | |
| W10: | Considering a Minor Pedagogy | <ul style="list-style-type: none"> • Required Reading: Coulthard “The Plunge into the Chasm of the Past”. |
| W11: | Beyond Symbolic Commitments in Schools | <ul style="list-style-type: none"> • Lecture via Sara Ahmed, <u>On Being Included</u> |
| W12: | Educational Philosophy and the Challenge of Resurgence - Formulating Your Final Paper | <ul style="list-style-type: none"> • Practical paper seminar. |
| W13: | Final Week | <ul style="list-style-type: none"> • Free Run Children and Freire |