

I. COURSE DESCRIPTION:

This course will provide the participants with an in-depth examination of the cultural survival for Canada's Aboriginal people. Aboriginal worldview will be identified and discussed in both historical and modern perspectives. An examination of colonization, government policies and legislation will provide a foundation for understanding modern Aboriginal life in Canada.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the CICE student, with assistance from a Learning Specialist, will demonstrate a basic ability to:

1. Identify and educate on the concept of Aboriginal worldview and philosophy.

Potential Elements of the Performance:

- Utilize a working terminology.
- Distinguish between culture and worldview.
- Define universals in North American Aboriginal worldview

2. Demonstrate an understanding of the effects of colonization of Aboriginal Canadians, including but not limited to effects on identity, leadership, economic development and social structure.

Potential Elements of the Performance:

- Link historical Aboriginal- European relations to current events.
- Explain how the political-economy of Canada impacted on Aboriginal cultures in the country.
- Apply core pieces of the colonization process to the Aboriginal experience in Canada.
- Identify the effects of the acculturation process on Aboriginal identity, leadership, economic development and social structure.

3. Interpret the concept of Aboriginal identity – individual and collective – and the crisis of identity for Aboriginal individuals and communities.

Potential Elements of the Performance:

- Identify and explain the terms used to describe various indigenous groups in Canada.
- Summarize the role of the Indian Act in the Aboriginal identity crisis.

- Compare issues in social divisions related to Bill C-31, Métis, Inuit, and non-status Indians.

4. Examine issues relating to Aboriginal population, health, social and economic status using critical thinking.

Potential Elements of the Performance:

- Explain the role of national surveys and census in determining programming, policy and funding.
- Identify the four major groups used by DIAND to characterize reserves.
- Connect Aboriginal health issues to environmental conditions.
- Interpret basic connections between statistics, service programming and community life.

5. Identify initiatives and strategies devised and implemented by Aboriginals to address their social, political, economic and spiritual needs on First Nations and in the urban Native experience.

Potential Elements of the Performance:

- Outline the migration history of on-reserve and urban First Nations people in Canada.
- Connect off reserve migration with characteristics of reserves, including structural, social and cultural conditions.
- Distinguish between stages of urbanization for Aboriginal peoples.
- Identify conflicts in Aboriginal urbanization between recognition of the Aboriginal population as 'citizens plus' and continuing assimilation attempts.
- Classify the four main categories of service organizations utilized by urban Aboriginals.

6. Distinguish the role of Treaties and Métis Scrip, government policies and actions in the current attitudes toward self-government and self-determination

Potential Elements of the Performance:

- Trace the historical roots of the treaties in the Aboriginal/Federal government relationship.
- Connect the circumstances relating to Métis Scrip to their legal status as an Aboriginal group in Canada.
- Define comprehensive claims.
- Link the concepts of 'citizens plus', self-government and Aboriginal identity.

7. **Compare the roles and types of Aboriginal Organizations in Canada today.**

Potential Elements of Performance:

- Identify the role of Aboriginal organizations in the development of Canada.
- Distinguish band, local, and pan-Native organizations to communicate four main types of Aboriginal organizations.
- Define and discuss the Assembly of First Nations as an Aboriginal organization.

III. TOPICS:

1. Introduction to Aboriginal Cultures, Worldview and related Terminology
2. Effects of Canadian Colonization
3. Aboriginal Identity Crisis
4. Social Demographics Profiles of Aboriginal Canada
5. Aboriginal Urban Life
6. Treaties and Scrip
7. Aboriginal Organizations in Canada

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Frideres, Godacz, Aboriginal Peoples in Canada: Contemporary Conflicts, 8th ed., Prentice Hall.

*The Sault College Library has an excellent collection of Native books, newspapers and recommended Internet sites. Check them out!

V. EVALUATION PROCESS/GRADING SYSTEM:

<u>Assignment/Exam</u>	<u>Weight(%)</u>	<u>Due Date</u>
Attendance and Participation	5%	
Mid-Term Exam	25%	February
Inuit of the North Report	10%	March
Video Report	10%	February
Issue Presentation	25%	
written 15%		March
oral 10%		April
Final Exam	<u>25%</u>	April
TOTAL	100%	

Attendance and Participation

1. Prepared for each class, and contributes to class discussions
2. Attended all classes
3. Arrived consistently on time
4. Utilizes LMS and email programs to communicate with professor and manage course material

Rating Scale:

- 0: did not meet the expectation
 1: minimally met expectation with significant improvement recommended
 2: met expectation with improvement recommended
 3: satisfactorily met expectation

There will be a **MID-TERM** and a **FINAL EXAM**. The first exam will cover the first half of the semester and the second exam will be based on the remaining material after midterm. Exams cannot be re-written to receive a higher grade. Students who miss the exam without making prior arrangements with the instructor will be given a zero on the exam.

For the **INUIT OF THE NORTH PAPER**, the student will prepare an overview of Chapter Ten of our course text. Specifics to focus on will be provided in class. Students will locate and include information from at least 2 additional sources to add to the information provided in the text. Format for the paper will be provided by the professor.

The **ISSUES PRESENTATION** will provide students with the opportunity to research, develop, present and submit an informative response to a specific and current issue facing First Nations people. The students will be assigned groups of 4 to accomplish this assignment. Each group will be given 15-20 minutes to present their research and what they have gained from it. The paper will thoroughly examine the ramifications of this issue from the perspective of all of the groups/people affected by the issue. The students will build an article collection as a literature review to support their research for this assignment. Information should include Aboriginal service organizations and/or political organizations involved with the issue. Historical and current information regarding the issue should be included. As well, each group should prepare a brief survey of awareness and opinion of the issue to a minimum of 20 people, results of the survey are to be included in the paper submitted. Upon delivery of the presentation, the students will be required to submit a written version of the presentation that is between 4 - 6 pages in length, double spaced and typed in font 12. At least 3 different sources must be used for this research. All sources should be cited in the paper and a resource page (bibliography) is required in APA style. The professor will provide suggested topics and further details.

The **VIDEO REPORT** will be completed by students in relation to one of the videos presented in class connected to course material. The Video Report will be 3 – 5 pages in length and apply course material to information presented in the video. Specifics to be provided by the professor.

The following semester grades will be assigned to students in post-secondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	

X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.
NR	Grade not reported to Registrar's office.
W	Student has withdrawn from the course without academic penalty.

NOTE: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.

VI. SPECIAL NOTES:

Submission of Assignments

Assignments are discussed when distributed. It is the responsibility of the student to seek clarification from the professor if absent when an assignment was distributed or if further clarification is requested related to the instructions or concepts.

Students must contact the professor ***prior to the due date*** to request consideration for an extension of an individual assignment. Valid and justifiable circumstances will be considered if granting an extension. Students will complete an Assignment Extension Request form and attach the completed form to the assignment.

Assignments are to be submitted electronically to the professor. The electronic copy provides verification of the date and time of submission. In addition a hardcopy of each assignment is to be submitted to the professor on the due date. The hardcopy will be marked by the professor. Assignments not submitted by hardcopy will not be graded until a hardcopy is provided to the professor.

Late assignments will be penalized 1% per day late and will be accepted for grading up to one week after the due date. Assignments submitted beyond one week past the due date will not be accepted.

Classroom Courtesy

To provide a respectful learning environment the use of cell phones, MP3 players and the like are not permitted in the classroom. Cell phones may be set on vibrate if expecting an urgent message. Students will be asked to leave the classroom when the uses of these devices in classroom are utilized.

The use of computers may assist some students to take notes during class; however, the use of social network sites, such as Facebook or surfing the internet with non class related sites is distracting. Students using computers in this way will be asked to turn their computers off.

Students are expected to be prepared for each class by being on time, having read the assigned course material. Students are advised to review each class course outline and assignments and discuss questions and concerns with the faculty.

Late Arrivals: If late arrivals become a pattern, once the classroom door has been closed, the learning process has begun. Late arrivers may not be granted admission to the room until the break.

Chatting and whispering amongst students during lectures or presentations distracts the professor and fellow students. Students are expected to consider how their behaviour impacts other students' learning and the professor's presentation.

Attendance

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

Significant learning takes place in the classroom through an interactive learning approach; therefore, it is an expectation that students attend classes regularly to contribute to the academic performance and development of professional skills.

By midterm the professor will calculate the attendance and a letter will be distributed to the students who require a plan to address the attendance concern. Students who have missed more than 40% of scheduled classes will meet with the professor to discuss the program and course expectations and create a plan which addresses attendance concerns.

A pattern of absences or lateness may result in academic consequences which may include failure in course, ineligibility for fieldwork component of the program, implementation of a learning/success contract, suspension or withdrawal from fieldwork.

Students are encouraged to communicate with the professor when absences are anticipated and immediately returning from an absence. It is the student's responsibility to catch up on any notes and material missed when absent.

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal form part of this course outline.

CICE Modifications:**Preparation and Participation**

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

A. Tests may be modified in the following ways:

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

B. Tests will be written in CICE office with assistance from a Learning Specialist.***The Learning Specialist may:***

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

C. Assignments may be modified in the following ways:

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

The Learning Specialist may:

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

D. Evaluation:

Is reflective of modified learning outcomes.