

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



**SAULT  
COLLEGE**

**COURSE OUTLINE**

<b>COURSE TITLE:</b>	Indigenous Peoples of the World		
<b>CODE NO. :</b>	PCS401	<b>SEMESTER:</b>	Winter 2014
<b>PROGRAM:</b>	Peace and Conflict Studies		
<b>AUTHOR:</b>	G.A.S. Department		
<b>DATE:</b>	May 2013	<b>PREVIOUS OUTLINE DATED:</b>	Jan. 2013
<b>APPROVED:</b>	"Angelique Lemay"		June/13
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	<b>DEAN</b>		<b>DATE</b>
<b>TOTAL CREDITS:</b>	3		
<b>PREREQUISITE(S):</b>	None		
<b>HOURS/WEEK:</b>	3		

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*School of Community Services and Interdisciplinary Studies*

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## **I. COURSE DESCRIPTION:**

This course will provide students with a historical, contemporary and global overview of various indigenous peoples, communities and cultures of the world. Students will gain an increased cultural awareness of indigenous worldviews through the comparing and contrasting of various indigenous traditions, knowledge and practices. Students will critically examine pertinent world issues and topics affecting indigenous peoples for the purpose of identifying indigenous strategies for maintaining cultural integrity as well as contributions that indigenous peoples make to building a culture of peace through the promotion of personal and social wellbeing. Topics explored in this course include; traditional ecological knowledge, human rights, social justice, autonomy and self-determination, language and literacy, healing, reconciliation and restorative justice, colonization, industrialization and globalization.

## **II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

Upon successful completion of this course, the student will demonstrate the ability to:

### **1. Develop a theoretical framework to examine indigenous communities from around the world.**

#### Potential Elements of the Performance:

- Compare and contrast different indigenous traditions, knowledge and practices
- Construct a working concept of indigenous cultures
- Analyze ethnocentrism and assess ethnocentric tendencies in one's own attitudes and behaviors

### **2. Integrate indigenous philosophy into developing responses to address contemporary local and global issues.**

#### Potential Elements of the Performance:

- Compare western ideology with various indigenous belief systems
- Critique world issues and topics affecting indigenous peoples
- Develop an action strategy for positive community change that incorporates indigenous philosophy
- Consider several indigenous approaches to healing and justice

### **3. Reflect upon the roles of the peace and conflict agent working within indigenous communities.**

#### Potential Elements of the Performance:

- Research opportunities and challenges related to working in an indigenous community
- Discover personal motivating values for working with indigenous peoples and communities
- Review strategies for maintaining the cultural integrity of indigenous peoples

**4. Discuss indigenous contributions to the promotion of a culture of peace.**Potential Elements of the Performance:

- Investigate and report upon the relationship dynamics between Indigenous peoples and ecological systems
- Recognize new insights gained about peace building through studying indigenous peoples, communities and cultures
- Identify indigenous approaches to personal and social wellbeing.

**III. TOPICS:** (not necessarily in this order)

- Traditional Knowledge
- Ecological Relationships
- Human Rights and Social Justice
- Autonomy and Self-Determination
- Healing and Community Wellness
- Colonization, Industrialization and Globalization

**IV. REQUIRED RESOURCES/TEXTS/MATERIALS:**

- Class notes and handouts prepared by the professor.
- Individual and group research conducted by the students.

**V. EVALUATION PROCESS/GRADING SYSTEM:**

Indigenous People's Cultural Investigation and Presentation	25 %
Story Presentation	25 %
Class Participation and In-Class Activities	25 %
Documentary Analysis	25 %

This course utilizes and relies heavily on listening and speaking skills; therefore, attendance, being in the moment, and respect for others when they are speaking are important factors to ensure successful participation for all.

The following semester grades will be assigned to students:

<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.	

## VI. SPECIAL NOTES:

### 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.

## VII. COURSE OUTLINE ADDENDUM:

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