

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



COURSE OUTLINE

COURSE TITLE: Introduction to Aboriginal Peoples of Canada

CODE NO. : SSC102 **SEMESTER:** Fall/Winter

PROGRAM: Social Sciences Department

AUTHOR: Lisa Piotrowski

DATE: Sept./15 **PREVIOUS OUTLINE DATED:** Sept/14

APPROVED: 'Angelique Lemay' June/15

DEAN

DATE

TOTAL CREDITS: 3 CREDITS

PREREQUISITE(S): N/A

LENGTH OF COURSE: 2 HRS/WEEK

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I. COURSE DESCRIPTION:

This course will provide the participants with an introduction to the history and cultural survival of Canada's Aboriginal people. Aboriginal worldview will be identified and discussed in both historical and modern perspectives. Students will review colonization, government policies and legislation which will provide a foundation for understanding modern Aboriginal life in Canada.

General Education: This course is a General Education Elective. It meets the themes of Civic Life and/or Social and Cultural Understanding and Personal Understanding.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

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

1. Identify core concepts in 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.
- Articulate the diversity in Canada's First Nations and Aboriginal populations

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

Potential Elements of the Performance:

- Link historical Aboriginal- European relations to current events.
- Understand 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, economic development and social structure.

3. Compare collective and individualistic cultural identities and summarize the crisis of identity for Aboriginal individuals and communities.

Potential Elements of the Performance:

- Identify the terms used to describe various Indigenous groups in Canada.
- Summarize the role of the Indian Act, residential schools, Canadian policy and social attitudes in the Aboriginal identity crisis.
- Identify the four main groups of Canadian Aboriginal peoples recognized by the Canadian Government.

4. Critically examine issues relating to the populations, health, social and economic status of Canada's Aboriginal people.

Potential Elements of the Performance:

- Identify the four major groups used by AANDC to characterize reserves and current issues related to on reserve life.
- Connect Aboriginal health issues to environmental and social conditions.
- Identify basic connections between community life, residential schools, social attitudes and current issues affecting Canada's Aboriginal peoples.

5. Identify initiatives and strategies devised and implemented by Canadian Aboriginal peoples 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.
- Identify conflicts in Aboriginal urbanization between recognition of the Canadian Aboriginal population as 'citizens plus' and continuing assimilation attempts.

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.
- Discuss trust as an issue in Aboriginal/Government relationships

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.

III. TOPICS:

1. Introduction to Aboriginal Cultures, Worldview and related Terminology
2. Effects of Canadian Colonization/ History
3. Aboriginal Identity Crisis
4. Residential School
5. Relationship Between First Nations and the Government
6. Treaties and Scrip
7. Social Issues (Justice, Child Welfare, Education, Health, etc.)

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Frideres, First Nations in the 21st Century, Oxford University Press.

*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> (estimated, specific dates to be given during the semester by the instructor)
Media Exploration	10%	Week 10
Circles (2X5% each)	10%	Weeks 2 & 11
Participation	5%	Ongoing
Mid-Term Exam	25%	Week 6
Issue Presentation	25%	Week 13/14/15
Final Exam	<u>25%</u>	Week 12
TOTAL	100%	

If a faculty member determines that a student is at risk of not being academically successful, the faculty member may confidentially provide that student's name to Student Services in an effort to help with the student's success. Students wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

The **MEDIA EXPLORATION** assignment will allow students to integrate their growing knowledge about Canadian Aboriginal Peoples into an informed examination of media coverage in Canada on topics related to these populations. Specifics to be provided by the Professor.

CIRCLES are a foundational concept in Canadian Aboriginal cultures. Students will participate in two talking circles throughout the course of the semester to begin to process their social, cultural and personal understanding. Students must be present during classes scheduled for Circles to have access to the marks allocated to this activity. Specifics to be provided by the Professor.

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. Both exams are open note. Students should use their Chapter Reading Notes to prepare exam material from the text. Good class session notes are also essential to prepare for exams. 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.

CHAPTER READING NOTES: To better prepare you in your understanding of the course material and discussion of related issues, it is important to prepare prior to class time. Chapter Reading Guidelines will be made available on the LMS course site and completed Notes should be prepared on the day of class discussion of that chapter. Completed Reading Notes will create excellent study notes for course exams and reference material for the Issues Presentation. This is not a submitted assignment.

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 work in groups to accomplish this assignment. **Each group will be given 20 minutes to present their research and what they have gained from it. The presentations will examine the ramifications of this issue** from the perspective of all of the groups/people affected by the issue. Information should **include Aboriginal service organizations and/or political organizations involved with the issue. Historical and current information regarding the issue should be included.** Delivery of the presentation **must include a PowerPoint** of the material presented. Each group will provide a **class activity** that reinforces their material and is interactive with the class participants. At least 3 different sources must be used for this research. Wikipedia is not an acceptable source for this assignment. All sources should be referenced in a **Resource Page**. It will be created in APA style and submitted to the professor on the first day of presentations. The professor will provide further details.

Participation Marks: Details to be provided by professor.

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%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00
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: For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

VI. SPECIAL NOTES:

ALL Students must attend 60% of scheduled classes to attain a passing grade in this course. Assignments must be submitted in typewritten format. **A late assignment will be accepted up to five calendar days late (with instructor's approval) and will be penalized 1% /day late. No assignments can be submitted for grades after the fifth late day.**

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 in the addendum are located on the student portal and form part of this course outline.