

**SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY
SAULT STE MARIE, ON**



COURSE OUTLINE

Course Title: First Nations People

Code No.: PFP 207

Semester: Two

Program; Police Foundations

Author: Pamela Williamson

Date; January 1999

Previous Outline Date: N/A

Approved:


Dean

Date

Total Credits: 3

Prerequisite(s): n/a

Length of Course: 16 weeks

Total Credit Hours:

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*For additional information, please contact Mary O'Donnell, School of Arts & Liberal Studies & Native
Education, (705) 759-2554, Ext. 499.*

I. PHILOSOPHY/GOALS:

This course will increase knowledge and awareness of important issues in the Aboriginal cultures of Canada. The legal status of Aboriginal people will be explored along with Aboriginal rights and self determination. Other critical issues relating to land claims, justice and social services will be studied.

II. LEARNING OUTCOMES AND ELEMENTS OF PERFORMANCE

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

1. Outline commonly accepted theories of origins of Native people.
2. Explain the significance of the land to Aboriginal populations both historically and currently.
3. Compare and contrast changes that occurred within Northern Canadian Native cultures resulting from European contact from a cultural, political, social and economic perspective.
4. Describe the development of Native political involvement and influence within the current century.
5. identify current legal and social issues affecting Native people and outline strategies employed to address these problems.

III. LEARNING ACTIVITIES:**UNIT ONE ORIGINS OF NATIVE PEOPLE OF CANADA**

- 1.1 The significance of oral versus written historical compilations
- 1.2 Scientific theories of Native origins to Native creation beliefs
- 1.3 The significance of the land to Native people based on the oral stories and Native traditional teachings

UNIT TWO NATIVE CULTURES PRIOR TO EUROPEAN CONTACT

- 2.1 Common cultural characteristics that exist between Natives within the area of Canada
- 2.2 The six Native cultural groups that exist within the area of Canada
- 2.3 The differences within the ten Native linguistic groups represented in Canada
- 2.4 The Metis and their history- as a distinctive cultural group

UNIT THREE IMPACT OF COLONIZATION ON FIRST NATIONS' PEOPLE

- 3.1 The impact of colonization and the effect of contact with various Non-Native groups on Native people and their traditional ways of living
- 3.2 Issues that resulted for Aboriginal peoples from contact with European

UNIT FOUR TREATY MAKING - LOSS OF NATIVE LANDS AND NATIVE AUTONOMY

- 4.1 The significance of the land and land appropriation to Native and Non-Native relationships
- 4.2 The various types of treaties entered into with Native people
- 4.3 The specific treaties that the British and Canadian government entered into with various Native groups
- 4.4 The current process of land claims developed

UNIT FIVE NATIVE ASSIMILATION LAWS AND PRACTICES - PRIOR TO AND WITHIN THE CONFINES OF THE INDLVN ACT

- 5.1 Review of relevant terms
- 5.2 Traditional Native governance and political structures
- 5.3 Historical events that lead to erosion of Native sovereign\-
- 5.4 Historical assimilation policies and legislation affecting Native people
- 5.5 Events that negatively impacted on Native people and their way of living
- 5.6 Awakening of a collective Native voice
- 5.7 Key Native organizations at federal, provincial, regional and band level

UNIT SIX SOCIO-ECONOMIC ISSUES AND THEIR RAMIFICATION FOR FIRST NATIONS PEOPLE

- 6.1 Current socio-economic status of Aboriginal people in Canada - on-reserve and off-reserve
- 6.2 Current system of administration of Native services
- 6.3 New strategies and programs intended to minimize and reduce social and economic issues of Aboriginal people

UNIT SEVEN CURRENT NATIVE JUDICIAL ISSUES AND ADDRESSES

- 7.1 Traditional forms of social control
- 7.2 Current Native adult and youth incarceration rates
- 7.3 Concerns and issues of Aboriginal people resulting from cultural conflicts with the current Canadian judiciary system
- 7.4 Judicial Discretion - culturally biased?
- 7.5 Native judicial services programs
- 7.6 Diversionary programs

IV. REQUIRED TEXT:

P. Williamson. (1998). **First Nations People**. Emond and Montgomery Publishers

METHOD OF EVALUATION

<u>ASSIGNMENTS/EXAMS</u>	WORTH	DEADLINE
Native Current Issues Report	10%	Week of Januar\
Mid-term Exam	20%	Week of February
Essay - Land Claims /Socio-Economic Issues	20%	Week of March
Presentation and Report - Native		
Judicial Issues	25%	
- Report		Week of March
- Presentation		Weeks of April
Fkial Exam	25%	Week of April

TOTAL

The **NATIVE CURRENT ISSUES REPORT** requires the students to compile ten (10) current news items relating to Native people from newspaper cUppings, journal articles. Internet articles. etc that are relevant and up-to-date and summarize them. The articles may deal with issues or

developments that are occurring in Native communities. The students will be required to summarize each article and also submit an overall analysis and summary for all the articles. Further details will be provided by the instructor.

The **MID-TERM AND FINAL EXAM** will be comprised primarily of short answer questions and the examination and analysis of case studies. In addition, the exams will include a small number of true and false and fill in the blank. The Mid-term exam will include information covered Units One to Four. The Final exam will include materials covered in Units Five to Seven inclusively.

The students are required to research and write a ten (10) page **NATIVE ISSUES ESSAY** relating to Native land claims issues or negotiations or on a socio-economic issue facing Native people today. The students must acquire their research from a variety of sources - newspapers, Internet, journal articles, personal interviews with Native service professionals or professionals who work with Native populations, etc. An assignment outline will be provided early in the semester.

The **PRESENTATION AND REPORT** requires the students to seek information on a judicial issues or development affecting Native populations. The written report is required to be submitted two weeks prior to the presentations to be graded and receive instructor feedback and suggestions. In addition, students will be required to outline the format of their presentation at that time. The students will form into groups of three or four and submit their findings in a 20 minute presentation. Further information will be provided in class.

Additional non-class hours may be necessary for participating in current or special events, workshops, etc that are relevant to this course.

A final grade will be awarded upon completion of all the course work, in accordance with the grading policy of Sault College

A+	90 to 100%
A	80 to 89%
B	70 to 79%
C	60 to 69%
R	less than 60%

VI. SPECIAL NOTES:

Special Needs:

Students with special needs (eg. Physical limitations, visual impairments, hearing impairments, learning disabilities) are encouraged to discuss require accommodations confidentially with the instructor and to contact the Special Needs Office, Room E1204, ext. 493/717/491, to arrange for support services.

Course Expectations:

Your instructor reserves the right to modify the course as he/she deems necessary to meet the needs of the students.

Significant learning takes place in the classroom through an interactive learning approach, therefore, students are expected to attend all classes and to inform the instructor (Pam Williamson, ext 483) or the department secretary (Dawn Bolduc, ext. 609) of any absences.

All assignments are to be handed in on the due date and must be typewritten. Late assignments will be penalized by 1% per day up to a maximum of five days. After this time, no assignments will be accepted by the instructor. For an assignment extension, please contact the instructor prior to the due date to discuss options.

Retention of Course Outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other post-secondary institutions..

VTI. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the instructor and the program coordinator.

