

Sault College of Applied Arts and Technology

Sault Ste« Marie, ON

Course Outline

COURSE TITLE; ABORIGINAL LAND MANAGEMENT

CODE NO.: NSA 106-4

SEMESTER 1st / QA

PROGRAM; ABORIGINAL RESOURCE TECHNICIAN PROGRAM

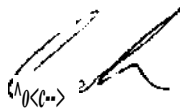
AUTHOR; PROFESSOR JOE TOM SAYERS

DATE JUNE 17. 1994

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ABORIGINAL LAND MANAGEMENT

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TOTAL CREDITS

PREREQUISITE(S)

I. GOALS:

A) To demonstrate an understanding of traditional and contemporary Aboriginal Land and Resource Management knowledge and practices and to develop an appreciation of the value of such practices in contemporary natural resource applications.

B) To demonstrate an understanding of different cultural backgrounds and values as they relate to the management of any given area of land

C) Using case studies, demonstrate an appreciation of the advantages and disadvantages of co-management arrangements on Crown lands•

D) Using case studies, demonstrate a knowledge of the methodology used in quantifying traditional and contemporary land use by Aboriginal people.

II. STUDENT PERFORMANCE OBJECTIVES (OUTCOMES):

Upon successful completion of this course the student will be able to:

1) Implement traditional and modern Aboriginal land management concepts in community based land management regimes*

2) Develop framework resource arrangements based on respect for aboriginal and euro-centric land management concepts.

3) Utilize methodology of determining extent of aboriginal contemporary and traditional land use.

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XII. TOPICS TO BE COVERED:

Approximate Time
Frames

- 1) Introduction to Aboriginal traditional land use values.
1 class
- 2) Aboriginal v.s. European land use philosophies
2 classes
- 3) Aboriginal/Colonial Treaties
2 classes
- 4) Impact of Indian Act on Aboriginal land management capacity
2 classes
- 5) ^Co-management' agreements: Maintaining Treaty relationships or modernizing colonial concepts of land management.
2 classes
- 6) Quantifying Traditional and Contemporary Aboriginal Land USQ
1 class
- 7) All My Relations Workshop
Weekend Session in March ^95 (counts as 1 class)

IV LEARNING ACTIVITIES/REQUIRED RESOURCES

Topic/Unit - Introduction to Aboriginal traditional land use values*

Learning Activities:

1. Listen to instructor's presentation on traditional land use concepts. Open discussion.
2. Students will be asked to seek out and approach community elder, traditional teacher for legend/traditional teaching/personal story as an example of traditional aboriginal perspective on land/resource use and management. **If elder is unavailable, students may choose from a selection of written legends/teachings provided by instructor.**
- 3* Open discussion.

Resources:

1. Handouts; Ojibway Creation Story, Haudonousee Creation Story.

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Topic/Unit - Aboriginal v - s. European land use philosophies

Learning Activities:

1. Listen to instructor's presentation on concepts of land tenureship held by Aboriginal people and European countries. **Open Discussion.**

Resources:

1. Towards an Understanding of Aboriginal Self-Government; A Proposed Theoretical Model and Illustrative Factual Analysis June 1993 Mark S. Dockstader

Topic/Unit - Aboriginal/Colonial Treaties

Learning Activities:

1. Listen to instructor's presentation on the evolution of Aboriginal/Colonial relations through the process of treaty making.
2. Students will obtain from their own communities, a copy of the treaty(ies) that deal(s) with their respective area. Instructor shall attempt to assist students in obtaining such documentation. For students from unceded territories, the closest treaty to their area would suffice.
3. Listen to instructor's presentation on the spirit and intent on 'land cession' treaties v.s. actual language of written treaties.
4. Students will research and write report on their respective treaties and compare written treaties alongside the aboriginal perspective on their relation to land and resources (**See Description of Assignments**).

Resources:

- !• Robinson Huron and Superior Treaties^ Williams Treatyr Treaty #3, Treaty #9, James Bay Agreements 1836 Bondhead treaty. Other treaties relevant to student territory not currently listed.

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Topic/Unit - Impact of Indian Act on Aboriginal Land Management Capacity

Learning Activities:

- 1- Listen to instructor's presentation on how Aboriginal/Colonial relations changed from nation to nation, to guardian to ward of the state through the evolution of the Indian Act.
2. Students shall approach a community elder, or relate a personal story of how the Indian Act impacted on their lives, or community.
3. Listen to instructor's presentation on specific sections of the Indian Act relating to land/resource management authorities, and related issues.
4. Students will obtain current land policies and resource management by-laws from own communities, and debate whether or not these documents are based on either an Aboriginal land use and management concept or a European land use and management concept, or a combination.

Resources:

1. Indian Act Timber regulations, Indian Act Land registration procedures, Indian Act, First Nation land allotment policies, Indian Act Wildlife by-laws, Indian Act regulations governing extracting minerals and valuable ores.

Topic/Unit - ^Co-management' agreements

Learning Activities:

1. Listen to instructor's presentation on co-management agreements generally, and discuss the issues that arise from these so-called agreements. Students will review existing co-management agreements and determine if these agreements are consistent with the Aboriginal land use and management concept, and treaty relationships (where appropriate).
3. Listen to instructor's presentation on the process to develop, ratify and implement co-management agreements.

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4* **Optional (see Description of Assignments)** Students will prepare a mock workplan and draft framework of a co-management agreement relevant to their respective territory, based on the Aboriginal land/resource use concept and balancing this with the current Federal and provincial management framework.

Resources:

1. Co-management agreements: Teme-Augami Anishenabek, Golden Lake, Batchewana First Nation, (other related agreements relevant to students' territories)

Topic/Unit - Quantifying traditional and contemporary Aboriginal land use

Learning Activities:

1. Listen to instructor's presentation on how to identify need for, and methodology used to document and assess the extent of a particular aboriginal group's usage/management of a particular area of territory, referring to specific projects con[^]leted or underway within Ontario.

2. **Optional (see Description of Assignments)** Students will research and draft a mock proposal that could be presented to their respective communities, to undertake a Traditional land use Project.

Resources:

1. JobsOntario funding guidelines, Walpole Island Land Use Study proposal. Students are expected to conduct an adequate amount of research within their own communities to round out the mock proposal.

Topic/Unit - All My Relations Workshop
(March ^95 Lab Week in Sault)

Learning Activities:

1. Students will be expected to participate in this workshop, which will be facilitated by instructor, with two elders/resource people to provide teachings on aboriginal relations with the land and resources.

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EVALUATION METHOD

For the successful completion of the course, the following must be concluded:

2 reports @ 10% each	= 20%
3 Terminology Quizzes	
X 10%	= 30%
A) Mock Co-Management Agreement and Workplan	
or	
B) Mock Traditional Land Use Proposal	= 20%
Workshop Particpation=	30%
Total	100%

DESCRIPTION OF ASSIGNMENTS

Assignment #1:

Students will prepare a one to two page report that will focus on their respective treaty and drawing from their research and notes from Units' 1, 2, 3, determine whether the terms of their respective treaties are consistent with the Aboriginal view of land use and management.

Marking Breakdown will be as follows:

Comprehension	60%
Supporting Arguments	30%
Format	10%

Assignment #2:

Students will prepare a one to two page report that will explore and compare their First Nations' land/resource management policies/bylaws with the principles and philosophies based on the Aboriginal view of land use and management.

Marking Breakdown will be as follows:

Comprehension	60%
Supporting Arguments	30%
Format	10%

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Quizzes:

Students will be asked to do 3 quizzes throughout the course. Each quiz will test the students on different terminology that will be utilized in the instructor's presentations, handouts, and reference material. Each quiz will have a maximum of 20 questions and will comprise 10% of the students' final mark (3 X 10% = 30%)

Major Project:

Students will have a choice of two projects for completion, which will comprise a total of 20% of their final mark*

Option A) will require students to develop a community based strategy for the research, development and drafting of a mock co-management agreement. This project will be assessed as follows:

Strategy/Workplan	50 points
Format	%20
Inclusion of Necessary Elements	%80
Draft Framework	50 points
Evidence of Ab. Perspective	%60
Format	%20
Neg. Agenda	%20
Total	100points

Option B) will require students to prepare a mock proposal to their respective first nations for approval to proceed with an aboriginal land use study. This project will be assessed as follows:

Overall Concept	%30
Proposal Components	%20
Format	%20
Workplan	%20
Total	%100

REQUIRED STUDENT RESOURCES

- 1) Indian Act,
- 2) Respective First Nation Treaty, land policy, relevant By-laws, and co-management agreements.

SPECIAL NOTES

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