

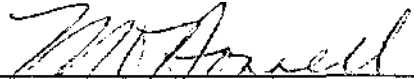
SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STB. MARIE, ON

COURSE OUTLINE

COURSE TITLE: CANADIAN NATIVE PEOPLE
COURSE CODE: NSAI01-3
PROGRAM: NATIVE COMMUNITY WORKER PROGRAM
SEMESTER: ONE
DATE: SEPTEMBER 1996
AUTHOR: NATIVE EDUCATION DEPARTMENT

Revised: x

APPROVED: 
Mary O'Donnell, Dean
School of Native Education

DATE: /3/9C.

I. PHILOSOPHY/GOALS:

This course will provide the participants with an in-depth study into the evolving cultural transformation of Canada's original peoples - pre-European and post-European contact. With an emphasis on the Anishnaabe (Ojibwe) life ways and world view, students will examine traditional philosophies and beliefs, their loss and subsequent reemergence in the lives of Native people. In the process, the course will examine the impact of dominant European cultures on the lives of Native people. Recognition is given to the emergence of many problems and issues that had not previously existed within Native cultures (ie. suicide, alcoholism, loss of parenting skills, family violence, etc) and to the actions of Native people to address them. In addition, an overview will be provided of Native contributions to Canadian society.

II. STUDENT LEARNING OUTCOMES:

The students have earned credit for this course when they have reliably demonstrated the ability to:

1. Identify the differences between what is ideal culture and real culture.
2. Describe and discuss origins of pre-contact Native cultures and original ways and compare with common anthropological and scientific viewpoints.
3. Compare parallel characteristics between indigenous cultures existing in North America.
4. Identify chronological and significant events or transitions that influenced cultural and geographical changes within specific Native groups (Ojibwe, Cree and Iroquois).
5. Outline a number of issues and problems, historically and currently, that have confronted Native peoples as a result of their contact with Non-Native cultures.
6. Identify initiatives and strategies developed and implemented by Native communities to address their social, political, economic and spiritual concerns.
7. Analyze and assess the impact that cultural renewal is having on Native peoples within/outside of the communities.
8. Evaluate Native contributions made to Canadian society and identify (past or present) Native role models.

III. TOPICS COVERED/LEARNING ACTIVITIES:

- 1. Introduction to the Culture**
 - * definitions of culture and cultural anthropology
 - * components of a culture
 - * exploring the meaning of "ideal culture" and "real culture"

- 2. Tracing the Origins of Pre-Contact Cultures and the Newcomers**
 - * written history versus oral tradition
 - * scientific theories versus creation beliefs
 - * anthropological theories
 - * petroglyphs and pictographs

- 4. Indigenous Cultures of Americas**
 - * cultural universals defined
 - * cultural and linguistic groups of Canada
 - * definition of worldview
 - * parallel characteristics of various indigenous worldviews and traditions

- 3. The Effects of Contact with Newcomers**
 - * historical time line of significant events
 - * impact of the fur trade
 - * the migration of the Anishnaabek
 - * treaty relationships
 - * colonialism and oppression
 - * conversion/residential schools/cultural genocide
 - * definitions of paternalism, assimilation and acculturation
 - * concept of conquer and divide

- 5. Issues/Problems Faced by Native People**
 - * socio-economic problems
 - * educational issues
 - * political issues
 - * spiritual identity

- 6. Resurgence of Cultural Identity and Healing**
 - * ethnocentrism defined and the need for cross-cultural understanding
 - * the Medicine Wheel and the holistic approach to healing
 - * balance between traditional and contemporary lifestyles

- 7. Contributions and Achievements**
 - * "Indian Givers"
 - * inspiring self-esteem and identity through positive Native role models

rV. EVALUATION METHODS:

VIDEO REPORT	10%	Week of Sept. 16
MID-TERM EXAM	20%	Week of Oct. 14
COMMUNITY ASSIGNMENT	20%	Week of Oct. 28
ISSUE DISCUSSION (Written 10% and Oral 15%)	25%	End of Semester (signup sheet to follow)
FINAL EXAM	25%	Week of Dec. 16
TOTAL	100%	

The **VIDEO REPORT** (10%) will be based on a video (TBA) selected to complement material taken in class. A handout will provide further details and will be handed out early in the semester by the instructor.

The **MID-TERM EXAM** (20%) and the **FINAL EXAM** (20%) will consist of short answer, true or false, fill in the blank and matching questions and one essay style question. The mid-term exam will cover material from sections 1 to 3 and the final exam will cover material from sections 4 to 7. A comprehensive review will be given in last class prior to the test. The review is extremely helpful for studying purposes and for clarifying various points. Try not to miss these reviews!

In the **COMMUNITY ASSIGNMENT** (20%), the student will be required to interview an Elder regarding his/her perspective of changes (positively or negatively) that have occurred within his/her Native community (social, environmental, economic and political). This information will be helpful in highlighting **the** similarities and differences that exist within the communities to more general information provided in class. Suggested topics, interview questions and further information will be provided by the instructor early in the semester.

The **ISSUES DISCUSSION** (25%) will provide the students with the opportunity to research, develop, present and submit an informative response to a present concern or issue facing Native people. In addition to presenting the issue, the students will thoroughly examine the ramifications of the issue from the perspective of the groups and/or people affected by the issue. In a group, the students are provided with a supportive environment in which to practice presentation skills and to analyze an issue from many viewpoints. Suggested topics and a detailed assignment outline will be given by the instructor early in the semester.

V. RESOURCE MATERIALS:

Required Text: none

Articles: To be handed out in class

Bibliography: (recommended for reading and research)

Crowe, K.J, (1991) A History of the Original Peoples of Northern Canada. McGill-Queen's University Press: Montreal.

Frideres, J.S, (1993) Native Peoples in Canada. Prentice Hall Canada Inc.: Scarborough.

Rajnovich, G. (1994) Reading Rock Art: Interpreting the Indian Rock Paintings of the Canadian Shield. Natural Heritage/Natural History Inc.: Toronto.

Wawanoloath, C.S. & Pelletier, C. (1995) Beyond Violence. Bibliotheque nationale due Quebec: Montreal.

Wotherspoon, T. & Satzewich, S. (1993) First Nations: Race, Class, and Gender Relations. Nelson Canada: Scarborough.

VI. SPECIAL NOTES

Students with special needs, e.g. physical limitations, visual impairments, learning disabilities are encouraged to discuss required accommodations confidentially with the instructor.

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

Assignments must be handed in typewritten format and will be penalized 1% per day late. After five class days, the assignment will not be accepted by the instructor. If you have any personal difficulties that may interfere with the submission of an assignment, please contact the instructor prior to the due date.

Students are expected to attend classes in a timely and consistent manner. Students who fail to attend 65% of the classes will not meet the requirements of the course and will receive an "R". Attendance will be evaluated on an ongoing basis.