
Course Name

Code No.

- I. **COURSE DESCRIPTION:** This course will introduce the student to land management from a resource manager perspective using land use planning and management philosophies from Aboriginal cultures across the country.

The course starts off by looking at the different view points held by the two cultures towards land and proceeds to providing an understanding of how the Aboriginal came to be in the situation they are in now in their own country and how this has shaped their land use practices.

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

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

1. Identify the Aboriginal linguistic groups found in the eight geographical regions of Canada
2. Discuss the historical gathering and harvesting activities of two linguistic groups of Aboriginal people found in Ontario
3. Explain the value systems held by the two cultures, Aboriginal and European and demonstrate an understanding of how the values and philosophies associated with the cultural background serve as a guide in land use and resource management.
4. Demonstrate an understanding of traditional and contemporary Aboriginal land and resource management knowledge and practices in contemporary natural resource applications.
5. Demonstrate knowledge on land use planning, identify and adopt one approach to creating a land use plan and from this develop a community-based land use plan based on respect for Aboriginal and Euro-centric land management concepts.
6. Facilitate a basic forest management plan.
7. Demonstrate an understanding of what is involved in the Environmental Assessment process and the reasons and importance of carrying one out.

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Code No.**III. TOPICS:**

1. Unit 1 - Introduction
 - what is Aboriginal Land Management
 - Aboriginal philosophies on land management
 - industrialized society philosophies on the environment
 - compare European values to Native values
 - planning on First Nations
2. Unit 2 - Legal Background
 - first contact (with Europeans)
 - the fur trade and the changing economy
 - treaty signing and what the treaties mean today
 - the Indian Act and the history leading to it
 - the land claims process
3. Unit 3 - Traditional Land Use and Management Philosophies
 - the Aboriginal groups found in the different geographic ranges in Canada
 - Aboriginal life prior to European contact and after
 - how European contact changed land use
 - Aboriginal traditional land and resource use philosophies
 - traditional ecological knowledge
4. Unit 4 - Contemporary Land Use Planning
 - introduction to land use planning
 - planning on Aboriginal land
 - developing a Land Use Plan
 - resource management planning
 - integrated resource management
5. Unit 5 - Environmental Assessment Act (CEAA)
 - introduction to the Canadian Environmental Assessment Act (CEAA)
 - 10 steps involved in carrying out an EA
 - look at the Ontario Environmental Assessment Act
 - Class Environment Assessment for Crown Timber Management

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IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

1. The Indian Act
2. Aboriginal Forest Land Management Guidelines - A Community Approach. Prepared for National Aboriginal Forestry by P. Smith, G. Scot et.al.
3. Selected Papers and Articles for Reading - Aboriginal Land Management. Compiled by R. Manitowabi

V. EVALUATION PROCESS/GRADING SYSTEM:

Method of Evaluation

Attendance	10%	
5 Unit Assignments	25% (5% each)	
Major Assignment	15%	
Mid-Term Exam	25%	First week of Nov.
Final Exam	25%	

Attendance - Two class sessions are excusable. After this .5 mark will be deducted for every session missed

The following semester grades will be assigned to students in postsecondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 - 100%	4.00
A	80 - 89%	3.75
B	70 - 79%	3.00
C	60 - 69%	2.00
R (Repeat)	59% or below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field placement or non-graded subject areas.	
X	A temporary grade. This is used in limited situations with extenuating circumstances giving a student additional time to complete the requirements for a course (see <i>Policies & Procedures</i>)	

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Manual - Deferred Grades and Make-up).
Grade not reported to Registrar's office.
This is used to facilitate transcript preparation when, for extenuating circumstances, it has been impossible for the faculty member to report grades.

VI. SPECIAL NOTES:**Special Needs:**

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with the instructor and/or contact the Special Needs office, Room E1204, Extension 493, 717, or 491 so that support services can be arranged for you.

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 postsecondary institutions.

Disclaimer for meeting the needs of learners:

The Professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

VII. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the instructor. Credit for prior learning will be given upon successful completion of the following: