

I. COURSE DESCRIPTION:

The First Nation peoples of Canada have various dynamic and diverse cultures strongly connected to the land they have built their lives upon. There is a tightly woven connection between the environment and the identity, lifestyle and values of First Nation peoples. This connection will be examined and discussed from many perspectives including its reflection in their core values and traditions. Legal, political and social influences and catalysts which have affected Native Canadian culture will be covered to come to an awareness and understanding of current issues and future paths.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

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

1. Communicate the dynamic nature of the core values of First Nation peoples as reflected in the Medicine Wheel teachings, importance of original languages and oral traditions.

Potential Elements of Performance:

- Relate an understanding of how oral traditions in a variety of Canadian Native cultures communicate origins, values, politics and social structure and become a basis for modern life.
 - Identify the relationship between culture, identity and language and how this relationship remains dynamic in today's society.
 - Apply knowledge of the Medicine Wheel teachings to core values, spirituality and connection to the land for Canada's Native peoples, historically, in the present and its evidence in plans for the future.
2. Be an informed advocate for the integral, tightly woven relationship between their environment and the identity, lifestyle and values of the various First Nation peoples across Canada.

Potential Elements of Performance:

- Differentiate between the First Nation cultures indigenous to the Arctic, the Eastern Woodlands, the Eastern Subarctic, the Western Subarctic, the Plains, the Plateau and the Northwest Coast of Canada.
 - Identify key natural resources for each area and their interconnectedness with the lifestyle, values and culture of the First Nation peoples indigenous to each area.
 - Relate an understanding and awareness of how catalysts evident since colonialism have altered the historic relationship between Canadian First Nation peoples and the land and how this continues to threaten the identity of Canada's First Nations.
3. Compare and contrast the historical and current reactions and ramifications upon First Nation peoples in Canada and their communities to legal and political influences since colonialism.

Potential Elements of Performance:

- Identify some major impacts of the Hudson's Bay Company, the Royal Proclamation and the Indian Act upon Native Canadian culture, communities and identity historically and currently.
 - Explain and utilize terminology and concepts related to issues of Native Status Enfranchisement, Treaties, and Assimilation policies.
 - Differentiate between government and First Nation key issues in conflicts such as the James Bay Cree and the Quebec hydroelectric development; the Golden Lake Algonquin and Algonquin Park; the low flying jets and the Sheshatshit Innu.
4. Identify and communicate a variety of effects of colonialism on First Nation peoples of Canada.

Potential Elements of Performance:

- Trace the relationship between religious colonialism and government policies of assimilation.
 - Understand issues related to Native Canadian health, education and child welfare as a foundation for current First Nation and Native Canadian urban experiences.
5. Be informed on debates and planning for current issues and social action regarding Canada's First Nation people.

Potential Elements of Performance:

- Place current events regarding First Nation people in an accurate historical context to enhance understanding of issues and outcomes.
- Recognize some of the motivations and significance of processes used by Canada's First Nation peoples in current and future planning.

III. REQUIRED RESOURCES/TEXTS/MATERIALS:

Course Text: **Full Circle: Canada's First Nations**; author: John L. Steckley and Bryan D. Cummins; Prentice-Hall

Students may also be provided with additional readings and resources throughout the course.

IV EVALUATION PROCESS/GRADING SYSTEM:

<u>ASSIGNMENT/ASSESSMENT TOOL</u>	<u>WORTH</u>
Quizzes (4 x 15% each)	60%
Video Report	10%
Research Paper	10%
Exam	20%
TOTAL	100%

Quizzes: There will be four quizzes during the coverage of course material. Each will cover a specific portion of course material to be communicated by the instructor in preparation for the quiz.

Video Report: Students will produce a 2-4 pages double spaced, normal font paper on personal reaction and application of course material to a film viewed in class. Specifics to be provided by the instructor. Each student is to produce an individual paper for this assignment.

Research Paper: Students will research a paper on a topic of particular interest to them or relevant to their local (or home) First Nation community related to natural resources, economics, social structure and planning. This paper will be 3-5 pages, double-spaced, normal font following the format provided by the instructor.

Exam: There will be one exam for this course, which will encompass the key concepts of the learning outcomes. It will be an open book exam and will enable students to express their understanding and opinions on issues and ideas covered. Exams cannot be rewritten for a higher grade. Students, who miss the exam, without making prior arrangements with the instructor, will be given a zero on the exam. This policy also holds true for all quizzes in this course.

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.	
U	Unsatisfactory achievement in field placement or non-graded subject areas.	
X	A temporary grade. This is used in limited situations with extenuating circumstances	

NR	<p>giving a student additional time to complete the requirements for a course (see <i>Policies & Procedures Manual – Deferred Grades and Make-up</i>).</p> <p>Grade not reported to Registrar's office. This is used to facilitate transcript preparation when, for extenuating circumstances, it has not been possible for the faculty member to report grades.</p>
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V. 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 your instructor and/or the Special Needs office. Visit Room E1204 or call 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.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Rights and Responsibilities*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Course outline amendments:

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.

ALL assignments are to be handed in on the due date and must be typewritten for full marks. Any late assignments will be deducted 1% per day late up until five days. After that time, the instructor will no longer accept the assignment.

Students must miss no more than 3 classes in this course or risk receiving an “R”. Significant learning takes place in the class due to the participatory nature of the information and the delivery methods of the course. Students who miss more than 3 classes in this course will NOT receive a passing grade.

VI. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

VII. DIRECT CREDIT TRANSFERS:

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.