

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



Sault College

**COURSE OUTLINE**

**COURSE TITLE:** CANADIAN NATIVE PEOPLE

**CODE NO. :** NSA101                      **SEMESTER:** 2

**PROGRAM:** NATIVE COMMUNITY WORKER PROGRAM

**AUTHOR:** NATIVE EDUCATION DEPARTMENT

**DATE:** JAN/01              **PREVIOUS OUTLINE DATED:** JAN/00

**APPROVED:**

	_____	_____
	<b>DEAN</b>	<b>DATE</b>

**TOTAL CREDITS:** 3 CREDITS

**PREREQUISITE(S):** N/A

**LENGTH OF COURSE:** 3 HRS/WEEK

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*For additional information, please contact Judi Maundrell, Dean*  
*School of Health and Human Services*  
*(705) 759-2554, Ext. 690*

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Code No.**I. COURSE DESCRIPTION:**

This course will provide the participants with an in-depth examination of the evolving cultural transformation of Canada's original peoples including a pre-European and post-European perspective. With an emphasis on the Anishnaabe (Ojibwe) life ways and world view. The students will be exposed to traditional philosophies and beliefs, their erosion and subsequent reemergence in the lives of First Nations' peoples. Recognition is given to the ensuing problems and issues created for Natives as a result of Non-Native contact and the actions of Native people to address them, giving rise to self-determination strategies.

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

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

**1. Identify the differences between ideal and real culture as they relate to First Nations' people.**Potential Elements of the Performance:

- Utilize a working terminology.
- Define culture.
- Identify the specific components that comprise culture in general.
- Compare and contrast "real" and "ideal" culture from the perspective of Native people.
- Identify cultural universals.
- Define world view.

**2. Describe and discuss origins of pre-contact Native cultures and original ways and compare them with commonly accepted anthropological and other scientific viewpoints of Native origin.**Potential Elements of the Performance:

- Explain the cultural differences between written versus oral historical traditions and their ensuing impact on Native people's history maintenance practices.
- Compare and contrast educational systems of pre-contact and contemporary institutions.
- Identify the more commonly held theories of Native origins.
- Identify the various methods of history maintenance practiced by specific Native groups traditionally.
- Explain the significance of the oral traditions to Native people.

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**3. Compare parallel characteristics of indigenous cultures traditionally found within the boundaries of Canada.**

Potential Elements of the Performance:

- Identify the cultural regions located within the borders of Canada.
- Compare, contrast and identify the major linguistic groups located within the borders of Canada.
- Describe the significance of the loss of Native languages to their cultures.

**4. Identify chronologically significant events or transitions that influenced significant political, economic, social, cultural and geographic changes for specific Native groups.**

Potential Elements of the Performance:

- Describe the impact that European governments had on the First Nations people they came in contact with from the point of initial contact up until Canada's Confederation.
- Outline the impact of the fur trade in Northern Ontario on the Native groups within this region.
- Describe the reasons for the historical migration of the Anishnaabek.
- Explain what treaties were and their impact on Native peoples and Native lands from the European/Canadian governments' perspectives and the Native people's perspective.
- Discuss the impact of religious conversion and the residential schools on Native children, their families and their communities.
- Briefly outline the disintegration of traditional Native political structures and their evolution into their current status.
- Summarize the various socio-economic, educational, spiritual, political, etc issues that have plagued Native people since European contact from both a historical and current perspective.

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**5. Identify initiatives and strategies devised and implemented by Native First Nations to address their social, political, economic and spiritual needs.**

Potential Elements of the Performance:

- Define ethnocentrism and colonialism.
- Discuss various social, political, economic and spiritual initiatives currently being undertaken by First Nations to combat issues within these areas.
- Explain the significance of a holistic approach to healing.
- Define self-determination and sovereignty.
- Explain the significance of the prophesy of the “seventh fire”.
- Describe the impact and theoretical aspects of positive Native role models.

**III. TOPICS:**

1. Introduction to the Culture and Terminology
2. Tracing the Origins of Pre-Contact Native Cultures
3. Indigenous Cultures within Canada
4. Impact of Contact with Newcomers
5. Issues/Changes Faced by First Nations People – Historically and Currently
6. Resurgence of Cultural Identity, Healing and Self-Determination

**IV. REQUIRED RESOURCES/TEXTS/MATERIALS:**

Handouts will be provided by the instructor in class. Students will be required to access materials on the Internet and via other current materials for examination of current Native issues and initiatives.

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**RECOMMENDED READINGS**

Crow, K.J (1990). A History of the Original Peoples of Northern Canada. McGill-Queen's University Press: Montreal.

Frideres, J.S. (1998) Aboriginal People 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 national due Quebec: Montreal.

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

\*The Sault College Library has an excellent collection of Native books, newspapers and recommended Internet sites. Check them out!

**V. EVALUATION PROCESS/GRADING SYSTEM:**

<u>Assignment/Exam</u>	<u>Weight(%)</u>	<u>Due Date</u>
Mid-Term Exam	25%	March 6
Narrative Assignment	25%	March 9
Contemporary Issue	25%	March 20
Final Exam	<u>25%</u>	April 27
<b>TOTAL</b>	<b>100%</b>	

The **MID-TERM** and **FINAL EXAMS** will consist primarily of short answer questions with a smaller number of true or false, fill-in-the-blank and/or matching questions included. The Mid-term exam will cover material from Topics 1 to 4 and the Final exam will include materials from Topics 4 to 6. A comprehensive review will be provided prior to the exam. It is in your best interest to attend these reviews.

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The **NARRATIVE ASSIGNMENT** is intended to enable the students to relate course material to the existing realities in the Native community. The students will be required to interview an elder or knowledgeable First Nations individual and relate aspects of the social, environmental, economic, political, cultural, educational, etc aspects of life experience that this individual has encountered. Specific details and an assignment outline will be provided by the professor.

The **CONTEMPORARY ISSUES** will provide the students with the opportunity to research, develop, present and submit an informative response to a specific and current issue facing First Nations people. The students will submit research and provide a progress report. Upon delivery of the presentation, the students will be required to submit a written version of the presentation. Suggested topics and further details will be provided by the professor.

***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 giving a student additional time to complete the requirements for a course (see <i>Policies &amp; Procedures Manual – Deferred Grades and Make-up</i> ).	
NR	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.	

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Code No.**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 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.

Assignments must be submitted in typewritten format. A late assignment will be accepted up to five days late (with instructor's approval) and will be penalized 1 mark/day late. If you are experiencing personal difficulties that may interfere with the submission of an assignment, contact the instructor as soon as possible **prior to** the due date of the assignment.

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**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:

**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.