

I. COURSE DESCRIPTION:

This course will provide the participants with an in-depth examination of the dynamics of the cultural survival for Canada's Aboriginal people. With an emphasis on the Anishnaabe (Ojibwa) life ways and worldview, the student will be exposed to traditional philosophies and beliefs, their erosion and subsequent reemergence in the lives of Aboriginal people. An examination of the effects of laws and policies on Aboriginal people in Canada will provide a foundation for understanding.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

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

- 1. Identify the terms culture and worldview as they relate to an individual and to a group of people, specifically Native Canadians.**

Potential Elements of the Performance:

- Utilize a working terminology.
- Define culture.
- Identify the specific components that comprise culture in general.
- Identify cultural universals.
- Define worldview.

- 2. Compare and link core cultural values with oral traditions and origin stories.**

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.
- Explain the significance of the oral traditions to Native people.

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

Potential Elements of the Performance:

- Identify the Aboriginal cultural groups located within the borders of Canada.
- Compare, contrast and identify the major linguistic groups located within the borders of Canada.

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

Potential Elements of the Performance:

- Describe the impact that European governments had on the Aboriginal people they came in contact with from the point of initial contact up until Canada's Confederation.
- Outline the impact of the fur trade on Aboriginal groups in Canada.
- Explain what treaties are 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 created catalysts for change since European contact from both a historical and current perspective.

5. Identify initiatives and strategies devised and implemented by Aboriginal 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 Native healing and self-determination.
- Define self-determination and sovereignty.
- Explain the significance of the prophesy of “seven generations into the future”.
- Describe the impact and theoretical aspects of positive Aboriginal role models.
- Compare Aboriginal and governmental perceptions of self-government for Native Canadians.

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 Colonialism
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:

Frideres, Godacz, Aboriginal Peoples in Canada: Contemporary Conflicts, 6th ed., Prentice Hall.

*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%	February 11
Article Collection	20%	March 18
Issue Presentation	30%	March 31
written 15%		Month of April (final
oral 15%		date is April 22)
Final Exam	<u>25%</u>	April 23
TOTAL	100%	

The **MID-TERM** and **FINAL EXAMS** will consist primarily of short answer and essay questions with a smaller number of true or false and fill-in-the-blank questions included. The Mid-term exam will cover material from Units 1 to 3 and the Final exam will include materials from Units 4 to 6. A comprehensive review will be provided prior to the exam. It is in your best interest to attend these reviews.

For the **ARTICLE COLLECTION**, the student will collect 10 articles from various resources (newspapers, magazines, journals, etc.). The collection should include the article and brief summary. A brief summary will include your awareness or not of the topic and your opinion of it. The article must be referenced. If you obtained your article from the newspaper, indicate which one and what issue, for example, (The Sault Star, Tuesday, January 8, 2002). Articles must have been published within the last 365 days. The article collection is intended to gain awareness of current issues regarding social, environmental, economic, political, cultural, educational, etc. facing Aboriginal people of Canada.

The **ISSUES PRESENTATION** 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 thoroughly examine the ramifications of this issue from the perspective of all of the groups/people affected by the issue. 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 & 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.	

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% /day late.

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.