

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



**Sault College**

**COURSE OUTLINE**

**COURSE TITLE:** CANADIAN ABORIGINAL PEOPLES

**CODE NO. :** NSW 110 **SEMESTER:** 2

**PROGRAM:** SOCIAL SERVICES WORKER –NATIVE

**AUTHOR:** LISA PIOTROWSKI

**DATE:** JAN/07 **PREVIOUS OUTLINE DATED:** JAN/06

**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 the Dean*

*School of Health and Human Services*

*(705) 759-2554, Ext. 2603*

## I. COURSE DESCRIPTION:

This course will provide the participants with an in-depth examination of the cultural survival for Canada's Aboriginal people. Aboriginal worldview will be identified and discussed in both historical and modern perspectives. An examination of colonization, government policies and legislation will provide a foundation for understanding modern Aboriginal life in Canada.

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

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

### 1. Identify and educate on the concept of Aboriginal worldview and philosophy.

#### Potential Elements of the Performance:

- Utilize a working terminology.
- Distinguish between culture and worldview.
- Define universals in North American Aboriginal worldview

### 2. Demonstrate an understanding of the effects of colonization of Aboriginal Canadians, including but not limited to effects on identity, leadership, economic development and social structure.

#### Potential Elements of the Performance:

- Link historical Aboriginal- European relations to current events.
- Explain how the political-economy of Canada impacted on Aboriginal cultures in the country.
- Apply core pieces of the colonization process to the Aboriginal experience in Canada.
- Identify the effects of the acculturation process on Aboriginal identity, leadership, economic development and social structure.

### 3. Interpret the concept of Aboriginal identity – individual and collective – and the crisis of identity for Aboriginal individuals and communities.

#### Potential Elements of the Performance:

- Identify and explain the terms used to describe various indigenous groups in Canada.
- Summarize the role of the Indian Act in the Aboriginal identity crisis.
- Compare issues in social divisions related to Bill C-31, Métis, Inuit, and non-status Indians.

**4. Examine issues relating to Aboriginal population, health, social and economic status using critical thinking.**

Potential Elements of the Performance:

- Explain the role of national surveys and census in determining programming, policy and funding.
- Identify the four major groups used by DIAND to characterize reserves.
- Connect Aboriginal health issues to environmental conditions.
- Interpret basic connections between statistics, service programming and community life.

**5. Identify initiatives and strategies devised and implemented by Aboriginals to address their social, political, economic and spiritual needs on First Nations and in the urban Native experience.**

Potential Elements of the Performance:

- Outline the migration history of on-reserve and urban First Nations people in Canada.
- Connect off reserve migration with characteristics of reserves, including structural, social and cultural conditions.
- Distinguish between stages of urbanization for Aboriginal peoples.
- Identify conflicts in Aboriginal urbanization between recognition of the Aboriginal population as 'citizens plus' and continuing assimilation attempts.
- Classify the four main categories of service organizations utilized by urban Aboriginals.

**6. Distinguish the role of Treaties and Métis Scrip, government policies and actions in the current attitudes toward self-government and self-determination**

Potential Elements of the Performance:

- Trace the historical roots of the treaties in the Aboriginal/Federal government relationship.
- Connect the circumstances relating to Métis Scrip to their legal status as an Aboriginal group in Canada.
- Define comprehensive claims.
- Link the concepts of 'citizens plus', self-government and Aboriginal identity.

7. **Compare the roles and types of Aboriginal Organizations in Canada today.**

Potential Elements of Performance:

- Identify the role of Aboriginal organizations in the development of Canada.
- Distinguish band, local, and pan-Native organizations to communicate four main types of Aboriginal organizations.
- Define and discuss the Assembly of First Nations as an Aboriginal organization.

**III. TOPICS:**

1. Introduction to Aboriginal Cultures, Worldview and related Terminology
2. Effects of Canadian Colonization
3. Aboriginal Identity Crisis
4. Social Demographics Profiles of Aboriginal Canada
5. Aboriginal Urban Life
6. Treaties and Scrip
7. Aboriginal Organizations in Canada

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

Frideres, Godacz, Aboriginal Peoples in Canada: Contemporary Conflicts, 7<sup>th</sup> 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:**

<b><u>Assignment/Exam</u></b>	<b><u>Weight(%)</u></b>	<b><u>Due Date</u></b> (specific dates to be given during the semester by instructor)
Mid-Term Exam	25%	February
Article Collection	10%	March
Video Report	15%	February
Issue Presentation	25%	March
written 15%		Month of April
oral 10%		
Final Exam	<u>25%</u>	April
<b>TOTAL</b>	<b>100%</b>	

There will be a **MID-TERM** and a **FINAL EXAM**. The first exam will cover the first half of the semester and the second exam will be based on the remaining material after midterm. Exams cannot be re-written to receive a higher grade. Students who miss the exam without making prior arrangements with the instructor will be given a zero on the exam.

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. The summary will include highlights of the article, the impact this information has on the Aboriginal community involved, the connection between this issue/article and course information taken, the student's previous awareness/or not and opinion on the topic. The article and any sources used must be cited and referenced. Articles must have been published within the last 365 days. The article collection is intended to gain awareness of current social, environmental, economic, political, cultural, educational, etc issues facing Aboriginal people of Canada. Two options for article collection:

1. All 10 articles focus on one topic from a variety of sources;
2. Two topics are chosen and have 5 articles each from a variety of sources discussing them.

The **ISSUES PRESENTATION** will provide 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 be assigned groups of 4 to accomplish this assignment. Each group will be given 15-20 minutes to present their research and what they have gained from it. The paper will thoroughly examine the ramifications of this issue from the perspective of all of the groups/people affected by the issue. The students may build upon their article collection as a literature review to support their research for this assignment. Information should include Aboriginal service organizations and/or political organizations involved with the issue. Historical and current information regarding the issue should be included. As well, each group should prepare a brief survey of awareness and opinion of the issue to a minimum of 20 people, results of the survey are to be included in the paper submitted. Upon delivery of the presentation, the students will be required to submit a written version of the presentation that is between 4 - 6 pages in length, double spaced and typed in font 12. At least 3 different sources must be used for this research. All sources should be cited in the paper and a resource page (bibliography) is required in APA style. The professor will provide suggested topics and further details.

The **VIDEO REPORT** will be completed by students in relation to one of the videos presented in class connected to course material. The Video Report will be 3 – 5 pages in length and apply course material to information presented in the video. Specifics to be provided by the professor.

**The following semester grades will be assigned to students in post-secondary courses:**

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	

X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.
NR	Grade not reported to Registrar's office.
W	Student has withdrawn from the course without academic penalty.

**Note:** For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

## VI. SPECIAL NOTES:

**ALL Students must attend 60% of scheduled classes** to attain a passing grade in this course. 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**

### 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 E1101 or call Extension 2703 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 the *Student Code of Conduct*. 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.

**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.