

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



**SAULT
COLLEGE**

COURSE OUTLINE

<u>COURSE TITLE:</u>	CANADIAN ABORIGINAL PEOPLES		
<u>CODE NO. :</u>	NSW 110	<u>SEMESTER:</u>	2
<u>PROGRAM:</u>	SOCIAL SERVICES WORKER NATIVE SPECIALIZATION		
<u>AUTHOR:</u>	SSW-NS Faculty		
<u>DATE:</u>	JAN/10	<u>PREVIOUS OUTLINE DATED:</u>	JAN/09
<u>APPROVED:</u>	"Angelique Lemay"		Dec/09
	<hr/>	<hr/>	<hr/>
	CHAIR, COMMUNITY SERVICES	DATE	
TOTAL CREDITS:	3 CREDITS		
PREREQUISITE(S):	N/A		
LENGTH OF COURSE:	3 HRS/WEEK		

Copyright © 2010 The Sault College of Applied Arts & Technology
Reproduction of this document by any means, in whole or in part, without prior written permission of Sault College of Applied Arts & Technology is prohibited.
For additional information, please contact the Chair, Community Services
School of Health and Community 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, 8th 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
Inuit of the North Report	10%	March
Video Report	15%	February
Issue Presentation	25%	
written 15%		March
oral 10%		April
Final Exam	<u>25%</u>	April
TOTAL	100%	

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.

1. For the **INUIT OF THE NORTH PAPER**, the student will prepare an overview of Chapter Ten of our course text. Specifics to focus on will be provided in class. Students will locate and include information from at least 2 additional sources to add to the information provided in the text. Format for the paper will be provided by the professor.

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 will build an 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%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
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: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.

VI. SPECIAL NOTES:

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.

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.

Prior Learning Assessment:

Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

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

Disability Services:

If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Disability Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

Communication:

The College considers **WebCT/LMS** as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the **Learning Management System** communication tool.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Code of Conduct*. A professor/instructor may assign a sanction as defined below, or make recommendations to the Academic Chair for disposition of the matter. The professor/instructor may:

- (i) issue a verbal reprimand,
- (ii) make an assignment of a lower grade with explanation,
- (iii) require additional academic assignments and issue a lower grade upon completion to the maximum grade “C”,
- (iv) make an automatic assignment of a failing grade,
- (v) recommend to the Chair dismissal from the course with the assignment of a failing grade.

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.

Student Portal:

The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations. Announcements, news, the academic calendar of events, class cancellations, your learning management system (LMS), and much more are also accessible through the student portal. Go to <https://my.saultcollege.ca>.

Electronic Devices in the Classroom:

Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.

Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

Significant learning takes place in the classroom through an interactive learning approach; therefore, **ALL students must attend 60% of the classes to obtain a passing grade.**

Students are encouraged to communicate with the professor when absences are anticipated and immediately returning from an absence. It is the student's responsibility to catch up on any notes and material missed when absent.

Classroom Courtesy:

To provide a respectful learning environment the use of cell phones, MP3 players and the like are not permitted in the classroom. Cell phones may be set on vibrate if expecting an urgent message. Students will be asked to leave the classroom when the uses of these devices in classroom are utilized.

Late Arrivals: If late arrivals become a pattern, once the classroom door has been closed, the learning process has begun. Late arrivers will not be granted admission to the room until the break.

Submission of Assignments

ALL assignments are to be handed in on the due date and are to be typewritten. Any late assignments will be penalized 1% per day late and will not be accepted for grading one week after the due date.

Students must contact the professor prior to the **due date** to request consideration for an extension of an individual assignment. Valid and justifiable circumstances will be considered if granting an extension.

Assignments submitted after business hours are to be emailed to the professor, verifying the date and time submitted. Students will subsequently hand in a hard copy of the assignment.

Assignments are discussed when distributed. It is the responsibility of the student to seek clarification from the professor if absent when assignment was distributed or if further clarification is requested related to the instructions or concepts.