

I. COURSE DESCRIPTION:

The Aboriginal peoples of Canada have various dynamic and diverse cultures that provide a tightly-woven connection between the environment and the identity, lifestyle and values of Aboriginal peoples. An introduction to Canadian Aboriginal worldview and culture will provide a beginning to cultural competence. Legal, political and social influences and catalysts which have affected Aboriginal Canadian culture will be covered to come to an awareness and understanding of historical/current issues and future paths. This course meets the General Education Theme #3, Social and Cultural Understanding.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

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

1. Identify core concepts in Aboriginal worldview and philosophy.Potential Elements of the Performance:

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

2. Communicate the dynamic nature of the core values of Native 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.
- Communicate an awareness that Medicine Wheel teachings are embedded with core values, spirituality and connection to the land for Canada's Native peoples

3. Be an informed citizen regarding 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.

4. **Demonstrate an understanding of the effects of colonization on Aboriginal Canadians.**

Potential Elements of Performance:

- Apply core pieces of the colonization process to the Aboriginal experience in Canada
- Identify the effects of acculturation on Aboriginal identity, culture, leadership, economic development and social structure
- Trace the historical roots of the Treaties in First Nation/Federal government relationship
- Connect the circumstances relating to Métis Scrip to their legal status as an Aboriginal group in Canada
- Explore the impact of the Aboriginal Canadian experience on current relationships in contemporary society

5. **Integrate the concepts of Traditional Ecological Knowledge (TEK) as an alternative paradigm vital to partnerships for stewardship of the land.**

Potential Elements of Performance:

- Define the concepts inherent in TEK
- Trace the integral role of TEK to the historical survival of Canadian Aboriginal people
- Explore the connection between Culture and Nature

III. TOPICS:

1. Introduction to Aboriginal Cultures, Worldview and related Terminology
2. Language, Traditions, Culture
3. Diversity in Cultures and Environmental Relationships
4. Effects of Colonization
5. Traditional Ecological Knowledge (TEK)

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

1. **Text: Full Circle: Canada's First Nations Second Edition;** author: John L. Steckley and Bryan D. Cummins; Prentice-Hall. ISBN 978-0-13-230563-1

Supplemental materials will be provided by the professor *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> (estimated, specific dates to be given during the semester by the instructor)
Mid-Term Exam	25%	Week 8
Guest Speaker/Video Report 20%		Week 10
Issue Presentation	30%	Week 13
Final Exam	<u>25%</u>	Week 15
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.

The **VIDEO REPORT** or **GUEST SPEAKER PAPER** will be completed by students in relation to one of the videos/guest speakers presented in class connected to course material. It will be 3 – 5, double spaced, 12 font, APA formatted pages in length and apply course material to information presented in the video/speaker presentation. Specifics to be provided by the professor. This is an individual assignment.

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 to accomplish this assignment. **Each group will be given 20-30 minutes to present their research and what they have gained from it. The presentations will examine the ramifications of this issue** from the perspective of all of the groups/people affected by the issue. 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 presented.** Delivery of the presentation **must include a PowerPoint** of the material presented. Each group will facilitate a brief **classroom activity** reinforcing their research. At least 5 different sources must be used for this research. All sources should be referenced in a **Resource Page**. It will be created in APA style and submitted to the professor on the day of the presentation. The professor will provide further details.

Student groups will choose from the following topics for their Presentation:

- Land Claims/Treaties
- Canadian Aboriginal Peoples and the Justice System
- Canadian Aboriginal Peoples and Health Care
- Canadian Aboriginal Peoples and Land Management
- Residential Schools
- Inuit of the North
- Canadian Metis
- Current Initiatives Using TEK

The following semester grades will be assigned to students:

<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: 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:

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. No assignments can be submitted for grades after the fifth late day.**

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.

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.

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.

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.