

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



Sault College

**COURSE OUTLINE**

**COURSE TITLE:** Introduction to Aboriginal Peoples of Canada  
**CODE NO. :** SSC102-3                      **SEMESTER:** Fall/Winter  
**PROGRAM:** Various  
**AUTHOR:** Lisa Piotrowski  
**DATE:** Sept. 2009      **PREVIOUS OUTLINE DATED:** N/A  
**APPROVED:** "Angelique Lemay"

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**CHAIR, COMMUNITY SERVICES**

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**DATE**

**TOTAL CREDITS:** 2 CREDITS  
**PREREQUISITE(S):** N/A  
**LENGTH OF COURSE:** 2 HRS/WEEK

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*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 introduction to the history and cultural survival of Canada's Aboriginal people. Aboriginal worldview will be identified and discussed in both historical and modern perspectives. Students will review colonization, government policies and legislation which 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 core concepts in 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, economic development and social structure.**Potential Elements of the Performance:

- Link historical Aboriginal- European relations to current events.
- Understand 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, economic development and social structure.

**3. Compare collective and individualistic cultural identities and summarize the crisis of identity for Aboriginal individuals and communities.**Potential Elements of the Performance:

- Identify the terms used to describe various indigenous groups in Canada.
- Summarize the role of the Indian Act in the Aboriginal identity crisis.
- Identify the four main groups of Canadian Aboriginal peoples recognized by the Canadian Government.

**4. Critically examine issues relating to the populations, health, social and economic status of Canada's Aboriginal people.**

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.
- Identify basic connections between statistics, service programming and community life.

**5. Identify initiatives and strategies devised and implemented by Canadian Aboriginal peoples 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.
- Identify conflicts in Aboriginal urbanization between recognition of the Canadian 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, 8<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> (estimated, specific dates to be given during the semester by the instructor)
Chapter Reading Notes	15%	As Assigned
Mid-Term Exam	25%	Week 8
Video Report	15%	Week 10
Issue Presentation	20%	Week 13
Final Exam	<u>25%</u>	Week 15
<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. Students should use their Chapter Reading Notes as source of study material for these exams. 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.

**CHAPTER READING NOTES:** To better prepare you in your understanding of the course material and discussion of related issues, it is important to prepare prior to class time. Chapter Reading Guidelines will be made available on the LMS course site and completed Notes will be submitted by midnight on the day of class discussion of that chapter. Late submissions will not receive a mark. Completed Reading Notes will create excellent study notes for course exams and reference material for the Issues Presentation. Specific requirements for this assignment 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 to accomplish this assignment. **Each group will be given 15-20 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. At least 3 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
- Canadian Aboriginal Peoples and the Justice System
- Canadian Aboriginal Peoples and Health Care
- Canadian Aboriginal Peoples and Child Welfare
- Canadian Aboriginal Peoples and the Educational System (excluding Residential Schools)
- Residential Schools
- Inuit of the North

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 2 – 4, double spaced, 12 font, APA formatted pages in length and apply course material to information presented in the video. Specifics to be provided by the professor. This is an individual assignment.

**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	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. 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.