



## COURSE OUTLINE: SSC102 - INTRO ABORIG PEOPLES

Prepared: Social Sciences Department

Approved: Martha Irwin, Chair, Community Services and Interdisciplinary Studies

<b>Course Code: Title</b>	SSC102: INTRO TO ABORIGINAL PEOPLES OF CANADA					
<b>Program Number: Name</b>						
<b>Department:</b>	SOCIAL SCIENCES					
<b>Semesters/Terms:</b>	20W					
<b>Course Description:</b>	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 provide a foundation for understanding modern Aboriginal life in Canada.					
<b>Total Credits:</b>	3					
<b>Hours/Week:</b>	3					
<b>Total Hours:</b>	45					
<b>Prerequisites:</b>	There are no pre-requisites for this course.					
<b>Corequisites:</b>	There are no co-requisites for this course.					
<b>Substitutes:</b>	NSW110, OEL325					
<b>Essential Employability Skills (EES) addressed in this course:</b>	<p>EES 1 Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.</p> <p>EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication.</p> <p>EES 4 Apply a systematic approach to solve problems.</p> <p>EES 5 Use a variety of thinking skills to anticipate and solve problems.</p> <p>EES 6 Locate, select, organize, and document information using appropriate technology and information systems.</p> <p>EES 7 Analyze, evaluate, and apply relevant information from a variety of sources.</p> <p>EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others.</p> <p>EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.</p> <p>EES 10 Manage the use of time and other resources to complete projects.</p> <p>EES 11 Take responsibility for ones own actions, decisions, and consequences.</p>					
<b>General Education Themes:</b>	<p>Civic Life</p> <p>Social and Cultural Understanding</p>					
<b>Course Evaluation:</b>	Passing Grade: 50%, D					
<b>Course Outcomes and Learning Objectives:</b>	<table border="1"> <thead> <tr> <th>Course Outcome 1</th> <th>Learning Objectives for Course Outcome 1</th> </tr> </thead> <tbody> <tr> <td>1. Identify core concepts in</td> <td>1.1 Utilize a working terminology.</td> </tr> </tbody> </table>		Course Outcome 1	Learning Objectives for Course Outcome 1	1. Identify core concepts in	1.1 Utilize a working terminology.
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Aboriginal worldview and philosophy.	1.2 Distinguish between culture and worldview. 1.3 Define universals in North American Aboriginal worldview. 1.4 Articulate the diversity in Canada's First Nations and Aboriginal populations.
<b>Course Outcome 2</b>	<b>Learning Objectives for Course Outcome 2</b>
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.	2.1 Link historical Aboriginal- European relations to current events. 2.2 Understand how the political-economy of Canada impacted on Aboriginal cultures in the country. 2.3 Apply core pieces of the colonization process to the Aboriginal experience in Canada. 2.4 Identify the effects of the acculturation process on Aboriginal identity, economic development and social structure.
<b>Course Outcome 3</b>	<b>Learning Objectives for Course Outcome 3</b>
3. Compare collective and individualistic cultural identities and summarize the crisis of identity for Aboriginal individuals and communities.	3.1 Identify the terms used to describe various Indigenous groups in Canada. 3.2 Summarize the role of the Indian Act, residential schools, Canadian policy and social attitudes in the Aboriginal identity crisis. 3.3 Identify the four main groups of Canadian Aboriginal peoples recognized by the Canadian Government.
<b>Course Outcome 4</b>	<b>Learning Objectives for Course Outcome 4</b>
4. Critically examine issues relating to the populations, health, social and economic status of Canada's Aboriginal people.	4.1 Identify the four major groups used by AANDC to characterize reserves and current issues related to on reserve life. 4.2 Connect Aboriginal health issues to environmental and social conditions. 4.3 Identify basic connections between community life, residential schools, social attitudes and current issues affecting Canada's Aboriginal peoples.
<b>Course Outcome 5</b>	<b>Learning Objectives for Course Outcome 5</b>
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.	5.1 Outline the migration history of on-reserve and urban First Nations people in Canada. 5.2 Connect off reserve migration with characteristics of reserves, including structural, social and cultural conditions. 5.3 Identify conflicts in Aboriginal urbanization between recognition of the Canadian Aboriginal population as 'citizens plus' and continuing assimilation attempts.
<b>Course Outcome 6</b>	<b>Learning Objectives for Course Outcome 6</b>
6. Distinguish the role of Treaties and Metis Scrip, government policies and actions in the current attitudes toward self-government and self-determination.	6.1 Trace the historical roots of the treaties in the Aboriginal/Federal government relationship. 6.2 Connect the circumstances relating to Metis Scrip to their legal status as an Aboriginal group in Canada. 6.3 Discuss trust as an issue in Aboriginal/Government relationships.
<b>Course Outcome 7</b>	<b>Learning Objectives for Course Outcome 7</b>



	7. Compare the roles and types of Aboriginal Organizations in Canada today.	7.1 Identify the role of Aboriginal organizations in the development of Canada. 7.2 Distinguish band, local, and pan-Native organizations to communicate four main types of Aboriginal organizations.														
<b>Evaluation Process and Grading System:</b>	<table border="1"> <thead> <tr> <th data-bbox="492 274 703 314">Evaluation Type</th> <th data-bbox="703 274 914 314">Evaluation Weight</th> </tr> </thead> <tbody> <tr> <td data-bbox="492 314 703 354">Circles (2X5 each)</td> <td data-bbox="703 314 914 354">10%</td> </tr> <tr> <td data-bbox="492 354 703 394">Final Exam</td> <td data-bbox="703 354 914 394">25%</td> </tr> <tr> <td data-bbox="492 394 703 434">Issue Presentation</td> <td data-bbox="703 394 914 434">25%</td> </tr> <tr> <td data-bbox="492 434 703 473">Media Exploration</td> <td data-bbox="703 434 914 473">10%</td> </tr> <tr> <td data-bbox="492 473 703 513">Midterm Exam</td> <td data-bbox="703 473 914 513">25%</td> </tr> <tr> <td data-bbox="492 513 703 552">Participation</td> <td data-bbox="703 513 914 552">5%</td> </tr> </tbody> </table>		Evaluation Type	Evaluation Weight	Circles (2X5 each)	10%	Final Exam	25%	Issue Presentation	25%	Media Exploration	10%	Midterm Exam	25%	Participation	5%
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<b>Date:</b>	December 16, 2019															
<b>Addendum:</b>	Please refer to the course outline addendum on the Learning Management System for further information.															