



COURSE OUTLINE: SSC0110 - INDIG. PEOPLES CICE

Prepared: Tammy Ross

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

Course Code: Title	SSC0110: INTRO/INDIGENOUS PEOPLE OF CANADA CICE									
Program Number: Name	1120: COMMUNITY INTEGRATN									
Department:	C.I.C.E.									
Semesters/Terms:	21F, 22W									
Course Description:	The course will provide the students in the CICE Program, with the assistance of a Learning Specialist, with an introduction to historical and contemporary issues relating to Indigenous people in Canada. Indigenous Worldviews will be discussed in both historical and modern perspectives. Students will review colonialization, government policies and legislation, which provide a foundation for understanding modern Indigenous life in Canada. Students will make critical connections between history and current realities of Indigenous people in Canada and reasons for the Truth and Reconciliation Commission.									
Total Credits:	3									
Hours/Week:	3									
Total Hours:	45									
Prerequisites:	There are no pre-requisites for this course.									
Corequisites:	There are no co-requisites for this course.									
Course Evaluation:	Passing Grade: 50%, D A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.									
Course Outcomes and Learning Objectives:	Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist will acquire varying levels of skill development relevant to the following learning outcomes:									
	<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 Indigenous Worldviews and ways of knowing.</td> <td> 1.1 Utilize a working terminology for discussion of Indigenous-Canadian relations 1.2 Distinguish between culture and worldview. 1.3 Define universals in North American Indigenous worldviews/ways of knowing </td> </tr> <tr> <th>Course Outcome 2</th> <th>Learning Objectives for Course Outcome 2</th> </tr> <tr> <td>2. Explain the relationship between land and identity within Indigenous societies.</td> <td> 2.1 Apply concepts of responsibility, respect and interrelatedness to community development 2.2 Create a code of ethics based on the Anishnaabe Seven Grandfather Teachings 2.3 Relate examples of the oral traditions of Indigenous people in relation to the land 2.4 Investigate the significance of traditional ecological </td> </tr> </tbody> </table>	Course Outcome 1	Learning Objectives for Course Outcome 1	1. Identify core concepts in Indigenous Worldviews and ways of knowing.	1.1 Utilize a working terminology for discussion of Indigenous-Canadian relations 1.2 Distinguish between culture and worldview. 1.3 Define universals in North American Indigenous worldviews/ways of knowing	Course Outcome 2	Learning Objectives for Course Outcome 2	2. Explain the relationship between land and identity within Indigenous societies.	2.1 Apply concepts of responsibility, respect and interrelatedness to community development 2.2 Create a code of ethics based on the Anishnaabe Seven Grandfather Teachings 2.3 Relate examples of the oral traditions of Indigenous people in relation to the land 2.4 Investigate the significance of traditional ecological	
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In response to public health requirements pertaining to the COVID19 pandemic, course delivery and assessment traditionally delivered in-class, may occur remotely either in whole or in part in the 2021-2022 academic year.



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	knowledge
Course Outcome 3	Learning Objectives for Course Outcome 3
3 Analyze the impacts of colonialism on Indigenous communities.	3.1 Contrast Indigenous and Canadian perceptions of colonialism 3.2 Relate the impacts of Canadian colonial policies to contemporary Indigenous families and communities 3.3 Analyze examples of assimilationist policies in relation to Indigenous families
Course Outcome 4	Learning Objectives for Course Outcome 4
4 Distinguish the role of Treaties and Mtis Scrip, government policies and actions in the current attitudes toward self-government and self-determination	4.1 Trace the historical roots of the treaties in Canada and the subsequent displacement of Indigenous peoples from their traditional lands 4.2 Connect the circumstances relating to Mtis Scrip to their legal status as an Indigenous group in Canada. 4.3 Discuss trust as an issue in Indigenous/Government relationships 4.4 Discuss the fiduciary relationship between Indigenous peoples and Canada
Course Outcome 5	Learning Objectives for Course Outcome 5
5 Generate strategies for reconciling Indigenous and Canadian relations.	5.1 Describe the precursors to the Truth and Reconciliation Commission (TRC) within Canadian and International law and discourse 5.2 Describe current formalized approaches to reconciliation 5.3 Analyze the effects of the TRC and the responsibility of Canadian society to address the TRC Calls to Action 5.4 Distinguish between self-determination and self-governance 5.5 Formulate strategies towards the reconciliation of Indigenous and Canadian relations

Evaluation Process and Grading System:

Evaluation Type	Evaluation Weight
1. Weekly Reflections (10 reflections)	20%
2. Code of Ethics - Medicine Wheel and Seven Grandfather Teachings	5%
3. Current news article Assignment	10%
4. Media Assignment 3	20%
5. Issues Presentation & Essay Paper	20%
6. Truth & Reconciliation Poster Presentation	20%
7. Peer Post-evaluation	5%

CICE Modifications:

Preparation and Participation

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with

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homework and assignments, preparation for exams, tests and quizzes.)

3. Study notes will be geared to test content and style which will match with modified learning outcomes.

4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

A. Further modifications may be required as needed as the semester progresses based on individual student(s) abilities and must be discussed with and agreed upon by the instructor.

B. Tests may be modified in the following ways:

1. Tests, which require essay answers, may be modified to short answers.

2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.

3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.

4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

C. Tests will be written in CICE office with assistance from a Learning Specialist.

The Learning Specialist may:

1. Read the test question to the student.

2. Paraphrase the test question without revealing any key words or definitions.

3. Transcribe the student's verbal answer.

4. Test length may be reduced and time allowed to complete test may be increased.

D. Assignments may be modified in the following ways:

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.

2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

The Learning Specialist may:

1. Use a question/answer format instead of essay/research format

2. Propose a reduction in the number of references required for an assignment

3. Assist with groups to ensure that student comprehends his/her role within the group

4. Require an extension on due dates due to the fact that some students may require additional time to process information

5. Formally summarize articles and assigned readings to isolate main points for the student

6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

E. Evaluation:

Is reflective of modified learning outcomes.

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NOTE: Due to the possibility of documented medical issues, CICE students may require alternate methods of evaluation to be able to acquire and demonstrate the modified learning outcomes

Date: December 14, 2021

Addendum: Please refer to the course outline addendum on the Learning Management System for further information.

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