



## COURSE OUTLINE: SSC0102 - ABORIGINAL PEOPLES

Prepared: Social Sciences Department

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

<b>Course Code: Title</b>	SSC0102: INTRO TO ABORIGINAL PEOPLES OF CANADA
<b>Program Number: Name</b>	1120: COMMUNITY INTEGRATN
<b>Department:</b>	C.I.C.E.
<b>Semesters/Terms:</b>	18F, 19W, 19S
<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>	SSC102
<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>Course Evaluation:</b>	Passing Grade: 50%, D
<b>Books and Required Resources:</b>	First Nations in the 21st Century by Frideres Publisher: Oxford University Press Edition: 2nd
<b>Course Outcomes and Learning Objectives:</b>	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:



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<b>Course Outcome 1</b>	<b>Learning Objectives for Course Outcome 1</b>
1. Identify core concepts in Aboriginal worldview and philosophy.	Potential Elements of the Performance: 1.1 Utilize a working terminology. 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.	Potential Elements of the Performance: 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.	Potential Elements of the Performance: 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.	Potential Elements of the Performance: 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.	Potential Elements of the Performance: 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,	Potential Elements of the Performance: 6.1 Trace the historical roots of the treaties in the



government policies and actions in the current attitudes toward self-government and self-determination.	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.	Potential Elements of Performance: 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.

**Evaluation Process and Grading System:**

Evaluation Type	Evaluation Weight	Course Outcome Assessed
Circles (2X5 each)	10%	
Final Exam	25%	
Issue Presentation	25%	
Media Exploration	10%	
Midterm Exam	25%	
Participation	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 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.

**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:**

September 7, 2018

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

