

I. COURSE DESCRIPTION:

This course will provide the participants with an in-depth examination of the cultural survival for Canada's Aboriginal people. Aboriginal worldview will be identified and discussed in both historical and modern perspectives. An examination of colonization, government policies and legislation 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 CICE student, with the assistance of a Learning Specialist, will demonstrate an emerging ability to:

1. Identify basic elements of the concept of Aboriginal worldview and philosophy.

Potential Elements of the Performance:

- Utilize a working terminology.
- Distinguish between culture and worldview.
- Demonstrate a general understanding of universals in North American Aboriginal worldview

2. Demonstrate an emerging understanding of the effects of colonization of Aboriginal Canadians, including but not limited to effects on identity, leadership, economic development and social structure.

Potential Elements of the Performance:

- Link historical Aboriginal- European relations to current events.
- Explain 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.
- Demonstrate an understanding of the effects of the acculturation process on Aboriginal identity, leadership, economic development and social structure.

3. Interpret the concept of Aboriginal identity – individual and collective – and the crisis of identity for Aboriginal individuals and communities.

Potential Elements of the Performance:

- Identify and explain the terms used to describe various indigenous groups in Canada.
- Demonstrate an understanding of the role of the Indian Act in the Aboriginal identity crisis.
- Compare issues in social divisions related to Bill C-31, Métis, Inuit, and non-status Indians.

4. Examine issues relating to Aboriginal population, health, social and economic status using critical thinking.

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

5. Identify initiatives and strategies devised and implemented by Aboriginals 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.
- Distinguish between stages of urbanization for Aboriginal peoples.
- Identify conflicts in Aboriginal urbanization between recognition of the Aboriginal population as 'citizens plus' and continuing assimilation attempts.
- Classify the four main categories of service organizations utilized by urban Aboriginals.

6. Demonstrate a general understanding of 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. **Become familiar with 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, 8th 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:

<u>Assignment/Exam</u>	<u>Weight(%)</u>	<u>Due Date</u>
Mid-Term Exam	25%	_____
Inuit of the North Report	10%	_____
Video Report	15%	_____
Issue Presentation	25%	_____
written 15%		_____
oral 10%		_____
Final Exam	<u>25%</u>	_____
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.

For the **INUIT OF THE NORTH PAPER**, the student will prepare an overview of Chapter Ten of our course text. Specifics to focus on will be provided in class. Students will locate and include information from at least 2 additional sources to add to the information provided in the text. Format for the paper 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 of 4 to accomplish this assignment. Each group will be given 15-20 minutes to present their research and what they have gained from it. The paper will thoroughly examine the ramifications of this issue from the perspective of all of the groups/people affected by the issue. The students will build an article collection as a literature review to support their research for this assignment. 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 included in the paper submitted. Upon delivery of the presentation, the students will be required to submit a written version of the presentation that is between 4 - 6 pages in length, double spaced and typed in font 12. At least 3 different sources must be used for this research. All sources should be cited in the paper and a resource page (bibliography) is required in APA style. The professor will provide suggested topics and further details.

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 3 – 5 pages in length and apply course material to information presented in the video. Specifics to be provided by the professor.

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	
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**

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.

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.

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.

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.

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. 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.

B. 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.

C. 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

D. Evaluation:

Is reflective of modified learning outcomes.