



**I. COURSE DESCRIPTION:**

With assistance from a Learning Specialist, the CICE student(s) will be provided 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.

General Education: This course is a General Education Elective. It meets the themes of Civic Life and/or Social and Cultural Understanding and Personal Understanding.

**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 the basic ability to:

**1. Identify basic 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.
- Understand the variety in Canada's First Nation and Aboriginal populations

**2. Demonstrate a basic 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. Realize cultural differences between (group and individual) identities and identify 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 roles of the Indian Act, Residential Schools, Canadian policy and social attitudes in the Aboriginal identity crisis.
- Identify the four main groups of Canadian Aboriginal peoples recognized by the Canadian Government.

**4. Explore issues relating to the populations, health, social and economic status of Canada's Aboriginal people.**Potential Elements of the Performance:

- Identify the four major groups used by AANDC to characterize reserves and current issues related to on reserve life.
- Connect Aboriginal health issues to environmental and social conditions.
- Identify basic connections between community life, residential schools, social attitudes and current issues affecting Canada's Aboriginal people.

**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.

6. Explore 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.
- Discuss trust as an issue in Aboriginal/Government relationships

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.
- Connect Aboriginal organizations to social, cultural, and political issues.

### III. TOPICS:

1. Introduction to Aboriginal Cultures, Worldview and related Terminology
2. Effects of Canadian Colonization/ History
3. Aboriginal Identity Crisis
4. Residential School
5. Relationship Between First Nations, Canadian Aboriginal Peoples and the Government
6. Treaties and Scrip
7. Social Issues (Justice, Child Welfare, Education, Health, etc)

### IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Frideres, First Nations in the 21<sup>st</sup> Century, Oxford University Press.

\*The Sault College Library has an excellent collection of Native books, newspapers and on line resources. Students will also receive recommended Internet sites for information. Check them out!

#### V. EVALUATION PROCESS/GRADING SYSTEM:

<u>Assignment/Exam</u>	<u>Weight(%)</u>	<u>Due Date</u> (estimated, specific dates to be given during the semester by the instructor)
Journal	10%	Week 10
Circles (2X5% each)	10%	Weeks 2 & 11
Participation	5%	Ongoing
Mid-Term Exam	25%	Week 6
Issue Presentation	25%	Week 13/14/15
Final Exam	<u>25%</u>	Week 12
<b>TOTAL</b>	<b>100%</b>	

The **JOURNAL** assignment will allow students to integrate their growing knowledge about Canadian Aboriginal Peoples into an informed examination of media coverage in Canada on topics related to these populations. Specifics to be provided by the Professor.

**CIRCLES** are a foundational concept in Canadian Aboriginal cultures. Students will participate in two talking circles throughout the course of the semester to begin to process their social, cultural and personal understanding. Students must be present during classes scheduled for Circles to have access to the marks allocated to this activity. Specifics to be provided by the Professor.

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. Both exams are open note. Students should use their Chapter Reading Notes to prepare exam material from the text. Good class session notes are also essential to prepare for 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 should be prepared on the day of class discussion of that chapter. Completed Reading Notes will create excellent study notes for course exams and reference material for the Issues Presentation.

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 work in groups to accomplish this assignment. **Each group will be given 20-30 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.** Delivery of the presentation **must include a PowerPoint** of the material presented. Each group will provide a **class activity** that reinforces their material and is interactive with the class participants. 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 first day of presentations. The professor will provide further details.

**Participation Marks:** Details to be provided by professor.

**The following semester grades will be assigned to students:**

<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:

Assignments must be submitted in typewritten format. **A late assignment will be accepted up to five calendar 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.**

**Attendance on days with talking circles is necessary to access the marks connected with talking circles**

### 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.

## VII. COURSE OUTLINE ADDENDUM:

The provisions in the addendum are located on the student portal and form part of this course outline.

### **Addendum**

Further modifications may be required as needed as the semester progresses based on individual student (s) ability.

**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.