

I. COURSE DESCRIPTION:

This course will provide students with an in-depth examination of Aboriginal history, worldview and culture in Canada. By exploring pre-contact and colonial history students will gain an understanding of the experiences and impacts on Aboriginal wellness and identity. Students will also discover how wellness is impacted as they explore contemporary issues relating to Aboriginal and government relations, such as policies, rights and responsibilities.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the student will demonstrate the ability to:

1. Demonstrate an understanding of pre-contact Aboriginal life, social structures, values and ethics, governance and spiritual beliefs/practices.
Potential Elements of the Performance:
 - Describe egalitarian, communal and interdependent societies.
 - Identify traditional governance and social structures.
 - Articulate traditional concepts of wellness including spiritual beliefs/practices, use of medicine, balance and connectedness, and universal relations.
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2. Identify and educate on the concept of Aboriginal worldview.
Potential Elements of the Performance:
 - Understand how Aboriginal Peoples see and interpret the world.
 - Identify beliefs about life and the universe held by Aboriginal Peoples
 - Articulate Aboriginal worldview concepts
3. Connect traditional Aboriginal philosophies to the helping profession.
Potential Elements of the Performance:
 - Identify traditional Aboriginal wisdom, values and beliefs
 - Understand traditional Aboriginal philosophies
 - Compare Aboriginal philosophies to the values of the helping profession.
4. Demonstrate an understanding of the effects of colonization on Aboriginal Peoples.
Potential Elements of the Performance:
 - Define colonization, assimilation, acculturation, cultural genocide, internalized oppression and intergenerational trauma.
 - Link historical Aboriginal - European relations to present Aboriginal wellbeing.

- Analyze Aboriginal cultural identity loss by relating historical impacts to present day oppression
 - Explain how colonization impacts Aboriginal peoples at the individual, family, community, and nation levels.
5. Demonstrate an understanding of Aboriginal and government relations throughout history.
- Potential Elements of the Performance:
- Explain the inherent rights of Aboriginal self-determination and self-government.
 - Create a historical timeline identifying relations between Aboriginal peoples and the government through treaties, policies and practices.
 - Understand the Royal Proclamation, treaties, the Indian Act, and the fiduciary responsibility of the government.
 - Differentiate between First Nations (status/non-status), Metis and Inuit peoples.

III. TOPICS:

1. Pre-contact Aboriginal History
2. Traditional Aboriginal Wellbeing
3. Aboriginal Worldview
4. Aboriginal Philosophies
5. Understanding Colonization of Aboriginal Peoples
6. Oppression of Aboriginal Peoples
7. Cultural Identity Loss
8. Impacts of Colonization
9. Intergenerational Trauma
10. Aboriginal – Government Relations

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Resources to be provided by professor.

V. EVALUATION PROCESS/GRADING SYSTEM:

Video Reports (2 x 15%)	30%
Tests (2 x 20%)	40%
Teaching Circle In-Class Assignment	20%
Personal Reflection	<u>10%</u>
Total	100%

VIDEO REPORTS: Students will be shown two videos in class with questions to answer based on the material presented in the videos. Details will be provided by professor.

TESTS: There will be two tests, one midway and one at the end of the semester based on assigned readings, in-class lectures and discussions. Tests cannot be rewritten in order to obtain a higher grade. Tests will only be individually rescheduled, at the discretion of the professor, for substantiated reasons for absence on test day. Students requiring rescheduling must make arrangements directly with the professor prior to the start of the test.

TEACHING CIRCLE IN-CLASS ASSIGNMENT: Students will be assigned topics to research, write a report on and present a highlighted summary of the report to the class. Topic areas include residential school, historic trauma, truth and reconciliation findings/recommendations, Aboriginal identity, Aboriginal worldview, social determinants of health, etc. Information presented during the teaching circle will be included on the final test. Details will be provided by professor.

PERSONAL REFLECTIONS: Students will be asked to share in class, and write personal reflections based on content presented throughout the course. This will help students process and critically analyze the information. Details will be provided by professor.

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	3.00
C	60 - 69%	2.00

D	50 – 59%	1.00
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.	

If a faculty member determines that a student is at risk of not being successful in their academic pursuits and has exhausted all strategies available to faculty, student contact information may be confidentially provided to Student Services in an effort to offer even more assistance with options for success. Any student wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

VI. SPECIAL NOTES:

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.

Late Arrival:

Arriving late is disruptive, and interferes with the learning process for others. If late arrival becomes a pattern, students may be asked to respect the learning process and wait to enter until break.

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal form part of this course outline.

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