

# SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



## COURSE OUTLINE

**COURSE TITLE:** CANADIAN ABORIGINAL PEOPLES

**CODE NO. :** NSW 110

**SEMESTER:** 1

**PROGRAM:** Social Services Worker- Native Specialization

**AUTHOR:** Lisa Piotrowski

**DATE:** June 13

**PREVIOUS OUTLINE DATED:** June 12

**APPROVED:**

*“Angelique Lemay”*

*Aug. 2013*

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**DEAN**

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**DATE**

**TOTAL CREDITS:** 3

**PREREQUISITE(S):** None

**HOURS/WEEK:** 3

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**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 student will demonstrate the ability to:

1. Identify and educate on the concept of 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

2. Demonstrate an 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.
- Identify 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.
- Summarize 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. Distinguish 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. Compare the roles and types of Aboriginal Organizations in Canada today.

Potential Elements of the 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:**

*First Nations in the Twenty-First Century* by James S. Frideres  
Oxford University Press

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

Video Report	10%
Identity and Worldview Assignment	15%
Mid-Term Test	20%
Intergenerational Trauma Report	20%
Final Test	20%
Class Prep Notes	10%
Attendance and Participation	<u>5%</u>
TOTAL	100%

**VIDEO REPORT:** Students will be shown a video series in class with questions to answer based on the material presented in the videos. Details will be provided by the professor.

**IDENTITY AND WORLDVIEW ASSIGNMENT:** This assignment will focus on chapters 2 & 3 from the textbook, along with additional materials and in-class lectures. Questions will be assigned relating to the material provided. Details will be provided by the professor.

**INTERGENERATIONAL TRAUMA REPORT:** This report will focus on chapter 5 from the textbook, additional resources provided, as well as a video shown in class. Details will be provided by the professor.

**TESTS:** There will be two tests, one midway and one at the end of the semester based on assigned readings and in-class lectures. Students are permitted to bring notes into the tests but no textbooks. 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.

**CLASS PREP NOTES:** Students will be assigned readings to prepare for classes throughout the semester. A Class Prep Notes template will be provided to serve as an advanced organizer to assist in removing learning barriers. Students are expected to complete and submit a minimum of 10 Class Prep Notes. Students who do not meet the minimum of 10 will receive ½ marks for each completed note submitted. Details will be provided by the professor.

**ATTENDANCE AND PARTICIPATION:** Students will be graded on attendance for all classes, preparedness for class including assigned readings, contribution to discussions, and the ability to communicate effectively during in-class activities. Students are expected to arrive on time for all classes, and utilize D2L for course materials.

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%	
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.

## 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.