

## Sch Interdisciplinary Studies

### Conflict, Colonization, and Courage: First Nations, Métis, and Inuit in Can

2018-19 Academic Year

Program	Year	Semester
IS-General Education elective to be delivered across all programs	N/A	N/A

<b>Course Code:</b> GNED 1473	<b>Course Equiv. Code(s):</b> N/A
<b>Course Hours:</b> 42	<b>Course GPA Weighting:</b> 3
<b>Prerequisite:</b> N/A	
<b>Corequisite:</b> N/A	
<b>Laptop Course:</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
<b>Delivery Mode(s):</b> In class <input type="checkbox"/> Online <input type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Correspondence <input type="checkbox"/>	
<b>Authorized by (Dean or Director):</b> Stephanie Ball	<b>Date:</b> July 2018

Prepared by		
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## Course Description:

The course will provide students with an introduction to First Nations, Métis and Inuit (FNMI) peoples in Canada including their diverse histories, cultures, and ways of knowing. Students will challenge pre-conceived ideas and stereotypes about FNMI people and will learn about the past, present, and future as it relates to FNMI peoples in Canada. Some topics will include Indigenous world view, colonization, treaties, the Indian Act, residential schools, the 60's Scoop, urban issues, intergenerational trauma, resiliency, and reconciliation.

## Subject Eligibility for Prior Learning Assessment & Recognition (PLAR):

Prior Learning Assessment and Recognition (PLAR) is a process a student can use to gain college credit(s) for learning and skills acquired through previous life and work experiences. Candidates who successfully meet the course learning outcomes of a specific course may be granted credit based on the successful assessment of their prior learning. The type of assessment method (s) used will be determined by subject matter experts. Grades received for the PLAR challenge will be included in the calculation of a student's grade point average.

The PLAR application process is outlined in <http://www.durhamcollege.ca/plar>. Full-time and part-time students must adhere to all deadline dates. Please email: [PLAR@durhamcollege.ca](mailto:PLAR@durhamcollege.ca) for details.

### PLAR Eligibility

Yes  No

### PLAR Assessment (if eligible):

- Assignment
- Exam
- Portfolio
- Other

## Course Learning Outcomes

Course Learning Outcomes contribute to the achievement of Program Learning Outcomes for courses that lead to a credential (e.g. diploma). A complete list of Vocational/Program Learning Outcomes and Essential Employability Skill Outcomes are located in each Program Guide.

### Course Specific Learning Outcomes (CLO)

Student receiving a credit for this course will have reliably demonstrated their ability to:

- CLO1 Analyze the historic, social, economic and political factors that have shaped the experiences of FNMI peoples in Canada.
- CLO2 Discuss the impact of historic and current public policy and legislation on the lives of FNMI peoples in Canada.
- CLO3 Describe/Reflect on the traditions, culture, language, and ways of knowing and living of FNMI peoples in Canada both past and present.
- CLO4 Assess one's own personal beliefs, attitudes, biases, and preconceived ideas about FNMI people in Canada.
- CLO5 Compare and contrast the historical and contemporary stereotypes and portrayals of FNMI peoples in various forms of media.
- CLO6 Examine the successes of FNMI Peoples, including how they have impacted historic, social, economic, and political factors in Canada.

### Essential Employability Skill Outcomes (ESSO)

This course will contribute to the achievement of the following Essential Employability Skills:

- 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.
- EES 2. Respond to written, spoken, or visual messages in a manner that ensures effective communication.
- EES 3. Execute mathematical operations accurately.
- EES 4. Apply a systematic approach to solve problems.
- EES 5. Use a variety of thinking skills to anticipate and solve problems.
- EES 6. Locate, select, organize, and document information using appropriate technology and information systems.
- EES 7. Analyze, evaluate, and apply relevant information from a variety of sources.
- EES 8. Show respect for the diverse opinions, values, belief systems, and contribution of others.
- EES 9. Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.
- EES 10. Manage the use of time and other resources to complete projects.
- EES 11. Take responsibility for one's own actions, decisions, and consequences.

## Evaluation Criteria:

The Course Learning Outcomes and Essential Employability Skills Outcomes are evaluated by the following evaluation criterion.

Evaluation Description	Course Learning Outcomes	EESOs	Weighting
Poster Board Presentation	CLO1, CLO2, CLO3, CLO6	EES1, EES2, EES6, EES7, EES8, EES9, EES10, EES11	20
Identity and Success Assignment	CLO1, CLO2, CLO3, CLO4	EES1, EES2, EES6, EES7, EES8	10
Test	CLO1, CLO2, CLO6	EES1, EES2, EES7	20
Critical Analysis: Reel Injun	CLO4, CLO5	EES1, EES2, EES6, EES8, EES10	15
FNMI Event Reflection	CLO1, CLO3, CLO4	EES1, EES2, EES8, EES10, EES11	20
In-Process (Ongoing)	CLO1, CLO2, CLO3	EES1, EES2, EES6, EES7, EES9, EES11	15
<b>Total</b>			<b>100%</b>

### Notes:

1. An interim mark will be determined for all first year students to identify their academic progress. This mark will be based on the results of the Poster Board Presentation and the In-Process mark up until Week 6.
2. Assignments are due by the date posted on DC Connect and should be submitted as per the particular assignment's instructions. All late submissions will be assessed a penalty of 10% of the total possible grade for the assignment per 24 hours late up to 72 hours, after which the assignment will no longer be accepted. Reconsideration will be given at the discretion of the Faculty if proper notification and documentation is given.
3. Students will not be allowed to do 'extra' assignments to 'bring up their mark' at any point in the term. Students must complete and hand in term work as it is assigned
4. Your in-process grade will be based on both in-class and online activities. If you are absent during the in-class activities, you will not receive in-process marks and it is not possible to make-up missed in-class activities. Online activities should be posted within the established timelines and parameters. Online contributions that are made outside of the submission deadlines will not be considered for grading purposes.

## Required Text(s) and Supplies:

## Recommended Resources (purchase is optional):

N/A

# Policies and Expectations for the Learning Environment:

## General Policies and Expectations:

<p><b>General College policies related to</b></p> <ul style="list-style-type: none"><li>+ Acceptable Use of Information Technology</li><li>+ Academic Policies</li><li>+ Academic Honesty</li><li>+ Student Code of Conduct</li><li>+ Students' Rights and Responsibilities can be found on-line at <a href="http://www.durhamcollege.ca/academicpolicies">http://www.durhamcollege.ca/academicpolicies</a></li></ul>	<p><b>General policies related to</b></p> <ul style="list-style-type: none"><li>+ attendance</li><li>+ absence related to tests or assignment due dates</li><li>+ excused absences</li><li>+ writing tests and assignments</li><li>+ classroom management can be found in the Program Guide (full time programs only) in MyCampus <a href="http://www.durhamcollege.ca/mycampus/">http://www.durhamcollege.ca/mycampus/</a></li></ul>
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## **Course Specific Policies and Expectations:**

**ATTENDANCE:** Attendance is closely linked to student success. Regular attendance is strongly encouraged as it has been shown to be the best predictor of student success. This course is designed to build on skills previously learned and applied from prior classes. A student missing topics will be less able to complete subsequent assignments. It is the student's responsibility to participate in all face-to-face classes and online class modules, labs, evaluations, etc. In the event that the student cannot fulfill this obligation, it is the student's responsibility to notify their faculty, as required. In addition, the faculty may require explanation or documentation to substantiate an absence. Each student is responsible for any missed materials and instruction as a result of the absence. In addition, it is the student's responsibility to complete all assignments and to be aware of announcements made online. It is the student's responsibility to participate, review notes, readings, and other requirements prior to the next module. This course has been developed to enhance skills that students need to be successful in college, and the workplace.

**MISSED CLASS OR ONLINE MODULE:** If a student misses a face-to-face class or online module, that student is responsible for catching up on missed work, not the instructor. Waiting until the next class to discover what was missed is not wise. To be consistent with workplace practices, students are expected to contact their professor by email prior to the scheduled class or module if they are unable to complete the work. Concessions may be considered on a case by case basis.

**RESPECT:** Students must conduct themselves with consideration for their classmates, inside and outside the classroom. All students are entitled to enjoy face-to-face class and online modules without rude comments or behaviour.

**DISRUPTIONS:** Any disruptive behaviour in face-to-face classes or online modules may result in that student being asked to leave. Students causing disturbances will be cited and face disciplinary actions, according to the Policies and Procedures outlined in the Student Handbook.

**CONTENT:** Material produced in or for class must be in good taste and mature in nature.

**ORIGINAL WORK:** All material produced in or for the course, whether text, image, or digital, must be original, or correctly cited. Plagiarism is a form of stealing. It includes, but is not limited to, failure to indicate the ideas, data, graphic elements, or language of another, without specific and proper acknowledgment. Students who plagiarize, or cheat in any way, will be cited and face disciplinary actions, according to Durham College's Academic Integrity Policy (ACAD - 101). Please make note that plagiarism includes taking the work of another student (or work from the internet) and submitting it as your own, even if you 'tweak' it. Giving your work to another student to submit, even if the other student 'tweaks' it is also plagiarism. If you are unclear on what constitutes 'reference material', please discuss it with your faculty.

**BACKING UP COURSE WORK** Students are responsible for ensuring their work is being backed up on a regular basis in order to not lose the work. Students will not be provided extra time for assignments due to lost work. Faculty suggests using a USB and/or cloud computing software (Google Drive, One Drive, Dropbox etc.), as well as a copy saved to your PC, to ensure work is not lost. Students are also responsible for ensuring their work was submitted to the Dropbox on DC Connect on time and properly (keep the verification emails). Students should keep a copy of all their work for the course until the course has ended, in case faculty needs proof or the file at a later time.

**ACADEMIC ASSISTANCE:** Students are encouraged to discuss academic concerns with the faculty. Additional help from the faculty is available (by appointment) outside of class time for individuals or groups on an as-needed basis. Academic issues that can affect a student's success (i.e. course selection, success strategies) may also be discussed with the Student Advisor in the School of Interdisciplinary Studies & Employment Services (Room SW216).

## General Course Outline Notes:

1. Students should use the course outline as a learning tool to guide their achievement of the learning outcomes for this course. Specific questions should be directed to their individual professor.
2. The college considers the electronic communication methods (i.e. DC Mail or DC Connect) as the primary channel of communication. Students should check the sources regularly for current course information.
3. Professors are responsible for following this outline and facilitating the learning as detailed in this outline.
4. Course outlines should be retained for future needs (i.e. university credits, transfer of credits etc.)
5. A full description of the Academic Appeals Process can be found at <http://durhamcollege.ca/gradeappeal>.
6. Faculty are committed to ensuring accessible learning for all students. Students who would like assistance with academic access and accommodations in accordance with the Ontario Human Rights Code should register with the Access and Support Centre (ASC). ASC is located in room SW116, Oshawa Campus and in room 180 at the Whitby Campus. Contact ASC at 905-721-3123 for more information.
7. Durham College is committed to the fundamental values of preserving academic integrity. Durham College and faculty members reserve the right to use electronic means to detect and help prevent plagiarism. Students agree that by taking this course all assignments could be subject to submission either by themselves or by the faculty member for a review of textual similarity to Turnitin.com. Further information about Turnitin can be found on the Turnitin.com Web site.

# Learning Plan

The Learning Plan is a planning guideline. Actual delivery of content may vary with circumstances.

Students will be notified in writing of changes that involve the addition or deletion of learning outcomes or evaluations, prior to changes being implemented, as specified in the Course Outline Policy and Procedure at Durham College.

Wk.	Hours:	Delivery:
	1	Online
1	<b>Course Learning Outcomes</b> CLO3, CLO4, CLO6	
	<b>Essential Employability Skills</b> EES1, EES2, EES8, EES10	
	<b>Intended Learning Objectives</b> Course Introduction - MCU requirement for General Education, connection of Course - Learning Outcomes to relevant careers, General Education website, visit the General Education website at: <a href="http://www.durhamcollege.ca/academicschools/school-of-interdisciplinary-studies-employment-services/general-education">http://www.durhamcollege.ca/academicschools/school-of-interdisciplinary-studies-employment-services/general-education</a> - Review of course outline and expectations	
	<b>Intended Learning Activities</b> Interactive online activities	
	<b>Resources and References</b> Week 1 Online Resources	
	<b>Evaluation</b> In-Process	<b>Weighting</b> 15% (Ongoing)



Wk.	Hours: 2	Delivery: In Class
1	<b>Course Learning Outcomes</b> CLO3, CLO4, CLO6	
	<b>Essential Employability Skills</b> EES1, EES2, EES8, EES10	
	<b>Intended Learning Objectives</b> UNIT 1 - Introduction to First Nations, Métis and Inuit in Canada  - Smudge: ceremonial significance and opening - Defining and distinguishing Indigenous Peoples in Canada - Past and present geographical territories - Durham College on Treaty Territory and honouring the Indigenous Peoples from territories  Questions: Who are Indigenous Peoples of Turtle Island (Canada and North America)? What territory is Durham College located?	
	<b>Intended Learning Activities</b> Interactive in-class activities	
	<b>Resources and References</b> Week 1 In-Class Resources	
	<b>Evaluation</b>	

Wk.	Hours: 1	Delivery: Online
2	<b>Course Learning Outcomes</b> CLO3, CLO4	
	<b>Essential Employability Skills</b> EES1, EES2, EES8, EES10	
	<b>Intended Learning Objectives</b> Indigenous Nation's beliefs, traditions, stories and worldviews - Creation and Origin stories from different Nations - The Seven Sacred Teachings - Languages, Oral tradition and Preservation of Indigenous Ways of Living - First voice and the culture in languages of First Peoples - Perceptions of past and/to present  Questions: What are the Seven Teachings? What are the Seven directions? What are your Values?	
	<b>Intended Learning Activities</b> Interactive online activities	
	<b>Resources and References</b> Week 2 Online Module	
	<b>Evaluation</b>	

<b>Wk.</b>	<b>Hours:</b>	<b>Delivery:</b>
	2	In Class
2	<b>Course Learning Outcomes</b> CLO3, CLO4	
	<b>Essential Employability Skills</b> EES1, EES2, EES8, EES10	
	<b>Intended Learning Objectives</b> Indigenous Nation's beliefs, traditions, stories and worldviews - Creation and Origin stories from different Nations - The Seven Sacred Teachings - Languages, Oral tradition and Preservation of Indigenous Ways of Living - First voice and the culture in languages of First Peoples - Perceptions of past and/to present  Questions: What are the Seven Teachings? What are the Seven directions? What are your Values?	
	<b>Intended Learning Activities</b> Interactive in-class activities	
	<b>Resources and References</b> Week 2 In-Class Materials	
	<b>Evaluation</b>	
<b>Wk.</b>	<b>Hours:</b>	<b>Delivery:</b>
	1	Online
3	<b>Course Learning Outcomes</b> CLO3, CLO4	
	<b>Essential Employability Skills</b> EES1, EES2, EES8, EES10	
	<b>Intended Learning Objectives</b> Indigenous Peoples and Sharing beliefs, stories, and worldviews continued - Sharing Circles: Element of Three to create a Positive Change - Success of Medicine Circles: Balance for Harmony - Smudging Ceremonies: The Power of the Four Medicines - Three Poles of Values: Environmental Health Benefit Management (framework) - Role of Elders: Grandmothers and Grandfathers as Guides of Life	
	<b>Intended Learning Activities</b> Interactive online activities	
	<b>Resources and References</b> Week 3 Online Module	
	<b>Evaluation</b>	

Wk.	Hours: 2	Delivery: In Class
3	<b>Course Learning Outcomes</b> CLO3, CLO4	
	<b>Essential Employability Skills</b> EES1, EES2, EES8, EES10	
	<b>Intended Learning Objectives</b> Indigenous Peoples and Sharing beliefs, stories, and worldviews continued - Sharing Circles: Element of Three to create a Positive Change - Success of Medicine Circles: Balance for Harmony - Smudging Ceremonies: The Power of the Four Medicines - Three Poles of Values: Environmental Health Benefit Management (framework) - Role of Elders: Grandmothers and Grandfathers as Guides of Life	
	<b>Intended Learning Activities</b> Interactive in-class activities	
	<b>Resources and References</b> Week 3 In-Class Materials	
	<b>Evaluation</b>	

Wk.	Hours: 1	Delivery: Online
4	<b>Course Learning Outcomes</b> CLO1, CLO2, CLO6	
	<b>Essential Employability Skills</b> EES1, EES2, EES8, EES10	
	<b>Intended Learning Objectives</b>  UNIT 2 - Indigenous History Highlights  Pre-Colonization - Discuss Indigenous way of life, social structures, developments prior to European contact - Describe the Age of Discovery and the Doctrine of Discovery - Identify major explorers and expeditions - Identify key motivations (economic, religious, imperial, etc.)  First Contact - Discuss the impact of "guns, germs, and steel" - war and disease (e.g. Tenochtitlan) - Describe the Columbian Exchange - Analyze and interpret the reciprocal relationships that existed between Indigenous and European groups (e.g. Two Row Wampum) - Identify and describe early "New World" settlements (e.g. Huronia mission, Jamestown, etc.)	
	<b>Intended Learning Activities</b>  Interactive online activities	
	<b>Resources and References</b>  Week 4 Online Module	
	<b>Evaluation</b>	

<b>Wk.</b>	<b>Hours:</b>	<b>Delivery:</b>	
	2	In Class	
4	<b>Course Learning Outcomes</b> CLO1, CLO2, CLO6		
	<b>Essential Employability Skills</b> EES1, EES2, EES8, EES10		
	<b>Intended Learning Objectives</b>  Pre-Colonization - Discuss Indigenous way of life, social structures, developments prior to European contact - Describe the Age of Discovery and the Doctrine of Discovery - Identify major explorers and expeditions - Identify key motivations (economic, religious, imperial, etc.)  First Contact - Discuss the impact of "guns, germs, and steel" - war and disease (e.g. Tenochtitlan) - Describe the Columbian Exchange - Analyze and interpret the reciprocal relationships that existed between Indigenous and European groups (e.g. Two Row Wampum) - Identify and describe early "New World" settlements (e.g. Huronia mission, Jamestown, etc.)		
	<b>Intended Learning Activities</b> Interactive in-class activities		
	<b>Resources and References</b> Week 4 In-Class Materials		
	<b>Evaluation</b>		
<b>Wk.</b>	<b>Hours:</b>	<b>Delivery:</b>	
	1	Online	
5	<b>Course Learning Outcomes</b> CLO1, CLO2, CLO6		
	<b>Essential Employability Skills</b> EES1, EES2, EES8, EES10		
	<b>Intended Learning Objectives</b> Poster Board Presentations - Finalize poster board and prepare presentation with group		
	<b>Intended Learning Activities</b> Interactive online activities		
	<b>Resources and References</b> Week 5 Online Module		
	<b>Evaluation</b> Poster Board Presentation		<b>Weighting</b> 20%

<b>Wk.</b>	<b>Hours:</b>	<b>2</b>	<b>Delivery:</b>	<b>In Class</b>
5	<b>Course Learning Outcomes</b>	CLO1, CLO2, CLO6		
	<b>Essential Employability Skills</b>	EES1, EES2, EES8, EES10		
	<b>Intended Learning Objectives</b>	Poster Board Presentations - Present poster boards in-class with group members		
	<b>Intended Learning Activities</b>	Interactive in-class activities		
	<b>Resources and References</b>	Week 5 In-Class Materials		
	<b>Evaluation</b>			
<b>Wk.</b>	<b>Hours:</b>	<b>1</b>	<b>Delivery:</b>	<b>Online</b>
6	<b>Course Learning Outcomes</b>	CLO1, CLO2, CLO6		
	<b>Essential Employability Skills</b>	EES1, EES2, EES8, EES10		
	<b>Intended Learning Objectives</b>	Colonization - Discuss the settlement of New France - Identify Samuel de Champlain and describe his relationship with Indigenous peoples - Compare/contrast historical examples of cooperation and conflict between Indigenous and European groups - Analyze the economic relationships that existed between Indigenous and European groups (e.g. the fur trade) - Explore and describe the French and Indian War - Interpret the Royal Proclamation of 1763 and its impact on Indigenous lives		
	<b>Intended Learning Activities</b>	Interactive online activities		
	<b>Resources and References</b>	Week 6 Online Module		
	<b>Evaluation</b>			

Wk.	Hours: 2	Delivery: In Class
6	<b>Course Learning Outcomes</b> CLO1, CLO2, CLO6	
	<b>Essential Employability Skills</b> EES1, EES2, EES8, EES10	
	<b>Intended Learning Objectives</b> Colonization - Discuss the settlement of New France - Identify Samuel de Champlain and describe his relationship with Indigenous peoples - Compare/contrast historical examples of cooperation and conflict between Indigenous and European groups - Analyze the economic relationships that existed between Indigenous and European groups (e.g. the fur trade) - Explore and describe the French and Indian War - Interpret the Royal Proclamation of 1763 and its impact on Indigenous lives	
	<b>Intended Learning Activities</b> Interactive in-class activities	
	<b>Resources and References</b> Week 6 In-Class Materials	
	<b>Evaluation</b>	



<b>Wk.</b>	<b>Hours:</b>	<b>Delivery:</b>
	1	Online
7	<b>Course Learning Outcomes</b> CLO1, CLO2, CLO6	
	<b>Essential Employability Skills</b> EES1, EES2, EES8, EES10	
	<b>Intended Learning Objectives</b> Cooperation and Conflict - Discuss the War of 1812 and its impact on Indigenous lives (e.g. participation in the war) - Identify Tecumseth and his role in the War of 1812 - Interpret the Treaty of Ghent and describe its impact on Indigenous peoples - Discuss the Red River Rebellion and its historical significance - Identify Louis Riel and describe his role as a leader - Discuss the North West Rebellion and its historical significance	
	<b>Intended Learning Activities</b> Interactive online activities	
	<b>Resources and References</b> Week 7 Online Module	
	<b>Evaluation</b>	
<b>Wk.</b>	<b>Hours:</b>	<b>Delivery:</b>
	2	In Class
7	<b>Course Learning Outcomes</b> CLO1, CLO2, CLO6	
	<b>Essential Employability Skills</b> EES1, EES2, EES8, EES10	
	<b>Intended Learning Objectives</b> Cooperation and Conflict - Discuss the War of 1812 and its impact on Indigenous lives (e.g. participation in the war) - Identify Tecumseth and his role in the War of 1812 - Interpret the Treaty of Ghent and describe its impact on Indigenous peoples - Discuss the Red River Rebellion and its historical significance - Identify Louis Riel and describe his role as a leader - Discuss the North West Rebellion and its historical significance	
	<b>Intended Learning Activities</b> Interactive in-class activities	
	<b>Resources and References</b> Week 7 In-Class Materials	
	<b>Evaluation</b>	

<b>Wk.</b>	<b>Hours:</b>	<b>1</b>	<b>Delivery:</b>	<b>Online</b>
8	<b>Course Learning Outcomes</b> CLO1, CLO2, CLO6			
	<b>Essential Employability Skills</b> EES1, EES2, EES8, EES10			
	<b>Intended Learning Objectives</b> Treaties and Acts - Describe the Constitution Act of 1867 - Discuss the introduction of the Numbered Treaties (1871-1921) - Discuss Indigenous interpretation of treaty terms - Analyze and describe the Indian Act including its restrictions and impacts (e.g. reserve system, bands, the Indian Register, status, enfranchisement, introduction of Residential Schools)			
	<b>Intended Learning Activities</b> Interactive online activities			
	<b>Resources and References</b> Week 8 Online Module			
	<b>Evaluation</b> Identity and Success Assignment			<b>Weighting</b> 20%
<b>Wk.</b>	<b>Hours:</b>	<b>2</b>	<b>Delivery:</b>	<b>In Class</b>
8	<b>Course Learning Outcomes</b> CLO1, CLO2, CLO6			
	<b>Essential Employability Skills</b> EES1, EES2, EES8, EES10			
	<b>Intended Learning Objectives</b> Treaties and Acts - Describe the Constitution Act of 1867 - Discuss the introduction of the Numbered Treaties (1871-1921) - Discuss Indigenous interpretation of treaty terms - Analyze and describe the Indian Act including its restrictions and impacts (e.g. reserve system, bands, the Indian Register, status, enfranchisement, introduction of Residential Schools)			
	<b>Intended Learning Activities</b> Interactive in-class activities			
	<b>Resources and References</b> Week 8 In-Class Materials			
	<b>Evaluation</b>			

<b>Wk.</b>	<b>Hours:</b>	<b>Delivery:</b>
	1	Online
9	<b>Course Learning Outcomes</b> CLO1, CLO2, CLO3	
	<b>Essential Employability Skills</b> EES1, EES2, EES8, EES10	
	<b>Intended Learning Objectives</b> Residential Schools - Discuss the terms 'Assimilation' and 'Cultural Genocide' - Identify Duncan Campbell Scott and discuss his role in developing the Residential School System - Discuss the goals/impacts of the "Indian Residential School System" (e.g. assimilation, forced religious conversion, sickness, abuse, death, intergenerational trauma) - Examine and reflect on the real-life accounts of Residential Schools Survivors - Identify Chanie Wenjack and discuss Gord Downie's "Secret Path"	
	<b>Intended Learning Activities</b> Interactive online activities	
	<b>Resources and References</b> Week 9 Online Module	
	<b>Evaluation</b>	
<b>Wk.</b>	<b>Hours:</b>	<b>Delivery:</b>
	2	In Class
9	<b>Course Learning Outcomes</b> CLO1, CLO2, CLO3	
	<b>Essential Employability Skills</b> EES1, EES2, EES8, EES10	
	<b>Intended Learning Objectives</b> Residential Schools - Discuss the terms 'Assimilation' and 'Cultural Genocide' - Identify Duncan Campbell Scott and discuss his role in developing the Residential School System - Discuss the goals/impacts of the "Indian Residential School System" (e.g. assimilation, forced religious conversion, sickness, abuse, death, intergenerational trauma) - Examine and reflect on the real-life accounts of Residential Schools Survivors - Identify Chanie Wenjack and discuss Gord Downie's "Secret Path"	
	<b>Intended Learning Activities</b> Interactive in-class activities	
	<b>Resources and References</b> Week 9 In-Class Materials	
	<b>Evaluation</b>	

<b>Wk.</b>	<b>Hours:</b>	<b>1</b>	<b>Delivery:</b>	<b>Online</b>
10	<b>Course Learning Outcomes</b> CLO1, CLO2, CLO3			
	<b>Essential Employability Skills</b> EES1, EES2, EES8, EES10			
	<b>Intended Learning Objectives</b> Indigenous Identity in the 20th Century - Identify and discuss the 60's Scoop - Interpret the White Paper and consider how it was received in Canada - Analyze Indigenous portrayals in film (e.g. Westerns) including how film impacted Indigenous identity (e.g. stereotypes, gender discrimination, racism/self-racism, etc.)			
	<b>Intended Learning Activities</b> Interactive online activities			
	<b>Resources and References</b> Week 10 Online Module			
	<b>Evaluation</b>			
<b>Wk.</b>	<b>Hours:</b>	<b>2</b>	<b>Delivery:</b>	<b>In Class</b>
10	<b>Course Learning Outcomes</b> CLO1, CLO2, CLO3			
	<b>Essential Employability Skills</b> EES1, EES2, EES8, EES10			
	<b>Intended Learning Objectives</b> Indigenous Identity in the 20th Century - Identify and discuss the 60's Scoop - Interpret the White Paper and consider how it was received in Canada - Analyze Indigenous portrayals in film (e.g. Westerns) including how film impacted Indigenous identity (e.g. stereotypes, gender discrimination, racism/self-racism, etc.)			
	<b>Intended Learning Activities</b> Interactive in-class activities			
	<b>Resources and References</b> Week 10 In-Class Materials			
	<b>Evaluation</b>			

<b>Wk.</b>	<b>Hours:</b>	<b>1</b>	<b>Delivery:</b>	<b>Online</b>
11	<b>Course Learning Outcomes</b>	CLO1, CLO2, CLO3, CLO6		
	<b>Essential Employability Skills</b>	EES1, EES2, EES8, EES10		
	<b>Intended Learning Objectives</b>	Test - Prepare for test		
	<b>Intended Learning Activities</b>	Interactive online activities		
	<b>Resources and References</b>	Week 11 Online Module		
	<b>Evaluation</b>			
<b>Wk.</b>	<b>Hours:</b>	<b>2</b>	<b>Delivery:</b>	<b>In Class</b>
11	<b>Course Learning Outcomes</b>	CLO1, CLO2, CLO3, CLO6		
	<b>Essential Employability Skills</b>	EES1, EES2, EES8, EES10		
	<b>Intended Learning Objectives</b>	Test - Complete test in-class		
	<b>Intended Learning Activities</b>	Test		
	<b>Resources and References</b>	Week 11 In-Class Materials		
	<b>Evaluation</b>	Test		<b>Weighting</b> 15%

<b>Wk.</b>	<b>Hours:</b>	<b>Delivery:</b>
	1	Online
12	<b>Course Learning Outcomes</b> CLO3, CLO4, CLO5	
	<b>Essential Employability Skills</b> EES1, EES2, EES8, EES10	
	<b>Intended Learning Objectives</b> UNIT 3: Modern Life and Developments  Stereotypes and Realities - Media Channels: Truth in the News - Murdered and Missing Indigenous Women - Urban Indigenous Men and Success - Broken Circle of Indigenous Nations - Discuss the influence media had and has on the public perception of Indigenous Peoples.	
	<b>Intended Learning Activities</b> Interactive online activities	
	<b>Resources and References</b> Week 12 Online Module	
	<b>Evaluation</b> Critical Analysis: Reel Injun	<b>Weighting</b> 15%
<b>Wk.</b>	<b>Hours:</b>	<b>Delivery:</b>
	2	In Class
12	<b>Course Learning Outcomes</b> CLO3, CLO4, CLO5	
	<b>Essential Employability Skills</b> EES1, EES2, EES8, EES10	
	<b>Intended Learning Objectives</b> Stereotypes and Realities - Media Channels: Truth in the News - Murdered and Missing Indigenous Women - Urban Indigenous Men and Success - Broken Circle of Indigenous Nations - Discuss the influence media had and has on the public perception of Indigenous Peoples.	
	<b>Intended Learning Activities</b> Interactive in-class activities	
	<b>Resources and References</b> Week 12 In-Class Materials	
	<b>Evaluation</b>	

<b>Wk.</b>	<b>Hours:</b>	<b>Delivery:</b>
	1	Online
13	<b>Course Learning Outcomes</b> CLO3, CLO4, CLO5	
	<b>Essential Employability Skills</b> EES1, EES2, EES8, EES10	
	<b>Intended Learning Objectives</b> UN Declaration on the Rights of Indigenous Peoples - Canada's signature on Declaration - Federal Government: from avoidance to apology-June 11 2008 - Defining Ethnocide and Genocide	
	<b>Intended Learning Activities</b> Interactive online activities	
	<b>Resources and References</b> Week 13 Online Module	
	<b>Evaluation</b> FNMI Event Reflection	<b>Weighting</b> 15%
<b>Wk.</b>	<b>Hours:</b>	<b>Delivery:</b>
	2	In Class
13	<b>Course Learning Outcomes</b> CLO3, CLO4, CLO5	
	<b>Essential Employability Skills</b> EES1, EES2, EES8, EES10	
	<b>Intended Learning Objectives</b> UN Declaration on the Rights of Indigenous Peoples - Canada's signature on Declaration - Federal Government: from avoidance to apology-June 11 2008 - Defining Ethnocide and Genocide	
	<b>Intended Learning Activities</b> Interactive in-class activities	
	<b>Resources and References</b> Week 13 In-Class Materials	
	<b>Evaluation</b>	

<b>Wk.</b>	<b>Hours:</b>	<b>1</b>	<b>Delivery:</b>	Online
14	<b>Course Learning Outcomes</b>	CLO3, CLO4, CLO5		
	<b>Essential Employability Skills</b>	EES1, EES2, EES8, EES10		
	<b>Intended Learning Objectives</b>	The Truth and Reconciliation Commission (TRC) <ul style="list-style-type: none"> <li>- Findings and Recommendations</li> <li>- Public perceptions on the commission</li> <li>- Discussion on Government Actions and In-actions</li> <li>- Rights of "Indians"</li> </ul>		
	<b>Intended Learning Activities</b>	Interactive online activities		
	<b>Resources and References</b>	Week 14 Online Module		
	<b>Evaluation</b>			
<b>Wk.</b>	<b>Hours:</b>	<b>2</b>	<b>Delivery:</b>	In Class
14	<b>Course Learning Outcomes</b>	CLO3, CLO4, CLO5		
	<b>Essential Employability Skills</b>	EES1, EES2, EES8, EES10		
	<b>Intended Learning Objectives</b>	The Truth and Reconciliation Commission (TRC) <ul style="list-style-type: none"> <li>- Findings and Recommendations</li> <li>- Public perceptions on the commission</li> <li>- Discussion on Government Actions and In-actions</li> <li>- Rights of "Indians"</li> </ul>		
	<b>Intended Learning Activities</b>	Interactive in-class activities		
	<b>Resources and References</b>	Week 14 In-Class Materials		
	<b>Evaluation</b>			