



**A:** Division: **INSTRUCTIONAL** Date: **MAY 2002**

**B:** Department/ **CRIMINOLOGY** New Course | | Revision | **X** |  
 Program Area: **HUMANITIES & SOCIAL SCIENCES**

If Revision, Section(s) Revised: **M, N, O, P, Q, R**

Date Last Revised: **OCTOBER 1993**

**C: IDST 110 D: INTRODUCTION TO NATIVE STUDIES E: 3**

Subject & Course No. Descriptive Title Semester Credits

**F:** Calendar Description: A multi-disciplinary examination of the political and social realities of being a Native person in Canada today. This course exposes students to literature from anthropology, political science, history, sociology and legal studies. When possible the course draws on Native writings and contrasts the difference in viewpoint between Natives and non-Natives. This course will lead to further courses in Native studies and prepares students to be active participants in the processes of cultural revitalization, political reorganization and social change.

**G:** Allocation of Contact Hours to Types of Instruction/Learning Settings

Primary Methods of Instructional Delivery and/or Learning Settings:

**Lecture**

Number of Contact Hours: (per week / semester for each descriptor)

**Lecture: 4 hrs. per week / semester**

Number of Weeks per Semester: **14**

**H:** Course Prerequisites:  
**NONE**

**I.** Course Corequisites:  
**NONE**

**J.** Course for which this Course is a Prerequisite:  
**NONE**

**K.** Maximum Class Size:  
**35**

**L:** PLEASE INDICATE:

Non-Credit

College Credit Non-Transfer

College Credit Transfer:

Requested

Granted

SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS ([www.bccat.bc.ca](http://www.bccat.bc.ca))

**M: Course Objectives/Learning Outcomes**

At the conclusion of the course the student will be able to:

1. Identify and describe the historical and contemporary context and events of Aboriginal People in Canada.
2. Distinguish between the contribution of various disciplines to Aboriginal Studies.
3. Critically examine the current and past socio-economic context of Aboriginal life in Canada.
4. Discuss the nature and importance of significant documents such as the Royal Proclamation, the Indian Act, the White Paper, etc.; as well as issues and events such as the settlement of land claims, Aboriginal rights, self-government, and changes to the Canadian criminal justice system.
5. Identify and critically examine the forces of change for the future.

**N: Course Content**

1. Introduction
  - What is Aboriginal Studies?
  - Basic concepts and definitions
2. Anthropological Views of Aboriginal Societies and Cultures
  - (Instructor will look at selected peoples – may vary from semester to semester)
3. Historical Accounts of Contact
  - Value of historical investigation
  - Colonization and the colonial relationship
    - Significant historical documents
    - Treaties
    - Effects of Colonization
4. The History of Native Resistance
  - Identify and develop an understanding of historical and current acts of resistance
5. Aboriginal Rights, Modern Treaties and Modern Land Claims
  - 1982 Constitution
  - Meech Lake
  - The Lubicon Case
  - The Legacy of Oka
  - General examination and detailed analysis of land claims
  - Nisga'a
  - The Gitksan-Wet'suwet'en (Delgamuukw) decision
6. Self-Government
  - The concept of self-government and aboriginal rights
  - Models of self-government
  - The politics of self-government
7. Aboriginal People and the Criminal Justice System
  - The Problems
  - Possible Solutions

**O: Methods of Instruction**

This course will employ a number of instructional methods to accomplish its objectives and will include some of the following:

- Lectures/seminars
- Audio visual materials
- Group discussion
- Research papers
- Research projects

**P: Textbooks and Materials to be Purchased by Students**

A list of readings will be determined by the instructor and may vary from semester to semester.

**Q: Means of Assessment**

Evaluation will be based on course objectives and carried out in accordance with Douglas College policy. The instructor will provide a written course outline with specific evaluation criteria at the beginning of the semester. Evaluation will be based on some of the following:

- Tests/Exams
- Oral Presentation
- Research Project/Term Paper
- Class Participation

Sample evaluation scheme:

Exam 1	20%
Exam 2	20%
Final Exam	25%
Term Project	25%
Participation	<u>10%</u>
	100%

**R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR**

No.

Course Designer(s): Tara Chang

Education Council/Curriculum Committee Representative

Dean/Director

Registrar