



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

B: Department/ **SOCIOLOGY/ANTHROPOLOGY** New Course | | Revision | **X** |

Program Area: **HUMANITIES & SOCIAL SCIENCES**

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

Date Last Revised: **OCTOBER 1994**

C: ANTH 160 D: CANADIAN NATIVE CULTURES E: 3

Subject & Course No. Descriptive Title Semester Credits

F: Calendar Description: This course examines the nature and diversity of Canadian Indian, Inuit, and Métis cultures. It looks at native adaptations from the earliest evidence recovered by archaeologists to selected aspects of modern aboriginal life in Canada. Particular attention will be given to the traditional cultures as they existed shortly after contact with Europeans. As First Nations of British Columbia are covered in another course (ANTH 120) they will largely be omitted here.

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)

M: Course Objectives/Learning Outcomes

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

1. Identify the major aboriginal languages of Canada, their distribution and relationships.
2. Describe how the various sub-fields of anthropology can contribute to our knowledge of native cultures, assessing the strengths and limitations of each approach.
3. Discuss the traditional cultural patterns, such as economy, housing and social organization, in each of the major geographic regions of Canada.
4. Assess the impact on native cultures of the various stages of Euro-Canadian settlement and colonization.
5. Discuss federal policies of administering Indians, such as the Indian Act, treaties and reserves, and how these continue to affect Canadian First Nations.
6. Identify the major differences in government policy toward different aboriginal groups (status Indian, non-status Indian, Inuit, Métis) in Canada.
7. Discuss the modern movement toward aboriginal self-government in Canada.

N: Course Content

1. Introduction
 - a. Indians (First Nations), Inuit, and Métis—introduction to Native Studies
 - b. Anthropological concepts and approaches to the study of Native cultures
 - c. Aboriginal languages in Canada
2. The Earliest Evidence
 - a. Debate over timing and routes of initial arrival
 - b. The Paleoindians in Canada
3. The Atlantic Coast
4. Iroquoia
5. The Algonkians of the Eastern Woodlands and Subarctic
6. Plains
7. Western Subarctic—the Athapaskans
8. The Inuit of the Canadian Arctic
9. The Métis
10. Historic Native Administration in Canada
 - a. The Indian Act
 - b. Treaties
 - c. Allocation of reserves

Course Content Cont'd.

Course and Subject Number

- 11. Selected Contemporary Issues
 - a. Land claims and treaty grievances
 - b. Self-government and the constitution

O: Methods of Instruction

The course content will be presented through lectures. Videos and slides will play a role in class instruction. Guest lecturers and class discussion groups may also be employed.

P: Textbooks and Materials to be Purchased by Students

Texts will be updated periodically. A typical example would be:

McMillan, Alan D., (1995) Native Peoples and Cultures of Canada (2nd ed.). Vancouver: Douglas & McIntyre

Q: Means of Assessment

The 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.

An example of an evaluation scheme would be:

First mid-term exam	20%
Second mid-term exam	20%
Final exam	25%
Library research paper	30%
Attendance and participation	<u>5%</u>
	<u>100%</u>

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

No.

Course Designer(s): Alan McMillan

Education Council/Curriculum Committee Representative

Dean/Director

Registrar