

A: Division: ACADEMIC DATE: OCTOBER 3, 1994

B: Department: SOCIAL SCIENCES New Course: _____

Revision of Course
information form: X

DATED: January 12, 1981

C: ANTHROPOLOGY 160 D: CANADIAN NATIVE CULTURES E: 3
Subject & Course No. Descriptive Title Semester Credit

F: Calendar Description:

This course examines the nature and diversity of Canadian Indian, Inuit, and Metis 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.

Summary of Revision:
(Enter date & section)
1994-10-03
Section F,N,O,P,Q,R

G: Type of Instruction: Hours Per Week/

Lecture	<u>4</u>	Hrs.
Laboratory	_____	Hrs.
Seminar	_____	Hrs.
Clinical Experience	_____	Hrs.
Field Experience	_____	Hrs.
Practicum	_____	Hrs.
Shop	_____	Hrs.
Studio	_____	Hrs.
Student Directed Learning	_____	Hrs.
Other	_____	Hrs.
TOTAL	<u>4</u>	HOURS

H: Course Prerequisites:
NONE

I: Course Corequisites:
NONE

J: Course for which this course is
a prerequisite
NONE

K: Maximum Class Size:
35

M: Transfer Credit:

Requested _____
Granted X

Specify Course Equivalents or
Unassigned Credit as Appropriate

U.B.C. ANTH (3)
S.F.U. SA (3)
U. Vic. ANTH 100 LEVEL (1.5)
OTHER:

L: College Credit Transfer X
College Credit Non-Transfer _____

COURSE DESIGNERS

DIRECTOR/CHAIRPERSON

DIVISIONAL DEAN

REGISTRAR

N: Textbooks and materials to be purchased by students
(Use Bibliographic Form):

Page 2 of 3

McMillan, Alan D., (1988) Native Peoples and Cultures of Canada
Vancouver, Douglas & McIntyre

Text will be updated periodically.

Complete Form with Entries Under the Following Headings:

- O. Course Objectives; P. Course Content: Q. Method of Instruction;
R. Course Evaluation
- O. Course Objectives

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

1. Describe how the various sub-fields of anthropology can contribute to our knowledge of native cultures, and assess the strengths and limitations of each approach.
2. Identify the aboriginal languages of Canada, such as their distribution and relationship, to other aboriginal languages.
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 various stages of Euro-Canadian colonization and settlement (such as the fur trade).
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 Indians, non-status Indians, Inuit, Metis) in Canada.
7. Discuss the modern movement toward aboriginal self-government, including the failed constitutional initiatives.

P. Course Content

1. Introduction
Indians, Inuit and Metis - introduction to native studies
Important concepts and approaches in the study of native cultures
Aboriginal languages in Canada
2. The Earliest Arrivals
Debate over timing and routes
The Paleo-Indians in Canada
3. The Atlantic coast

4. Iroquoia
5. The Algonkians of the Eastern Woodlands and Subarctic
6. Plains
7. Plateau
(Note: Only a brief summary will be given. This area is covered in ANT 120 - Native Cultures of British Columbia)
8. Northwest Coast
(Note: Only a brief summary will be given. This area is covered in ANT 120 - Native Cultures of British Columbia)
9. Western Subarctic - the Athapaskans
10. The Inuit of the Canadian Arctic
11. The Metis
12. Native Administration in Canada
Treaties, allocation of reserves, the Indian Act and other aspects
13. Selected Contemporary Issues
Land claims and treaty grievances, native self-government and the constitution and other modern issues

Q. Method of Instruction

The course content will be presented as follows:

- lectures
- slide presentations, films and videos
- guest speakers and class discussion groups may also form part of the instructional techniques for certain topics.

R. Course Evaluation

A course handout, with specific information on course assignments, will be given out in the first class. The evaluation system used will follow Douglas College policy.

A typical evaluation scheme might include the following:

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