**Indigenous Studies 120  
Sept. 2020 – Jan. 2021**

Indigenous Studies 120 is designed to promote understanding of Wabanaki perspectives of life in the Maritimes, as well as to provide a lens to better understand Indigenous history, culture, and contributions across Canada—past, present, and future. While commonalities exist, Indigenous nations are as diverse as the nations on any other continent. The curriculum for this course focuses on the five Wabanaki nations, while also including content related to other Indigenous nations in Canada.

The following curriculum outcomes will be explored this semester:

**GCO #1 – Students will apply their knowledge of worldview to understand Indigenous perspectives.**

* 1.1 Students will use the seven elements of worldview to examine their own worldview.
* 1.2 Students will be able to identify biases.
* 1.3 Students will summarize the components of oral traditions.
* 1.4 Students will explore the significance of stories to Indigenous worldviews.
* 1.5 Students will describe the importance placed on interdependence within the natural world.

**GCO #2 – Students will investigate the history and culture of Wabanaki societies.**

* 2.1 Students will identify and investigate traditional Wabanaki territories and their governance prior to European colonization.
* 2.2 Students will demonstrate an understanding of social relationships within Wabanaki societies and the importance of the roles of Elders.
* 2.3 Students will research aspects of the organization of Mi’kmaq, Wolastoqey, and Peskotomuhkati societies.
* 2.4 Students will examine the Wabanaki territories and how this has shaped social relationships and identity, and informed resource management and land stewardship.

**GCO #3 – Students will examine the relationship of Indigenous peoples to non-Indigenous peoples in New Brunswick and in Canada.**

* 3.1 Students will examine the period of initial contact with Europeans.
* 3.2 Students will apply their understanding of the sacred treaty-making process to the Peace and Friendship Treaties made in agreement with Europeans.
* 3.3 Students will examine the intent of discriminatory legislation and the role of education to undermine family and social structure, and to destroy Indigenous languages and cultures through the Indian Residential Schools and by other means.
* 3.4 Students will examine experiences and policies pertaining to Indigenous peoples during periods of global conflict and evaluate impacts.
* 3.5 Students will analyze current Indigenous and non-Indigenous relations.

**GCO #4 – Students will recognize the importance of Indigenous advocacy and act as allies for social change.**

* 4.1 Students will investigate significant Indigenous lead movements for social change.
* 4.2 Students will describe the tools for systemic and societal change including the national inquiry process.
* 4.3 Students will identify local initiatives that are addressing systemic and social inequities in First Nation realities.
* 4.4 Students will take action in ways that reflect their learning and context.

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**Evaluation:**

Assignments/Tests 80%  
Final Evidence of Learning 20%

**Important information regarding assignments:**

All assignments are due on the due date. Assignments passed in after the due date will be deducted 10% for the first four days it is late. The assignment will be valued at 60% for days 5, 6, and 7. After day 7, the mark is zero. All assignments must be passed in, or the course will be considered incomplete.