



Justice Institute of British Columbia COURSE OUTLINE

Course Code:	ABL 106
Course Title:	Cultural Awareness: History and Impact of Colonization
Prerequisite Courses:	n/a
Sponsoring Division:	Centre for Aboriginal Programs & Services
Previous Course Code & Title:	none
Course Effective Date:	

# of Credits:	3
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Course Description:

This course will examine the historical, socio- economical, and psychological effects that colonization has had on Canada's Aboriginal Peoples. Learners will explore the impact and effects of colonization; pre-contact traditions and protocols; the introduction of diseases; the Indian Act; residential schools; the child welfare systems and other related effects. Learners will also explore the characteristics, dynamics and motivations of both victims and offenders of abuse and violence. Learner outcomes include cultural awareness that promotes more effective relationships within the justice and social services contexts.

Course Goal(s):

The goal of this course is to provide learners with a cultural awareness and knowledge of historical, socio-economical and psychological effects impacting Aboriginal peoples to improve cultural competency and to promote safe and effective relationships between justice and public safety personnel and Aboriginal people.

Course Learning Objectives:

Upon successful completion of this course learners will be able to:

- Explain the historical impact colonization has had on Aboriginal people
- Discuss the long term economic, social and psychological impact of Colonization
- Describe the characteristics and dynamics of victims of abuse and violence
- Describe the factors that contribute to offending behaviour and effective treatment strategies
- Discuss the implications of Colonization specific to justice and public safety



Course Topics/Content:

1. Colonization
 - Introduction of Diseases
 - Indian Act
 - Residential Schools
 - Child Welfare Systems

2. Effects
 - Historical
 - Economic
 - Social
 - Psychological

3. Impact on present day Aboriginal peoples and communities
 - Overcoming historical mistrust of non-Aboriginal agencies
 - Working with victims and offenders residing in the same communities
 - Developing communication strategies

Course Readings:

- Bennett, Marlyn, Blackstock, Cindy, De La Ronde, Richard. (2005). *A Literature Review and Annotated Bibliography on Aspects of Aboriginal Child Welfare in Canada*. First Nations Child and Family Caring Society. pp 7-47

- Breton, Denise C. (2005). "Engaging a Healing Context" in *Justice as Healing Indigenous Ways: Writings on Community Peacemaking and Restorative Justice*. Edited by Wanda D. McCaslin. Minnesota: Living Justice Press. pp 18-19

- Joseph and Joseph (2007). *Working Effectively with Aboriginal People*. Pp 3-18

- Laenui, Poka (2000). "Processes of Decolonization" In Marie Battiste (Ed.) *Reclaiming Indigenous Voice and Vision*. Vancouver: UBC Press, pp. 150-160

- Little Bear, Leroy (2000). "Jagged Worldviews Colliding" In Marie Battiste (Ed.). *Reclaiming Indigenous Voice and Vision*. Vancouver: UBC.

- McIntosh, Peggy (1988) "White Privilege: Unpacking the Invisible Knapsack" This essay is excerpted from Working Paper 189. "White Privilege and Male Privilege: A Personal Account of Coming To See Correspondences through Work in Women's Studies" (1988), by Peggy McIntosh; available for \$4.00 from the Wellesley College Center for Research on Women, Wellesley MA 02181 The working paper contains a longer list of privileges.

- Pidgeon, Michelle & Hardy Cox, Donna. (2002). "Researching with aboriginal peoples: Practices and principles" *Canadian Journal of Native Education*; 2002; 26, 2; CBCA Education pg. 96

- Sinclair Murray (1994). "Aboriginal Peoples, Justice and the Law" in Richard Gosse, James Henderson, Rodger Carter (editors). *Continuing Poundmaker's and Riel's Quest*. Saskatoon: Purich Publishing pp 173-184.



- Youngblood Henderson, James (Sákéj). (2000). "Postcolonial Ghost Dancing: Diagnosing European Colonialism." In Marie Battiste (Ed.). *Reclaiming Indigenous Voice and Vision*. Vancouver: UBC Press, pp. 57-76

Handouts:

- Course Terms (see attached)
- Indian Act Summary
- Psychological Effects of Colonialism & McKenzie Master Thesis Summary
- Colonial Trauma

Recommended:

- Department of Justice Canada. (2006) *A Review of Research on Criminal Victimization and First Nations, Métis and Inuit Peoples 1990 to 1991*
- Monture-Angus, Patricia (1995) "Flint Woman: Surviving the Contradictions in Academia" in *Thunder In MySoul: A Mohawk Woman Speaks*. Halifax: Fernwood Publishing. pp 53-76.
- Building Bridges Together: A Workbook for Planning an Intercultural Dialogue Series Between Aboriginal and Non-Aboriginal Peoples May 2008
- Victor, Wenona "Searching for the Bone Needle: The Sto:lo's Continuing Quest for Justice." Master Thesis available on line at <http://www.sfu.ca/cfrj/fulltext/victor.pdf>

Course Level:

	First Year		Second Year		Third Year		Fourth Year
	Other (describe): professional development						

Equivalent Course(s) within the JIBC:

Class Delivery Methods:

Some courses are delivered using a range of methods within one class (course section) or alternative methods in different classes. Please outline the most common delivery options used for this course. The total class hours should be the same for each option.

Delivery Methods	Class Option A (Hours)	Class Option B (Hours)	Class Option C (Hours)	Class Option D (Hours)
Classroom/Lecture/Discussion	42			
Simulation/Lab				
Practicum/Fieldwork				
Online				
Correspondence				
Total Class Hours	42			

Comments on Delivery Methods:



Related Program(s): (where applicable)

Credit Transfer exists at: (List Institutions with official transfer agreements and name equivalent courses)

Course Grading System:

Check the system that applies to this course:

<input type="checkbox"/>	Letter Grades	<input type="checkbox"/>	Percentage	<input type="checkbox"/>	X	Pass/Fail	<input type="checkbox"/>	Credit/No Credit
<input type="checkbox"/>	Complete/Incomplete	<input type="checkbox"/>	Attendance Only	<input type="checkbox"/>		Not Applicable		

Passing Grade:	
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JIBC Standard Grading Scale for Letter, Grade Point and % Grades:

Letter Grade	Grade Points	% Range	Letter Grade	Grade Points	% Range
A+	4.33	90-100	C+	2.33	64-67
A	4.00	85-89	C	2.00	60-63
A-	3.67	80-84			
B+	3.33	76-79	C-	1.67	56-59
B	3.00	72-75	D	1.00	50-55
B-	2.67	68-71	F	0.00	0-49

Evaluation Activities and Weighing: (complete the %'s which apply – total must equal 100%)

Attendance	10%	Circle/Group Work	20%	Journal	20%	Capstone Project	%
Participation	25%	Group Summaries	25%	Midterm	0%	Other	%
Quizzes/Test	%	Simulations	%	Practicum	%	TOTAL	100%

Comments on Evaluation:

Other Course Guidelines, Procedures and Comments:

View the Justice Institute of BC Policies listed below at:

[JIBC | About JIBC | Policies](#)

Access Policy
Harassment Policy
Prior Learning Assessment Policy
Student Code of Conduct

Academic Appeals Policy
Intellectual Property Rights Policy
Research on Human Subjects: Ethics
Student Records