



Indigenous Engagement

Detailed Course Curriculum

Course Code INDG1011

Course Description

The Indigenous Engagement course focuses on strengthening understanding of Canada's colonization and assimilation history pertinent to Canada's First Nation peoples. Its purpose is to create an awareness of the plight of the Indigenous peoples starting with the first colonizers and how their arrival and the events surrounding it played a pivotal role throughout the history of the Indigenous peoples and their culture, and how this, in turn, has shaped the lives and the very existence of the Indigenous Peoples of Canada.

The course content will introduce participants to a unique, fresh perspective of Indigenous engagement through the lens of a First Nation member from the Tla'amin Nation who is governed under Canada's Indian Act. He was elected by his community to serve as his nation's Chief Councillor for one term (or two years), councillor for four terms (or eight years) and is a Junior Elder. Additionally, KWAST-en-ayu (L. Maynard Harry) is a status Indian whose entire life has been shaped by his lived experiences growing up on an Indian reserve and being of a family directly impacted by Canada's Indian Residential School System.

Throughout this course, participants will learn about Canadian History through the eyes of Indigenous Peoples and what they have endured since colonization. This course will expose truths behind Indigenous Peoples and colonizers, the establishment of Indian Reservations and Residential schools and the mistreatment of Indigenous Peoples by the Canadian government, religious institutions, and other organizations. It will also discuss reconciliation and what lies ahead for Indigenous Peoples in the future.

The knowledge and training obtained throughout the course will ensure that participants have a better understanding and a heightened awareness of Indigenous Peoples, their heritage and culture and how colonialism has affected and is still affecting their lives. A glossary is provided to enhance understanding of terms used throughout this course.

Purpose of Course

This course is intended to provide participants with a better understanding of Indigenous Peoples, their history and culture. This understanding will promote inclusivity and workplace insight to build better relationships and understanding between Indigenous and non-Indigenous people.

Admission Requirements

This course is offered 100% online, so participants must have a PC (Mac or Windows-based) with minimum computer requirements and Internet access (high speed is recommended) as highlighted under the Computer Requirements section.

Learning Objectives

Upon successful completion of the Indigenous Engagement Program, participants will:

- Have a better understanding of Indigenous Peoples,
- Differentiate between various First Nations communities,
- Clarify the true meaning of terms used in relation to Indigenous Peoples and their communities (Aboriginal, status Indian, Chief, etc.),
- Recognize the Indigenous way of life pre- and post-contact with European settlers,
- Understand Canada's colonization history,
- Identify common misconceptions of Indigenous Peoples,
- Have an understanding of the Royal Proclamation of 1763, the Indian Act, and Canada's Constitution Act 1982,
- Understand the history of the residential school system and its impact on Indigenous Peoples,
- Define Canada's "land questions" in relation to Indigenous Peoples,
- Understand what "truth and reconciliation" really means,
- Identify the different levels of reconciliation,

- Identify common misconceptions regarding truth and reconciliation,
- Understand what “white” privilege means,
- Understand more about Indian reserves in Canada, in cities, towns, and municipalities, and
- Identify the importance of the Truth and Reconciliation Commission of Canada and its 94 calls to action.

Method of Evaluation

N/A

Completion Requirements

Students must work through all course materials and complete all activities which are tracked within the LMS. Students will receive a Certificate of Completion upon successful completion of the course.

Course Duration

The course is expected to take approximately 26 hours.

Delivery Methods

This course is developed for online delivery, which can suit both in-class and distance learning.

Course Surveys

Upon completion of this course, each participant is encouraged to fill out a short course survey. Position and constructive feedback are welcomed and viewed as an excellent opportunity for us to enhance the program.

Computer Requirements

A computer is required for the entire duration of this course. Computer requirements are as follows:

- Access to high-speed internet
 - Minimum download speed of 15 mbps
 - Minimum upload speed of 10 mbps
- A minimum of 8 gigabytes of RAM (Random Access Memory)
- For Windows Operating Systems:
 - Windows 10 or newer
 - Google Chrome or Firefox
- For Mac:
 - Mac OS X Yosemite or newer
 - Google Chrome, Firefox, or Safari

Course Content

Introduction

In the Introduction course, participants will be exposed to the overall course objectives and learning outcomes. Participants will gain access to the course materials and will learn what Indigenous cultural awareness training is, why it is necessary, and what it offers.

Glossary

Participants can access a list of terms used throughout the course to understand their meaning.

The Basics

Participants will become familiar with the life of Indigenous Peoples before and after contact with European settlers and what it meant to be Indigenous both before and after this contact.

Metis In Canada

In this section, participants will learn about the ancestry of the Metis, what Bill C-53 is, and how it affects the rights of Indigenous Peoples.

Canada's Colonization History

Participants will develop their knowledge and understanding of the true history of colonization and its effect on Indigenous Peoples. This includes learning about what the Indian Act represented and how it altered the lives of Indigenous Peoples, tax exemptions, and the "60's Scoop".

Canada's Indian Reserve System

Participants will learn about the reason for establishing Canada's Indian Reserve system and Indian agents, the allocation of Indian reserves, objectives, and the impact the reserve system has had on Indigenous Peoples, as well as laws and treaties implemented due to this system including McKenna-McBride Royal Commission, Treaty Land Entitlements, Pre-emption and homesteading, and the First Nations Land Management Act,

Canada's Residential School System

Participants will learn about the reason for the establishment of residential schools and their effect on Indigenous children and their families, as well as the Government of Canada's response to Actions 71 to 76 of the Truth and Reconciliation Commission and the launching of the Missing Children and Burial Information website.

Canada's 'Land Question'

Participants will learn about Aboriginal Rights and the attempt to answer Canada's "Land Question", as well as the policies and laws associated with this question. Notable cases such as Calder v. R (1973), Guerin v. R (1970), Sparrow v. R (1990) Delgamukw v. R. (1997) are also examined.

Truth and Reality (Reconciliation)

In this section, an attempt to define "Truth and Reconciliation" is examined, as well as the different levels of reconciliation and the government's call to action regarding their process of reconciling past wrongs committed towards Indigenous Peoples.

Chronological Reference Guide

Students are given a timeline of chronological events of the history of Indigenous Peoples (post-colonization).

Recommended Reading

Students are given a list of books, videos and websites on Indigenous Peoples.