

**COURSE NAME:** IPS230 Social Justice and Indigenous Societies

---

Credit Value: 3  
Total Course Hours: 42  
Prerequisite Course(s): IPS100  
Corequisite Course(s): None

## COURSE DESCRIPTION

---

Students will locate current and relevant issues emergent in Indigenous social, legal or political topics. Students will explore and discuss current and relevant issues selected from an examination of emerging challenges such as poverty, law, urban challenges, youth and gangs, leadership, governance or resource and land management including hunting, fishing and trapping activities. Issues will be addressed within a community development framework of best practices and alternative models communities may adopt to meet community priorities will be discussed.

## LAND ACKNOWLEDGEMENT

---

Canadore College resides on the traditional territory of the Anishinaabeg and within lands protected by the Robinson Huron Treaty of 1850. This land is occupied by the people of Nipissing First Nation since time immemorial.

## PLAR INFORMATION

---

This course is not eligible for Prior Learning Assessment and Recognition.

## COURSE LEARNING OUTCOMES

---

Upon completion of this course, the student will have reliably demonstrated the ability to:

- 1.0 Define Sociology.
  - 1.1 Define sociology and its importance.
  - 1.2 Develop an understanding of diversity and can discuss diversity amongst Indigenous peoples in Canada and internationally.
  - 1.3 Discuss Indigenous family systems.
  - 1.4 Articulate Indigenous family systems.
  - 1.5 Articulate traditional governance models, Anishinabe Clan system.
  - 1.6 Articulate societal changes that have impacted upon Indigenous family systems and the subsequent impacts changes have brought to Indigenous family systems.
  - 1.7 Discuss current family systems, the challenges they face and implications for community and social development.
- 2.0 Explore and discuss Indigenous world views regarding prophecy teachings (Houdnoshone and Anishinabe).
  - 2.1 Demonstrate understanding of world view in the construct of social and moral institutions that guide acceptable behaviour.
  - 2.2 Discuss how social mores and more formal institutions attempt to influence behaviour.
  - 2.3 Discuss notion of deviance from an Indigenous perspective in a historical context.
  - 2.4 Discuss deviance from an Indigenous perspective in a modern context.
  - 2.5 Describe how Indigenous beliefs conflict with Euro-western ideologies and laws.
  - 2.6 Articulate the role of social institutions and how such institutions may or may not support Indigenous populations.
- 3.0 Describe Terra Nullius and the mind set of Europeans.
  - 3.1 Articulate the notion of "terra nullius" and subsequent development of Canada.
  - 3.2 Demonstrate an understanding of the Treaty making process, colonization, and societal change.
  - 3.3 Articulate the Indigenous experience as it relates to the development of Canada, its institutions and concepts of self-determination.
- 4.0 Reframe information, ideas and concepts in

ways that demonstrate understanding.

4.1 Understand and apply the writing process in the preparation of each assignment.

5.0 Pre-writing stage: Clarify your subject.

5.1 Identify the main points of your subject through one or more of the following pre-writing activities:

5.1.1 Brainstorming.

5.1.2 Free writing.

5.1.3 Discussion.

5.1.4 Reading.

5.1.5 Questioning.

5.2 Write an effective thesis statement.

5.3 Begin each paragraph with a topic sentence that clearly states the main idea or topic of that paragraph.

5.4 Drafting stage: support each topic sentence with details which relate directly to that topic and clarify it for the reader.

5.5 Revising stage: identify the strengths and weaknesses in your own writing and revise the draft.

6.0 Demonstrate an accurate understanding of essay models by producing clearly written/spoken outlines, summaries and/or responses.

6.1 Locate main ideas in a passage through skimming and scanning.

6.2 Identify supporting details in a passage.

6.3 Outline the sequence and organization of ideas in a passage.

6.4 Summarize the main ideas of a passage.

6.5 Use personal experience and prior

knowledge to respond to readings.

6.6 Justify your points of view.

7.0 Produce effective samples of essays written in a variety of modes such as narrative/descriptive, process analysis, cause and effect, classification, comparison/contrast and persuasion.

7.1 Write short narrative/descriptive essays which tell a story or re-create an event.

7.2 Write short expository essays which explain facts or ideas.

8.0 Produce messages that meet accepted standards of correctness and appropriateness.

8.1 Use correctly words that are commonly confused.

8.2 Recognize and correct common sentence errors.

8.3 Use correct punctuation.

9.0 Revise writing by self-editing and in response to feedback from a variety of sources such as professor, peers, and technological tools.

9.1 Identify strengths and weaknesses in initial drafts according to specified criteria.

9.2 Revise sentence structure, organizational patterns, and stylistic devices based on self-identification.

9.3 Make specific revision of initial drafts in response to professor's direction.

9.4 Use computer technology to revise by means of spell checking, formatting, and other software tools.

## GENERAL EDUCATION

---

This is not a General Education course.

## PROGRAM OUTCOMES

---

This course contributes to the following Ministry of Colleges and Universities approved program learning outcomes (PLO):

### Indigenous Preparatory Studies

2. Employ basic vocational skills drawn from the areas of Humanities, Social and Behavioural Sciences of Vocational Studies and Indigenous Knowledge

3. Apply oral and written communication skills to a level required by industry and further vocational studies.

4. Apply problem solving skills and demonstrate critical decision making skills.
6. Describe Indigenous pride and discusses understanding of Self and society through knowledge gained in a wide range of subjects.
7. Collect, organize, and apply relevant and necessary information from a variety of sources and examine and evaluate various aspects of our changing society to assist in developing a sense of personal and social responsibility as a citizen in society.

#### Pre-Health Sciences Pathway to Certificates and Diplomas- Indigenous

4. Use health sciences and other science-related language and terminology appropriately to communicate clearly, concisely, and correctly in written, spoken, and visual forms.
5. Prepare a personal strategy and plan for academic, career and professional development in the health sciences or other science-related fields.
6. Investigate health sciences and science-related questions, problems and evidence using the scientific method.
7. Consider indigenous understanding and knowledge of holistic well-being when communicating with a client population.
8. Explain an indigenous perspective of holistic health and wellness to both a client population and non-Indigenous practitioners.

### ESSENTIAL EMPLOYABILITY SKILLS OUTCOMES

---

This course contributes to the following Ministry of Colleges and Universities approved essential employability skills (EES) outcomes:

1. Communicate clearly, concisely, and correctly in the written, spoken, and visual form that fulfils the purpose and meets the needs of the audience.
2. Respond to written, spoken, or visual messages in a manner that ensures effective communication.
3. Execute mathematical operations accurately.
4. Apply a systematic approach to solve problems.
5. Use a variety of thinking skills to anticipate and solve problems.
6. Locate, select, organize, and document information using appropriate technology and information systems.
7. Analyse, evaluate, and apply relevant information from a variety of sources.
8. Show respect for the diverse opinions, values, belief systems, and contributions of others.
9. Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.
10. Manage the use of time and other resources to complete projects.
11. Take responsibility for one's own actions, decisions, and consequences.

### EXTERNAL COURSE ACCREDITATIONS AND CONDITIONS

---

There are no external accreditations or conditions identified for this course.

### COURSE EVALUATION

---

Evaluation Item	Weight
Assignments	45%
Group Work	25%
Final Exam	30%

none

## COURSE PASS GRADE

---

50

## GRADING SYSTEM

---

A+:	90-100%	B+:	77-79%	C+:	65-69%	D:	50-54%	S - Satisfactory
A:	85-89%	B:	73-76%	C:	60-64%	F:	0-49%	I - Incomplete
A-:	80-84%	B-:	70-72%	D+:	55-59%			F- Repeat Course, included in GPA
								FS- Failure Supplemental
								FR- Repeat course, excluded from GPA

\*For a complete chart of grades and descriptions, please see the Grading Policy.

## LEARNING RESOURCES

---

No textbooks have been identified for this course.

Additional Learning Resources:

none

Please see the [Campus Bookstore](#) to verify the current textbook costs and your [program page](#) for additional program fees and/or learning material requirements (see the "Tuition Fees" and "What You Need" sections).

Resources listed on the course outline support the achievement of learning outcomes, and may be used throughout the course to varying degrees depending on the instructor's teaching methodology and the nature of the resource.

Technology requirements - <https://www.canadorecollege.ca/BYOD>

The Harris Learning Library's staff can help you find resources to support your learning - [www.eclibrary.ca](http://www.eclibrary.ca)

## LEARNING ACTIVITIES

---

n/a

## DELIVERY MODE

---

This course may be delivered, in whole or in part, in a number of modalities, including In-Person, Remote (synchronous and/or asynchronous), hybrid, or Hyflex, as per accreditation and/or regulatory standards where appropriate. This information is identified on the course schedule (student and faculty).

## RECORDING GUIDELINES

---

This class may be recorded by faculty of the College. Faculty will inform students when recording of the class commences and ceases. 'Recorded' means that the audio-visual and chat portions of the class will be recorded and then be stored on the College or vendor provider server. They will be made available to students, but only for the express and sole use of those registered in this course. If you have any questions or concerns about this recording, please contact your instructor or the College's privacy officer at [privacy.officer@canadorecollege.ca](mailto:privacy.officer@canadorecollege.ca). Full recording guidelines can be found at: <https://cdn.agilitycms.com/canadore-college/academic-centre-of-excellence/Canadore%20Recording%20Guidelines.pdf>

## EXPERIENTIAL LEARNING

---

All full-time programs of study at Canadore College strive to provide students with the opportunity for experiential learning. This course provides students with an experiential learning opportunity through:

Formal Course Projects (EL)

## ACADEMIC POLICIES

---

Canadore College is committed to the highest standards of academic integrity, and expects students to adhere to these standards as part of the learning process in all environments. The College's Academic Integrity policy seeks to ensure that all students understand their rights and responsibilities in upholding academic integrity and that students receive an accurate and fair assessment of their work. Please review the Academic Integrity policy (A-18) and other academic policies found on our website: <https://www.canadorecollege.ca/about/policies>.

## COLLEGE POLICIES

---

- Protecting human rights in support of a respectful college community

For college policies please see: <http://www.canadorecollege.ca/about-us/college-policies>.

## Accessibility Learning Services for Students with Disabilities - Student Success Services

---

Student Success Services provides comprehensive support to students. We aim to ensure that all students

have equal access to educational opportunities and can succeed in their academic journey. Our services focus on reducing and eliminating barriers related to education through individualized accommodations and support. If you are a student with a disability, we encourage you to register with Accessible Learning by completing the Student Success – Accessible Learning Services Form ([https://canadorecollege-accommodate.symphlicity.com/public\\_accommodation/](https://canadorecollege-accommodate.symphlicity.com/public_accommodation/)).

For more detailed information about the services offered, please visit our webpage: Student Success Services - (<https://www.canadorecollege.ca/support/student-success-services>). To connect with Student Success Services email [studentsuccessnow@canadorecollege.ca](mailto:studentsuccessnow@canadorecollege.ca) or call 705.474.7600 ext 5205.

### FIRST PEOPLES' CENTRE:

---

A culturally safe environment offering CONFIDENTIAL student focused services, drop in or make an appointment to access:

- One on one counselling
- Elder in residence program
- Peer tutoring
- Peer mentorship
- Lunch & learn workshops on study skills, self-care, life skills
- Learning Resource Centre

Drop by our offices at C254 College Drive, W103 Commerce Court or call 705 474 7600 Ext. 5961 College Drive / 5647 Commerce Court.

<https://www.canadorecollege.ca/experience/indigenous-student-experience>

### WAIVER OF RESPONSIBILITY

---

Every attempt is made to ensure the accuracy of this information as of the date of publication. The college reserves the right to modify, change, add, or delete content.

### HISTORICAL COURSE OUTLINES

---

Students use course outlines to support their learning. Students are responsible for retaining course outlines for future use in applications for transfer of credit to other educational institutions.