



**A:** Division: **INSTRUCTIONAL** Date: **MAY 2002**

**B:** Department/ **SOCIOLOGY/ANTHROPOLOGY** New Course | | Revision | **X** |  
 Program Area: **HUMANITIES & SOCIAL SCIENCES**

If Revision, Section(s) Revised: **M, N, P, Q, R**

Date Last Revised: **OCTOBER 1994**

**C: ANTH 120 D: NATIVE CULTURES OF BRITISH COLUMBIA E: 3**

Subject & Course No. Descriptive Title Semester Credits

**F:** Calendar Description: This course provides an overview of native cultures in British Columbia, from earliest occupation to selected modern issues. The linguistic and cultural diversity of B.C.'s First Nations will be emphasized. Particular attention will be given to the traditional cultures as they existed shortly after contact with Europeans.

**G:** Allocation of Contact Hours to Types of Instruction/Learning Settings

Primary Methods of Instructional Delivery and/or Learning Settings:

**Lecture**

Number of Contact Hours: (per week / semester for each descriptor)

**Lecture 4 hrs. per week / semester**

Number of Weeks per Semester: **14**

**H:** Course Prerequisites:  
**NONE**

**I.** Course Corequisites:  
**NONE**

**J.** Course for which this Course is a Prerequisite:  
**NONE**

**K.** Maximum Class Size:  
**35**

**L:** PLEASE INDICATE:

Non-Credit

College Credit Non-Transfer

College Credit Transfer:

Requested

Granted

SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS ([www.bccat.bc.ca](http://www.bccat.bc.ca))

**M: Course Objectives/Learning Outcomes**

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

1. Identify the major aboriginal languages of British Columbia, their distribution and relationships to other languages.
2. Describe how the various sub-fields of anthropology can contribute to the study of indigenous cultures, and assess the strengths and limitations of each approach.
3. Discuss the traditional cultural patterns (including economy, social organization, architecture and other aspects) for each of the major regions of British Columbia.
4. Discuss the impact on the native peoples of British Columbia of the various stages of European contact and settlement.
5. Discuss historic federal policies of native administration in Canada and how these continue to affect First Nations in British Columbia
6. Discuss the historical and legal bases behind the modern treaty-making process in British Columbia.

**N: Course Content**

1. Introduction
  - a. Languages and language families of B.C. First Nations
  - b. Anthropological approaches to the study of indigenous societies
2. Before Written Records
  - a. Earliest archaeological evidence for human occupation of British Columbia
  - b. Overview of the later precontact period
3. Northwest Coast
  - a. Overview of economic pattern, material culture and technology, social organization, and ceremonial life.
  - b. Northern subarea - Haida, Tlingit, and Tsimshian
  - c. Wakashan subarea - Kwakwaka'wakw and Nuu-chah-nulth
  - d. Coast Salish subarea
4. Plateau - Interior Salish and Kutenai
5. Subarctic - the Athapaskans
6. Historic Changes
  - a. History of early contact between Europeans and B.C. First Nations
  - b. Impact on native life
    - social and material changes in native cultures
    - introduced diseases and population decline
    - reserve allotment and the beginnings of Indian administration
7. Current Issues
  - a. The Indian Act and government administration
  - b. Land claims and modern treaty making
  - c. The movement towards self-government
  - d. Problems in economic development, etc.

**O: Methods of Instruction**

Course content will be conveyed through:

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

**P: Textbooks and Materials to be Purchased by Students**

Texts will be updated periodically. A typical example would be:

McMillan, Alan D. (1995). Native Peoples and Cultures of Canada (2<sup>nd</sup> ed.). Vancouver: Douglas and McIntyre.

**Q: Means of Assessment**

The evaluation will be carried out in accordance with Douglas College policy. The instructor will provide a written course outline with specific evaluation criteria at the beginning of the semester.

An example of an evaluation scheme would be:

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

**R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR**

No.

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Course Designer(s): Alan McMillan

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Education Council/Curriculum Committee Representative

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Dean/Director

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Registrar