

COURSE SYLLABUS



COURSE TITLE: SOC-106: Indigenous-Settler Relations in Canada

CLASS SECTION: 001

TERM: W2024

COURSE CREDITS: 3

DELIVERY METHOD(S): LECTURES

Camosun College campuses are located on the traditional territories of the Lək̓ʷəŋən and W̱SÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here.

Learn more about Camosun's [Territorial Acknowledgement](#).

INSTRUCTOR DETAILS

NAME: Dr. Francis Adu-Febiri

EMAIL: adufebir@camosun.ca

OFFICE: Paul 228

HOURS: Tuesdays 11:30 – 12:30 and Thursdays 2:30 – 3:30 or By Appointment

As your course instructor, I endeavour to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me. Camosun College is committed to identifying and removing institutional and social barriers that prevent access and impede success.

CALENDAR DESCRIPTION

Students will critically examine the relationships between Indigenous Peoples and the political, judicial, socioeconomic, and value systems of the majority society. Within this context, students will evaluate contemporary land claim settlements and the evolution of Indigenous self-government.

PREREQUISITE(S):

One of:

- C+ in English 12
- C in Camosun Alternative

CO-REQUISITE(S):

Not applicable

EXCLUSION(S):

Not applicable

COURSE LEARNING OUTCOMES / OBJECTIVES

Upon completion of this course, a student will be able to:

Use sociological frameworks to assess the contemporary demographic, economic, political, legal, health, social, and cultural statuses of Indigenous Peoples in Canada.

Describe how racism, patriarchy, and capitalism contribute to the marginal positions of Indigenous Peoples.

Apply a sociological perspective to the historical and contemporary relations between the Canadian state and Indigenous Peoples in order to understand the impacts of colonialism.

Identify the contemporary laws, policies and practices of the Canadian state that create, support and shape the social relationship between the Indigenous Peoples and Canadian society, especially in the areas of land claim settlements and Indigenous self-government.

Critically evaluate challenges facing Indigenous Peoples and communities resulting from their interaction with the majority culture.

REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

Adu-Febiri, Francis (ed.):

2004: *First Nations Students Talk Back: Voices of a Learning People*, Second Edition. Victoria: Camosun.

Starblanket, Gina & Long, David (eds.) with Olive Patricia Dickason:

2020: *Visions of the Heart: Issues Involving Indigenous Peoples in Canada*. Fifth Edition. Don Mills, Ontario: Oxford University Press.

COURSE SCHEDULE, TOPICS, AND ASSOCIATED PREPARATION / ACTIVITY / EVALUATION

The following schedule and course components are subject to change with reasonable advance notice, as deemed appropriate by the instructor.

<u>WEEK</u>	<u>DAY</u>	<u>DATE</u>	<u>THEMES, READINGS & GUIDING QUESTIONS</u>
JAN			
<u>Week 1</u>	Tue/ Thu	9/11	<u>Lecture 1's Theme:</u> Perspectives on Indigenous Peoples: Social Status and Theory: <u>Required Readings:</u> Chapters 9, 17 and 22 of Adu-Febiri (ed.); Chapter 14 of Starblanket & Long (eds.). GUIDING QUESTION: <i>Why does status matter?</i>

			GUIDING QUESTION: <i>What projects/programs could transform the “postcolonial” economic status of Indigenous peoples?</i>
<u>Week 5</u>	Tue	<u>6</u>	<p><u>ASSIGNMENTS B:</u> Two Assignments based on Chapter 20 or 22 of Adu-Febiri (ed.) and Chapter 4 or 8 of Starblanket & Long (eds.)</p> <p><u>In class, as an individual use the class time to complete these assignments.</u> UPLOAD YOUR INDIVIDUAL ASSIGNMENTS B on D2L Individual Assignments B Submission Folder: Two assignments due on Tuesday February 6 by 11:30 pm:</p> <p style="padding-left: 40px;">Type 1: CRITICAL REVIEW #2</p> <p style="padding-left: 40px;">Type 2: PROBLEM STATEMENT & QUESTION #2, THESIS STATEMENT, AND MAIN ARGUMENT</p> <p><i>See D2L News for instructions to do these assignments. Also, on D2L Content, click Problem Statement Format document to see samples of formats to guide you to create your Problem Statement</i></p>
	Thu	<u>8</u>	<p><u>In class, as a team discuss your individual assignments Type 1 and Type 2.</u> Select the reports that best meet the assignments structural requirements or create new reports as a team. UPLOAD YOUR TEAM/GROUP ASSIGNMENTS B: Two assignments due on Thursday February 8 by 11:30 pm:</p> <p style="padding-left: 40px;">Type 1: CRITICAL REVIEW #2</p> <p style="padding-left: 40px;">Type 2: PROBLEM STATEMENT & QUESTION #2, THESIS STATEMENT, AND MAIN ARGUMENT</p>
<u>Week 6</u>	Tue/ Thu	<u>13/15</u>	<p><u>Lecture 4’s Theme:</u> Indigenous Education and Job Training</p> <p><u>Readings:</u> Chapter 17 ad 18 of Adu-Febiri (ed.) and Chapters 12 and 13 of Starblanket & Long (eds.)</p> <p>GUIDING QUESTION: <i>What educational models could transform the postcolonial education system of Indigenous people?</i></p>

	<u>Thu</u>	<u>15</u>	CLASS DISCUSSION #2 due by Thursday February 15 at 11:30 pm
<u>Week 7</u>	Tue/ Thu	<u>20-24</u>	<u>READING BREAK</u>
FEB <u>Week 8</u>	Tue/ Thu	<u>27/29</u>	<p><u>MIDTERM EXAM WEEK</u></p> <p>.....</p> <p>Tuesday February 27: In class, <u>use class time to review</u> Chapter 6 of Adu-Febiri (ed.) and Chapter 10 of Starblanket & Long (eds.). Based on your review 1) create <i>one PROBLEM STATEMENT</i> and 2) <i>formulate one QUESTION based on your problem statement that reveal a significant issue Indigenous communities have with the criminal "justice" system of Canada.</i></p> <p>Thursday February 29: <u>In class</u> the midterm exam question based on your <i>PROBLEM STATEMENT, QUESTION, and the Indigenous experiences with Canada's criminal "justice" system will be given to you to answer in 80 minutes.</i></p> <p>.....</p>
MARCH <u>Week 9</u>	Tue/ Thu	<u>5/7</u>	<p><u>Lecture 5's Theme:</u> Indigenous Peoples and Health Issues</p> <p><u>Readings:</u> Chapter 22 (pp. 258 – 260) and Chapter 25 of Adu-Febiri (ed.)</p> <p>GUIDING QUESTION: <i>What projects/programs could transform the "postcolonial" health status of Indigenous people?</i></p>
<u>Week 10</u>	<u>Tue</u>	<u>12</u>	<p><u>In class, use class time to do the INDIVIDUAL CREATIVITY & INNOVATION EXERCISE #1 Due by 11:30 pm. Upload your C&I #1 report on D2L the Individual C&I #1 Submission Folder.</u></p> <p><i>See the instructions below or D2L News for instructions to do this assignment.</i></p> <p><u>Readings: Chapters 2 and 8 of Adu-Febiri (ed.):</u></p> <p>1. Based on your understanding of these chapters, a) produce one problem statement that highlights one major social problem the chapters reveal and b) state one of the desired goals (posted on D2L Content) of indigenous peoples that seeks to solve this social problem</p>

	Thu	14	<p>2. Propose one creative idea and provide one corresponding innovative design to implement this desired goal of Indigenous peoples to solve the social problem. Provide a brief design description and a design diagram connecting processes/steps, tasks, people, and resources necessary to implement your design to solve the social problem.</p> <p>3. Use your design to assess any one key Indigenous concept found in the chapters and any one macro sociological theory introduced in the course</p> <p>In class, as a team, discuss your individual reports, select the one that best meets the structural and content requirements of the assignments or create a new one as a team. List the names of the group discussion participants on your report. UPLOAD YOUR TEAM/GROUP CREATIVITY & INNOVATION EXERCISE #1 on D2L Team/Group Submission Folder by 11:30 pm on Thursday March 14.</p>
<u>Week 11</u>	Tue/Thu	19/21	<p>Lecture 6's Theme: Indigenous Governance</p> <p>Readings: Chapter 9 of Adu-Febiri (ed.) and Chapter 2 of Starblanket & Long (eds.)</p> <p>GUIDING QUESTION: <i>To what extent are existing models of self-government sufficient to transform the "postcolonial" Indigenous governance?</i></p>
<u>Week 12</u>	Tue/Thu	26/28	<p>Lecture 7's Theme: Indigenous Peoples Development</p> <p>Readings: Chapter 9 of Adu-Febiri (ed.) and Chapter 3 of Starblanket & Long (eds.)</p> <p>GUIDING QUESTION: <i>What projects/programs could translate the desired development goals of Indigenous people into sustainable development?</i></p>
APRIL <u>Week 13</u>	Tue	2	<p>In class, use class time to do the INDIVIDUAL CREATIVITY & INNOVATION EXERCISE #2 Due by 11:30 pm. Upload your C&I #2 report on D2L the Individual C&I #2 Submission Folder.</p> <p><i>See the instructions below or D2L News for instructions to do this assignment.</i></p> <p>Readings: Chapter 5 of Adu-Febiri (ed.) and Chapter 1 or Chapter 5 of Starblanket & Long (eds.):</p> <p>1. Based on your understanding of these chapters, a) produce one problem statement that highlights one major social problem the chapters reveal and b) state one of the desired goals (posted on D2L Content) of indigenous peoples that seeks to solve this social problem.</p>

	Thu	<u>4</u>	<p>2. Propose one creative idea and provide one corresponding innovative design to implement this desired goal of Indigenous peoples to solve the social problem. Provide a brief design description and a design diagram connecting processes/steps, tasks, people, and resources necessary to implement your design to solve the social problem.</p> <p>3. Use your design to assess one of the two foundational or umbrella sociological concepts and any one of the Indigenous theories introduced this course.</p> <p><u>In class, as a team, discuss your individual reports, select the one that best meets the structural and content requirements of the assignment or create a new one. List the names of the group discussion participants on your report. UPLOAD YOUR TEAM/GROUP CREATIVITY & INNOVATION EXERCISE #2 On D2L Team/Group Submission Folder by 11:30 pm.</u></p>
<u>Week 14</u>	Tue/Thu	<u>9/11</u>	<p><u>Lecture 8's Theme:</u> Making a Sustainable Difference in Indigenous Communities</p> <p><u>Readings:</u> Intro Chapter & Concluding Dialogue of Starblanket & Long (eds.).</p> <p>GUIDING QUESTION: <i>What would change the social relationships in Canada's globalization – indigenization dialectic so that Indigenous communities can experience sustainable development?</i></p>
	Thu	<u>11</u>	<p>Assignment Type 4 (Success Story Project or Truth and Reconciliation Project) is due.</p>
<u>FINAL EXAM WEEK</u>		<u>TBA</u>	<p><u>FINAL EXAM IN CAMOSUN' FINAL EXAM WEEK</u></p> <p>Open Book Essay-Type Final Exam: You may do this exam as an individual or in groups. You determine your own group size.</p>

Students registered with the Centre for Accessible Learning (CAL) who complete quizzes, tests, and exams with academic accommodations have booking procedures and deadlines with CAL where advanced noticed is

required. Deadlines can be reviewed on the [CAL exams page](http://camosun.ca/services/accessible-learning/exams.html). <http://camosun.ca/services/accessible-learning/exams.html>

EVALUATION OF LEARNING

DESCRIPTION	WEIGHTING
Critical Reviews: Team	10
Problem Statement/Question: Team	6
Midterm Exam: Individual or Team	20
Creativity & Innovation Exercises: Team	14
Class Discussions: Individual	2
Success Stories Project or TRC Project: Team	30
Final Examination: Individual or Team	18
TOTAL	100%

If you have a concern about a grade you have received for an evaluation, please come and see me as soon as possible. Refer to the [Grade Review and Appeals](http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf) policy for more information. <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf>

COURSE GUIDELINES & EXPECTATIONS

Evaluation of students will be based on critical reviews, problem statements & questions, thesis statements, main arguments, essay-type midterm exam, creativity & innovation exercises, success story or truth & reconciliation project, and open book final examination during the Camosun final exam week in April. All the evaluation components will be graded on the basis of their sociological quality and evidence of integrated primary thinking skills. That is, understanding and application of sociological concepts and theories/paradigms rather than regurgitation of memorized factual information. Critical thinking, creative thinking, design thinking, and sustainability thinking will be rewarded.

SCHOOL OR DEPARTMENTAL INFORMATION

STUDENT RESPONSIBILITY

Enrolment at Camosun assumes that the student will become a responsible member of the College community. As such, each student will display a positive work ethic, assist in the preservation of College property, and assume responsibility for their education by researching academic requirements and policies; demonstrating courtesy and respect toward others; and respecting expectations concerning attendance, assignments, deadlines, and appointments.

SUPPORTS AND SERVICES FOR STUDENTS

Camosun College offers a number of services to help you succeed in and out of the classroom. For a detailed overview of the supports and services visit <http://camosun.ca/students/>.

Academic Advising	http://camosun.ca/advising
Accessible Learning	http://camosun.ca/accessible-learning
Counselling	http://camosun.ca/counselling
Career Services	http://camosun.ca/coop
Financial Aid and Awards	http://camosun.ca/financialaid
Help Centres (Math/English/Science)	http://camosun.ca/help-centres
Indigenous Student Support	http://camosun.ca/indigenous
International Student Support	http://camosun.ca/international/
Learning Skills	http://camosun.ca/learningskills
Library	http://camosun.ca/services/library/
Office of Student Support	http://camosun.ca/oss
Ombudsperson	http://camosun.ca/ombuds
Registration	http://camosun.ca/registration
Technology Support	http://camosun.ca/its
Writing Centre	http://camosun.ca/writing-centre

If you have a mental health concern, please contact Counselling to arrange an appointment as soon as possible. Counselling sessions are available at both campuses during business hours. If you need urgent support after-hours, please contact the Vancouver Island Crisis Line at 1-888-494-3888 or call 911.

COLLEGE-WIDE POLICIES, PROCEDURES, REQUIREMENTS, AND STANDARDS

Academic Accommodations for Students with Disabilities

The College is committed to providing appropriate and reasonable academic accommodations to students with disabilities (i.e. physical, depression, learning, etc). If you have a disability, the [Centre for Accessible Learning](#) (CAL) can help you document your needs, and where disability-related barriers to access in your courses exist, create an accommodation plan. By making a plan through CAL, you can ensure you have the appropriate academic accommodations you need without disclosing your diagnosis or condition to course instructors. Please visit the CAL website for contacts and to learn how to get started:

<http://camosun.ca/services/accessible-learning/>

Academic Integrity

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.13.pdf> for policy regarding academic expectations and details for addressing and resolving matters of academic misconduct.

Academic Progress

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.1.pdf> for further details on how Camosun College monitors students' academic progress and what steps can be taken if a student is at risk of not meeting the College's academic progress standards.

Course Withdrawals Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.2.pdf> for further details about course withdrawals. For deadline for fees, course drop dates, and tuition refund, please visit <http://camosun.ca/learn/fees/#deadlines>.

Grading Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf> for further details about grading.

Grade Review and Appeals

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf> for policy relating to requests for review and appeal of grades.

Mandatory Attendance for First Class Meeting of Each Course

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable reason in advance, you will be removed from the course and the space offered to the next waitlisted student. For more information, please see the "Attendance" section under "Registration Policies and Procedures"

(<http://camosun.ca/learn/calendar/current/procedures.html>) and the Grading Policy at <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf>.

Medical / Compassionate Withdrawals

Students who are incapacitated and unable to complete or succeed in their studies by virtue of serious and demonstrated exceptional circumstances may be eligible for a medical/compassionate withdrawal. Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.8.pdf> to learn more about the process involved in a medical/compassionate withdrawal.

Sexual Violence and Misconduct

Camosun is committed to creating a campus culture of safety, respect, and consent. Camosun's Office of Student Support is responsible for offering support to students impacted by sexual violence. Regardless of when or where the sexual violence or misconduct occurred, students can access support at Camosun. The Office of Student Support will make sure students have a safe and private place to talk and will help them understand what supports are available and their options for next steps. The Office of Student Support respects a student's right to choose what is right for them. For more information see Camosun's Sexualized Violence and Misconduct Policy: <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.9.pdf> and camosun.ca/sexual-violence. To contact the Office of Student Support: oss@camosun.ca or by phone: 250-370-3046 or 250-3703841

Student Misconduct (Non-Academic)

Camosun College is committed to building the academic competency of all students, seeks to empower students to become agents of their own learning, and promotes academic belonging for everyone. Camosun also expects that all students to conduct themselves in a manner that contributes to a positive, supportive, and safe learning environment. Please review Camosun College's Student Misconduct Policy at <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.5.pdf> to understand the College's expectations of academic integrity and student behavioural conduct.

Changes to this syllabus: Every effort has been made to ensure that information in this syllabus is accurate at the time of publication. The College reserves the right to change courses if it becomes necessary so that course content remains relevant. In such cases, the instructor will give the students clear and timely notice of the changes.