

COURSE SYLLABUS



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

CLASS SECTION: 001

TERM: 2025W

COURSE CREDITS: 3

DELIVERY METHOD(S): Lectures

Camosun College respectfully acknowledges that our campuses are situated on the territories of the Ləkʷəŋən (Songhees and Kosapsum) and WSÁNEĆ peoples. We honour their knowledge and welcome to all students who seek education here.

INSTRUCTOR DETAILS

NAME: Dr. Francis Adu-Febiri

EMAIL: adufebir@camosun.ca

OFFICE: Paul 228

HOURS: Mondays 3:00 – 4:00 & Wednesdays 11:30 – 12:30

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):

EQUIVALENCIES:

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</u> <u>1</u>	Mon/ Wed	6/8	<u>Lecture 1's Theme:</u> Perspectives on Indigenous Peoples: Social Status and the Foundational Sociological Concepts

			<p>Required Readings: Chapters 9, 17 and 22 of Adu-Febiri (ed.); Chapter 14 of Starblanket & Long (eds.).</p> <p>GUIDING QUESTION: <i>Why does Indigenous status matter?</i></p>
<u>Week 2</u>	Mon	<u>13</u>	<p>ASSIGNMENTS A: Two Assignments based on Chapter 7 of Adu-Febiri (ed.) and Chapter 7 of Starblanket & Long (eds.):</p> <p><u>As an individual use the class time to complete these assignments.</u> UPLOAD YOUR INDIVIDUAL ASSIGNMENTS A on D2L and Individual Assignments A Submission Folder: Two assignments due on Monday January 13 by 11:30 pm: <i>Type 1: CRITICAL REVIEW #1</i> <i>Type 2: PROBLEM STATEMENT & QUESTION #1</i></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>
	Wed	<u>15</u>	<p><u>In class, as a team discuss your individual assignments Type 1 and Type 2.</u> Select the ones that meet the structure and content requirements of the assignment or create new ones that meet the requirements. UPLOAD YOUR TEAM/GROUP ASSIGNMENTS A: Two team/group assignments due on Wednesday January 15 by 11:30 pm: <i>Type 1: CRITICAL REVIEW #1</i> <i>Type 2: PROBLEM STATEMENT & QUESTION #1</i></p>
<u>Week 3</u>	Mon/ Wed	<u>20/22</u>	<p>Lecture 2's Theme: Perspectives on Indigenous Peoples: Theory</p> <p>Required Readings: Introductions to sections I-V of Adu-Febiri (ed.) and Intro Chapter and Chapter 3 of Starblanket & Long (eds.)</p> <p>GUIDING QUESTION: <i>Why have the projects/programs informed by sociological paradigms and Indigenous paradigms unable to resolve Indigenous issues?</i></p> <p>CLASS DISCUSSION #1 due by Wednesday January 22 at 11:30 pm</p>

<u>Week</u> <u>4</u>	Mon/ Wed	<u>27/2</u> <u>9</u>	<p><u>Lecture 3's Theme:</u> Indigenous Peoples and the Canadian Economy</p> <p><u>Required Readings:</u> Chapter 18 (pp. 191-195) of Adu-Febiri (ed.) and Intro Chapter (pp. 6-7) of Starblanket & Long (eds.)</p> <p>GUIDING QUESTION: <i>What projects/programs could transform the “postcolonial” economic status of Indigenous people?</i></p>
FEB			
<u>Week</u> <u>5</u>	Monday Wednes day	<u>3</u> <u>5</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>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 Monday February 6 by 11:30 pm: <i>Type 1: CRITICAL REVIEW #2</i> <i>Type 2: PROBLEM STATEMENT & QUESTION #2</i></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> <p><u>In class, as a team discuss your individual assignments Type 1 and Type 2.</u> Select the ones that meet the structure and content requirements of the assignments or create new ones that meet the requirements. UPLOAD YOUR TEAM/GROUP ASSIGNMENTS B: Two assignments due on Wednesday February 5 by 11:30 pm: <i>Type 1: CRITICAL REVIEW #1</i> <i>Type 2: PROBLEM STATEMENT & QUESTION #1</i></p>

<u>Week 6</u>	Mon/ Wed	<u>10/12</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> <p><u>CLASS DISCUSSION #2 due by Wednesday February 12 at 11:30 pm</u></p>
<u>Week 7</u>	Mon- Fri	<u>17-21</u>	<p><u>READING BREAK</u></p>
<u>Week 8</u>	Mon/ Wed	<u>24/26</u>	<p><u>MIDTERM EXAM WEEK</u></p> <p>.....</p> <p>Monday February 24: Your critical evaluation of Canada's criminal justice system. <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 challenge Indigenous communities face in the criminal "justice" system of Canada.</i></p> <p>Wednesday February 26: <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 85 minutes.</i></p> <p>.....</p>

			<p>GUIDING QUESTION: <i>To what extent are existing models of self-government sufficient to transform the postcolonial Indigenous governance?</i></p>
<p><u>Week 12</u></p>	<p>Mon/ Wed</p>	<p><u>24/26</u></p>	<p><u>Lecture 7's Theme:</u> Indigenous Peoples Development <u>Readings:</u> 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 a sustainable development?</i></p>
<p>APRIL</p> <p><u>Week 13</u></p>	<p>Monday</p> <p>Wed</p>	<p><u>Mar 31</u></p> <p><u>Apr 2</u></p>	<p><u>Use class time to do the INDIVIDUAL CREATIVITY & INNOVATION EXERCISE #2 Due by 11:30 pm on Monday March 31. Upload your C&I #2 report on D2L Individual Submission Folder.</u></p> <p><i>See the instructions below or D2L News for instructions to do this assignment.</i></p> <p><u>Readings: Chapter 5 of Adu-Febiri (ed.) and Chapter 1 or Chapter 5 of Starblanket & Long (eds.):</u></p> <ol style="list-style-type: none"> 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. 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. 3. Critical Evaluation: Use your design to critique one of the two foundational sociological concepts and any one of the sociological theories or Indigenous theories of this course. <p><u>In class, as a team, discuss your individual reports, select the best one or create a new one based on the assignment requirements. 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 on April 2.</u></p>

Week1 4	Mon	7	<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>
	Wed		<p>Complete your Assignment Type 4 (Success Story Project or Truth and Reconciliation Project) report.</p>
	Mon	14	<p><u>Project Report Due on D2L by 11:30 pm</u></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](https://camosun.ca/services/academic-supports/accessible-learning/academic-accommodations-exams). <https://camosun.ca/services/academic-supports/accessible-learning/academic-accommodations-exams>

EVALUATION OF LEARNING

DESCRIPTION	WEIGHTING
Critical Reviews: Team	15
Problem Statement/Question: Team	8
Midterm Exam: Individual or Team	25
Creativity & Innovation Exercises: Team	20
Class Discussions: Individual	2

DESCRIPTION	WEIGHTING
Success Stories Project or TRC Project: Team	30
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

[INSERT TEXT HERE]

SCHOOL OR DEPARTMENTAL INFORMATION

[INSERT TEXT HERE]

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 camosun.ca/services.

Support Service	Website
Academic Advising	camosun.ca/services/academic-supports/academic-advising
Accessible Learning	camosun.ca/services/academic-supports/accessible-learning

Support Service	Website
Counselling	camosun.ca/services/health-and-wellness/counselling-centre
Career Services	camosun.ca/services/co-operative-education-and-career-services
Financial Aid and Awards	camosun.ca/registration-records/financial-aid-awards
Help Centres (Math/English/Science)	camosun.ca/services/academic-supports/help-centres
Indigenous Student Support	camosun.ca/programs-courses/iecc/indigenous-student-services
International Student Support	camosun.ca/international
Learning Skills	camosun.ca/services/academic-supports/help-centres/writing-centre-learning-skills
Library	camosun.ca/services/library
Office of Student Support	camosun.ca/services/office-student-support
Ombudsperson	camosun.ca/services/ombudsperson
Registration	camosun.ca/registration-records/registration
Technology Support	camosun.ca/services/its
Writing Centre	camosun.ca/services/academic-supports/help-centres/writing-centre-learning-skills

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 Integrity

Students are expected to comply with all College policy regarding academic integrity; which is about honest and ethical behaviour in your education journey. The following guide is designed to help you understand your responsibilities: <https://camosun.libguides.com/academicintegrity/welcome>
Please visit <https://camosun.ca/sites/default/files/2021-05/e-1.13.pdf> for Camosun's Academic Integrity policy and details for addressing and resolving matters of academic misconduct.

Academic Accommodations for Students with Disabilities

Camosun College is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging appropriate academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a documented disability and think you may need accommodations, you are strongly encouraged to contact the Centre for Accessible Learning (CAL) and register as early as possible. Please visit the CAL website for more information about the process of registering with CAL, including important deadlines:

<https://camosun.ca/cal>

Academic Progress

Please visit <https://camosun.ca/sites/default/files/2023-02/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 <https://camosun.ca/sites/default/files/2021-05/e-2.2.pdf> for further details about course withdrawals. For deadline for fees, course drop dates, and tuition refund, please visit <https://camosun.ca/registration-records/tuition-fees#deadlines>.

Grading Policy

Please visit <https://camosun.ca/sites/default/files/2021-05/e-1.5.pdf> for further details about grading.

Grade Review and Appeals

Please visit <https://camosun.ca/sites/default/files/2021-05/e-1.14.pdf> for policy relating to requests for review and appeal of grades.

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 (see [Medical/Compassionate Withdrawals policy](#)). Please visit <https://camosun.ca/services/forms#medical> to learn more about the process involved in a medical/compassionate withdrawal.

Sexual Violence

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 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 Policy: <https://camosun.ca/sites/default/files/2021-05/e-2.9.pdf> and camosun.ca/services/sexual-violence-support-and-education.

To contact the Office of Student Support: oss@camosun.ca or by phone: 250-370-3046 or 250-370-3841

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 <https://camosun.ca/sites/default/files/2021-05/e-2.5.pdf> to understand the College's expectations of academic integrity and student behavioural conduct.

Looking for other policies?

The full suite of College policies and directives can be found here: <https://camosun.ca/about/camosun-college-policies-and-directives>

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.

