

**CAMOSUN COLLEGE
DEPARTMENT OF SOCIAL SCIENCES**

**SOCIOLOGY 104: LEGAL AND POLITICAL HISTORY OF THE FIRST PEOPLES
OF CANADA, FALL 2002**

INSTRUCTOR: Dr. Francis Adu-Febiri
TELEPHONE: 370-3105 OFFICE: Ewing 242
OFFICE HOURS: Mon/Thu 11:00 – 1:00; Wed 11:00 – 12:00 or By appointment.

INTRODUCTION:

Historians, political scientists, legal scholars, and journalists have produced a wealth of information on the historical specifics of First Peoples-White relations in Canada. This course seeks to use sociological imagination and social construction of reality to analyze this information for patterns and dynamics of this special case of race/ethnic relations. Specifically, it applies the sociological paradigms of functionalism, social conflict, interactionism and feminism to identify, interpret, understand, and explain the unequal relations revealed in the documented legal and political history of First Peoples – EuroCanadian relations in Canada.

COURSE CONTENT:

The course examines the social, cultural, economic, political and legal exchange and domination processes that underlie the evolution of Aboriginal-White relations in Canada from early contact to the 1970s. It attempts to sociologically analyze and explain the patterns of actions and responses evident in the accommodation, cooperation, competition, annihilation, assimilation, coercion and conflict that have characterized the relations. Specifically the course investigates First Peoples interaction with European incursors, fishers, traders, explorers, missionaries, colonizers, settlers, politicians and bureaucrats. The central questions it addresses are: a) why Europeans succeeded in using proclamations, treaties, acts and policies to dominate the First Peoples, and b) why First peoples' responses to the unequal exchange against them failed to preserve their land rights, education, self-government and economic independence. These questions are pursued from the perspectives of political economy, culture, social structure, ideology and individual action. As a backdrop, the course briefly discusses the social condition of contemporary Canadian First Peoples.

EXPECTED LEARNING OUTCOMES:

Through interactive lectures, critical reviews, group and class discussions, videos, student presentations, examinations, and research students will be able to:

- identify and critically analyze the laws, policies and practices of the Canadian state that created, supported and shaped First Peoples - Whites relations in Canada.
- critically examine the part white racism and aboriginal cultures played in the processes of marginalization of various First Nations groups.
- assess the extent to which capitalism influenced this history of aboriginal–white relations in Canada.
- discover significant actions of individuals and groups of aboriginals and whites that contributed to the social construction of the unequal relations.

REQUIRED TEXTS

Miller, J.R.

2000: *Skyscrapers Hide the Heavens: A History of Indian - White Relations in Canada*, Third Edition, Toronto: University of Toronto Press.

Adu-Febiri, F (ed.)

1999. *First Nations Students Talk Back: A Sociological Introduction to the Legal and Political History of First Peoples - White Relations in Canada*. Victoria: Camosun College Printing.

REQUIRED READINGS:

The readings for the course will comprise

- a) the topics in the textbooks specified in the course schedule
- b) additional materials and illustrations introduced during interactive lectures.

COURSE SCHEDULE READING ASSIGNMENTS

WEEK	DAY	DATE	TOPICS AND READINGS
1	Wed	Sept. 04	Perspectives on First Peoples: Terminology, Demography, Status, and Theory <u>Interactive Lecture</u>
2	Mon/Wed	Sept. 09/11	First Peoples in the Pre-Contact Period: Economic, political, cultural, social, legal and environmental practices. Chapter 1 of J.R. Miller; Chapters 1, 5 and 8 of Adu-Febiri (ed.)
3	Mon/Wed	Sept 16/18	Early Contact: Accommodation and Cooperation <u>Interactive Lecture</u> Chapters 2 and 3 of J.R. Miller
4	Mon/Wed	Sept. 23/25	Accommodation and Corporation? <u>Group/Class Discussion #2</u> Chapter 4 of J.R. Miller; Chapters 9 and 10 of Adu-Febiri (ed.)
5	Mon/Wed	Sep/Oct 30/02	Domination: Coercion <u>Interactive Lecture</u> Chapters 5 and 6 of J.R. Miller Chapters 11-13 of Adu-Febiri (ed.)
6	Mon/Wed	Oct. 07/09	Domination: Assimilation <u>Group/Class Discussion #3</u> Chapter 7 of J.R. Miller; Chapters 14 and 15 of Adu-Febiri (ed.)

7	Wed Oct. 16 <u>Interactive Lecture</u>	Assimilation Chapter 8 of J.R. Miller Chapters 16 and 17 of Adu-Febiri (ed.)
8	Mon/Wed Oct. 21/23 <u>Group/Class Discussion #4</u>	Resistance to White Domination: Women Chapter 11 of J.R. Miller Chapters 18 and 19 of Adu-Febiri (ed.)
9	Mon/Wed Oct. 28/30 <u>Interactive Lecture</u>	Resistance to White Domination: Men Chapters 9 - 10 of J.R. Miller Chapters 4 and 23 of Adu-Febiri (ed.)
10	Mon/Wed Nov. 04/06 <u>Group/Class Discussion #5</u>	Confrontation: Political Organization Chapter 12 of J.R. Miller Chapter 3 of Adu-Febiri (ed.)
11	Wed Nov. 13 <u>Interactive Lecture</u>	Conflict: Political Relations Chapter 13 of J.R. Miller Chapters 3 of Adu-Febiri (ed.)
12	Mon/Wed Nov. 18/20 <u>Group/Class Discussion #6</u>	First Peoples' Demands Chapter 14 of J.R. Miller Chapter 2 of Adu-Febiri (ed.)
13	Mon/Wed Nov. 25/27 <u>Students Oral Presentations</u>	
14	Mon/Wed Dec. 02/04 <u>Interactive Lecture</u>	Lessons from History Chapter 15 of J.R. Miller

CRITICAL REVIEWS (30%):

One-page typed critical reviews of *ALL* the chapters in J.R. Miller and F. Adu-Febiri (ed.) designated for Group/Class Discussions in the course schedule are required. Together there are six critical review sessions. Every group/class discussion session will require one critical review of the chapter to be discussed. The instructor will collect a copy of your review before the session's discussion begins. Without submitting a copy of your critical review to the instructor you will not be allowed to attend that particular session. The following suggestions may guide you in doing the critical reviews: 1) summarize the chapters' discussions by identifying their common theme and their main differences in terms of thesis or argument; 2) provide an overall assessment of one of the chapters; and 3) suggest improvements based on the weakness(es) you identify.

GROUP/CLASS DISCUSSIONS (10%):

The intention of this aspect of the course is to engage the class in constructive discussions of pertinent theoretical, empirical and practical First Peoples - White relations issues neglected by the selected chapters.

GROUP DISCUSSIONS

The group discussions focus on a) critical reviews and b) the review questions provided by the instructor based on those chapters designated for group discussion in the course schedule.

- a) In groups of five or six discuss your copies of the critical reviews submitted and select one of them that best reflects the critical review criteria provided above, list your names on it and submit to instructor for grade.
- b) In groups of five or six discuss the review questions thoroughly. Each group is to come up with one question that is different from all the review questions, but a relevant issue in the chapters that the review questions fail to address. Write this question on a piece of paper with the list of your group members, state the importance of this question, and submit to the instructor.

CLASS DISCUSSIONS

The questions that the various groups generate will constitute the core of class discussions. In the class discussions each group is required to provide rationale for, and defend, the questions it creates. Evaluation of group discussions will be based on the critical questions created, supported and defended.

INTERACTIVE LECTURE:

This is the instructor's presentation on selected topics from the course textbooks. Students are encouraged to ask questions, make comments and respond to questions during the presentation process.

ORAL PRESENTATION (10%) AND TERM PAPER (20%):

Get a partner or partners from the class and come up with a relevant topic that focuses on a relevant issue neglected by the *First Nations Students Talk Back* textbook for your oral presentation and term paper. Emphasis should be placed on a coherent, logical argument that integrates concepts, theory and empirical information. A clear presentation and critical thinking will also be rewarded.

The term paper is should be no shorter than 6 and no longer than 10 double-spaced typewritten pages. Full bibliography and references must be provided.

The projects involve a collaborative work requiring students to join together with others in teams of not less than 2 and not more than 5. Each team will be required to make an oral presentation. The presentation must be approximately 15 minutes. Grades for oral presentation and written report will be group-based. **Students who prefer individual grades should provide a convincing reason for that and should discuss it with the instructor before the deadline for the submission of the term paper.**

The oral presentation and term paper must address the following:

- Background/assumption of the topic
- Central question
- Thesis
- Main argument

- Data collection methods and procedures
- Materials/information used and their sources
- Findings
- Interpretations/Explanations
- Conclusions

The due date of the written report is Friday December 06, 2002. You lose marks for late submission of report--2 marks a day.

FINAL EXAMINATION ESSAY-TYPE:

The instructor will give you FIVE study questions based on the required readings, class discussions, student oral presentations, and interactive lectures, one week before the final **examination day**. On the examination day two of the questions will be selected for you and you will be required to answer ANY ONE of them in 60 minutes.

EVALUATION PROCEDURES:

Evaluation will be based on one in-class essay-type final examination, critical reviews, group/class discussions, oral presentations and a term paper. All the components of the evaluation will be graded on the basis of their sociological quality. The emphasis will be on understanding, critical thinking, logic, and evidence, rather than regurgitation of information.

Critical Reviews	30%
Group/Class Discussions	10%
Oral Presentation	10%
Term Paper	20%
Final Examination	30%

NOTE: To attain a passing grade, students must complete all the evaluation components of the course.

GRADING:

95+	A+
90 - 94	A
85 - 89	A-
80 - 84	B+
75 - 79	B
70 - 74	B-
65 - 69	C+
60 - 64	C
50 - 59	D
<50	F