
Instructor: Dr. Francis Adu-Febiri
Office hours: TBA
Location: Ewing 242
Phone: 370-3105
Class Times: Section 01: Tuesdays and Fridays 9:30 – 10:50
Section 02: Tuesdays and Fridays 11:00 – 12:20

CALENDAR DESCRIPTION:

A critical examination of the position of First Nations in Canadian society with emphasis on the interaction between First nations and the political, judicial, socioeconomic and value systems of the majority society. There will be an examination of contemporary land claim settlements and the development of aboriginal self-government.

EXPECTED LEARNING OUTCOMES:

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

- Assess the contemporary demographic, economic, political, legal, health, social, and cultural statuses of First Nations in Canada.
- Demonstrate empirically the extent to which white racism, western patriarchy, First Nations traditional cultures, and capitalism contribute to the marginal positions of the First Nations.
- Identify and examine the contemporary laws, policies and practices of the Canadian state that create, support and shape the relationship between the First Nations and Canadian society, especially in the areas of land claim settlements and aboriginal self-government.
- Propose logical and viable solutions to selected social problems in First Nations communities resulting from their interaction with the majority culture.

REQUIRED TEXTS

Steckley, John L. and Bryan D. Cummins

2001: *Full Cycle: Canada's First Nations*, Toronto: Prentice Hall.

Wotherspoon Terry and Vic Satzewich:

2000: *First Nations: Race, Class, and Gender Relations*. Scarborough, Ontario: Nelson Canada.

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.

RECOMMENDED READING:

Frideres, James S. and Rene R. Gadacz

2001. *Aboriginal Peoples in Canada: Contemporary Conflicts*. Sixth Edition. Toronto: Prentice Hall.

CRITICAL REVIEWS (30%):

One-page typed critical reviews of the chapters in Steckley & Cummins designated for Group/Class Discussions in the course schedule are required. Together there are five 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 difference in terms of thesis or argument; 2) provide an 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 "Content Questions" provided at the end of those chapters designated for group/class discussions 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 come up with one question that is different from all the "Content Questions", but a relevant issue reflecting the main theme of the chapters that the "Content Questions" fail to address. Write this question on a piece of paper with the list of names and signatures of your group members, state why this question is important, 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 an oral rationale for, and orally defend, the questions it creates.

- ***Evaluation of group/class discussions will be based on the quality of your created questions and their written justifications as well as how effectively they are orally 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 three or four partners from the class and come up with a topic that focuses on a relevant issue neglected by the required 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 to be a maximum of 8 double-spaced typewritten pages. Citations and full bibliography/references must be provided. ***Use APA, ASA, or MLA style.***

The projects involve a collaborative work requiring students to join together with others in teams of not less than 4 and not more than 6. 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
- Type of data and their sources
- Data collection methods and techniques
- Methods and Techniques of data analysis
- Findings: pattern(s) discovered
- Interpretations/Explanations of findings
- Conclusion

The due date of the written report is Monday April 14, 2003. **You lose marks for late submission of report--2 marks a day.**

FINAL EXAMINATION:

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.

This is an essay-type examination that rewards coherent, logical argument that integrates concepts, theory and empirical information rather than points dropping and regurgitation of information. A clear presentation and critical thinking are also rewarded.

BASES OF STUDENT ASSESSMENT:

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 scholarly and sociological qualities. Emphasis will be on understanding, critical thinking, logical reasoning, 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

COURSE SCHEDULE AND READING ASSIGNMENTS

WEEK	DAY	DATE	TOPICS AND READINGS
1	Tue/Friday	Jan. 07/10	Perspectives on First Nations: Status: Chapter 12 of Steckley & Cummins Chapter 4 of Wotherspoon & Satzewich
	<u>Interactive Lecture</u>		
2	Tue/Friday	Jan. 14/17	Perspectives on First Nations: Theory: Chapters 1,2, 12 of Steckley & Cummins Chapters 1,2 of Wotherspoon & Satzewich
	<u>Interactive Lecture</u>		
3	Tue/Friday	Jan. 21/24	Canadian Aboriginal Groups Chapters 5-11 of Steckley & Cummins
	<u>Group/Class Discussion #1</u>		

4	Tue/Friday Jan. 28/31 <u>Interactive Lecture</u>	First Nations and the Canadian Economy Chapter 14 of Steckley & Cummins Chapter 3 of Wotherspoon & Satzewich
5	Tue/Friday Feb. 04/07 <u>Group/Class Discussion #2</u>	Transformation of First Nations Social Conditions Chapters 13,14, 16, 19 of Steckley & Cummins
6	Tue Feb. 11 <u>Interactive Lecture</u>	Education and Job Training Chapter 19 of Steckley & Cummins; Chapter 5 of Wotherspoon & Satzewich
7	Tue/Friday Feb. 18/21 <u>Group/Class Discussion #3</u>	The Justice System and First Nations Chapters 22 and 23 of Steckley & Cummins
8	Tue/Friday Feb. 25/28 <u>Interactive Lecture</u>	First Nations Health Issues Chapter 18 of Steckley & Cummins
9	Tue/Friday Mar. 04/07 <u>Group/Class Discussion #4</u>	First Nations Land Claims Chapters 3, 14 & 20 of Steckley & Cummins
10	Tue/Friday Mar. 11/14 <u>Interactive Lecture</u>	First Nations Governance Chapter 24 of Steckley & Cummins
11	Tue/Friday Mar. 18/21 <u>Group/Class Discussion #5</u>	First Nations Resistance Chapters 15 & 21 of Steckley & Cummins
12	Tue/Friday Mar. 25/28 <u>Interactive Lecture</u>	First Nations Development Chapter 25 of Steckley & Cummins Chapter 9 of Wotherspoon & Satzewich
13	Tue/Friday April 01/04 <u>Students Oral Presentations</u>	
14	Tue/Friday April. 08/11 <u>Interactive Lecture</u>	Solutions to Problems in First Nations Communities Chapter 25 of Steckley & Cummins Chapter 9 of Wotherspoon & Satzewich

ADDITIONAL REFERENCES

BC Aboriginal Education Partners

2002: *A Teacher's Guide to the Proposed Referendum on the Treaty Negotiation Process in B.C.*, Vancouver: First Nations Education Steering Committee and the BC First Nations Education Partners.

Fleras, Augie and Jean Leonard Elliott

2003: *Aboriginal Peoples: Rethinking the Relationship*. In Augie Fleras and Jean L. Elliott. *Unequal Relations: An Introduction to Race and Ethnic Dynamics in Canada*. Fourth Edition. Toronto: Prentice Hall.

Frideres, James.

1995: *Native Peoples*. In Peter S. Li and B. Singh Bolaria (eds.) *Essentials of Contemporary Sociology*

First Nations Education Steering Committee (FNESC), BC Teachers' Federation, and the Tripartite Public Education Committee.

1998: *Understanding the BC Treaty Process: An Opportunity for Dialogue*, Second Edition. Vancouver: FNESC.

Paquette, Jerry and William J. Smith

2001: "Equal Educational Opportunity for Native Students: Funding the Dream." *Canadian Journal of Native Education*, Volume 25, Number 2, pp. 129-139.