

Sociology 106
FIRST NATIONS (CANADA PRESENT)

Winter, 2004

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

Adu-Febiri, Francis (ed.):

2003: *First Nations Students Talk Back: Voices of a Learning People*, Victoria: Camosun College.

Long, David and Olive Patricia Dickason:

2000: *Visions of the Heart: Canadian Aboriginal Issue*. Second Edition. Toronto: Harcourt Canada.

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:

Wotherspoon, Terry and Vic Satzewick:

1993. *First Nations: Race, Class, and Gender Relations*. Scarborough, Ontario: Nelson Canada.

CRITICAL REVIEWS:

There are five group/class discussion sessions in this course that involve critical reviews, in addition to question formulation exercises. Every group/class discussion session will require one critical review of the chapters in the required textbooks stated in this course outline. The instructor will collect a ONE-PAGE typed copy of your review before the session's discussion begins. Without submitting the ONE-PAGE typed copy of your critical review to the instructor you will not be allowed to attend that particular session.

The following criteria will be used to grade the critical reviews: **1) a summary of the chapters' discussions identifying their common theme and their main differences in terms of thesis or argument; 2) a concise assessment of only one of the chapters reviewed in that sessions; and 3) suggested improvements based on the weakness(es) identified in the assessment.**

GROUP/CLASS DISCUSSIONS:

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 "Discussion Questions" provided at the end of those chapters in *Visions of the Heart* designated for group/class discussions in the course schedule.

- a) **CRITICAL REVIEWS (25%)**: 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) **DISCUSSION QUESTIONS (15%)** In groups of five or six come up with one question that is different from all the "Discussion 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 and state its justification (why the question is important). On this same paper list the names of your group members who participated in the discussion and submit it 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 if necessary.

- ***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.***

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 textbooks for your oral presentation and term paper. ***Emphasis should be placed on a coherent, logical argument that integrates sociological concepts and theories as well as empirical/factual 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:

- An Introduction:
that integrates the background/assumptions of the topic, Central question, Thesis and a preview of the subsequent sections of the paper.
- Main Argument
that integrates logic and evidence to sustain the thesis and articulates the pattern emerging from the evidence or the premise of the main argument.
- An Empirical explanation
that focuses on the factual (flowing from the evidence) interpretation of the pattern.
- A Theoretical Explanation
that focuses on the interpretation of the pattern relating to sociological paradigms.
- A Conclusion
that provides succinct summary of the argument, brings a systematic closure to the paper, and provides a logical suggestion for future research.

The due date of the written report is Monday April 8, 2004. **You lose marks for late submission of report--2 marks a day.**

FINAL EXAMINATION (40%):

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	25%
Group/Class Discussions	15%
Oral Presentation	5%
Term Paper	20%
Final Examination	40%

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

INTERACTIVE LECTURE:

This is the instructor's presentation on selected topics on contemporary First Nations issues. Students are encouraged to ask questions, make comments and respond to questions during the presentation process.

COURSE SCHEDULE AND READING ASSIGNMENTS

WEEK	DAY	DATE	TOPICS AND READINGS
1	Tue/Friday	Jan. 06/09	Perspectives on First Nations: Status: Chapter 4 of Wotherspoon & Satzewich
	<u>Interactive Lecture</u>		
2	Tue/Friday	Jan. 13/16	Perspectives on First Nations: Theory: Introductions to sections I-V of Adu-Febiri (ed.) Introduction of Long & Dickason (eds.).
	<u>Interactive Lecture</u>		
3	Tue/Friday	Jan. 20/23	Canadian Aboriginal Groups Chapter 7 of Adu-Febiri (ed.) Chapter 7 of Long & Dickason (eds.)
	<u>Group/Class Discussion #1</u> <i>CRITICAL REVIEW #1 DUE</i>		
4	Tue/Friday	Jan. 27/30	First Nations and the Canadian Economy Chapter 14 of Long & Dickason (eds.) Chapter 3 of Wotherspoon & Satzewich
	<u>Interactive Lecture</u>		
5	Tue/Friday	Feb. 03/06	Aboriginal Women in Canada Chapters 20-22 of Adu-Febiri (ed.) Chapter 4 of Long & Dickason
	<u>Group/Class Discussion #2</u> <i>CRITICAL REVIEW #2 DUE</i>		
6	Tue	Feb. 10	First Nations Education and Job Training Chapter 17 of Adu-Febiri (ed.) Chapter 11 of Long & Dickason (eds.)
	<u>Interactive Lecture</u>		
FEBRUARY 12-13 READING BREAK			
7	Tue/Friday	Feb. 17/20	The Justice System and First Nations Chapter 6 of Adu-Febiri (ed.) Chapter 12 of Long & Dickason
	<u>Group/Class Discussion #3</u> <i>CRITICAL REVIEW #3 DUE</i>		
8	Tue/Friday	Feb. 24/27	First Nations Health Issues Chapters 9 & 10 of Long & Dickason
	<u>Interactive Lecture</u>		
9	Tue/Friday	Mar. 02/05	First Nations Land Claims Chapters 2 & 8 of Adu-Febiri (ed.)
	<u>Group/Class Discussion #4</u> <i>CRITICAL REVIEW #4 DUE</i>		

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| 10 | Tue/Friday Mar. 09/12 | First Nations Governance
<u>Interactive Lecture</u> | Chapter 6 of Long & Dickason (eds.) |
| 11 | Tue/Friday Mar. 16/19 | First Nations Leadership
<u>Group/Class Discussion #5</u>
<u>CRITICAL REVIEW #5 DUE</u> | Chapter 5 of Adu-Febiri (ed.)
Chapters 2 & 3 of Long & Dickason (eds.) |
| 12 | Tue/Friday Mar. 23/26 | <u>Students Oral Presentations</u> | |
| 13 | Tue/Friday Mar. 30 /April 02 | First Nations Development
<u>Interactive Lecture</u> | Chapter 14 of Long & Dickason (eds.)
Chapter 9 of Wotherspoon & Satzewich |
| 14 | Tue/Friday April. 06 | Solutions to Problems in First Nations Communities
<u>Interactive Lecture</u> | Chapter 14 of Long & Dickason
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.