

Camosun College
School of Arts & Science
Social Sciences Department

Sociology 104
First Nations (Canada Past)

Fall, 2004

The Approved Course Description is available on the web @ www.camosun.bc.ca

Instructor:	Dr. Francis Adu-Febiri
Office hours:	Mondays 11:30 – 12:30; Wednesdays 10:30 – 11:30; Thursdays 12:30 – 1:30.
Location:	Paul 228
Phone:	370-3373
E-mail:	adufebir@camosun.bc.ca
Website:	

Calendar Description:

Students learn the social, economic, cultural, legal and political factors which influence First Nations in Canadian society. Emphasis is on pre-contact societies, the treaty process, legislation, resistance, and the manner in which the Canadian State developed policies and practices that influenced Native life before 1970.

Intended Learning Outcomes:

Students will be able to use concepts and theories of sociology to identify and critically assess

1. The pre-contact social, cultural, legal, economic, and political organization and practices of the First Nations that created equal relations with the Europeans during contact.
2. The laws, policies, and treaties the Canadian state produced that created, supported, and shaped the First Nations – White relations in Canada after European contact.
3. The part First Nations cultures and leaders played in their domination by and resistance to Euro-Canadian practices during and after contact.
4. The extent to which economic factors (European commercial and industrial capitalism) influenced the lives of First Nations in contact and post-contact periods.

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.)

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

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. 08	Perspectives on First Peoples: Terminology, Demography, Status, and Theory <u>Interactive Lecture</u>
2.	Mon/Wed	Sept. 13/15	Theoretical Perspectives: The Sociology of History. <u>Interactive Lecture</u>
3	Mon/Wed	Sept. 20/22	First Peoples in the Pre-Contact Period: Economic, political, cultural, social, legal and environmental practices. <u>Chapter 1 of J.R. Miller; Chapters 1, 6 and 10 of Adu-Febiri (ed.)</u>
4	Mon/Wed	Sept 27/29	Early Contact: Accommodation and Cooperation <u>Chapters 2 and 3 of J.R. Miller</u>
5	Mon/Wed	Oct. 04/06	Accommodation and Corporation? <u>Chapter 4 of J.R. Miller;</u> <u>Chapters 11 and 12 of Adu-Febiri (ed.)</u>
6	Wed	Oct 13	Domination: Coercion/Assimilation <u>Chapters 5, 6, 7 and 8 of J.R. Miller</u> <u>Chapters 13-15, 18 and 19 of Adu-Febiri (ed.)</u>

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| 7 | Mon/Wed
<u>Group/Class Discussion #3</u>
<u>CRITICAL REVIEW #3 DUE:</u> | Oct. 18/20 | Domination: Assimilation
Chapter 7 of J.R. Miller;
Chapters 16, 17 and 18 of Adu-Febiri (ed.) |
| 8 | <u>Interactive Lecture</u> | Mon/Wed
Oct. 25/27 | Resistance to White Domination: Men
Chapters 9 - 10 of J.R. Miller
Chapters 4 and 25 of Adu-Febiri (ed.) |
| 9 | <u>Group/Class Discussion #4</u>
<u>CRITICAL REVIEW #4 DUE:</u> | Mon/Wed
Nov. 01/03 | Resistance to White Domination: Women
Chapter 11 of J.R. Miller
Chapters 20 and 21 of Adu-Febiri (ed.) |
| 10 | <u>Interactive Lecture</u> | Mon/Wed
Nov. 08/10 | Conflict: Political Relations
Chapter 13 of J.R. Miller
Chapters 3 of Adu-Febiri (ed.) |
| 11 | <u>Group/Class Discussion #5</u>
<u>CRITICAL REVIEW #5 DUE:</u> | Mon/Wed
Nov. 15/17 | Confrontation: Political Organization
Chapter 12 of J.R. Miller
Chapter 3 of Adu-Febiri (ed.) |
| 12 | <u>Students Oral Presentations</u> | Mon/Wed
Nov. 22/24 | |
| 13 | <u>Group/Class Discussion #6</u>
<u>CRITICAL REVIEW #6 DUE:</u> | Mon/Wed
Nov. 29/Dec.01 | First Peoples' Demands
Chapter 14 of J.R. Miller
Chapter 2 of Adu-Febiri (ed.) |
| 14 | <u>Interactive Lecture</u> | Mon/Wed
Dec. 06/08 | Lessons from History: The Role of Sociology
Chapter 15 of J.R. Miller |

CRITICAL REVIEWS (24%):

One-page typed critical reviews of 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 chapters 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 (substantive strengths and weaknesses) of one of the chapters; and 3) suggest improvements based on the weakness(es) you identify.

Your grade will depend on how well your review satisfies the above criteria.

GROUP/CLASS DISCUSSIONS (20%):

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 (you may do a cut-and-paste if none of the reviews satisfies the criteria) 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 1) a **SUBSTANTIVE PROBLEM** in the chapters that the review questions fail to address and 2) formulate this problem into **ONE QUESTION**. Write the **PROBLEM** and the **QUESTION** on a piece of paper with the list of your group members and submit to the instructor for marking.

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 quality 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 (6%) 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 or 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 of the topic showing a gap in knowledge.
- Central or Research question
- Thesis or hypothesis
- Main argument
- Data collection methods/procedures
- Materials/information used and their sources
- Analysis of information
- Findings
- Interpretations/Explanations
- Conclusions

The due date of the written report is Friday December 10, 2004. 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. **Note that this is an essay exam and so 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.**

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	24%
Group/Class Discussions	20%
Oral Presentation	6%
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