

**Sociology 106  
FIRST NATIONS (CANADA PRESENT)**

**Winter, 2005**

**COURSE OUTLINE**

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**1. Instructor Information**

- (a) Instructor DR. FRANCIS ADU-FEBIRI
- (b) Office hours TUESDAY 11:00 –12:00 & THURSDAY 10:00-12:00 or By Appointment
- (c) Location PAUL 228
- (d) Phone 370-3105
- (e) E-mail adufebir@camosun.bc.ca
- (f) Website \_\_\_\_\_

**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.):

2004: *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 Ca

## CRITICAL REVIEWS:

There are five group/class discussion sessions in this course that involve critical reviews, in addition to problem & question formulation exercises. Every group/class discussion session will require one critical review (printed in duplicate) of the chapters in the required textbooks stated in this course outline. The instructor will collect one of the ONE-PAGE typed copies 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 and 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 (20%)**: In groups of four or five discuss your copies of the critical reviews 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. Instructor will grade individual critical reviews only in extenuating circumstances.
- b) **DISCUSSION QUESTIONS (15%)** i) Using the "Content Questions" in Long & Dickason (2000) as a guide, read the chapter(s) indicated in the course schedule and come up with one PROBLEM that reflects the theme of the readings but is not resolved in the readings. State

this PROBLEM and formulate one QUESTION that completely flows from the problem statement; ii) Write the problem statement and the question on paper with your name on it and bring it to class for group discussion; iii) In groups of four or five thoroughly discuss the problem statement and the question of each student in the group; iv) As a group select one of the problem statements with its accompanying question or formulate NEW RELEVANT problem and accompanying QUESTION that the chapter(s) fail(s) to address adequately; v) Submit the individual and the group problem statements and questions with a list of your group members to the instructor for marking.

### CLASS DISCUSSIONS

The problem statements and questions that the various groups generate will constitute the core of class discussions. In the class discussions each group may be asked to provide an oral rationale for, and orally defend, the problems and the questions it creates.

- ***Evaluation of group/glass 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 (15%):**

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, 2005. **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	20%
Group/Class Discussions	15%
Oral Presentation	10%
Term Paper	15%
Final Examination	40%

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

### Grading System

The following percentage conversion to letter grade will be used:

A+ = 95 - 100%	B = 75 - 79%	D = 50 - 59%
A = 90 - 94%	B- = 70 - 74%	F = 0.0 - 49%
A- = 85 - 89%	C+ = 65 - 69%	
B+= 80 - 84%	C = 60 - 64%	

### 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. 11/14	Perspectives on First Nations: Status: <b>Chapter 4 of Wotherspoon &amp; Satzewich</b>
2	Tue/Friday	Jan. 18/21	Perspectives on First Nations: Theory: <b>Introductions to sections I-V of Adu-Febiri (ed.)</b> <b>Introduction of Long &amp; Dickason (eds.).</b>

- 3            Tue/Friday    Jan. 25/28    Canadian Aboriginal Groups  
**Group/Class Discussion #1**    **Chapter 7 of Adu-Febiri (ed.)**  
*a)CRITICAL REVIEW #1 DUE*    **Chapter 7 of Long & Dickason (eds.)**  
*b)PROBLEM & QUESTION #1 DUE*
- 4            Tue/Friday    Feb. 01/04    First Nations and the Canadian  
Economy  
**Interactive Lecture**            **Chapter 14 of Long & Dickason (eds.)**  
**Chapter 3 of Wotherspoon &**  
**Satzewich**
- 5            Tue/Friday    Feb. 08        Aboriginal Women in Canada  
**Group/Class Discussion #2**    **Chapters 20 & 22 of Adu-Febiri (ed.)**  
*a) CRITICAL REVIEW #2 DUE*    **Chapter 4 of Long & Dickason**  
*c) PROBLEM & QUESTION #2 DUE*
- FEBRUARY 10-11 READING BREAK
- 6            Tue    Feb. 15/18        First Nations Education and Job  
Training  
**Interactive Lecture**            **Chapter 17 of Adu-Febiri (ed.)**  
**Chapter 11 of Long & Dickason (eds.)**
- 7            Tue/Friday    Feb. 22/25    The Justice System and First Nations  
**Group/Class Discussion #3**    **Chapter 6 of Adu-Febiri (ed.)**  
*a) CRITICAL REVIEW #3 DUE*    **Chapter 12 of Long & Dickason**  
*b) PROBLEM & QUESTION #3 DUE*
- 8            Tue/Friday    Mar. 01/04    First Nations Health Issues  
**Interactive Lecture**            **Chapters 9 & 10 of Long & Dickason**
- 9            Tue/Friday    Mar. 08/11    First Nations Land Claims  
**Group/Class Discussion #4**    **Chapters 2 & 8 of Adu-Febiri (ed.)**  
*a) CRITICAL REVIEW #4 DUE*  
*b) PROBLEM & QUESTION #4 DUE*
- 10           Tue/Friday    Mar. 15/18    First Nations Governance  
**Interactive Lecture**            **Chapter 6 of Long & Dickason (eds.)**

- 11 Tue/Friday Mar. 22 First Nations Leadership  
**Group/Class Discussion #5** Chapter 5 of Adu-Febiri (ed.)  
a) ***CRITICAL REVIEW #5 DUE*** Chapters 2 & 3 of Long & Dickason  
b) ***PROBLEM & QUESTION #5 DUE***
- 12 Tue/Friday Mar.29/April 01  
**Students Oral Presentations**
- 13 Tue/Friday April 05 / 08 First Nations Development  
**Interactive Lecture** Chapter 14 of Long & Dickason (eds.)  
Chapter 9 of Wotherspoon & Satzewich
- 14 Tue/Friday April. 12/15 Solutions to Problems in First Nations  
Communities  
**Interactive Lecture** Chapter 14 of Long & Dickason  
Chapter 9 of Wotherspoon & Satzewich

## 7. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

### LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College Calendar, Registrar's Office or the College web site at <http://www.camosun.bc.ca>

### ACADEMIC CONDUCT POLICY

There is an Academic Conduct Policy **which includes plagiarism**. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, Registration, and on the College web site in the Policy Section.

[www.camosun.bc.ca/divisions/pres/policy/2-education/2-5.html](http://www.camosun.bc.ca/divisions/pres/policy/2-education/2-5.html)