



**School of Arts & Science  
SOCIAL SCIENCES DEPARTMENT**

**SOC 104-001  
First Nations (Canada Past)  
2007F**

## COURSE OUTLINE

The Approved Course Description is available on the web @ \_\_\_\_\_

Ω Please note: this outline will be electronically stored for five (5) years only.  
It is strongly recommended students keep this outline for your records.

### 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.

### 1. Instructor Information

(a)	Instructor:	Dr. Francis Adu-Febiri		
(b)	Office Hours:	Mondays & Wednesdays 1:30-2:30, Tuesdays & Thursdays 11:30-1:30, or By Appointment		
(c)	Location:	Paul 228		
(d)	Phone:	370-3105	Alternative Phone:	
(e)	Email:	adufebir@camosun.bc.ca		
(f)	Website:			

### 2. Intended Learning Outcomes

*(No changes are to be made to this section, unless the Approved Course Description has been forwarded through EDCO for approval.)*

Upon completion of this course the student 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.

### 3. Required Materials

(a)	Texts	Miller, J.R. 2000: <i>Skyscrapers Hide the Heavens: A History of Indian - White Relations in Canada</i> , Third Edition, Toronto: University of Toronto Press.  Adu-Febiri, F (ed.) 2004. <i>First Nations Students Talk Back: Voices of a Learning People</i> . Victoria: Camosun College
(b)	Other	<b>REQUIRED READINGS:</b> 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.

### 4. Course Content and Schedule

(Can include: class hours, lab hours, out of class requirements and/or dates for quizzes, exams, lectures, labs, seminars, practicums, etc.)

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### 5. Basis of Student Assessment (Weighting)

(Should be linked directly to learning outcomes.)

#### **CRITICAL REVIEWS (18%):**

Read carefully the chapters designated for Group/Class discussion in the course schedule and produce a ONE-PAGE double-spaced critical review. Every group/class discussion session will require one Critical Review (printed in duplicate) of the chapters in the required textbooks indicated in the course schedule and readings section of this course outline. The professor will collect one of the ONE-PAGE typed double-spaced standard font size copies of your review before the session's discussion begins. Without submitting a copy of the review to the professor you will not be allowed to participate in the Group/Class discussion and you will receive a zero grade for that session Use the following suggested structure in doing the critical reviews: **1) summarize the chapters' discussions by identifying their common theme and their main differences in terms of central question and thesis; 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.** Print two copies of your critical review. Submit one copy to the instructor and keep one for your group discussion.

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

#### **PROBLEM AND QUESTION (12%):**

Based on your understanding of the chapter(s) for the critical review, come up with one substantive problem or issue that the texts do not resolve. State this research PROBLEM and formulate one QUESTION that flows from it; ii) Type and print the statement of the research problem and question in duplicate and submit one copy with your critical review to the professor. Bring the other copy to the group discussion. Without submitting a problem statement and a question to the professor you will not be allowed to participate in the Group/Class discussion and you will receive a zero grade for that session.

**Your grade will depend on how well your problem statement and question satisfy the above criteria..**

#### GROUP DISCUSSIONS :

The group discussions focus on a) critical reviews and b) the problem statement & questions:

- a) In groups of four or five 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 the same groups discuss the problem statement and question of each student in the group thoroughly; 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 (No Grade):

The questions that the various groups generate will constitute the core of class discussions. In the class discussions each group, if necessary, will be asked to provide rationale for and defend the questions it creates. **Evaluation of group discussions will be based on the quality problem statements formulated, 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 AND TERM PAPER (30%): This assignment is OPTIONAL

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
- Your interpretation of the findings
- Sociological explanations of the findings
- Conclusions
- Bibliography
- Appendices if applicable

***The due date of the written report is Wednesday December 05, 2007. You lose marks for late submission of report--2 marks a day.***

### **FINAL EXAMINATION ESSAY-TYPE:**

The default and the other options of the final exam will be in the Camosun College final exam week (**December 10-15 & 17-18, 2007**). The instructor will give you FIVE study questions based on the required readings, class discussions, student oral presentations, and interactive lectures. You will be required to answer ANY ONE of them in 60 minutes. The other options are: 1) Open book exam, 2) Group written exam, and 3) Oral exam. **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 &**

#### **COMPONENTS:**

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	18%
Problem & Question	12%

Oral Presentation	10%
Term Paper	20%
Final Examination	40% or 65%

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

## 6. Grading System

(No changes are to be made to this section, unless the Approved Course Description has been forwarded through EDCO for approval.)

### Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D	Minimum level of achievement for which credit is granted; a course with a "D" grade cannot be used as a prerequisite.	1
0-49	F	Minimum level has not been achieved.	0

### Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy E-1.5 at [camosun.ca](http://camosun.ca) for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that, due to design may require a further enrollment in the same course. No more than two IP grades will be assigned for the same course. (For these courses a final grade will be assigned to either the 3 <sup>d</sup> course attempt or at the point of course completion.)
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.

## 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, at Student Services or the College web site at [camosun.ca](http://camosun.ca).

## STUDENT CONDUCT POLICY

There is a Student 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, at Student Services and on the College web site in the Policy Section.

## ADDITIONAL COMMENTS AS APPROPRIATE OR AS REQUIRED

### COURSE SCHEDULE READING ASSIGNMENTS

WEEK	DAY	DATE	TOPICS AND READINGS
1	Wed	Sept. 05	Perspectives on First Peoples: Terminology, <b><u>Interactive Lecture</u></b> Demography, Status, and Theory
2.	Mon/Wed	Sept. 10/12	Theoretical Perspectives: The Sociology of History. <b><u>Interactive Lecture</u></b>

3. Monday Sept. 17	<b>GROUP DISCUSSION #1</b> a) Critical Review #1 Due (4%) b) Problem/Question #1 Due (3%)	First Peoples in the Pre-Contact Period: Economic, political, cultural, social, legal and environmental practices. <b>Chapter 1 of J.R. Miller; Chapters 1, 6 and 10 of Adu-Febiri (ed.).</b>
Wednesday Sept. 19	<b>CLASS DISCUSSION #1</b>	

4	Mon/Wed	Sept 24/26	Early Contact: Accommodation and Cooperation <b><u>Interactive Lecture</u></b> Chapters 2 and 3 of J.R. Miller
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Wednesday Oct. 31	<b>CLASS DISCUSSION #4</b>	<b>Febiri (ed.)</b>
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**NOVEMBER**

10 Mon/Wed Nov. 05/07 Conflict: Political Relations  
Interactive Lecture **Chapter 13 of J.R. Miller**  
**Chapters 3 of Adu-Febiri (ed.)**

11. Monday Nov. 12	<b>GROUP DISCUSSION #5</b> a) Critical Review #5 Due (4%) b) Problem/Question #5 Due (3%)	Confrontation: Political Organization. <b>Chapter 12 of J.R. Miller and Chapter 3 of Adu-Febiri (ed.).</b>
Wednesday Nov. 14	<b>CLASS DISCUSSION #5</b>	

12 Mon/Wed Nov. 19/21  
Students Oral Presentations

13. Monday Nov. 26	<b>GROUP DISCUSSION #6</b> a) Critical Review #6 Due (4%) b) Problem/Question #6 Due (5%)	First Peoples' Demands. <b>Chapter 14 of J.R. Miller and Chapter 2 of Adu-Febiri (ed.).</b>
Wednesday Nov. 28	<b>CLASS DISCUSSION #6</b>	

**DECEMBER**

14 Mon/Wed Dec. 03/05 Lessons from History: The Role of Sociology  
Interactive Lecture **Chapter 15 of J.R. Miller**