



**School of Arts & Science**  
**SOCIAL SCIENCES DEPARTMENT**  
**SOC 106-001**  
**First Nations (Canada Present)**  
**2008 W**

## 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.

### 1. Instructor Information

(a)	Instructor:	Francis Adu-Febiri		
(b)	Office Hours:	Tuesdays 11:00-1:00; Wednesdays 12:30-2:30; Thursdays 3:00-4:00		
(c)	Location:	Paul 228		
(d)	Phone:	370-3105	Alternative Phone:	
(e)	Email:	<a href="mailto:adufebir@camosun.bc.ca">adufebir@camosun.bc.ca</a>		
(f)	Website:	N.A.		

### 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:

1. Identify the present legal, social, cultural, economic, and political statuses of Canada's First Nations.
2. Assess the present laws and policies as well as economic, political and practices of the mainstream Euro-Canadian society that prevent the First Nations from successfully settling land claims and achieving self-government.
3. Propose logical and workable strategies that the First Nations can use to effectively address the challenges of land claims settlements and aboriginal self-government.

### 3. Required Materials

(a)	Texts	Adu-Febiri, Francis (ed.): 2004: <i>First Nations Students Talk Back: Voices of a Learning People</i> , Victoria: Camosun College.  Long, David and Olive Patricia Dickason: 2000: <i>Visions of the Heart: Canadian Aboriginal Issue</i> . Second Edition. Toronto: Harcourt Canada.
(b)	Other	

#### 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.)

### COURSE SCHEDULE AND READING ASSIGNMENTS

WEEK	DAY	DATE	TOPICS AND READINGS
1	Tue/Friday	Jan. 08/11	Perspectives on First Nations: Status and Theory: <b>Chapter 4 of Wotherspoon &amp; Satzewich</b>
2	Tue/Friday	Jan. 15/18	Perspectives on First Nations: Theory: <b>Introductions to sections I-V of Adu-Febiri (ed.) and Introduction of Long &amp; Dickason (eds.).</b>
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3	Tue/Friday	Jan. 22/25	Canadian Aboriginal Groups <b>Chapter 7 of Adu-Febiri (ed.) and Chapter 7 of Long &amp; Dickason (eds.)</b> <b>a)CRITICAL REVIEW #1 DUE</b> <b>b)PROBLEM &amp; QUESTION #1 DUE</b>
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4 Tue/Friday Jan. 29/F01 First Nations and the Canadian  
Economy  
**Interactive Lecture** Chapter 14 of Long & Dickason (eds.)  
and Chapter 3 of Wotherspoon &  
Satzewich

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5 Tue/Friday Feb. 05/08 Aboriginal Women in Canada  
**Group/Class Discussion #2** Chapters 20 & 22 of Adu-Febiri (ed.)  
and  
a) **CRITICAL REVIEW #2 DUE** Chapter 4 of Long & Dickason  
a) **PROBLEM & QUESTION #2 DUE**

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6 Tue Feb. 12 First Nations Education and Job  
Training  
**Interactive Lecture** Chapter 17 of Adu-Febiri (ed.) and  
Chapter 11 of Long & Dickason (eds.)

**FEBRUARY 14-15: READING BREAK**

- Prepare for Individual Critical review (12%) and Problem Statement & Question (6%).:
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7a Tue/Friday Feb. 19/23 The Justice System and First Nations  
**Individual Work (18%):** Chapter 6 of Adu-Febiri (ed.) and  
a) **CRITICAL REVIEW #3 DUE** Chapter 12 of Long & Dickason  
b) **PROBLEM & QUESTION #3 DUE**

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7b Tue/Friday Feb. 19/22 First Nations Education and Job  
Training  
**Interactive Lecture** Chapter 17 of Adu-Febiri (ed.) and  
Chapter 11 of Long & Dickason (eds.)

8 Tue/Friday Feb. 26/29 First Nations Health Issues  
**Interactive Lecture** Chapters 9 & 10 of Long & Dickason

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9 Tue/Friday Mar. 04/07 First Nations Land Claims and Treaty  
Process  
**Group/Class Discussion #3** Chapters 2 & 8 of Adu-Febiri (ed.)  
and  
a) **CRITICAL REVIEW #4 DUE** FNEC (1998) –See last page of  
outline for full  
b) **PROBLEM & QUESTION #4 DUE** reference

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10 Tue/Friday Mar. 11/14 First Nations Governance  
**Interactive Lecture** Chapter 6 of Long & Dickason (eds.)

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11 Tue Mar. 18 First Nations Leadership  
**Group/Class Discussion #4** Chapter 5 of Adu-Febiri (ed.) and  
a) **CRITICAL REVIEW #5 DUE** Chapters 2 & 3 of Long & Dickason  
(eds.) b) **PROBLEM & QUESTION #5 DUE**

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12 Tue/Friday Mar.25/28  
**Student Oral Presentations**

13 Tue/Friday April 01 / 04 First Nations Development  
**Interactive Lecture** Chapter 14 of Long & Dickason (eds.)  
and  
Chapter 9 of Wotherspoon &  
**Satzewich**

14 Tue/Friday April. 08/11 Solutions to Problems in First Nations  
Communities

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

*(Should be linked directly to learning outcomes.)*

(a)	Assignments	Critical Reviews, Problem Statements and Question formulation
(b)	Quizzes	
(c)	Exams	Essay0type Final Examination
(d)	Other (eg, Attendance, Project, Group Work)	Service Learning Projects

**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 professor will collect one of the ONE-PAGE typed (standard margins and font size 12) 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 central question, 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.

- b) **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 (create a new critical review if none in your group is good enough), list your names on it and submit to instructor for grade. The professor will grade individual critical reviews only in extenuating circumstances.
  
- c) **PROBLEM STATEMENTS AND QUESTIONS (10%)** 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/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.***

### **SERVICE LEARNING PROJECT: ORAL PRESENTATION (10%) AND REFLECTIVE PAPER (20%):**

Get three or four partners from the class and come up with a project that focuses on a relevant issue neglected by the required textbooks but constitutes a problem in a First Nations community. In consultation with the community, develop and implement a project that would eliminate or minimize the problem. Do an oral presentation and write a reflective report based on your experiences with the project. Show how the project utilizes and/or challenges selected sociological concepts and theories introduced in this course.

The due date of the written report is Friday April 11, 2008. **You lose marks for late submission of report--5 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 randomly 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, problem statements and questions, 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	10%
Service Learning Project	30%
Final Examination	40%

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

### GRADING:

90 - 100	A+
85 - 89	A
80 - 84	A-
77 - 79	B+
73 - 76	B
70 - 72	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.

## 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 at [camosun.ca](http://camosun.ca) or 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 are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
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.

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.

## 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