



Camosun College
School of Arts & Science
Social Sciences Department

Sociology 104
First Nations (Canada Past)

Fall, 2008

Instructor:	Dr. Francis Adu-Febiri
Office hours:	Mondays & Wednesdays 1:30-2:30 Tuesdays & Thursdays 11:30-1:30 or by Appointment
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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.

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. Together there are six group/class discussion sessions based on selected chapters from J.R. Miller (2000) and F. Adu-Febiri ed. (2004) as indicated in the course schedule. These discussions focus on CRITICAL REVIEWS and Statement of Research PROBLEMS and QUESTIONS.

CRITICAL REVIEWS (20%):

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 written Critical Review of the chapters in the required textbooks indicated in the course schedule and readings section of this course outline. The professor will inspect the ONE-PAGE typed double-spaced standard font size copy of your critical review before the session's discussion begins. Without showing 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.**

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

PROBLEM AND QUESTION (20%):

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 (avoid a question that solicits a simple YES or NO answer) that flows from it; ii) Type and print the statement of the research problem and question bring to class. Without showing 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 and select one of them that best reflects (you may do a cut-and-paste or create a new review 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 to the professor the individual and the group problem statements and questions with a list of your group members on the group one.

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.

SERVICE LEARNING PROJECT: ORAL PRESENTATION AND REFLECTIVE PAPER (30%):

Get a partner or partners from the class and come up with a relevant topic that focuses on a relevant problem/issue in any First Nations Community that is the result of the history of First Nations – European Settler relations in Canada. Create a project that utilizes concept(s) and paradigm(s) introduced in Sociology 104 and would resolves or minimizes this problem/issue. Present your project orally to the class and produce a reflective paper for submission to the professor. **Emphasis should be placed on the feasibility of suggested solution, coherent/ logical argument that integrates concepts, theory and empirical information. A clear presentation and critical thinking will also be rewarded.**

The reflective paper should be no shorter than 5 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 reflective report will be group-based. **Students who prefer individual projects and grades should provide a convincing reason for that and should discuss it with the professor before the deadline for the submission of the reflective paper.**

The oral presentation and reflective 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

- Participation level of community members
- Outcome of the project
- Your interpretation of the outcome
- Sociological explanations of the outcome
- Conclusions
- Bibliography
- Appendices if applicable

The due date of the written reflective paper is Wednesday December 03, 2008. You lose marks for late submission of report--3 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 08-12 & 15-19, 2008**). 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	20%
Problem & Question	20%
Oral Presentation	10%
Reflective Paper	20%
Final Examination	30%

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+	50 – 59	D
60 - 64	C	0 - 49	F

COURSE SCHEDULE READING ASSIGNMENTS

WEEK	DAY	DATE	TOPICS AND READINGS
1	Wed	Sept. 03	Perspectives on First Peoples: Terminology, Demography, Status, and Theory <u>Interactive Lecture</u>
2.	Mon/Wed	Sept. 08/10	Theoretical Perspectives: The Sociology of History. <u>Interactive Lecture</u>

3. Monday Sept. 15	GROUP DISCUSSION #1 a) Critical Review #1 Due (2%) b) Problem/Question #1 Due (2%)	First Peoples in the Pre-Contact Period: Economic, political, cultural, social, legal and environmental practices. Chapter 1 of J.R. Miller; Chapters 1, 6 and 10 of Adu-Febiri (ed.).
Wednesday Sept. 17	CLASS DISCUSSION #1	

4	Mon/Wed	Sept 22/24	Early Contact: Accommodation and Cooperation Chapters 2 and 3 of J.R. Miller <u>Interactive Lecture</u>
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OCTOBER

5. Monday Sept. 29	GROUP DISCUSSION #2 a) Critical Review #2 Due (2%) b) Problem/Question #2 Due (2%)	Accommodation and Corporation? Chapter 4 of J.R. Miller and Chapters 11 and 12 of Adu-Febiri (ed.).
Wednesday Oct. 01	CLASS DISCUSSION #2	

6	Mon/Wed. Oct 06/08	Domination: Coercion/Assimilation Chapters 5, 6, 7 and 8 of J.R. Miller Chapters 13-15, 18 and 19 of Adu-Febiri (ed.) <u>Interactive Lecture</u>
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