

Camosun College
School of Arts & Science
Department of Social Sciences



Sociology 106
FIRST NATIONS (CANADA PRESENT)

Winter, 2009

Instructor:	Dr. Francis Adu-Febiri
Office hours:	Tuesdays & Thursdays 12:00-1:20 Wednesdays 10:00-11:20 & Fridays 1:00-2:00
Location:	Paul 228
Phone:	370-3105
Class Times:	Tuesdays and Fridays 9:30 – 10:50

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 Canada.

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 of the chapters in the required textbooks stated in this course outline. Bring a ONE-PAGE typed (standard margins and font size 12) hard copy of your review to the group discussion session. Without showing the ONE-PAGE typed copy of your critical review, 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 argument as well as their main differences in terms of central question and thesis; 2) a concise assessment of only one of the chapters reviewed for that session; 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 (create a new critical review if none in your group is good enough), list your names on it and submit to the professor for grading. The professor will grade individual critical reviews only in extenuating circumstances.
- b) **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 in a statement of research problem format 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 on the group assignment to the professor for grading.

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 need of the First Nations community 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 meet this need. 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 concept(s) and a theory introduced in this course.

The due date of the written report is Friday April 10, 2009. **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 in the Final Examination Weeks (April 14-18 & 20-22). 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. Apart from this default examination type there are other options. These options are open book exam. Group exam, and oral exam.

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.

STUDENT ASSESSMENT CRITERIA:

Evaluation will be based on one in-class essay-type final examination, critical reviews, problem statements and questions, oral presentation and a reflective 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.

COURSE SCHEDULE AND READING ASSIGNMENTS

WEEK	DAY	DATE	TOPICS AND READINGS
1	Tue/Friday	Jan. 06/09	Perspectives on First Nations: Status and Theory: Chapter 4 of Wotherspoon & Satzewich
	<u>Interactive Lecture</u>		
2	Tue/Friday	Jan. 13/16	Perspectives on First Nations: Theory: Introductions to sections I-V of Adu-Febiri (ed.) and Introduction of Long & Dickason (eds.).
	<u>Interactive Lecture</u>		
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3	Tuesday	Jan. 20	Canadian Aboriginal Groups Chapter 7 of Adu-Febiri (ed.) and Chapter 7 of Long & Dickason (eds.)
	<u>Group Discussion #1</u>		
	<i>a)CRITICAL REVIEW #1 DUE</i>		
	<i>b)PROBLEM & QUESTION #1 DUE</i>		
	<u>Class Discussion #1 Friday January 23</u>		
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4 Tue/Friday Jan. 27/30 First Nations and the Canadian Economy
Interactive Lecture **Chapter 14 of Long & Dickason (eds.) and**
Chapter 3 of Wotherspoon & Satzewich

5 Tuesday Feb. 03 Aboriginal Women in Canada
Group Discussion #2 **Chapters 20 & 22 of Adu-Febiri (ed.) and**
a) CRITICAL REVIEW #2 DUE **Chapter 4 of Long & Dickason**
c) PROBLEM & QUESTION #2 DUE

Class Discussion #2 Friday February 06

6 Tue/Friday Feb. 10/13 First Nations Education and Job Training
Interactive Lecture **Chapter 17 of Adu-Febiri (ed.) and**
Chapter 11 of Long & Dickason (eds.)

7a Tue Feb. 17 First Nations Education and Job Training
Interactive Lecture Continued

FEBRUARY 20: READING BREAK

- *Prepare for Individual Critical review (12%) and Problem Statement & Question (6%).:*

7b Friday Feb. 27 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

8 Tue/Friday Feb. 24/27 First Nations Health Issues
Interactive Lecture **Chapters 9 & 10 of Long & Dickason (eds.)**

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| 9 | Tuesday | Mar. 03 | First Nations Land Claims and Treaty Process |
| | <u>Group Discussion #3</u> | | Chapters 2 & 8 of Adu-Febiri (ed.) and |
| | a) <i>CRITICAL REVIEW #4 DUE</i> | | FNESC (1998) –See last page of outline for full |
| | b) <i>PROBLEM & QUESTION #4 DUE</i> | | reference |

Class Discussion #3 Friday March 06

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| 10 | Tue/Friday | Mar. 10/13 | First Nations Governance |
| | <u>Interactive Lecture</u> | | Chapter 6 of Long & Dickason (eds.) |

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| 11 | Tuesday | Mar. 17 | First Nations Leadership |
| | <u>Group Discussion #4</u> | | Chapter 5 of Adu-Febiri (ed.) and |
| | a) <i>CRITICAL REVIEW #5 DUE</i> | | Chapters 2 & 3 of Long & Dickason (eds.) |
| | b) <i>PROBLEM & QUESTION #5 DUE</i> | | |

Class Discussion #4 Friday March 20

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| 12 | Tue/Friday | Mar.24/27 | |
| | <u>Student Oral Presentations</u> | | |

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| 13 | Tue/Friday | Mar 31/April 03 | First Nations Development |
| | <u>Interactive Lecture</u> | | Chapter 14 of Long & Dickason (eds.) and |
| | | | Chapter 9 of Wotherspoon & Satzewich |

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| 14 | Tue/Friday | April. 07/10 | Solutions to Problems in First Nations Communities |
| | <u>Interactive Lecture</u> | | Chapter 14 of Long & Dickason and |
| | | | Chapter 9 of Wotherspoon & Satzewich |

Recommended Materials or Services to Assist Students to Succeed in the Course

Students are encouraged to utilize support services available at the Writing Centre to prepare for their term papers and essay exams.

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 a Student Conduct Policy. 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/

ADDITIONAL REFERENCES

BC Aboriginal Education Partners

2002: *A Teacher's Guide to the Proposed Referendum on the Treaty Negotiation Process in B.C.*, Vancouver: First Nations Education Steering Committee and the BC First Nations Education Partners.

Fleras, Augie and Jean Leonard Elliott

2003: *Aboriginal Peoples: Rethinking the Relationship*. In Augie Fleras and Jean L. Elliott. *Unequal Relations: An Introduction to Race and Ethnic Dynamics in Canada*. Fourth Edition. Toronto: Prentice Hall.

Frideres, James.

1995: *Native Peoples*. In Peter S. Li and B. Singh Bolaria (eds.) *Essentials of Contemporary Sociology*

First Nations Education Steering Committee (FNESC), BC Teachers' Federation, and the Tripartite Public Education Committee.

1998: *Understanding the BC Treaty Process: An Opportunity for Dialogue*, Second Edition. Vancouver: FNESC.

Paquette, Jerry and William J. Smith

2001: "Equal Educational Opportunity for Native Students: Funding the Dream." *Canadian Journal of Native Education*, Volume 25, Number 2, pp. 129-139.