



COURSE OUTLINE

The course description is online @ <http://camosun.ca/learn/calendar/current/web/soc.html>

Ω Please note: the College electronically stores this outline for five (5) years only.
 It is **strongly recommended** you keep a copy of this outline with your academic records.
 You will need this outline for any future application/s for transfer credit/s to other colleges/universities.

1. Instructor Information

(a)	Instructor:	Dr. Francis Adu-Febiri		
(b)	Office Hours:	Tuesdays & Thursdays 11:00-1:20, Wednesday 10:00-11:20, Fridays 1:00-3:00, or By Appointment		
(c)	Location:	P228		
(d)	Phone:	250-370-3105	Alternative Phone:	
(e)	Email:	adufebir@camosun.bc.ca		
(f)	Website:	N/A		

2. Intended Learning Outcomes

(No changes are to be made to these Intended Learning Outcomes as approved by Camosun College's Education Council.)

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: *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.

(b) Other

RECOMMENDED READING:

Wotherspoon, Terry and Vic Satzewick:

1993. *First Nations: Race, Class, and Gender Relations*. Scarborough, Ontario: Nelson Canada.

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

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

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 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 issues in Indigenous Peoples - White relations 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 "Discussion Questions" in Long & Dickason (2000) as a guide, read the chapter(s) indicated in the course schedule and come up with one issue that reflects the theme of the readings but is not resolved in the readings. State this issue in a statement of research problem format (that is, show what is missing) 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 success story in an Indigenous community in Canada. Research the needs/challenges of the community that motivated the initiation of the project and processes/resources utilized to achieve the success. Based on your research findings on this success story make recommendations to other Indigenous communities facing similar challenges. Do an oral presentation and write a reflective report based on your experiences with the project. Show how the project affirms and/or challenges selected sociological concept(s) and a theory/paradigm introduced in this course.

The due date of the written report is Friday April 09, 2010. **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 12-16 & 19-21)**. 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.

INTERACTIVE LECTURE:

This is the instructor's presentation on selected topics on contemporary Indigenous 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
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7a Tue Feb. 16 Indigenous Education and Job Training
Interactive Lecture Continued

FEBRUARY 19: READING BREAK

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

7b Friday Feb. 26 The Justice System and Indigenous Peoples

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. 23/26 Indigenous Peoples and Health Issues
Interactive Lecture Chapters 9 & 10 of Long & Dickason
(eds.)

9 Tuesday Mar. 02 Indigenous Peoples' Land Claims and Treaty Process

Group Discussion #3 Chapters 2 & 8 of Adu-Febiri (ed.)
and
a) **CRITICAL REVIEW #4 DUE** FNESC (1998) –See last page of
outline for full reference
b) **PROBLEM & QUESTION #4 DUE**

Class Discussion #3 Friday March 05

10 Tue/Friday Mar. 09/12 Indigenous Governance

11	Tuesday	Mar. 16	Indigenous Leadership
	<u>Group Discussion #4</u>		Chapter 5 of Adu-Febiri (ed.) and
	a) CRITICAL REVIEW #5 DUE		Chapters 2 & 3 of Long & Dickason
	(eds.)		b) PROBLEM & QUESTION #5 DUE

Class Discussion #4 Friday March 19

12 Tue/Friday Mar.23/26
Student Oral Presentations

13 Tue/Friday Mar 30/April 02 Indigenous Peoples Development
Interactive Lecture **Chapter 14 of Long & Dickason (eds.)**
and
Chapter 9 of Wotherspoon & Satzewich

14 Tue/Friday April. 06/09 Meeting the Needs of Indigenous Communities
Interactive Lecture **Chapter 14 of Long & Dickason and**
Chapter 9 of Wotherspoon & Satzewich

5. Basis of Student Assessment (Weighting)

(This section should be directly linked to the Intended Learning Outcomes.)

- (a) Assignments
- (b) Quizzes
- (c) Exams

(d) Other (e.g., Attendance, Project, Group Work)

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%

6. Grading System

(No changes are to be made to this section unless the Approved Course Description has been forwarded through the Education Council of Camosun College 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 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. <i>(For these courses a final grade will be assigned to either the 3rd course attempt or at the point of course completion.)</i>
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.

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 the College web site in the Policy Section.

ADDITIONAL COMMENTS AS APPROPRIATE OR AS REQUIRED