

Camosun College
School of Arts & Science
Department of Social Sciences



Sociology 106
INDIGENOUS PEOPLES OF CANADA (PRESENT)

Winter, 2012

Instructor: Dr. Francis Adu-Febiri
Office hours: Tuesdays 5:30 – 6:00 & Wednesdays 1:30-2:20
 Thursday 10:30 – 1:30 & Friday 4:00 – 5:00
Location: Paul 228
Phone: 370-3105
Class Times: Tuesdays and Fridays 12:30 – 1:50
Website: <http://faculty.camosun.ca/francisadufebiri>

CALENDAR DESCRIPTION:

A critical examination of the position of Indigenous Peoples in Canadian society with emphasis on the interaction between Indigenous Peoples 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 Indigenous 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 Indigenous Peoples of Canada.
- Demonstrate empirically the extent to which white racism, western patriarchy, Indigenous traditional cultures, and capitalism contribute to the marginal positions of Indigenous Peoples.
- Identify and examine the contemporary laws, policies and practices of the Canadian state that create, support and shape the relationship between the Indigenous Peoples and Canadian society, especially in the areas of land claim settlements and Indigenous self-government.
- Propose logical and viable solutions to selected social problems in Indigenous 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:

2011: *Visions of the Heart: Canadian Aboriginal Issue*. Third 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.

SYNTHETIC AND CRITICAL THINKING: 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 group critical reviews: **1) an academic summary of the two chapters: a focus on their common theme and their main differences in terms of central question and main thesis; 2) a concise assessment (strength--what the text has taught you and weakness--what the text failed to teach you) of one of the two chapters reviewed in that session; and 3) suggested improvements (what you can teach the text) based on the weakness(es) identified in the assessment section of your review.**

CRITICAL THINKING: PROBLEM STATEMENTS AND QUESTIONS:

Read the chapters 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 RESEARCH PROBLEM STATEMENT FORMAT (that is, SHOW what is missing or what improvement you can add) and formulate one QUESTION that completely flows from the problem statement. Bring a typed printed copy of your problem statement and question to class for group discussion.

The following criteria will be used to evaluate the written problem statement, and question: 1) Problem Statement: its ability to show that it represents a substantive flaw/gap in the chapter(s) reviewed. 2) Question: must have the same focus as the problem statement and cannot be answered a) using the information in the reviewed chapters and b) by a simple YES or NO answer.

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%)** In groups of four or five thoroughly discuss the problem statement and the question of each student in the group. 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.) 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 problem statement and questions, and how effectively they are orally defended.***

CREATIVITY & INNOVATION: 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.

In both your oral presentation and written reflective paper focus on:

- ***Needs/challenges of the community that motivated the initiation of the project***
- ***Processes and resources utilized to achieve the success***
- ***Your recommendations, based on your research findings on this success story, to other Indigenous communities facing similar challenges.***
- ***Your experiences with the project.***
- ***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 13, 2012. You lose marks for late submission of report--5 marks a day.

FINAL EXAMINATION (40%): SYNTHETIC THINKING, CRITICAL THINKING, CREATIVE/INNOVATIVE THINKING, AND COMPOSITIONAL ABILITY/SKILL:

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 16-21, 23 & 24, 2012**). 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 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
1	Tue/Friday	Jan. 10/13	Perspectives on Indigenous Peoples: Status and Theory: Chapter 4 of Wotherspoon & Satzewich
			<u>Interactive Lecture</u>
2	Tue/Friday	Jan. 17/20	Perspectives on Indigenous Peoples: Theory: Introductions to sections I-V of Adu-Febiri (ed.) and Introduction of Long & Dickason (eds.).
			<u>Interactive Lecture</u>

3	Tuesday	Jan. 24	Canadian Indigenous Groups Chapter 7 of Adu-Febiri (ed.) and Chapter 7 of Long & Dickason (eds.)
			<u>Group Discussion #1</u> a) CRITICAL REVIEW #1 DUE b) PROBLEM & QUESTION #1 DUE

Class Discussion #1 Friday January 27

4	Tue/Friday	Jan.31/Feb 3	Indigenous Peoples and the Canadian Economy Chapter 15 of Long & Dickason (eds.) and Chapter 3 of Wotherspoon & Satzewich
			<u>Interactive Lecture</u>

5	Tuesday	Feb. 07	Indigenous Women in Canada Chapters 20 & 22 of Adu-Febiri (ed.) and Chapters 4 & 9 of Long & Dickason
			<u>Group Discussion #2</u> a) CRITICAL REVIEW #2 DUE c) PROBLEM & QUESTION #2 DUE

Class Discussion #2 Friday February 10

6	Tue/	Feb. 14	Indigenous Education and Job Training Chapter 17 of Adu-Febiri (ed.) and Chapter 5 of Long & Dickason (eds.)
			<u>Interactive Lecture</u>

FEBRUARY 16-17: READING BREAK

7a Tue/Friday/Tue Feb. 21 & 24 Indigenous Education and Job Training
Interactive Lecture Continued

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

7b Tuesday Feb. 28 The Justice System and Indigenous Peoples
Individual Work (18%): Chapter 6 of Adu-Febiri (ed.) and
a) **CRITICAL REVIEW #3 DUE** Chapter 10 of Long & Dickason
b) **PROBLEM & QUESTION #3 DUE**

8 Tue/Friday Feb. 28/Mar 02 Indigenous Peoples and Health Issues
Interactive Lecture Chapter 12 of Long & Dickason (eds.)

9 Tuesday Mar. 06 Indigenous Peoples' Land Claims and Treaty Process
Group 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

Class Discussion #3 Friday March 09

10 Tue/Friday Mar. 13/16 Indigenous Governance
Interactive Lecture Chapters 13 & 14 of Long & Dickason (eds.)

11 Tuesday Mar. 20 Indigenous Leadership
Group Discussion #4 Chapter 5 of Adu-Febiri (ed.) and
a) **CRITICAL REVIEW #5 DUE** Chapters 3 & 11 of Long & Dickason (eds.)
b) **PROBLEM & QUESTION #5 DUE**

Class Discussion #4 Friday March 23

- 12 Tue/Friday Mar.27/30
Student Oral Presentations
- 13 Tue/Friday April. 03/06 Indigenous Peoples Development
Interactive Lecture **Chapter 15 of Long & Dickason (eds.) and
Chapter 9 of Wotherspoon & Satzewich**
- 14 Tue/Friday April. 10/13 Meeting the Needs of Indigenous Communities
Interactive Lecture **Chapter 15 of Long & Dickason and
Chapter 9 of Wotherspoon & Satzewich**

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.

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.