



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.

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

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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.

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."

ASSIGNMENTS:

- There are 3 types of assignments for this course: 1) Critical Review, 2) Problem Statement and Question Formulation, and 3) Service-Learning Project

ASSIGNMENTS TYPE 1 & TYPE 2: SYNTHETIC THINKING AND CRITICAL THINKING:

There are four group/class discussion sessions (A, B, C, & D) in this course that involve critical reviews (Assignment Type 1) and problem and question formulations (Assignment Type 2) as indicated below in the Readings and Fates for Assignment Type 1 and Assignment Type 2. Every group/class discussion session requires one Critical Review of the specific assigned Units Issues. The “Individual Assignment” is similar. Specific instructions for these two types of assignment are found on pages 4 & 5.

Readings and Dates for Assignment Type 1 and Assignment Type 2:

Assignments: Session A

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3	Tuesday	Jan. 22	Canadian Indigenous Groups
	<u>Group Discussion A</u>		Chapter 7 of Adu-Febiri (ed.) and
	1)CRITICAL REVIEW #1 DUE		Chapter 7 of Long & Dickason (eds.)
	2)PROBLEM & QUESTION #1 DUE		

Class Discussion A: Friday January 25

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Assignments: Session B

5 Tuesday Feb. 05 Indigenous Women in Canada
Group Discussion B Chapters 20 & 22 of Adu-Febiri (ed.)
and
1) **CRITICAL REVIEW #2 DUE** Chapters 4 & 9 of Long & Dickason
2) **ROBLEM & QUESTION #2 DUE**

Class Discussion B: Friday February 08

Individual Assignments

8b Friday Mar. 01 The Justice System and Indigenous Peoples
Individual Work (18%): Chapter 6 of Adu-Febiri (ed.) and
1) **CRITICAL REVIEW #3 DUE** Chapter 10 of Long & Dickason
2) **PROBLEM & QUESTION #3 DUE**

Assignments: Session C

10 Tuesday Mar. 12 Indigenous Peoples' Land Claims and Treaty Process
Group Discussion C Chapters 2 & 8 of Adu-Febiri (ed.)
and
1) **CRITICAL REVIEW #4 DUE** FNESC (1998) –See last page of
outline for full reference
2) **PROBLEM & QUESTION #4 DUE**

Class Discussion C: Friday March 15

Assignments: Session D

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12 Tuesday Mar. 26 Indigenous Leadership
 Group Discussion D **Chapter 5 of Adu-Febiri (ed.) and**
 1) CRITICAL REVIEW #5 DUE **Chapters 3 & 11 of Long & Dickason**
(eds.) **2) PROBLEM & QUESTION #5 DUE**

Class Discussion D Friday March 29
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ASSIGNMENT TYPE 1: CRITICAL REVIEW

Instructions for Assignment Type 1

Read and review the specified chapters of the two required textbooks. Write a ONE-PAGE critical review (typed, standard margins, size 12 font) and bring a copy to the group discussion session. Without showing your one paged typed copy of your critical review, you will not be allowed to attend that particular session.

Use the following criteria to do the critical review assignments:

1. Provide an academic summary of the assigned chapters: that is, focus on identifying and stating:
 - * the common theme of the chapters
 - * the central question and main thesis of each chapter
 - * the main difference between/among the chapters
2. Provide a concise assessment of any one of the Unit Issues: that is, focus on identifying and stating :
 - * one strength

* one weakness

3. Provide a suggestion for improvements based on the weaknesses you identified and stated

ASSIGNMENT TYPE 2: PROBLEM STATEMENT & QUESTION

Instructions for Assignment Type 2: Problem Statement and Question formulation:

After reviewing the specified chapters:

1 Create a Problem Statement. That is, show one important thing related to the main theme of the specified chapters but missing from the chapters. In other words, the statement must show a substantive gap or flaw in the chapters.

2 Formulate one Question:

- * This question must have the same scope and focus as the Problem Statement
- * The answer to this question cannot be found in the reading
- * The question cannot be answered with just YES or NO
- * You do not need to answer the question

Print copies of the Problem Statement and the Question and bring to the Group Discussion

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 communities.

GROUP DISCUSSIONS

The group discussions focus on a) critical reviews and b) Problem Statement & Questions:

- a) **CRITICAL REVIEWS (10%)**: 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 statement 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.

- ***Your group discussion grade will be based on the criteria specified in the instructions for doing assignments type 1 & type 2.***

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.

- ***Your class discussion grade will be a 2% bonus marks based on the quality of the contribution that your created problem statement and question make to the theme of the Unit Issue discussion, and how effectively you orally defend your statement/question.***

Assignment Type 3:

SERVICE LEARNING PROJECT: REFLECTIVE PAPER/REPORT (25%):

CREATIVE/INNOVATIVE THINKING:

Assignment Instructions:

Get three or four partners from the class and come up with a project that focuses on a relevant, unresolved need of any Indigenous community in Canada. Create and implement a project that addresses this community need, utilizing resources available in the local community and/or in the global community. Produce a reflective report based on your experiences with the project. ***The content of the reflective paper follows the following outline: 1) Introduction, 2) relevant and unresolved need of the Indigenous community, 3) initiation and implementation of a service project to meet this need, 4) experiences with the project, 5) a major concept and a theory/paradigm from the course that inform the project, 6) how the project challenges a major concept and a theory/paradigm from the course, and 7) a conclusion.***

- Criteria 1-7 above will be used to evaluate your reflective paper/report.

The due date of the written report is Friday April 12, 2013. **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.

EVALUATION

COMPONENTS:

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%
Problem Statement/Question	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 READINGS

WEEK	DAY	DATE	TOPICS AND READINGS
1	Tue/Friday	Jan. 8/11	Perspectives on Indigenous Peoples: Status and Theory: Chapter 4 of Wotherspoon & Satzewich
2	Tue/Friday	Jan. 15/18	Perspectives on Indigenous Peoples: Theory: Introductions to sections I-V of Adu-Febiri (ed.) and Introduction of Long & Dickason (eds.).

Assignments: Session A

3	Tuesday	Jan. 22	Canadian Indigenous Groups Chapter 7 of Adu-Febiri (ed.) and Chapter 7 of Long & Dickason (eds.) 1)CRITICAL REVIEW #1 DUE 2)PROBLEM & QUESTION #1 DUE <u>Class Discussion A: Friday January 25</u>
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4	Tue/Friday	Jan.29/Feb 1	Indigenous Peoples and the Canadian Economy Chapter 15 of Long & Dickason (eds.) and Chapter 3 of Wotherspoon & Satzewich
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Assignments: Session B

5 Tuesday Feb. 05 Indigenous Women in Canada
Group Discussion B Chapters 20 & 22 of Adu-Febiri (ed.)
and
1) ***CRITICAL REVIEW #2 DUE*** Chapters 4 & 9 of Long & Dickason
2) ***PROBLEM & QUESTION #2 DUE***

Class Discussion B: Friday February 08

6 Tue/Fri Feb. 12/15 Indigenous Education and Job Training
Interactive Lecture Chapter 17 of Adu-Febiri (ed.) and
Chapter 5 of Long & Dickason (eds.)

7 Friday Feb. 19 Indigenous Education and Job Training
Interactive Lecture Continued

FEBRUARY 21-22: READING BREAK

8a Tue Feb. 26 Indigenous Peoples and Health Issues
Interactive Lecture Chapter 12 of Long & Dickason (eds.)

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

8b Friday Mar. 01 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***

9 Tue/Friday Mar. 05/08 Indigenous Governance

Assignments: Session C

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10 Tuesday Mar. 12 Indigenous Peoples' Land Claims and
Treaty Process
Group Discussion C **Chapters 2 & 8 of Adu-Febiri (ed.)**
and
1) CRITICAL REVIEW #4 DUE **FNESC (1998)** –See last page of
outline for full
2) PROBLEM & QUESTION #4 DUE reference

Class Discussion C: Friday March 15
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11 Tue/Friday Mar. 19/22 Indigenous Peoples Development
Interactive Lecture **Chapter 15 of Long & Dickason (eds.)**
and

Chapter 9 of Wotherspoon &
Satzewich

Assignments: Session D

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12 Tuesday Mar. 26 Indigenous Leadership
Group Discussion D **Chapter 5 of Adu-Febiri (ed.) and**
1) CRITICAL REVIEW #5 DUE **Chapters 3 & 11 of Long & Dickason**
(eds.) **2) PROBLEM & QUESTION #5 DUE**

Class Discussion D: Friday March 29
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13 Tue/Friday April.02/05

Student Oral Presentations

14 Tue/Friday April. 10/13 Working with the Desires and Goals of Indigenous

Interactive Lecture Communities
Chapter 15 of Long & Dickason and Chapter 9 of Wotherspoon & Satzewich

1. Instructor Information

(a)	Instructor:	
(b)	Office Hours:	
(c)	Location:	
(d)	Phone:	Alternative Phone:
(e)	Email:	
(f)	Website:	

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
- (b) Other

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.)

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)

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. (For these courses a final grade will be assigned to either the 3 rd course attempt or at the point of course completion.)
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