



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

Instructor	Dr. Francis Adu-Febiri			
Office	Paul 228			
Office Hours	Mondays 5:30-6:30; Tuesdays & Thursdays 3:00-4:30; Wednesdays & Fridays 11:00-12:20			
Class Schedule	Wednesdays & Fridays 09:30-10:50			
Website	http://faculty.camosun.ca/francisadufebiri			
Email & Phone	adufebir@camosun.ca & 250-370-3105			

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

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."

Canadian Journal of Native Education, Volume 25, Number 2, pp. 129-139.

(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.)

COURSE SCHEDULE AND READINGS

WEEK	DAY	DATE	TOPICS AND READINGS
1	Wed/Friday	Jan. 7/9	Perspectives on Indigenous Peoples: Status and Theory: Chapter 4 of Wotherspoon & Satzewich
2	Wed/Friday	Jan. 14/16	Perspectives on Indigenous Peoples: Theory: Introductions to sections I-V of Adu-Febiri (ed.)

and Introduction of Long & Dickason
(eds.).

Assignments: Session A

3 Wednesday Jan. 21 Canadian Indigenous Groups
Group Discussion A 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 23

4 Wed/Friday Jan.28/30 Indigenous Peoples and the Canadian
Economy
Interactive Lecture Chapter 15 of Long & Dickason (eds.)
and

Chapter 3 of Wotherspoon &
Satzewich

Assignments: Session B

5 Wednesday Feb. 4 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 6

6 Wed Feb. 11 Indigenous Education and Job Training
Interactive Lecture Chapter 17 of Adu-Febiri (ed.) and
Chapter 5 of Long & Dickason (eds.)

FEBRUARY 12-13: READING BREAK

7 Wed/Friday Feb. 18/20 Indigenous Education and Job Training

Interactive Lecture Continued

8a Wed/Friday Feb. 25/27 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 Wednesday Mar. 4 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 Wed/Friday Mar. 4/6 Indigenous Governance
Interactive Lecture Chapters 13 & 14 of Long & Dickason (eds.)

Assignments: Session C

10 Wednesday Mar. 11 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 page 2 of outline for full

2) **PROBLEM & QUESTION #4 DUE**

reference

Class Discussion C: Friday March 13

11 Wed/Friday Mar. 18/20 Indigenous Peoples Development
Interactive Lecture **Chapter 15 of Long & Dickason (eds.)**
and
Satzewich **Chapter 9 of Wotherspoon &**

Assignments: Session D

12 Wednesday Mar. 25 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 27

13 Wed/Friday April 1/3
Student Oral Presentations of their Service-Learning Projects

14 Wed/Friday April 8/10 Working with the Desires and Goals of
Indigenous
Interactive Lecture **Chapter 15 of Long & Dickason and**
Satzewich **Chapter 9 of Wotherspoon &**

5. Basis of Student Assessment (Weighting)

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

Critical Reviews	20%
Problem Statement/Question	10%

Service Learning or Success Stories Project	30%
Final Examination	30%

NOTE: To attain a passing grade, students must complete all the evaluation components of the course.

- (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. <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