



## 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	Tuesdays & Thursdays 10:00-12:00; Wednesdays 11:00 – 1:00 & 3:00 – 5:00 or By appointment
Class Schedule	Wednesdays & Fridays 9:30-10:50
Website	<a href="http://faculty.camosun.ca/francisadufebiri">http://faculty.camosun.ca/francisadufebiri</a>
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

(a) Texts

Adu-Febiri, Francis (ed.):

2004: *First Nations Students Talk Back: Voices of a Learning People*,  
Second Edition. Victoria: Camosun College.

Long, David and Olive Patricia Dickason:

2016: *Visions of the Heart: Canadian Aboriginal Issue*. Fourth Edition.  
Toronto: Harcourt Canada.

(b) Other

Wotherspoon, Terry and Vic Satzewick:

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

### 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:

- **Read to a) understand and apply sociological concepts and theories, 2) generate questions that matter, and 3) answer central questions. In this way reading becomes a MISSION instead of MISERY**
- *The interactive lectures use the central question stated in this schedule for each week as guides. The critical review and problem statement & questions assignments in the schedule to help you practice synthetic thinking, critical thinking, and creative thinking. If you are unable to identify the central questions of the chapters and answer them in s form of thesis after reading the chapters it means you have not understood the chapters*

<b>WEEK</b>	<b>DAY</b>	<b>DATE</b>	<b>THEMES, READINGS &amp; GUIDING QUESTIONS</b>
<b>JAN</b>			
<b><u>1</u></b>	<b><u>Wed/Fri</u></b>	<b><u>11/13</u></b>	<p><b><u>Lecture Theme:</u></b> Perspectives on Indigenous Peoples: Status and Theor</p> <p><b><u>Readings:</u></b> chapter 4 of Wotherspoon &amp; Satzewich</p> <p>GUIDING QUESTION: <i>Why does status matter?</i></p>
<b><u>2</u></b>	<b><u>Wed/Fri</u></b>	<b><u>18/20</u></b>	<p><b><u>Lecture Theme:</u></b> Perspectives on Indigenous Peoples: Theory:</p> <p><b><u>Readings:</u></b> Introductions to sections I-V of Adu-Febiri (ed.) and Introduction of Long &amp; Dickason (eds.).</p> <p>GUIDING QUESTION: <i>Why have the projects/programs informed by sociological paradigms and Indigenous paradigms unable to resolve Indigenous issues?</i></p>
<b><u>3</u></b>	<b><u>Wednesday</u></b>	<b><u>25</u></b>	<p>ASSIGNMENT SESSION A:</p> <p><b><u>Team Discussion A: Two Assignments Due</u></b></p> <p><b>1)CRITICAL REVIEW #1 DUE</b></p> <p><b>2)PROBLEM &amp; QUESTION #1 DUE</b></p> <p><b><u>Readings:</u></b> Chapter 7 of Adu-Febiri (ed.) and Chapter 8 of Long &amp; Dickason (eds.)</p> <p><b><u>CLASS DISCUSSION A</u></b></p>
	<b><u>Friday</u></b>	<b><u>27</u></b>	

<p><b>FEB</b></p> <p><b>4</b></p>	<p><u>Wed/Fri</u></p>	<p><u>1/3</u></p>	<p><b><u>Lecture Theme:</u></b> Indigenous Peoples and the Canadian Economy</p> <p><b><u>Readings:</u></b> Chapter 1 of Long &amp; Dickason (eds.) and Chapter 3 of Wotherspoon &amp; Satzewich</p> <p><b>GUIDING QUESTION:</b> <i>What projects/programs could transform the postcolonial economic status of Indigenous people?</i></p>
<p><b>5</b></p>	<p><u>Wednesday</u></p> <p><u>Friday</u></p>	<p><u>8</u></p> <p><u>10</u></p>	<p>ASSIGNMENT SESSION B:</p> <p><b><u>Team Discussion B: Two Assignments Due</u></b></p> <p><b>1)CRITICAL REVIEW #2 DUE</b></p> <p><b>2)PROBLEM &amp; QUESTION #2 DUE</b></p> <p><b><u>Readings:</u></b> Chapters 20 &amp; 22 of Adu-Febiri (ed.) and Chapter 6 of Long &amp; Dickason</p> <p><b><u>CLASS DISCUSSION B</u></b></p>
<p><b>6</b></p>	<p><u>Wednesday</u></p> <p><u>Friday</u></p>	<p><u>15</u></p> <p><u>17</u></p>	<p><b><u>Lecture Theme:</u></b> Indigenous Education and Job Training</p> <p><b><u>Readings:</u></b> Chapter 17 of Adu-Febiri (ed.) and Chapter 10 of Long &amp; Dickason (eds.)</p> <p><b>GUIDING QUESTION:</b> <i>What educational models could transform the postcolonial education system of Indigenous people?</i></p> <p><b><u>READING BREAK</u></b></p>
<p><b>7</b></p>	<p><u>Wed/Fri</u></p>	<p><u>22/24</u></p>	<p><b><u>Lecture Theme:</u></b> Indigenous Education and Job Training</p> <p><b><u>Readings:</u></b> Chapter 17 of Adu-Febiri (ed.) and Chapter 10 of Long &amp; Dickason (eds.)</p> <p><b>GUIDING QUESTION:</b> <i>What educational models could transform the postcolonial education system of Indigenous people?</i></p>

<u>MAR</u>			<p data-bbox="235 252 251 283"><u>8</u></p> <p data-bbox="341 252 446 283"><u>Wed/Fri</u></p> <p data-bbox="487 252 527 283"><u>1/3</u></p> <p data-bbox="592 262 1453 294">8a <b><u>Lecture Theme</u></b>: Indigenous Peoples and Health Issues</p> <p data-bbox="592 346 1323 388"><b><u>Readings</u></b>: Chapter 12 of Long &amp; Dickason (eds.)</p> <p data-bbox="592 441 1599 525"><b>GUIDING QUESTION</b>: <i>What projects/programs could transform the postcolonial health status of Indigenous people?</i></p> <p data-bbox="730 619 1583 703">➤ <u>Prepare for Individual Critical review (12%) and Problem Statement &amp; Question (8%):</u></p> <hr/> <p data-bbox="592 808 1615 850">8b Friday Mar. 3 <b>INDIVIDUAL ASSIGNMENTS DUE</b></p> <p data-bbox="592 850 1615 934"><b>Individual Work (20%): Based on Chapter 6 of Adu-Febiri (ed). And Chapter 14 of Long &amp; Dickason</b></p> <p data-bbox="682 945 1055 976">a) <b>CRITICAL REVIEW #3 DUE</b></p> <p data-bbox="682 987 1128 1018">b) <b>PROBLEM &amp; QUESTION #3 DUE</b></p> <hr/>
<u>9</u>	<u>Wed/Fri</u>	<u>8/10</u>	<p data-bbox="592 1134 1177 1165"><b><u>Lecture Theme</u></b>: Indigenous Governance</p> <p data-bbox="592 1218 1404 1260"><b><u>Readings</u></b>: Chapters 3 &amp; 7 of Long &amp; Dickason (eds.)</p> <p data-bbox="592 1312 1615 1396"><b>GUIDING QUESTION</b>: <i>To what extent are models of self-government sufficient to transform the postcolonial Indigenous governance?</i></p>
<u>10</u>	<u>Wednesday</u>	<u>15</u>	<p data-bbox="592 1438 925 1470">ASSIGNMENT SESSION C:</p> <p data-bbox="592 1470 1250 1501"><b><u>Team Discussion C: Two Assignments Due</u></b></p> <p data-bbox="682 1512 1120 1543">1) <b>CRITICAL REVIEW #4 DUE</b></p> <p data-bbox="682 1554 1201 1585">2) <b>PROBLEM &amp; QUESTION #4 DUE</b></p> <p data-bbox="592 1648 1583 1732"><b><u>Readings</u></b>: Chapter 6 of Adu-Febiri (ed.) and Chapter 14 of Long &amp; Dickason</p> <p data-bbox="341 1858 430 1890"><u>Friday</u></p> <p data-bbox="487 1858 527 1890"><u>17</u></p> <p data-bbox="592 1858 917 1900"><b><u>CLASS DISCUSSION C</u></b></p>

<u>11</u>	<u>Wed/Fri</u>	<u>22/24</u>	<p><b><u>Lecture Theme:</u></b> Indigenous Peoples Development</p> <p><b><u>Readings:</u></b> Chapter 15 of Long &amp; Dickason (eds.) and Chapter 9 of Wotherspoon &amp; Satzewich</p> <p><b>GUIDING QUESTION:</b> <i>What projects/programs could translate the development desires of Indigenous people into a sustainable development?</i></p>
<u>12</u>	<u>Wed</u>	<u>29</u>	<p>ASSIGNMENT SESSION D:</p> <p><b><u>Team Discussion D: Two Assignments Due</u></b></p> <p>1)<b>CRITICAL REVIEW #4 DUE</b></p> <p>2)<b>PROBLEM &amp; QUESTION #5 DUE</b></p> <p><b><u>Readings:</u></b> Chapter 5 of Adu-Febiri (ed.) and Chapters 4 &amp; 7 of Long Dickason</p>
<u>APRIL</u>	<u>Friday</u>	<u>31</u>	<p><b><u>STUDENTS' ORAL PRESENTATION OF PROJECTS</u></b></p>
<u>13</u>	<u>Wed</u>	<u>5</u>	<p><b><u>Lecture Theme:</u></b> Making a Sustainable Difference in Indigenous Communities</p> <p><b><u>Readings:</u></b> Chapters 1 &amp; 2 of Long &amp; Dickason and Chapter 9 of Wotherspoon &amp; Satzewich</p> <p><b>GUIDING QUESTION:</b> <i>What would change the social relationships in Canada's globalization – indigenization dialectics so that Indigenous communities can experience sustainable development?</i></p>
	<u>Fri</u>	<u>7</u>	<p><b>Assignment Type 3a (Service-Learning Project) or Assignment Type 3b (Success Story Project) is due.</b></p>
<u>14a</u>	<u>Wed</u>	<u>12</u>	<p><b><u>FINAL EXAM</u></b></p>

<b>14c</b>	<b>Friday</b>	<b>14</b>	<b>GOOD FRIDAY HOLIDAY</b>
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### 5. Basis of Student Assessment (Weighting)

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

Critical Reviews: Group	12%
Critical Reviews: Individual	14%
Problem Statement/Question: Group	8%
Problem Statement/Question: Individual	8%
Service Learning or Success Stories Project: Oral	10%
Service Learning or Success Stories Project: Paper	30%
Final Examination	18%

**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](http://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.

<b>IP</b>	<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 3<sup>rd</sup> course attempt or at the point of course completion.)</i>
<b>CW</b>	<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](http://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