



CAMOSUN COLLEGE
School of Arts & Science
Department of Social Sciences

SOC-106-001/X01
Indigenous People and Canada 2
Winter 2018

COURSE OUTLINE

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

Ω Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.

1. Instructor Information

(a) Instructor	Francis Adu-Febiri
(b) Office hours	Tuesdays & Thursdays 12:00-2:00; Wednesdays 11:00 – 12:00 or By appointment
(c) Location	Paul 228
(d) Phone	(250) 370-3105 Alternative: _____
(e) E-mail	adufebir@camosun.ca
(f) Website	http://sites.camosn.ca/francisadufebiri

2. Intended Learning Outcomes

Upon completion of this course a student will be able to:

1. Identify the present legal, social, cultural, economic, and political statuses of Canada's Aboriginals.
2. Assess the present laws and policies as well as economic, political and practices of the mainstream Euro-Canadian society that prevent Aboriginals from successfully settling land claims and achieving self-government.
3. Propose logical and workable strategies that Aboriginals can use to effectively address the challenges of land claims settlements and aboriginal self-government.

3. Required Materials

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.

4. Course Content and Schedule

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 a form of thesis after reading the chapters it means you have not understood the chapters*

<u>WEE</u> <u>K</u>	<u>DAY</u>	<u>DAT</u> <u>E</u>	<u>THEMES, READINGS & GUIDING QUESTIONS</u>
<u>JAN</u>			
<u>1</u>	<u>Tue/Th</u> <u>u</u>	<u>9/11</u>	<p><u>Lecture Theme:</u> Perspectives on Indigenous Peoples: Status and Theory:</p> <p><u>Readings (Optional):</u> chapter 4 of Wotherspoon & Satzewich</p> <p>GUIDING QUESTION: <i>Why does status matter?</i></p>
<u>2</u>	<u>Tue/Th</u> <u>u</u>	<u>16/18</u>	<p><u>Lecture Theme:</u> Perspectives on Indigenous Peoples: Theory:</p> <p><u>Readings:</u> Introductions to sections I-V of Adu-Febiri (ed.) and Introduction of Long & 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>
<u>3</u>	<u>Tuesday</u>	<u>23</u>	<p>ASSIGNMENT SESSION A:</p> <p><u>Team Discussion A: Two Assignments Due</u></p> <p>1)CRITICAL REVIEW #1 DUE</p> <p>2)PROBLEM & QUESTION #1 DUE</p> <p><i>See pp. 11 & 12 of the course outline for instructions for doing these assignments. Also on the website click Problem Statement Format to see samples of formats to guide you to create the</i></p>

	<u>Thursd</u> <u>ay</u>	<u>25</u>	<p><i>Problem Statement</i></p> <p>Readings: Chapter 7 of Adu-Febiri (ed.) and Chapter 8 of Long & Dickason (eds.)</p> <p><u>CLASS DISCUSSION A</u></p>
<u>JAN/</u> <u>FEB</u> <u>4</u>	<u>Tue/Th</u> <u>u</u>	<u>30/1</u>	<p>Lecture Theme: Indigenous Peoples and the Canadian Economy</p> <p>Readings: Chapter 1 of Long & Dickason (eds.) and Chapter 3 of Wotherspoon & Satzewich (Optional)</p> <p>GUIDING QUESTION: <i>What projects/programs could transform the postcolonial economic status of Indigenous people?</i></p>
FEB			
<u>5</u>	<u>Tuesday</u>	<u>6</u>	<p>ASSIGNMENT SESSION B:</p> <p><u>Team Discussion B: Two Assignments Due</u></p> <p>1)CRITICAL REVIEW #2 DUE</p> <p>2)PROBLEM & QUESTION #2 DUE</p> <p><i>See pp. 11 & 12 of the course outline for instructions for doing these assignments. Also on the website click Problem Statement Format to see samples of formats to guide you to create the Problem Statement</i></p> <p>Readings: Chapters 20 & 22 of Adu-Febiri (ed.) and Chapter 6 of Long & Dickason</p>
	<u>Thursd</u> <u>ay</u>	<u>8</u>	<p><u>CLASS DISCUSSION B</u></p>
<u>6</u>	<u>Tue/Thu</u>	<u>13/15</u>	<p><u>READING BREAK</u></p>

<u>7</u>	<u>Tue/Thu</u>	<u>20/22</u>	<p><u>Lecture Theme:</u> Indigenous Education and Job Training</p> <p><u>Readings:</u> Chapter 17 of Adu-Febiri (ed.) and Chapter 10 of Long & Dickason (eds.)</p> <p>GUIDING QUESTION: <i>What educational models could transform the postcolonial education system of Indigenous people?</i></p>
<u>FEB/MAR</u> <u>8</u>	<u>Tue/Thu</u>	<u>27/1</u>	<p>8a <u>Lecture Theme:</u> Indigenous Peoples and Health Issues</p> <p><u>Readings:</u> Chapter 12 of Long & Dickason (eds.)</p> <p>GUIDING QUESTION: <i>What projects/programs could transform the postcolonial health status of Indigenous people?</i></p> <p>➤ <u>Prepare for Individual Critical review (12%) and Problem Statement & Question (8%):</u></p> <p>.....</p> <p>.....</p> <p>8b Thursday Mar. 1 INDIVIDUAL ASSIGNMENTS DUE</p> <p><u>Individual Work (20%): Based on Chapter 6 of Adu-Febiri (ed). And Chapter 14 of Long & Dickason</u></p> <p>a) CRITICAL REVIEW #3 DUE</p> <p>b) PROBLEM & QUESTION #3 DUE</p> <p>See pp. 11 & 12 of the course outline for instructions for doing these assignments.</p>

			<p><i>Also on the website click Problem Statement Format to see samples of formats to guide you to create the Problem Statement</i></p> <p>.....</p> <p>.....</p>
<u>MAR</u> <u>9</u>	<u>Tue/Th</u> <u>u</u>	<u>6/8</u>	<p><u>Lecture Theme:</u> Indigenous Governance</p> <p><u>Readings:</u> Chapters 3 & 7 of Long & Dickason (eds.)</p> <p>GUIDING QUESTION: <i>To what extent are models of self-government sufficient to transform the postcolonial Indigenous governance?</i></p>
<u>10</u>	<u>Tuesday</u>	<u>13</u>	<p>ASSIGNMENT SESSION C: <u>Team Discussion C: Two Assignments Due</u> 1)CRITICAL REVIEW #4 DUE 2)PROBLEM & QUESTION #4 DUE</p> <p>See pp. 11 & 12 of the course outline for instructions for doing these assignments. Also on the website click Problem Statement Format to see samples of formats to guide you to create the Problem Statement</p>
	<u>Thursd</u> <u>ay</u>	<u>15</u>	<p><u>Readings:</u> Chapters 2 or 8 of Adu-Febiri (ed.) and FNEsc (1998) http://www.fns.bc.ca/pdf/uttp-pages1-8.pdf (go to the Internet for a copy of this paper).</p> <p><u>CLASS DISCUSSION C</u></p>
<u>11</u>	<u>Tue/Th</u> <u>u</u>	<u>20/22</u>	<p><u>Lecture Theme:</u> Indigenous Peoples Development</p> <p><u>Readings:</u> Chapter 15 of Long & Dickason (eds.) and Chapter 9 of Wotherspoon & Satzewich</p>

			GUIDING QUESTION: <i>What projects/programs could translate the development desires of Indigenous people into a sustainable development?</i>
<u>12</u>	<u>Tuesday</u>	<u>27</u>	<p>ASSIGNMENT SESSION D: <u>Team Discussion D: Two Assignments Due</u> 1)CRITICAL REVIEW #4 DUE 2)PROBLEM & QUESTION #5 DUE</p> <p><i>See pp. 11 & 12 of the course outline for instructions for doing these assignments. Also on the website click Problem Statement Format to see samples of formats to guide you to create the Problem Statement</i></p> <p><u>Readings:</u> Chapter 5 of Adu-Febiri (ed.) and Chapters 4 & 7 of Long & Dickason</p> <p><u>29</u></p> <p><u>STUDENTS' ORAL PRESENTATION OF PROJECTS</u></p>
<u>APRIL</u> <u>13</u>	<u>Tue/Thu</u>	<u>3/5</u>	<p><u>Lecture Theme:</u> Making a Sustainable Difference in Indigenous Communities</p> <p><u>Readings:</u> Chapters 1 & 2 of Long & Dickason and Chapter 9 of Wotherspoon & Satzewich</p> <p>GUIDING QUESTION: <i>What would change the social relationships in Canada's globalization – indigenization dialectics so that Indigenous communities can experience sustainable development?</i></p>
<u>14a</u>	<u>Tuesday</u>	<u>10</u>	<u>FINAL EXAM</u>

<u>14b</u>	<u>Thursd ay</u>	<u>12</u>	Assignment Type 3a (Service-Learning Project) or Assignment Type 3b (Success Story Project) is due.

5. Basis of Student Assessment (Weighting)

Critical Reviews: Group	14%
Critical Reviews: Individual	12%
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.

6. Grading System

- Standard Grading System (GPA)
- Competency Based Grading System

7. Recommended Materials to Assist Students to Succeed Throughout the Course

N/A

8. College Supports, Services and Policies

Immediate, Urgent, or Emergency Support

If you or someone you know requires immediate, urgent, or emergency support (e.g. illness, injury, thoughts of suicide, sexual assault, etc.), **SEEK HELP**. Resource contacts @ <http://camosun.ca/about/mental-health/emergency.html> or <http://camosun.ca/services/sexual-violence/get-support.html#urgent>

College Services

Camosun offers a variety of health and academic support services, including counselling, dental, disability resource centre, help centre, learning skills, sexual violence support & education, library, and writing centre. For more information on each of these services, visit the **STUDENT SERVICES** link on the College website at <http://camosun.ca/>

College Policies

Camosun strives to provide clear, transparent, and easily accessible policies that exemplify the college's commitment to life-changing learning. It is the student's responsibility to become familiar with the content of College policies. Policies are available on the College website at <http://camosun.ca/about/policies/>. Education and academic policies include, but are not limited to, Academic Progress, Admission, Course Withdrawals, Standards for Awarding Credentials, Involuntary Health and Safety Leave of Absence, Prior Learning Assessment, Medical/Compassionate Withdrawal, Sexual Violence and Misconduct, Student Ancillary Fees, Student Appeals, Student Conduct, and Student Penalties and Fines.

A. GRADING SYSTEMS <http://camosun.ca/about/policies/index.html>

The following two grading systems are used at Camosun College:

1. 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		1
0-49	F	Minimum level has not been achieved.	0

2. Competency Based Grading System (Non GPA)

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes

Grade	Description
COM	The student has met the goals, criteria, or competencies established for this course, practicum or field placement.
DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.
NC	The student has not met the goals, criteria or competencies established for this course, practicum or field placement.

B. 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 at <http://camosun.ca/about/policies/index.html> 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 are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
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.