



**CAMOSUN COLLEGE**  
**School of Arts & Science**  
**Department of Social Sciences**

**SOC-106-D01**  
**Indigenous People and Canada 2**  
**Winter 2021**

**COURSE OUTLINE**

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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.

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**1. Instructor Information**

Instructor	Dr. Francis Adu-Febiri
Office	Virtual: link: <a href="https://ca.bbcollab.com/guest/cb0587cb63ba4a569dc1ed53f48cea31">https://ca.bbcollab.com/guest/cb0587cb63ba4a569dc1ed53f48cea31</a>
Virtual Office Hours	Mondays 4:00-5:00, Tuesdays 11:00-12:00, Wednesdays 3:00-4:00, and Thursdays 12:00-1:00
Class Schedule	Asynchronous
Website	<a href="https://francisadufebiri.opened.ca">https://francisadufebiri.opened.ca</a>
Email	<a href="mailto:adufebir@camosun.ca">adufebir@camosun.ca</a>

**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**

(a) Texts

Adu-Febiri, Francis (ed.):

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

Starblanket, Gina & Long, David (eds.) with Olive Patricia Dickason:

2020: *Visions of the Heart: Issues Involving Indigenous Peoples in Canada*. Fifth Edition. Don Mills, Ontario: Oxford University Press.

#### 4. Course Content and Schedule

<u>WEEK</u> <u>K</u>	<u>DAY</u>	<u>DATE</u> <u>E</u>	<u>THEMES, READINGS &amp; GUIDING QUESTIONS</u>
<b>JAN</b>			
<u>Week</u> <u>1</u>	Mon - Fri	11- 15	<p><b>Lecture 1's Theme:</b> Perspectives on Indigenous Peoples: Social Status and Theory:  <b>Required Readings:</b> Chapters 9, 17 and 22 of Adu-Febiri (ed.); Chapter 14 of Starblanket &amp; Long (eds.).</p> <p>GUIDING QUESTION: <i>Why does status matter?</i></p>
<u>Week</u> <u>2</u>	<u>Tuesda</u> <u>y</u>	19	<p><b>ASSIGNMENTS A: Two Assignments based on Chapter 7 of Adu-Febiri (ed.) and Chapter 7 of Starblanket &amp; Long (eds.):</b></p> <p><b>UPLOAD INDIVIDUAL ASSIGNMENTS A: Two assignments due on Tuesday by 11:30 pm:</b>  <i>Type 1: CRITICAL REVIEW #1</i>  <i>Type 2: PROBLEM STATEMENT &amp; QUESTION #1</i></p> <p><i>See D2L News or pp. 11 &amp; 12 of the course outline for instructions to do these assignments. Also, on D2L Content, click Problem Statement Format document to see samples of formats to guide you to create your Problem Statement</i></p> <p><b><u>Send your individual assignments to your group and participate in the group discussion</u></b></p>
	<u>Wednesd</u> <u>ay</u>	20	<p><b>UPLOAD TEAM/GROUP ASSIGNMENTS A: Two assignments due on Thursday by 11:30 pm:</b>  <i>Type 1: CRITICAL REVIEW #1</i>  <i>Type 2: PROBLEM STATEMENT &amp; QUESTION #1</i></p>
	<u>Thursd</u> <u>ay</u>	21	
<u>Week</u> <u>3</u>	<u>Mon-Fri</u>	25- 29	<p><b>Lecture 2's Theme:</b> Perspectives on Indigenous Peoples: Theory:  <b>Required Readings:</b> Introductions to sections I-V of Adu-Febiri (ed.) and Intro Chapter and Chapter 3 of Starblanket &amp; Long (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> <p><b><u>CLASS DISCUSSION #1 due by Thursday January 28 at 11:30 pm</u></b></p>

<b>FEB</b>			<p><b>Lecture 3's Theme:</b> Indigenous Peoples and the Canadian Economy</p> <p><b>Required Readings:</b> Chapter 18 (pp. 191-195) of Adu-Febiri (ed.) and Intro Chapter (pp. 6-7) of Starblanket &amp; Long (eds.)</p> <p><b>GUIDING QUESTION:</b> <i>What projects/programs could transform the postcolonial economic status of Indigenous people?</i></p>
<u>Week 4</u>	Mon - Fri	1-5	
<u>Week 5</u>	Tuesday	9	<p><b>ASSIGNMENTS B: Two Assignments based on Chapter 20 or 22 of Adu-Febiri (ed.) and Chapter 4 or 8 of Starblanket &amp; Long (eds.)</b></p> <p><b>Type 1: CRITICAL REVIEW #2</b></p> <p><b>Type 2: PROBLEM STATEMENT &amp; QUESTION #2</b></p> <p><b>UPLOAD INDIVIDUAL ASSIGNMENTS B: Two assignments due on Tuesday by 11:30 pm:</b></p> <p><b>Type 1: CRITICAL REVIEW #2</b></p> <p><b>Type 2: PROBLEM STATEMENT &amp; QUESTION #2</b></p> <p><i>See D2L News or pp. 11 &amp; 12 of the course outline for instructions to do these assignments. Also, on D2L Content, click Problem Statement Format document to see samples of formats to guide you to create your Problem Statement</i></p> <p><b><u>Send your individual assignments to your group and participate in the group discussion</u></b></p>
	Wednesday	10	<p><b>UPLOAD TEAM/GROUP ASSIGNMENTS B: Two assignments due on Thursday by 11:30 pm:</b></p> <p><b>Type 1: CRITICAL REVIEW #1</b></p> <p><b>Type 2: PROBLEM STATEMENT &amp; QUESTION #1</b></p>
	Thursday	11	
<u>Week 6</u>	Mon - Fri	15-19	<p><b><u>READING BREAK</u></b></p>

			<b><u>CLASS DISCUSSION #2 due by Monday February 22 at 11:30 pm</u></b>
<b>FEB</b> <u>Week 7</u>	Mon - Thu	<u>22-25</u>	<b><u>MIDTERM EXAM WEEK</u></b> <hr/> <hr/> <p>Thursday February 25 MIDTERM EXAM (20%)  <b>Based on Chapter 6 of Adu-Febiri (ed.) and Chapter 10 of Starblanket &amp; Long (eds.):</b></p> <p>Review these two chapters and produce <i>one PROBLEM STATEMENT &amp; one QUESTION based on your problem statement that reveal a significant issue Indigenous communities have with the criminal justice/injustice system of Canada (10%).</i></p> <p><i>Complete this part of the midterm exam before the exam time. The other parts (10%) of the midterm exam question will be based on your PROBLEM STATEMENT, QUESTION, and the Indigenous experience with Canada's criminal justice/injustice system.</i></p> <hr/> <hr/>
<b>MAR</b> <u>Week 8</u>	Mon - Fri	<u>1-5</u>	<b><u>Lecture 4's Theme:</u></b> Indigenous Education and Job Training <b>Readings:</b> Chapter 17 ad 18 of Adu-Febiri (ed.) and Chapters 12 and 13 of Starblanket & Long (eds.) <b>GUIDING QUESTION:</b> <i>What educational models could transform the postcolonial education system of Indigenous people?</i>
<u>Week 9</u>	<u>Mon - Fri</u>	<u>8 - 12</u>	<b><u>Lecture 5's Theme:</u></b> Indigenous Peoples and Health Issues <b>Readings:</b> Chapter 22 (pp. 258 – 260) and Chapter 25 of Adu-Febiri (ed.) <b>GUIDING QUESTION:</b> <i>What projects/programs could transform the postcolonial health status of Indigenous people?</i>
<u>Week 10</u>	<u>Tuesday</u>	<u>16</u>	<b><u>INDIVIDUAL CREATIVITY &amp; INNOVATION EXERCISE #1 Due</u></b> <p><i>See the instructions below or D2L News for instructions to do this assignment.</i></p> <p><b>Readings: Chapters 2 and 8 of Adu-Febiri (ed.):</b></p>

			<ol style="list-style-type: none"> <li>1. Based on your understanding of these chapters, a) produce one problem statement that highlights one major social problem the chapters reveal and b) state one of the desired goals (posted on D2L Content) of indigenous peoples that seeks to solve this social problem.</li> <li>2. Propose one creative idea and provide one corresponding innovative design to implement this desired goal of Indigenous peoples to solve the social problem. Provide a brief design description and a design diagram connecting processes/steps, tasks, people, and resources necessary to implement your design to solve the social problem.</li> <li>3. Use your design to assess one key sociological concept found in the chapters and any one of the sociological paradigms or Indigenous paradigms of this course.</li> </ol> <p><b><u>TEAM/GROUP CREATIVITY &amp; INNOVATION EXERCISE #1</u></b> <b><u>Due</u></b></p>
	<u>Thursd</u> <u>ay</u>	<u>18</u>	
<u>Week</u> <u>11a</u>	<u>Mon</u> - <u>Fri</u>	<u>22-</u> <u>26</u>	<p><b><u>Lecture 6's Theme:</u></b> Indigenous Governance</p> <p><b><u>Readings:</u></b> Chapter 9 of Adu-Febiri (ed.) and Chapter 2 of Starblanket &amp; Long (eds.)</p> <p><b><u>GUIDING QUESTION:</u></b> <i>To what extent are existing models of self-government sufficient to transform the postcolonial Indigenous governance?</i></p> <p><b><u>Lecture 7's Theme:</u></b> Indigenous Peoples Development</p> <p><b><u>Readings:</u></b> Chapter 9 of Adu-Febiri (ed.) and Chapter 3 of Starblanket &amp; Long (eds.)</p> <p><b><u>GUIDING QUESTION:</u></b> <i>What projects/programs could translate the desired development goals of Indigenous people into a sustainable development?</i></p>
	<u>Mon</u> - <u>Fri</u>	<u>22</u> - <u>26</u>	

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<u>Week 11b</u>			
<u>Week 12</u>	<u>Tuesday</u>	<u>30</u>	<p><b><u>INDIVIDUAL CREATIVITY &amp; INNOVATION EXERCISE #2 Due</u></b>  <i>See the instructions below or D2L News for instructions to do this assignment.</i></p> <p><b><u>Readings: Chapter 5 of Adu-Febiri (ed.) and Chapter 1 or Chapter 5 of Starblanket &amp; Long (eds.):</u></b></p> <ol style="list-style-type: none"> <li>1. Based on your understanding of these chapters, a) produce one problem statement that highlights one major social problem the chapters reveal and b) state one of the desired goals (posted on D2L Content) of indigenous peoples that seeks to solve this social problem.</li> <li>2. Propose one creative idea and provide one corresponding innovative design to implement this desired goal of Indigenous peoples to solve the social problem. Provide a brief design description and a design diagram connecting processes/steps, tasks, people, and resources necessary to implement your design to solve the social problem.</li> <li>3. Use your design to assess one of the two umbrella sociological concepts and any one of the sociological paradigms or Indigenous paradigm of this course.</li> </ol> <p><b><u>TEAM/GROUP CREATIVITY &amp; INNOVATION EXERCISE #2 Due</u></b></p>
<b>APRIL</b> <u>13</u>	<u>Monday - Friday</u>	<u>5 - 9</u>	<p><b><u>Lecture 8's Theme:</u></b> Making a Sustainable Difference in Indigenous Communities</p> <p><b><u>Readings: Intro Chapter &amp; Concluding Dialogue of Starblanket &amp; Long (eds.).</u></b></p> <p><b>GUIDING QUESTION:</b> <i>What would change the social relationships in Canada's globalization – indigenization</i></p>

			<i>dialectic so that Indigenous communities can experience sustainable development?</i>
<b>14a</b>	<b><u>Tuesda</u> <u>y</u></b>	<b><u>13</u></b>	<b><u>FINAL EXAM</u></b>  <b>Open Book Final Exam: Tuesday April 8 from 7:00 pm to 8:30 pm. You may do this exam as an individual or in groups. You determine your own group size.</b>
<b>14b</b>	<b><u>Thursd</u> <u>ay</u></b>	<b><u>15</u></b>	<b>Assignment Type 4 (Success Story Project or Truth and Reconciliation Project) is due.</b>

## 5. Basis of Student Assessment (Weighting)

Critical Reviews: Team	10%
Problem Statement/Question: Team	6%
Midterm Exam: Individual or Team	20%
Creativity & Innovation Exercises: Team	14%
Class Discussions	2
Success Stories Project or TRC Project	30%
Final Examination	18%

## 6. Grading System

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

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



## 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.