

# COURSE SYLLABUS



COURSE TITLE: SOC-106: Indigenous People and Canada 2

CLASS SECTION: 001

TERM: WINTER 2022

COURSE CREDITS: 3

DELIVERY METHOD(S): LECTURES

Camosun College campuses are located on the traditional territories of the Lək̓ʷəŋən and W̱SÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here.

Learn more about Camosun's [Territorial Acknowledgement](#).

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For COVID-19 information please visit <https://legacy.camosun.ca/covid19/index.html>

*Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable explanation in advance, you will be removed from the course and the space offered to the next waitlisted student.*

## INSTRUCTOR DETAILS

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NAME: FRANCIS ADU-FEBIRI

EMAIL: [adufebir@camosun.bc.ca](mailto:adufebir@camosun.bc.ca)

OFFICE: PAUL 228

HOURS: **Mondays & Wednesdays 4:00-5:00; Tuesdays & Thursdays 1:00 -2:00**

*As your course instructor, I endeavour to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me. Camosun College is committed to identifying and removing institutional and social barriers that prevent access and impede success.*

## CALENDAR DESCRIPTION

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A critical examination of the position of Aboriginals in Canadian society with emphasis on the interaction between Aboriginals 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 aboriginal self-government.

### PREREQUISITE(S):

One of:

- C+ in English 12
- C in Camosun Alternative

### CO-REQUISITE(S):

Not applicable

### EXCLUSION(S):

Not applicable

## COURSE LEARNING OUTCOMES / OBJECTIVES

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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.

## REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

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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.

## COURSE SCHEDULE, TOPICS, AND ASSOCIATED PREPARATION / ACTIVITY / EVALUATION

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The following schedule and course components are subject to change with reasonable advance notice, as deemed appropriate by the instructor.

| <u>WEE</u><br><u>K</u>  | <u>DAY</u>     | <u>DAT</u><br><u>E</u> | <u>THEMES, READINGS &amp; GUIDING QUESTIONS</u>   |
|-------------------------|----------------|------------------------|---|
| <b>JAN</b>              |                |                        |   |
| <u>Week</u><br><u>1</u> | <u>Tue/Thu</u> | <u>11/13</u>           | <p><b>Lecture 1's Theme:</b> Perspectives on Indigenous Peoples: Social Status and Theory:</p> <p><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><br><u>2</u> | <u>Tuesday</u> | <u>18</u>              | <b>ASSIGNMENTS A: Two Assignments based on Chapter 7 of Adu-Febiri (ed.) and Chapter 7 of Starblanket &amp; Long (eds.):</b>  |

|                                       |                            |              |  |
|---------------------------------------|----------------------------|--------------|--|
|                                       | <u>Thursda</u><br><u>y</u> | <u>20</u>    | <p><b><u>As an individual use the class time to complete these assignments.</u></b><br/> <b>UPLOAD YOUR INDIVIDUAL ASSIGNMENTS A on D2L Group Lockers and Individual Assignments A Submission Folder: Two assignments due on Tuesday by 11:30 pm:</b><br/> <i>Type 1: CRITICAL REVIEW #1</i><br/> <i>Type 2: PROBLEM STATEMENT &amp; QUESTION #1</i></p> <p><i>See D2L News or pp. 13 - 15 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>In class, as a team discuss your individual assignments Type 1 and Type 2.</u></b> Select the best ones or create new ones based on the assignment instructions. <b>UPLOAD YOUR TEAM/GROUP ASSIGNMENTS A: Two team/group assignments due on Thursday by 11:30 pm:</b><br/> <i>Type 1: CRITICAL REVIEW #1</i><br/> <i>Type 2: PROBLEM STATEMENT &amp; QUESTION #1</i></p> |
| <u>Week</u><br><u>3</u>               | <u>Tue/Thu</u>             | <u>25/27</u> | <p><b><u>Lecture 2's Theme:</u></b> Perspectives on Indigenous Peoples: Theory:<br/> <b><u>Required Readings:</u></b> Introductions to sections I-V of Adu-Febiri (ed.) and Intro Chapter and Chapter 3 of Starblanket &amp; Long (eds.)</p> <p><b>GUIDING QUESTION:</b> <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><br><u>Week</u><br><u>4</u> | <u>Tue/Thu</u>             | <u>1/3</u>   | <p><b><u>Lecture 3's Theme:</u></b> Indigenous Peoples and the Canadian Economy</p> <p><b><u>Required Readings:</u></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>   |



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| <u>Week</u><br><u>7</u>                 | Tue - Fri | <u>22</u> -<br><u>25</u> | <b><u>READING BREAK</u></b>   |
| <b>MARCH</b><br><u>Week</u><br><u>8</u> | Tue/Thu   | <u>1/3</u>               | <b><u>MIDTERM EXAM WEEK</u></b><br><hr/> <p>Tuesday March 1: <u>Use class time to review</u> Chapter 6 of Adu-Febiri (ed.) and Chapter 10 of Starblanket &amp; Long (eds.). Based on your review 1) produce one <b>PROBLEM STATEMENT</b> and 2) one <b>QUESTION</b> based on your problem statement that reveal a significant issue Indigenous communities have with the criminal justice/injustice system of Canada.</p> <p>Thursdays March 3: <u>In class</u> the midterm exam question based on your <b>PROBLEM STATEMENT, QUESTION, and the Indigenous experiences with Canada's criminal justice/injustice system will be given to you to answer in 60 minutes.</b></p> <hr/> <p>...</p> |
| <u>Week</u><br><u>9</u>                 | Tue/Thu   | <u>8/10</u>              | <b><u>Lecture 5's Theme:</u></b> Indigenous Peoples and Health Issues<br><br><b><u>Readings:</u></b> Chapter 22 (pp. 258 – 260) and Chapter 25 of Adu-Febiri (ed.)<br><br><b>GUIDING QUESTION:</b> <i>What projects/programs could transform the postcolonial health status of Indigenous people?</i>   |
| <u>Week</u><br><u>10</u>                | Tuesday   | <u>15</u>                | <b><u>Use class time to do the INDIVIDUAL CREATIVITY &amp; INNOVATION EXERCISE #1 Due on Tuesday by 11:30 pm. Upload your C&amp;I #1 report on D2L Group Lockers and the Individual Submission Folder.</u></b><br><br><i>See the instructions below or D2L News for instructions to do this assignment.</i>   |

|                           |                            |              |   |
|---------------------------|----------------------------|--------------|---|
|                           | <u>Thursda</u><br><u>y</u> | <u>17</u>    | <p><b><u>Readings: Chapters 2 and 8 of Adu-Febiri (ed.):</u></b></p> <ol style="list-style-type: none"> <li><b>1.</b> 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><b>2.</b> 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><b>3.</b> 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>In class, as a team, discuss your individual reports, select the best one or create new one based on the assignment requirements. List the names of the group discussion participants on your report. UPLOAD YOUR TEAM/GROUP CREATIVITY &amp; INNOVATION EXERCISE #1 on D2L Team/Group Submission Folder by 11:30 pm.</u></b></p> |
| <u>Week</u><br><u>11a</u> | <u>Tue/Thu</u>             | <u>22/24</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>   |
| <u>Week</u><br><u>11b</u> | <u>Tue/Thu</u>             | <u>22/24</u> | <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>  |



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|------------|----------------------|-----------|---|
|            |                      |           | <b>Open Book Final Exam: Tuesday April 12 during class time. You may do this exam as an individual or in groups. You determine your own group size.</b> |
| <b>14b</b> | <b>Thursda<br/>y</b> | <b>14</b> | <b>Assignment Type 4 (Success Story Project or Truth and Reconciliation Project) is due.</b>  |
|            |                      |           |   |

Students registered with the Centre for Accessible Learning (CAL) who complete quizzes, tests, and exams with academic accommodations have booking procedures and deadlines with CAL where advanced noticed is required. Deadlines scan be reviewed on the [CAL exams page](http://camosun.ca/services/accessible-learning/exams.html). <http://camosun.ca/services/accessible-learning/exams.html>

## EVALUATION OF LEARNING

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|  |             |
|--|-------------|
| Critical Reviews: Team                       | 10%         |
| Problem Statement/Question: Team             | 6%          |
| Midterm Exam: Individual or Team             | 20%         |
| Creativity & Innovation Exercises: Team      | 14%         |
| Class Discussions: Individual                | 2%          |
| Success Stories Project or TRC Project: Team | 30%         |
| Final Examination: Individual or Team        | 18%         |
| <b>TOTAL</b>                                 | <b>100%</b> |

If you have a concern about a grade you have received for an evaluation, please come and see me as soon as possible. Refer to the [Grade Review and Appeals](http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf) policy for more information. <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf>

## COURSE GUIDELINES & EXPECTATIONS

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Attend classes regularly, read all required materials, submit assignments on time, take examinations, collaborate in team/group work.

## SCHOOL OR DEPARTMENTAL INFORMATION

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## STUDENT RESPONSIBILITY

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Enrolment at Camosun assumes that the student will become a responsible member of the College community. As such, each student will display a positive work ethic, assist in the preservation of College property, and assume responsibility for their education by researching academic requirements and policies; demonstrating courtesy and respect toward others; and respecting expectations concerning attendance, assignments, deadlines, and appointments.

## SUPPORTS AND SERVICES FOR STUDENTS

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Camosun College offers a number of services to help you succeed in and out of the classroom. For a detailed overview of the supports and services visit <http://camosun.ca/students/>.

|                                     |   |
|-------------------------------------|---|
| Academic Advising                   | <a href="http://camosun.ca/advising">http://camosun.ca/advising</a>                       |
| Accessible Learning                 | <a href="http://camosun.ca/accessible-learning">http://camosun.ca/accessible-learning</a> |
| Counselling                         | <a href="http://camosun.ca/counselling">http://camosun.ca/counselling</a>                 |
| Career Services                     | <a href="http://camosun.ca/coop">http://camosun.ca/coop</a>                               |
| Financial Aid and Awards            | <a href="http://camosun.ca/financialaid">http://camosun.ca/financialaid</a>               |
| Help Centres (Math/English/Science) | <a href="http://camosun.ca/help-centres">http://camosun.ca/help-centres</a>               |
| Indigenous Student Support          | <a href="http://camosun.ca/indigenous">http://camosun.ca/indigenous</a>                   |
| International Student Support       | <a href="http://camosun.ca/international/">http://camosun.ca/international/</a>           |
| Learning Skills                     | <a href="http://camosun.ca/learningskills">http://camosun.ca/learningskills</a>           |
| Library                             | <a href="http://camosun.ca/services/library/">http://camosun.ca/services/library/</a>     |
| Office of Student Support           | <a href="http://camosun.ca/oss">http://camosun.ca/oss</a>                                 |
| Ombudsperson                        | <a href="http://camosun.ca/ombuds">http://camosun.ca/ombuds</a>                           |
| Registration                        | <a href="http://camosun.ca/registration">http://camosun.ca/registration</a>               |
| Technology Support                  | <a href="http://camosun.ca/its">http://camosun.ca/its</a>                                 |
| Writing Centre                      | <a href="http://camosun.ca/writing-centre">http://camosun.ca/writing-centre</a>           |

**If you have a mental health concern**, please contact Counselling to arrange an appointment as soon as possible. Counselling sessions are available at both campuses during business hours. If you need urgent support after-hours, please contact the Vancouver Island Crisis Line at 1-888-494-3888 or call 911.

### Academic Accommodations for Students with Disabilities

The College is committed to providing appropriate and reasonable academic accommodations to students with disabilities (i.e. physical, depression, learning, etc). If you have a disability, the [Centre for Accessible Learning](#) (CAL) can help you document your needs, and where disability-related barriers to access in your courses exist, create an accommodation plan. By making a plan through CAL, you can ensure you have the appropriate academic accommodations you need without disclosing your diagnosis or condition to course instructors. Please visit the CAL website for contacts and to learn how to get started:

<http://camosun.ca/services/accessible-learning/>

### Academic Integrity

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.13.pdf> for policy regarding academic expectations and details for addressing and resolving matters of academic misconduct.

### Academic Progress

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.1.pdf> for further details on how Camosun College monitors students' academic progress and what steps can be taken if a student is at risk of not meeting the College's academic progress standards.

### Course Withdrawals Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.2.pdf> for further details about course withdrawals. For deadline for fees, course drop dates, and tuition refund, please visit <http://camosun.ca/learn/fees/#deadlines>.

### Grading Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf> for further details about grading.

### Grade Review and Appeals

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf> for policy relating to requests for review and appeal of grades.

### Mandatory Attendance for First Class Meeting of Each Course

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable reason in advance, you will be removed from the course and the space offered to the next waitlisted student. For more information, please see the "Attendance" section under "Registration Policies and Procedures" (<http://camosun.ca/learn/calendar/current/procedures.html>) and the Grading Policy at <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf>.

### Medical / Compassionate Withdrawals

Students who are incapacitated and unable to complete or succeed in their studies by virtue of serious and demonstrated exceptional circumstances may be eligible for a medical/compassionate withdrawal. Please visit

<http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.8.pdf> to learn more about the process involved in a medical/compassionate withdrawal.

### Sexual Violence and Misconduct

Camosun is committed to creating a campus culture of safety, respect, and consent. Camosun's Office of Student Support is responsible for offering support to students impacted by sexual violence. Regardless of when or where the sexual violence or misconduct occurred, students can access support at Camosun. The Office of Student Support will make sure students have a safe and private place to talk and will help them understand what supports are available and their options for next steps. The Office of Student Support respects a student's right to choose what is right for them. For more information see Camosun's Sexualized Violence and Misconduct Policy: <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.9.pdf> and [camosun.ca/sexual-violence](http://camosun.ca/sexual-violence). To contact the Office of Student Support: [oss@camosun.ca](mailto:oss@camosun.ca) or by phone: 250-370-3046 or 250-3703841

### Student Misconduct (Non-Academic)

Camosun College is committed to building the academic competency of all students, seeks to empower students to become agents of their own learning, and promotes academic belonging for everyone. Camosun also expects that all students to conduct themselves in a manner that contributes to a positive, supportive, and safe learning environment. Please review Camosun College's Student Misconduct Policy at <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.5.pdf> to understand the College's expectations of academic integrity and student behavioural conduct.

**Changes to this syllabus:** Every effort has been made to ensure that information in this syllabus is accurate at the time of publication. The College reserves the right to change courses if it becomes necessary so that course content remains relevant. In such cases, the instructor will give the students clear and timely notice of the changes.