

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



Sociology 106  
***INDIGENOUS PEOPLES AND CANADA 2***

Winter, 2022

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**CALENDAR DESCRIPTION:**

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

## **EXPECTED LEARNING OUTCOMES:**

Through interactive lectures, critical reviews, group and class discussions, videos, student presentations, research essays, and examinations students will be able to:

- Assess the contemporary demographic, economic, political, legal, health, social, and cultural statuses of Indigenous Peoples of Canada.
- Demonstrate empirically the extent to which white racism, western patriarchy, Indigenous traditional cultures, and capitalism contribute to the marginal positions of Indigenous Peoples.
- Identify and examine the contemporary laws, policies and practices of the Canadian state that create, support and shape the relationship between the Indigenous Peoples and Canadian society, especially in the areas of land claim settlements and Indigenous self-government.
- Propose logical and viable solutions to selected social problems in Indigenous communities resulting from their interaction with the majority culture.

## **REQUIRED 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.

## **COURSE SCHEDULE AND READINGS:**

- **Read a) to understand and apply sociological concepts and theories, 2) to generate questions that matter, and 3) to practice answer guiding questions for yourself. In this way the readings become a MISSION instead of a MISERY**
- *My PowerPoint lecture presentations use the guiding questions stated in this course schedule as guides to engage with the selected topics. The critical review and problem statement & questions assignments as well as the creativity and innovation exercises in the course schedule are to help you practice synthetic thinking, critical thinking, creative thinking, design thinking, and sustainability thinking. If you are unable to identify the central questions of the chapters and discover the authors' answers for the questions in a form of thesis statements after reading the chapters it means you have not understood the contents of the chapters*



<u>Week 3</u>	<u>Tue/Thu</u>	<u>25/27</u>	<p><b><u>Lecture 2's Theme:</u></b> Perspectives on Indigenous Peoples: Theory:  <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> <u>Week 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>

<u>Week 5</u>	<u>Tuesday</u>	<u>8</u>	<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><u>As an individual use the class time to complete these assignments. UPLOAD YOUR INDIVIDUAL ASSIGNMENTS B on D2L Group Lockers and Individual Assignments B Submission Folder: Two assignments due on Tuesday by 11:30 pm:</u></b></p> <p style="padding-left: 40px;"><b>Type 1: CRITICAL REVIEW #2</b></p> <p style="padding-left: 40px;"><b>Type 2: PROBLEM STATEMENT &amp; QUESTION #2</b></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. Select the best ones or create new ones based on the assignment instructions. UPLOAD YOUR TEAM/GROUP ASSIGNMENTS B: Two assignments due on Thursday by 11:30 pm:</u></b></p> <p style="padding-left: 40px;"><b>Type 1: CRITICAL REVIEW #1</b></p> <p style="padding-left: 40px;"><b>Type 2: PROBLEM STATEMENT &amp; QUESTION #1</b></p>
	<u>Thursday</u>	<u>10</u>	

<p><u>Week 6</u></p>	<p>Tue/Thu</p>	<p><u>15/17</u></p>	<p><b><u>Lecture 4's Theme:</u></b> Indigenous Education and Job Training</p> <p><b><u>Readings:</u></b> Chapter 17 ad 18 of Adu-Febiri (ed.) and Chapters 12 and 13 of Starblanket &amp; Long (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>CLASS DISCUSSION #2 due by Monday February 21 at 11:30 pm</u></b></p>
<p><u>Week 7</u></p>	<p>Tue - Fri</p>	<p><u>22 - 25</u></p>	<p><b><u>READING BREAK</u></b></p>
<p><b>MARCH</b> <u>Week 8</u></p>	<p>Tue/Thu</p>	<p><u>1/3</u></p>	<p><b><u>MIDTERM EXAM WEEK</u></b></p> <hr/> <p>Tuesday March 1: <b><u>Use class time to review</u></b> Chapter 6 of Adu-Febiri (ed.) and Chapter 10 of Starblanket &amp; Long (eds.). Based on your review 1) produce <i>one PROBLEM STATEMENT</i> and 2) <i>one QUESTION</i> 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: <b><u>In class</u></b> the midterm exam question based on your <i>PROBLEM STATEMENT, QUESTION, and the Indigenous experiences with Canada's criminal justice/injustice system will be given to you to answer in 60 minutes.</i></p> <hr/>



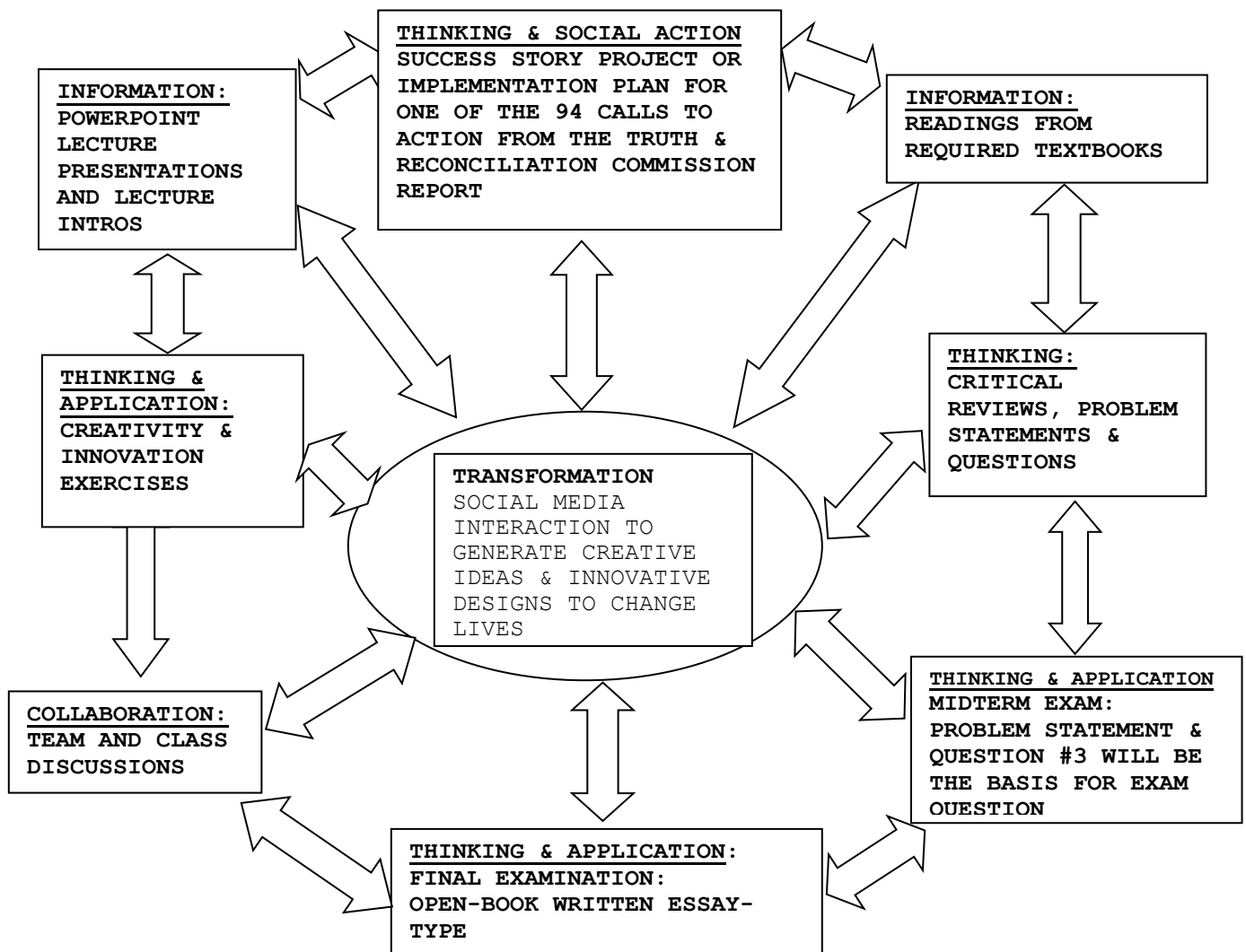
<u>Week 11a</u>	<u>Tue/Thu</u>	<u>22/24</u>	<p><b><u>Lecture 6's Theme:</u></b> Indigenous Governance</p> <p><b><u>Readings:</u></b> Chapter 9 of Adu-Febiri (ed.) and Chapter 2 of Starblanket &amp; Long (eds.)</p> <p><b>GUIDING QUESTION:</b> <i>To what extent are existing models of self-government sufficient to transform the postcolonial Indigenous governance?</i></p>
<u>Week 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>GUIDING QUESTION:</b> <i>What projects/programs could translate the desired development goals of Indigenous people into a sustainable development?</i></p>





<u>14a</u>	<u>Tuesday</u>	<u>12</u>	<p><b><u>FINAL EXAM</u></b></p> <p>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.</p>
<u>14b</u>	<u>Thursday</u>	<u>14</u>	<p><b>Assignment Type 4 (Success Story Project or Truth and Reconciliation Project) is due.</b></p>

**DESIGN OF COURSE ORGANIZATION**



### **EVALUATION COMPONENTS:**

Evaluation will be based on one in-class essay-type final examination, critical reviews, problem statements and questions, oral presentation and a reflective paper. All the components of the evaluation will be graded on the basis of their scholarly and sociological qualities. Emphasis will be on understanding, critical thinking, logical reasoning, and evidence, rather than regurgitation of information.

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%
TOTAL	100%

### **INTERACTIVE LECTURE PRESENTATIONS:**

This is the professor's PowerPoint presentations on selected themes on Indigenous issues/challenges in Canada. (See the table below for specifics):

DAYS	FOCUS
EVERY OTHER TUESDAY	New lecture presentations will be introduced and uploaded on D2L Content and my website highlighting motivation, exploration of concepts, application of knowledge, and creativity & innovation.
EVERY OTHER THURSDAY	Forums for students to bring the difficulties they have with the key concepts, paradigms, and theories in the presentation as well as their difficulties with assignments, projects, exams, and other issues.

### **ASSIGNMENTS:**

- **There are 4 types of assignments in this course: Type 1: Critical Review, Type 2: Problem Statement and Question Formulation, Type 3: Creativity & Innovation Exercise, and Type 4: Success Stories project or Truth & Reconciliation project. Assignments types 1-3 have both individual and team components. These assignments are designed to help students to acquire and/or hone their collaboration and communication skills as well as their integrated thinking skills of synthetic thinking, critical thinking, creative thinking, design thinking, and sustainability thinking. See page 13 for brief definitions.**

### DEFINITIONS OF THE FIVE INTEGRATED PRIMARY THINKING SKILLS:

Synthetic thinking is the ability to process, connect and reproduce information. Critical thinking is the ability to assess/evaluate or question. Creative thinking is the ability to produce original ideas that are life-changing. Design thinking is the ability to create plans, connect people to the plans, source resources, and coordinate tasks to implement creative ideas. Sustainability thinking is the ability to proactively connect and integrate critical thinking, creative thinking, and design thinking processes to provide services/products that transform social interaction/relationships in ways that improve the quality of human condition without compromising the quality of the natural environment and the lives of future generations.

Critical Thinking: In furthering your understanding and honing your skills of critical thinking, it is important to note that the common sense meaning of a “critique” is criticizing or questioning something, that is, pointing out the negatives of something. However, a deeper academic application of “critique” goes beyond hyper-criticism. It looks at both the positives (strengths) and the negatives (weaknesses). The concepts of “assessment” and “evaluation” are helpful in this context. A “Critique” is an assessment or evaluation. This is the meaning of critique I am encouraging my students to develop. In the course assignments, we are focusing on contextual application of critique. What dimensions/aspects of your design is the paradigm able and unable to explain? In other words, what strengths and weaknesses your design reveals about the paradigm we are applying. Are there explanations/theories or concepts in the paradigm that apply to your design and are there explanations/theories or concepts that don't apply? I hope this brief commentary on critical thinking helps you in doing the assignments and excelling.

### **ASSIGNMENT TYPE 1: CRITICAL REVIEW**

#### **Instructions for Assignment Type 1**

As an individual read and review the specified chapters of the two required textbooks. Write a ONE-PAGE critical review (typed, double-spaced, standard margins, size 12 font), post a copy on D2L Group Lockers and Individual Submission Folder to be discussed in your team/group discussion session. The individual critical reviews are not graded. They are to facilitate informed productive active team/group participation. Without posting your one paged typed copy of your critical reviews, you will not be allowed to participate in the team/group sessions. Select one review or create a new one, list the names of discussion participants on it, and post it in the Group Submission Folder for grading.

Use the following criteria to do the critical review assignments:

1. **SYNTHETIC THINKING:** Provide an academic summary of the assigned chapters: that is, focus on identifying and stating:
  - \* the common theme of the chapters
  - \* the central question and main thesis statement of each chapter
  - \* the main difference between/among either the central questions or the main thesis statements of the chapters
2. **CRITICAL THINKING:** Provide a concise critique (assessment or evaluation) of **any one** of the chapters: that is, focus on identifying and stating:
  - \* one strength
  - \* one weakness
3. **CREATIVE THINKING:** Provide a suggestion for improvement based on the weakness you identified and stated.

## **ASSIGNMENT TYPE 2: PROBLEM STATEMENT & QUESTION**

### **Instructions for Assignment Type 2: Problem Statement and Question formulation:**

After reviewing the specified chapters:

1. **CRITICAL THINKING:** Create a statement of research problem, shortly called a “Problem Statement” (See D2L Content for samples of good problem statement formats). That is, using your own experiences/observations or logical reasoning or evidence, show one important thing related to the main theme of the specified chapters but missing from the chapters reviewed that when provided would strengthen the chapters. In other words, the statement must show a substantive gap or flaw in the chapters.

2. **CREATIVE THINKING:** Formulate one Question:

- \* This question must have the same scope and focus as your Problem Statement
- \* The answer to this question cannot be found in the readings
- \* The question cannot be answered with just YES or NO
- \* Don't provide an answer to the question

*Post a copy of the Problem Statement and the Question on D2L Group Lockers and the Individual Submission Folder to be used for your Team/Group Discussion sessions. Post the problem statement and question your team selected or created in the Group Submission Folder.*

### **ASSIGNMENT TYPE 3: CREATIVITY & INNOVATION EXERCISES**

Creativity & Innovation exercises provide students opportunities to consolidate the five integrated primary thinking skills (Synthetic, Critical, Creative, Design and Sustainability Thinking), sociological concepts, and theories/paradigms they learn by applying them to generate sustainable solutions to pressing local or global problems. These exercises also help students to learn the importance of collaboration and good communication in real-life.

Review the specified chapters in the course schedule and use the information as a guide to do the stated exercise as an individual student. Submit your written report of the exercise on D2L Group Lockers and the Individual Submission Folders for the team/group discussion sessions. As a team, discuss your individual reports and select one of them that best reflects the criteria provided in the creativity & innovation exercise instructions in the course schedule (or create a new one as a team if none of individual ones is good enough based on creative ideas that are unique and innovative designs that connect with the ideas), list the names of all participants on it and upload it on D2L Group Submission Folders for grading.

### **TEAM/GROUP DISCUSSION AND CLASS DISCUSSION:**

The intention of this aspect of the course is to engage the class in constructive discussions of pertinent theoretical, empirical and practical issues in Indigenous communities and collaborate on and communicate proposed solutions.

**TEAM DISCUSSIONS: ASSIGNMENTS TYPES 1 – 3:**

The team/group discussion focuses on a) critical review and b) Problem Statement & Question, Creativity & Innovation Exercise:

In teams of seven (D2L will create the teams) discuss your copies of the critical reviews, problem statement & question, and creativity & innovation exercise. **SELECT ONE** of each of them that best reflects the criteria/requirements provided in the assignment instructions (**or as a group create new ones if none submitted by your team members are good enough**).

List all the names of the participants on your team assignment reports and upload them on D2L Team/Group Submission Folder for the professor to grade. The professor will grade individual assignments only in extenuating circumstances. **Names not listed on group assignments receive no grade.**

- ***Your team assignments grades will be based on the criteria/requirements specified in the assignments instructions.***

### CLASS DISCUSSIONS

A “question of the week” (a relevant, controversial and insightful question) may be selected from the questions generated by the teams. This question will form the basis of the class discussion. The team whose question is selected as the question of the week for the class discussions will be asked to post on D2L Discussion Forum their rationale for the question. Other students will have the option to comment on the question and its rationale. Those who comment will receive 1% mark.

- ***The team whose question is selected as the question of the week will receive a 2% bonus marks.***

### **Assignment Type 4: PROJECT**

#### **Assignment Type 4: Option A**

### **INDIGENOUS COMMUNITIES SUCCESS STORIES PROJECT (30%): CRITICAL THINKING, CREATIVE/INNOVATIVE THINKING, DESIGN THINKING, AND SUSTAINABILITY THINKING:**

#### **PROCESSES OF DOING THE SUCCESS STORY PROJECT:**

As a team use January and February to do the following:

- 1) come up with one project idea that focuses on a relevant success story of any Indigenous community in Canada.
- 2) collect/gather and analyze information/data about this community and its success story
- 3) brainstorm on creative and innovative ways to display (diagram or image) and share (communication media) this success story
- 4) use your knowledge on the two umbrella or foundational sociological concepts (sociological imagination and social construction of reality) to identify the cause(s) or explanation (s) and pattern(s) of this success story
- 5) discuss the sustainability and transferability of this success story to other Indigenous communities.
- 6) brainstorm on the applicability of any of the sociological paradigms or Indigenous paradigms to the success story

As a team, use March to write a reflective report of your project.

The **WRITTEN REFLECTIVE REPORT** must have the **following sections:**

- \* **Introduction:**
- \* State the identified success story and its importance to the Indigenous community, describe the socio-demographic characteristics of the community (brief history, geography, population, social conditions), and state the qualities of the success story and the impact in the context of the need/desire/goal of the community
- \* **The Body of the Paper must have the following sections:**

- \* **Sociological Knowledge:** 1) Show the relevance of any of the two umbrella or foundational sociological concepts you used in determining the cause(s) and pattern(s) of the success story. 2) Provide the design description and design diagram showing the coordination of the processes/steps, tasks, people, and resources that made this success story possible. 3) Describe what you learned sociologically about the difference the success story has made or will make in the lives of the Indigenous community members and the lifeworlds of their communities.
- \* **Sustainability:** State what makes this success story sustainable
- \* **Individual Reflection:** Describe and analyze your individual experiences with doing this success story team/group project: focus on your personal challenges, breakthroughs, lessons learnt from the project processes, and your strongest emotional feelings about them.
- \* **Sharing or Knowledge Mobilization:** propose strategies to share this success story and to help transfer the success to other Indigenous communities successfully.
- \* **Inference:** Examine the implications of this success story for Indigenous social status in Canadian Society
- \* **Concepts and paradigms:** show how the project affirms and/or challenges any one sociological concept or Indigenous concept and any one sociological or indigenous paradigm introduced in this course.
- \* **Conclusion:**
- \* Discuss what you will do differently, given your experience with the project and its outcome
- \* State what more you would like to learn and do about the issue your service project addressed
- \* **References** based on the works you cited:

**The length of this report must not be more than six double-spaced typewritten pages in a standard font. Use APA or ASA or MLA style. The report is due on Thursday April 14, 2022. You lose marks on late submission--5 marks a day.**

#### **Assignment Type 4: Option B**

**CREATIVITY & INNOVATION PROJECT ON IMPLEMENTING ONE OF THE TRUTH AND RECONCILIATION COMMISSION'S "CALLS TO ACTION" (30%): CRITICAL THINKING, CREATIVE/INNOVATIVE THINKING, DESIGN THINKING, AND SUSTAINABILITY THINKING:**

#### **PROCESSES OF DOING THE CREATIVITY & INNOVATION PROJECT:**

As a team use January and February to do the following:

- 1) select one of the TRC's 94 "Calls to Action".
- 2.) collect/gather and analyze information/data about this "call to Action"
- 3) use your knowledge of any of the two umbrella or foundational sociological concepts (sociological imagination and social construction of reality) to identify the cause(s) or explanation(s) and pattern(s) of the social the problem that inform this TRC's "Call to Action".
- 4) come up with one creative idea and one corresponding innovative design showing brief descriptive and a diagrammatic coordination of processes/steps, tasks, people, and resources to implement this "Call to Action".
- 5) Discuss the sustainability and transferability of the solution that your project proposes.
- 6) Examine the relevance of any of the sociological or Indigenous paradigms to your design solution.

As a team use March to write a reflective report of your project.

The **WRITTEN REFLECTIVE REPORT** must have the **following sections**:

- \* **Introduction:**
- \* State the selected TRC's "Call to Action" that your project focuses on, show its importance to the Indigenous communities in Canada, describe and analyze the social problem related to this recommendation, and state the qualities of your project design that could make it effective in contributing to a successful reconciliation between Indigenous peoples/communities and Canadian state and settlers.
- \* **The body of the report must have the following sections:**
- \* **Sociological Knowledge**: 1) Show the relevance of any one of the two umbrella or foundational sociological concepts you used to determine the cause(s) and pattern(s) of the social problem that informs the selected TRC's "Call to Action". 2) Provide the design description and the design diagram coordinating the processes/steps, tasks, people, and resources that could facilitate the implementation of this "Call to Action". 3) Describe what you learned sociologically about the difference the implementation of your innovative design could make in the lives of Indigenous peoples, communities, and lifeworlds.
- \* **Sustainability**: State what makes your project idea and design sustainable
- \* **Individual Reflection**: Describe and analyze your individual experiences with this creativity & innovation project: focus on your personal challenges, breakthroughs, lessons learnt from the project processes, and your strongest emotional feelings about them.
- \* **Sharing or Knowledge Mobilization**: propose strategies to share your project idea and design with Indigenous communities or the Canadian state or settler peoples and institutions/organization in Canada
- \* **Inference**: Examine the implications of your project idea/design for Indigenous social status in Canadian Society
- \* **Concepts and paradigms**: Discuss how your project idea and design affirm and/or challenge one sociological concept or Indigenous concept and any one of the sociological paradigms or the Indigenous paradigms introduced in this course.
- \* **Conclusion:**
- \* Discuss what you will do differently, given your experiences with the project and its outcome
- \* State what more you would like to learn and do about the "Call to Action" that your project addressed
- \* **References** based on the works you cited:

**The length of this report must not be more than six double-spaced typewritten pages in a standard font. Use APA or ASA or MLA style. The report is due on Thursday April 14, 2022. You lose marks on late submission--5 marks a day.**

## **MIDTERM EXAMINATION (20%) & FINAL EXAMINATION: APPLICATION OF SYNTHETIC, CRITICAL, CREATIVE/INNOVATIVE, DESIGN, AND SUSTAINABILITY THINKING**

Thursday March 1: MIDTERM EXAM (20%)

**Based on** Chapter 6 of Adu-Febiri (ed.) and Chapter 10 of Starblanket & Long (eds.):

Review these two chapters and produce *one PROBLEM STATEMENT & one QUESTION based on your problem statement that reveal a significant issue Indigenous communities have with the criminal justice/injustice system of Canada (10%). 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. Duration is 80 minutes.*

Tuesday April 12: FINAL EXAM (18%)



On the exam day and at the exam time, D2L News will send your two open-book essay-type exam questions. You be required to choose one of them and answer. The duration of the final exam is 80 minutes.

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