

Sociology 307:01: Sociology of First Nations in Canada
University of Calgary
Fall 2009

Professor: Dr. Cora J. Voyageur
Office: SST 906
Class: Monday/Wednesday/Friday 09:00 – 09:50
Room: ST 125
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Sociology Website: www.soci.ucalgary.ca

Safewalk, Security and all other On-Campus Emergencies (24 Hrs) Call 5333

Course Prerequisite: Sociology 201 or the consent of the Professor.

Course Description:

The course is an overview of critical issues facing First Nations people in Canada. It is designed to introduce the student to areas of First Nations/European perspective, definitions of Aboriginal people in Canada, and First Nations involvement with some of the major institutions in Canadian society.

Course materials will provide both historical and contemporary examples of the First Nations experience in Canada. The justice system, treaties, community economic development education, politics, demography, urbanization, women's issues, portrayal in popular culture and other topics will be explored.

Course Objectives:

1. To provide students a factual basis from which to assess issues and situations regarding First Nations in the Canadian historical and contemporary context.
2. To explore government policy and legislative initiatives and assess their subsequent impact for First Nations people and Canadian society.
3. To identify some key issues for First Nations people in Canadian society and to propose possible solutions.
4. To discuss and remain aware of various First Nations issues that may arise from time to time during term.

Class Format:

Class sessions will combine several formats: lectures based on the text, reserve and other readings; small and large group discussions of issues raised in lectures, assigned readings, guest lectures, class presentations, videos, and class questions. **I generally do not cover the assigned readings in class and lecture from additional materials on the topic. Therefore, you are responsible for any assigned readings and reserve materials**

Required Texts:

Newhouse, David, Cora J. Voyageur and Dan Beavon. (2005) *Hidden in Plain Sight: Contributions of Aboriginal Peoples to Canadian Identity and Culture*. Toronto: University of Toronto Press

Saul, John Ralston. 2008. *A Fair Country: Telling Truths about Canada*. Toronto: Viking Canada

The assigned readings will *generally (but not exactly)* correspond with the topics covered in the lectures. Thus lecture topics should serve as a tentative guide and may be adjusted by me.

Course Evaluation:

NOTE: Receiving credit in all components of this course is mandatory to obtain a passing grade.

1. Examinations 70%

There will be 1 midterm and 1 final examination comprising of multiple choice questions, definition, short answer and long answer questions. The exams will cover lectures, guest lectures, videos, readings, and reserve materials scheduled up to the exams. This means that students will also be responsible for readings/topics **not yet covered** in class.

The exams are **non-cumulative**. This means that midterm exam will cover materials from the first day of class to the class before the midterm; while the final exam will cover materials from the first class after the midterm to the last day of class. Student presentations will be included on the final exam.

The dates and assigned weights for exams are as follows:

Midterm	October 23	35%
Final Examination	Date set by Registrar	35%

Examination dates are strictly enforced. If you miss the midterm for a documented (a note from your doctor, etc. is required) and legitimate reason, **you must contact me within 48 hours of the missed midterm** exam. If you do not contact me within the allotted time period you will

receive a score of zero for the midterm. If you miss the midterm, the weight of the midterm exam will be applied to the final exam – you will be given a 70% comprehensive final. I will not give you a make-up exam.

If you miss the final exam for a valid and documented reason, **contact the Sociology Department Office at 403-220-6501 within 48 hours after the missed exam.** You must apply for a deferred exam no later than the deadline indicated in the 2009/2010 University of Calgary Calendar. Otherwise, University regulations state that you receive a score of zero on the final exam.

2. Group Poster Presentation 30%

Students must complete group poster presentation for this course. Students must work in groups of 4 or 5. The group poster presentation has 2 parts: the proposal (due October 9) and the completed poster presentation (due December 4). Students will create a poster which highlights an historical or contemporary contribution made to Canadian society by a First Nations person, group or community. You may choose to detail a legislative change, an event, a technological advancement, or complete a biography on a prominent First Nations person. You must convince the world that this particular person, thing, or event is worth knowing about. Be creative!

Proposal 5%

Students (you and your research partners) must jointly write a 3-page research proposal that details the topic you plan to research and a 1-2 page annotated bibliography. Since this is a research project, the annotated bibliography must have at least 5 academic sources -- only one of which can be from the Internet. The Internet source must be a government, institutional or educational website. You can use books, academic articles, newspaper, magazine articles, and limited Internet information. This proposal is due on October 9.

Poster Presentation 20%

The group work will be displayed in a series of poster exhibitions held during class time during the weeks of November 16 - November 23. Group members will explain their project to note-taking, rotating, small groups of their classmates for about 15 minutes and then answer questions about their topic – much like an artist explains their work to potential purchasers. Students are expected to incorporate easily readable text, photographs, maps, graphs, etc into their poster presentation.

Colleague Assessment 5%

Your group members will evaluate your contribution to the group project so you must do your share of the work. If you receive a participation grade of "0" from all of your fellow group members then you will not receive a grade for the poster presentation.

You must submit your poster presentation to me on November 30. Late projects are penalized 10% for each day over the due date. Please do not ask for an extension.

Grading System:

Each exam, the presentation, and the group research projects will be worth 100 points. Final grades will be assigned according to the University of Calgary's 4-point grading system based on the following percentage distributions:

Percentage	Grade	Meaning
95+	A+	Outstanding
90 - 94	A	
88 - 89	A-	Very Good
84 - 87	B+	
80 - 83	B	
76 - 79	B-	Good
72 - 75	C+	
68 - 71	C	
64 - 67	C-	
60 - 63	D+	Fair
55 - 59	D	Minimal Pass
0 -54	F	Fail

The A+ grade became an official grade at the University of Calgary in fall 2002. The A+ grade is described as an honorific grade having the same grade point value as an A grade (4.0). It will be used to indicate outstanding performance in a subject area but does result in a higher grade point average. Please feel free to consult me if you have any questions or concerns regarding grades.

Freedom of Information and Protection of Privacy (FOIP):

The Freedom of Information and Protection of Privacy (FOIP) legislation disallows the practice of having student's retrieve assignments from a public place, e.g., outside the instructor's office, the department office, etc. Term assignments must be returned to students individually, during class or during the instructor's office hours; if a student is unable to pick up their assignment from the instructor, they may provide the instructor with a stamped, self-addressed envelope to be used for the return of the assignment.

Academic Accommodation:

Students with a disability, and who require academic accommodation, must register with the Disability Resource Centre (MC295 or 220-8237). Academic accommodation letters must be given to me no later than 14 days after class begins.

Freedom of Information and Protection of Privacy (FOIP):

The Freedom of Information and Protection of Privacy (FOIP) legislation disallows the practice of having student's retrieve assignments from a public place, e.g., outside instructor's office, the department office, etc. Term assignments must be returned to students individually, during class or during the instructor's office hours; if a student is unable to pick up their assignment from the

instructor, they may provide the instructor with a stamped, self-addressed envelope to be used for the return of the assignment.

Intellectual Honesty:

Intellectual honesty is the cornerstone of development and the acquisition of knowledge. The University of Calgary is intolerant of plagiarism and cheating. Students are advised to consult the University of Calgary website and familiarize themselves with the definitions and penalties of these malpractices.

Classroom Etiquette:

My classroom is not an internet café! While in my classroom I expect your undivided attention and expect you to be fully engaged. This means **no** talking on cell phones, listening to music on earphones, checking emails, text messaging, facebooking or MSNing, surfing the internet or engaging in any other type of internet/electronic activity during my class. Please ensure that your cell phones, blackberries, pagers, or any other electronic devices are turned off for the duration of the class. Those who choose to ignore these rules will be asked to leave my classroom immediately. Students who have been asked to leave my classroom must meet with me before returning to class. Students taking class notes on a laptop computer will be asked to close their laptops from time to time to answer questions or engage in classroom discussions.

My Teaching Philosophy:

I love to teach and I hope it shows. I believe that learning is an active rather than a passive activity. You must be actively involved in your education. I can assist you in the learning process but I cannot do it for you. Although attendance is not mandatory, I urge you to attend class regularly. Class discussions, issues that arise in class, information obtained from videos and poster presentation materials **will be on the exams**.

We will deal with sensitive and sometimes contentious issues in this course. I strive to provide a safe learning environment in which students are taken out of their comfort zones. I encourage class discussion and your ideas may be challenged by me or your fellow students. Your opinion is valued but may differ from your classmates'. Please remember to be respectful of opinions that differ from your own.

**Proposed Course Schedule
Sociology 307:01
Fall 2009**

Week	Topic:	Readings:	
1	September 7	Introduction	Intro – Hidden in Plain Sight
2	September 14	Perspective: First Nations	Saul 1-5 Saul 6-10
3	September 21	Definition of Aboriginal People Demographics	Barsh Saul 11-13
4	September 28	Government Policy Assimilation/Residential Schools	Saul 14-17 Saul 18-22
5	October 5	Indian Treaties/Métis Scrip/Claims	Morin Cassidy
6	October 12	Identity	Akiwenzie-Dam Armstrong
7	October 19	Leadership & Women's Issues Midterm October 23	Voyageur (Reserve) Baillargeon
8	October 26	Employment	Voyageur (Reserve)
9	November 2	Justice System	Chiste La Prairie
10	November 9	Economic Development	Voyageur & Calliou (Reserve)
11	November 16	Presentations	Poulter
12	November 23	Presentations	Sheffield
13	November 30	Aboriginals in the Arts	Taylor Issacs McMaster
14	December 7	Review	No Readings