

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

Instructor: Dr. Cora Voyageur
Office: SST 906
Class: Tuesday/Thursday 12:30-1:45
Room: A 140
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Safewalk, Security, and all other On-Campus Emergencies (24 Hrs) Call 5333

Course Prerequisite: Sociology 201 or the consent of the Department

Course Description:

The course is an overview of the First Nations experience in Canada. It is designed to introduce the student to the policies and statutes that govern First Nations' life. Course materials will provide both historical and contemporary examples of the First Nations experience in Canada. The justice system, treaties, the Indian Act, the definition of First Nations people, economic development in the community, demography, urbanization, First Nations in the Arts and other topics will be explored.

Course Objectives:

1. To provide students a factual basis on which to assess issues and situations regarding First Nations in the Canadian historical context.
2. To explore government policy and legislative initiatives and assess their subsequent impact on First Nations people and on Canadian society in general.
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

Warry, Wayne (2008) *Ending Denial: Understanding Aboriginal Issues*. Toronto: University of Toronto Press.

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.

Evaluation:

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

1. Examinations 60%

There will be 1 midterm and 1 final examination comprising of multiple choice questions, short answer and long answer questions. The examinations 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. The final exam will cover materials from the class after the midterm until the last day of class.

The dates and assigned weights for exams are as follows:

Midterm	February 26	30%
Final Examination	Date set by Registrar	30%

Examination dates are strictly enforced. If you miss the midterm for a documented (a note from your doctor, etc. is required), legitimate reason **you must contact me within 48 hours of the missed midterm** exam. If you miss the midterm, the weight of the midterm exam will be applied to the final exam – you will be given a 60% comprehensive final. Otherwise you will receive a score of zero for the midterm. I will not give you a make-up exam.

If you miss the final exam for a valid, documented reason, **contact the Sociology Department Office at the University of Calgary (403-220-6501) within 48 hours** to apply for a deferred exam no later than the deadline indicated online in the 2008/2009 University of Calgary

Calendar. Otherwise, again, University regulations require that you receive a score of zero on the final exam.

2. Group Poster Presentation 40%

Students must complete group poster presentation for this course. Students must work in groups of 4 or 5. The Group Poster Presentation has 3 parts: the proposal (due February 12) and the completed/revised poster presentation (due April 16), and the cohort assessment. Students will create a poster which highlights an historical or contemporary contribution made to Canadian society by an Aboriginal person, group, or community. You may choose to detail a legislative change, an event, a technological advancement, or complete a biography on a prominent Aboriginal person who has contributed to the betterment of the Aboriginal society, or society in general. You must convince the world that this particular person, thing, event, etc. is worth knowing about. Be creative!

Proposal 10%

Students (you and your research partners) must jointly write a 3e-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 February 12.

Poster Presentation 25%

The group work will be displayed in a series of poster exhibitions held during class time during the weeks of March 30 - April 6. Group members will explain their project to note-taking, rotating, small groups of their classmates for about 10 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. You must submit your revised/completed posters to my office on April 16. Late projects are penalized 10% for each day over the due date. Please do not ask for an extension!

Cohort Assessment 5%

You must do your share of the work for the group presentation. Your fellow group members will evaluate your participation in the preparation of the poster presentation. If you receive a participation grade of "0" from all of your fellow group members, then you will not receive a mark for the poster presentation, and thus, you will fail the course.

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+	Unbelievably Great!
90 - 94	A	Outstanding
88 - 89	A-	
84 - 87	B+	Very Good
80 - 83	B	
76 - 79	B-	
72 - 75	C+	Good
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 not have 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 very 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:

While in the classroom I expect your undivided attention and expect you to be fully engaged. This means **no** iPods, talking on cell phones, checking emails, text messaging, accessing social networking sites, surfing the internet or engaging in any other type of internet activity during this 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 take notes on a laptop computer, I will ask you to close your laptop from time to time to answer questions or engage in classroom discussion.

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 own education. Although attendance is not mandatory, I urge you to attend class regularly. Class discussions, issues raised in class, guest speakers, and information obtained from videos and poster presentations **will be on the exams**. Unless you are in class, you will not have access to that information.

I strive to provide a safe learning environment in which students are taken out of their comfort zone. Your ideas may be challenged by me and by your fellow students. We will be dealing with sensitive and sometimes contentious issues in this course. 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
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Week of:	Topic:	Readings:
January 12	Distribute Syllabus Introduction	Intro – Hidden in Plain Sight
January 19	Definition of Aboriginal People Demographics	Warry - Introduction Warry – Chapter 1
January 26	Perspective: First Nations	Armstrong Warry – Chapters 6 & 7
February 2	Government Policy Assimilation/Residential Schools	Warry – Chapters 2 & 3
February 9	Indian Treaties/Claims	Morin Cassidy Warry – Chapter 8
February 16	READING WEEK	No Readings
February 23	Identity Midterm February 26	McNabb Barsh
March 2	Leadership & Women's Issues	Voyageur (Reserve)
March 9	Justice System	Chiste La Prairie
March 16	Self Government	Warry – Chapter 11
March 23	Economic Development	Voyageur /Calliou (Reserve) Warry – Chapter 9
March 30	Presentations	Sheffield
April 6	Presentations	Baillargeon
April 13	Aboriginals in the Arts	McMaster Issacs Taylor