

DEPARTMENT Humanities and Social Sciences

COURSE OUTLINE – Fall 2024

NT2300(A2): Introduction to Indigenous Governance – 3 (3-0-0) 45 Hours for 15 Weeks

Northwestern Polytechnic acknowledges that our campuses are located on Treaty 8 territory, the ancestral and present-day home to many diverse First Nations, Metis, and Inuit people. We are grateful to work, live and learn on the traditional territory of Duncan's First Nation, Horse Lake First Nation and Sturgeon Lake Cree Nation, who are the original caretakers of this land.

We acknowledge the history of this land and we are thankful for the opportunity to walk together in friendship, where we will encourage and promote positive change for present and future generations.

INSTRUCTOR:	Darlene Horseman	PHONE:	780-539-2889
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OFFICE HOURS:	By appointment		

CALENDAR DESCRIPTION: Introduction to Indigenous governance and resurgence through contemporary perspectives on the political relationship between Indigenous people and the state in Canada.

PREREQUISITE(S)/COREQUISITE:

REQUIRED TEXT/RESOURCE MATERIALS:

Voyageur, Cora. (2008). *Firekeepers of the Twenty-First Century: First Nations Women Chiefs*. Montreal, Quebec: McGill-Queen's University Press.

All articles are available within the MyClass site.

*See course schedule for select articles/chapters or equivalent texts or collection of articles.

Supplemental Book (not required):

Alfred, T. (1999). *Peace, Power, Righteousness: An Indigenous Manifesto* (2nd ed.). Don Mills, Ont: Oxford University Press.

The following open access journal is available to inform your research for course assignments and further reading:

VIDEO AVAILABLE ONLINE:

*See course Modules Readings and Videos in this outline or view the Course Schedule for select videos.

* Additional videos have been created for this course and will be available in myClass.

DELIVERY MODE(S): In person and Synchronous

LEARNING OUTCOMES:

- Examine the required readings and videos for each week and learn to expand their insights and also challenge perspectives on contemporary Indigenous political relationships and organizations
- Recognize the various local, provincial and national organizations that represent Indigenous peoples
- Identify a complex array of factors that influence the governance contexts of Indigenous nations and representative organizations
- Apply critical analysis of the impact of colonialism on Indigenous leadership and also its effect on the governance in communities and organizations
- Demonstrate critical thinking through the comparison of key concepts in Indigenous governance such as nationhood, self-determination, sustainable self-determination, self-conscious traditionalism, leadership, sovereignty, self-government, assimilation, and co-optation
- Identify various Indigenous responses to colonial domination through the movements for sustaining self-determination and regeneration of ceremonial life
- Distinguish the various Indigenous political traditions and engage with teachings from across these traditions to articulate how they are re-envisioning Indigenous nationhood
- Design an Indigenous Governance project that centers Indigenous teachings

TRANSFERABILITY:

Please consult the Alberta Transfer Guide for more information. You may check to ensure the transferability of this course at the Alberta Transfer Guide main page <http://www.transferalberta.ca>.

** Grade of D or D+ may not be acceptable for transfer to other post-secondary institutions. **Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability**

EVALUATIONS:

Class Group Presentation	25% Due as scheduled in class (Oct./Nov.)
Reflections X 2	20% Each due on the following dates (Oct. 7, & Nov. 15.).
Governance Project	35% Due the week that final exams are scheduled
Land Based Learning	10% TBA
Participation	10% Attendance

Group Presentation (25%):

Students will select a group to work with and once group has been selected, each group will choose a reserve or Indigenous community and give an overview of that community on what they have and what they need for the betterment in any social, recreational, economical, educational, health and other areas of interest pertaining to community development and leadership. Presentation must be presented using technology, ie, PowerPoint presentation, video, slideshow, movie maker, my story or other computer sources.

Students will be given 20 mins from start to finish for presentation. This time will include introduction and time for questions at the end. Students will be graded on time management as well as content.

2 Reflections (10% each):

Students will take three of the required readings and summarize the readings and establish what each reading is focusing on and how it applies to the course content. A minimum of 750 words for each reading and how it applies to the course. Students will be graded on structure, content, grammar, spelling and effort applied responding to each reading. Students are permitted to speak in the first person for response paragraphs.

Governance Project (35%):

Each student in each of the presentation groups will choose a specific area of their respective reserve that summarizes a project that will help build a better community based on the information provided on the in-class presentation. How will the proposed project help enhance the community as a whole? Make sure the focus is on a wholistic approach (community overall benefits).

Project should be between 8 and 10 pages in length. Students will be graded on organization of the project, content and effort applied to the project as a whole.

Participation (10%):

Students will attend a visit to an Indigenous community to learn about the community and what the community has to offer. (This will be done on a weekend that will be set up towards the end of the semester).

Participation (10%):

Attendance will be taken for each class and students will be expected to engage in class discussions to expect the full participation mark.

GRADING CRITERIA

Please note that most universities will not accept your course for transfer credit **IF** your grade is **less than C-**.

Alpha Grade	4-point Equivalent	Percentage Guidelines	Alpha Grade	4-point Equivalent	Percentage Guidelines
A+	4.0	95-100	C+	2.3	67-69
A	4.0	90-94	C	2.0	63-66
A-	3.7	85-89	C-	1.7	60-62
B+	3.3	79-84	D+	1.3	55-59
B	3.0	73-78	D	1.0	50-54
B-	2.7	70-72	F	0.0	00-49

COURSE SCHEDULE/TENTATIVE TIMELINE:

Week 1	Course Outline & Introductions and Brief Description of Indigenous Governance.	
Week 2	Coates, Ken. "The Indian Act and the Future of Aboriginal Governance in Canada." Research Paper for the National Centre for First Nations Governance. (May 2008).	
Week 3	Dion, Tina. "Treaty Relationships Between the Canadian and American Governments and First Nations Peoples." Research Paper for the National Centre for First Nations Governance. (May 2008).	
Week 4	Treaty 8 Readings and Summary	
Week 5	Video: "Wakotowin",	
Week 6	Video: "Osoyoos First Nation".	
Week 7	Horseman, Darlene. (2017). Women are Discriminated Against within Politics in Indigenous Communities Because of their Gender. Edmonton, Alberta: University of Alberta. Chapter 4.	

Week 8	Alfred, T. (1999). <i>Peace, Power, Righteousness: An Indigenous Manifesto</i> (2 nd ed.). Don Mills, Ontario: Oxford University Press.	
Week 9	Voyageur, Cora. (2008). <i>Firekeepers of the Twenty-First Century: First Nations Women Chiefs</i> . Montreal, Quebec: McGill-Queen's University Press. P. 3-44.	
Week 10	Voyageur, Cora,	
Week 11	Voyageur, Cora,	
Week 12	Voyageur, Cora,	
Week 13	TBA	
Week 14	TBA	
Week 15		Research Paper due on date of final exam (in lieu of final exam-but due on the scheduled date) Final Exams dates are Scheduled by the Registrar Office

***Please Note:** from time to time, we may need to shift the course schedule

STUDENT RESPONSIBILITIES:

Please view the file: <https://www.nwpolytech.ca/about/administration/policies/index.html>.

In order for you as a student of NWPolytechnic and in this course to ensure your own success, it is important that you:

- That you complete all of the assigned course materials and the exercises within the module during the weeks assigned in the course schedule.
- In case of illness or emergency, that you notify the instructor as soon as possible.
- If you find yourself having difficulty in this course, that you contact the instructor immediately for assistance.
- If you simply want more discussion with the instructor about any aspect of the course, you should arrange via email an appointment during office hours or at a convenient time. This can be in person or by telephone for those studying via distance education.

It is expected that all students will display a professional attitude and behavior throughout the course. This includes reliability, respect for and cooperation with your fellow students and the instructor, guest speakers, and community-engaged/land-based components. In addition, attention to fellow students' questions and instructor's responses, determination to achieve first-class work while meeting deadlines, and constructive response to criticism are all important to your success.

Also, please ensure that you are familiar with using myClass on nwpolytech.ca

STATEMENT ON ACADEMIC MISCONDUCT:

Academic Misconduct will not be tolerated. For a more precise definition of academic misconduct and its consequences, refer to the Student Rights and Responsibilities policy available at <https://www.nwpolytech.ca/about/administration/policies/index.html>.

**Note: all Academic and Administrative policies are available on the same page.

Additional Information:

COURSE GLOSSARY

All core course concepts are identified and defined in the Course Glossary. All entries in the Course Glossary are taken from the readings, videos and notes for the course and serve to provide insight into the most relevant concepts of the course.

MODULE READINGS & VIDEOS

Every module in this course is accompanied by a selection of readings and multimedia resources. There are specific readings and videos for each week and supplemental readings and videos for each overall module that students may access if they wish. This list includes all required readings and videos. Links to all readings, videos, and supplemental materials can be found in the notes for each module, along with a summary of key points from the resources assigned for that module.

Please note: This course makes use of links to YouTube, Vimeo, and similar video hosting sites. The videos linked in this course all feature scholars, community organizers, and knowledge keepers. While they are not authoritative in the same way as a published book or research paper, students should regard the resources supplied as important sources of information. This course also makes use of several written sources that are ten years old or more. These sources present foundational arguments necessary to understanding Indigenous governance, and remain relevant to core course concepts.