



DEPARTMENT OF ARTS AND EDUCATION

COURSE OUTLINE – FALL 2016

NT 2300 (A2): Introduction to Indigenous Governance – 3 (3-0-0) 45 Hours

INSTRUCTOR: Kirsten Mikkelsen **PHONE:** 780-539-2889
OFFICE: C-303 **E-MAIL:** KMikkelsen@gprc.ab.ca
OFFICE HOURS: Thursday 3-7pm and by arrangement.

PREREQUISITE(S)/COREQUISITE: None

REQUIRED TEXT/RESOURCE MATERIALS:

All articles are available within the Moodle site.

This is a text-book free course that has no textbook costs to students.

*See course schedule for select articles/chapters.

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 course assignments:

Decolonization: Indigeneity, Education & Society: <http://decolonization.org/index.php/des>

*or equivalent texts or collection of articles.

VIDEO AVAILABLE ONLINE:

*See course schedule for select videos.

CALENDAR DESCRIPTION:

This course is an Introduction to Indigenous governance and resurgence through the contemporary perspectives on the political relationship between the Indigenous peoples and the state of Canada.

CREDIT/CONTACT HOURS: 3 credits / 3 hours per week

DELIVERY MODE(S):

This course will be delivered through the following modes:

Online & face to face land based learning component.

The land-based learning 2 day land based learning component is scheduled for Oct 8 & 9 at Camp Tamarack.

OBJECTIVES:

- 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 has had 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, 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 also the teachings to how they are re-envisioning Indigenous nationhood and organization governance

LEARNING OUTCOMES:

- Recall & provide analysis of Indigenous governance concepts
- Ability to identify impact of colonialism on Indigenous leadership, communities, and organizations and movements for re-envisioning Indigenous governance
- Demonstrate emerging understanding of current issues affecting Indigenous peoples and governance through assignments that reflect contemporary perspectives in Indigenous Studies
- Design an Indigenous Governance project that centers Indigenous teachings
- Apply knowledge of Indigenous scholars teachings and ceremonial life in revitalizing Indigenous nationhood and community organizations

TRANSFERABILITY: UA

** 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

GRADING CRITERIA:

Please note that Universities will not accept your course for transfer credit IF your grade is less than C-

This means **DO NOT GET LESS THAN "C-" IF YOU ARE PLANNING TO TRANSFER TO UNIVERSITY.**

Alpha Grade	4-point Equivalent	Percentage Guidelines		Alpha Grade	4-point Equivalent	Percentage Guidelines
A+	4.0	95-100		C+	2.3	66-69
A	4.0	90-94		C	2.0	63-65
A-	3.7	85-89		C-	1.7	60-62
B+	3.3	80-84		D+	1.3	54-59
B	3.0	75-79		D	1.0	50-54
B-	2.7	70-74		F	0.0	00-49

REQUIRED ASSIGNMENTS & NON-GRADED ACTIVITIES

Non-Graded Required Activities:

Land-Based Learning Component: Module 2 will be delivered via a land-based learning component. Details to be announced in Moodle via Messages from Instructor.

Discussion Forums: Opening Circle and Module 1, 2, 3, 4, 5 via Moodle Discussion Forums.

STUDENT RESPONSIBILITIES:

[file:///gprc.ab.ca/gpcampus/homeQ\\$/kmikkelsen/Downloads/Student%20Rights%20and%20Responsibilities.pdf](file:///gprc.ab.ca/gpcampus/homeQ$/kmikkelsen/Downloads/Student%20Rights%20and%20Responsibilities.pdf)

In order for you as a student of GPRC and in this course, to ensure your **OWN** success, it is **IMPORTANT** that you:

- Complete all of the assigned course materials and the exercises for each face to face section (f2f) prior to attending and complete all of the course materials within the module & weeks for online as assigned in the course schedule.
- Attend all classes that are scheduled for f2f and all online weeks.
- In case of illness or emergency, PLEASE notify the instructor as soon as possible.

- If you find yourself having difficulty in this course, please contact the instructor immediately for assistance.
- If you simply want more discussion with the instructor about any aspect of the course, please arrange contact via email for an appointment during my office hours or at a more convenient pre-arranged time. This can be arranged for in person or for calls 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, to attention to fellow student questions and instructor's response, determination to achieve first-class work while meeting deadlines, and constructive response to criticism.

Also, please ensure that you are familiar with using Moodle:

GPRC Moodle go to: <https://moodle.gprc.ab.ca/my/>

STATEMENT ON PLAGIARISM AND CHEATING:

Cheating and plagiarism will not be tolerated and there will be penalties. For a more precise definition of plagiarism and its consequences, refer to the Student Conduct section of the College Admission Guide at <http://www.gprc.ab.ca/programs/calendar/> or the College Policy on Student Misconduct: Plagiarism and Cheating at www.gprc.ab.ca/about/administration/policies/**

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

NT 2300 Intro to Indigenous Governance				
Modules	Week	Required Readings	Required Videos	Assignments & Activities
Module #1 Indigenous Nationhood & the Language of Indigenous Governance	Week 1-2	<p><i>Week 1</i> Deloria, V. Jr Self-Determination & the Concept of Sovereignty</p> <p>Anderson, C. Indigenous Nationhood</p> <p><i>Week 2</i> Alfred, T. Preface</p> <p>Alfred, T. Peace: North American Political Traditions</p>	<p><i>Week 1</i> Ward, S. Sakej Ward on Indigenous Nationhood</p> <p><i>Week 2</i> Alfred, T. Indigenous Governance</p> <p>Palmater, P. Taking Back Canada</p>	Opening Circle Module 1 discussion forum

		<p>(Part 1)</p> <p>Alfred, T. Peace: North American Political Traditions (Part 2)</p> <p>Alfred, T. "Sovereignty" - An Inappropriate Concept</p>		
<p>Module #2</p> <p>Indigenous Resurgence</p>	<p>Week 3-4</p>	<p><i>Week 3</i> Corntassel, J. Re-envisioning Resurgence</p> <p><i>Week 4</i> Wildcat et al. Learning from the Land</p> <p>Coulthard, G. For the Land</p>	<p><i>Week 3</i> Corntassel, J. Re-envisioning Indigenous Governance, Leadership and Resurgence</p> <p><i>Week 4</i> Coulthard, G. On Ethics of Reciprocity (Excerpt).</p> <p>Coulthard, G. Panel Discussion on Red Skins/White Masks</p>	<p>Module 2 Discussion Forum</p> <p>Assignment 1 Introduction to ePortfolio Creation & Digital Learning Log 20%</p> <p>Due Thursday September 22 Week 4</p>
<p>Module #3</p> <p>The contemporary political landscape of Indigenous-Canadian Relations</p>	<p>Week 5-7</p>	<p><i>Week 5</i> The Royal Commission on the Aboriginal Peoples of Canada Report The Indian Act: Oppressive Measures.</p> <p>Boldt, M. Policy</p> <p><i>Week 6</i> Friederes, J. S., & Gadacz, R. R. Self-Determination & Self-Government</p> <p>Fleras, A.</p>	<p><i>Week 5</i> Alfred, T. Resurgence of Traditional Ways of Being</p> <p><i>Week 6</i> NFB Honor of the Crown Documentary</p> <p><i>Week 7</i> Coulthard, G. Rage Against the Empire</p>	<p>Module 3 Discussion Forum</p> <p>Assignment 2 Experiential Learning Reflections & Digital Artefact Collecting 20%</p> <p>Due Oct 3-13 and submit on Oct 14 by randomly uploading into a eP page</p>

		Unequal Relations <i>Week 7</i> Alfred, T. & Corntassel, J. Being Indigenous Coulthard, G. Beyond Recognition <i>Supplemental Information</i> Calliou, B. The Significance of Building Leadership and Community <i>Week 8</i> Corntassel, J. Towards Sustainable Self Determination		
Module #4 Contemporary Realities and Warrior Societies	Week 9-10	<i>Week 9</i> Alfred, T. First Words Alfred, T. The Rebellion of Truth <i>Week 10</i> TBD	<i>Week 9</i> Obomsawin, A. Is the Crown at War with Us? <i>Week 10</i> Ward, S. Defining Warrior Societies Ward, S. Ways of the Warrior	Module 4 Discussion Forum Assignment 3 Experiential Learning & Visual Artefacts ePortfolio Additions 30% Due Thursday October 27 Week 9
Module # 5 Decolonizing Indigenous Governance & Nationhood	Week 11-12	<i>Week 11</i> McAdam, S. Rebuilding Indigenous Nationhood Corntassel, J. Preface Woons, M. & Leuven, K.	<i>Week 11</i> McAdam, S. Teachings with Cree Knowledge Keeper Sylvia McAdam <i>Week 12</i> Alfred, T.	Assignment 4 Representation of Module Topics 30% Due in lieu of final exam as scheduled by

		The Meaning of Restoring Indigenous Self-Determination <i>Week 12</i> Corntassel, J. & Bryce, C. Practicing Sustainable Self-Determination <i>Supplemental Information</i> De Costa, R. Self-Determination and the State Definitions of the Indigenous Peoples	Practical Decolonization	college in December 2016.
Week 13, 14, and 15 of semester are not required as scheduled 15 hr land-based course component was in lieu in October.				

Module Readings and Video Outline

Module #1 Indigenous Nationhood & the Language of Indigenous Governance

Week 1 Sept 1

Articles

Self-Determination & the Concept of Sovereignty

Deloria, V., Jr. (2005). Self-Determination and the concept of sovereignty. In R. O. Porter. (Ed.), *Sovereignty, colonialism and the indigenous nations: A reader* (pp. 52-55). Durham, NC: Carolina Academic.

Indigenous Nationhood

Anderson, C. (2015). Indigenous Nationhood. In S. N. Teves, A. Smith, & M. H. Raheja. (Eds.), *Native Studies Keywords* (pp. 180-198). Toronto: University of Arizona Press.

Videos

Sakej Ward on Indigenous Nationhood

Sakej Ward on Indigenous Nationhood. (2013, March 14). [Video file]. Retrieved from <https://www.youtube.com/watch?v= 0B6KmQR0ko>

Week 2 Sept 8

Articles

Preface

Alfred, T. (2009). Preface. In *Peace, Power, Righteousness: An Indigenous Manifesto* (2nd ed.) (pp. 3-7). Don Mills, ON: Oxford UP.

Peace: North American Political Traditions (Part 1)

Alfred, T. (2009). Peace: North American Political Traditions. In *Peace, Power, Righteousness: An Indigenous Manifesto* (2nd ed.) (pp. 25-29). Don Mills, ON: Oxford UP.

Peace: North American Political Traditions (Part 2)

Alfred, T. (2009). Peace: North American Political Traditions. In *Peace, Power, Righteousness: An Indigenous Manifesto* (2nd ed.) (pp. 44-57). Don Mills, ON: Oxford UP.

"Sovereignty" - An Inappropriate Concept

Alfred, G. T. (2006). "Sovereignty" - An inappropriate concept. In R. C. A. Maaka, & C. Andersen (Eds.), *The Indigenous experience: Global perspectives* (pp. 322-336). Toronto: Canadian Scholars'.

Videos

Indigenous Governance

Taiaiake Alfred on Indigenous Governance (2014, November 13). [Video file]. Retrieved from https://www.youtube.com/watch?v=wgq19l6tM_s

Taking Back Canada

Simon Fraser University (2014, September 24) Pam Palmater Taking Back Canada. [Video file]. Retrieved from <http://www.sfu.ca/video-library/video/1418/view.html;jsessionid=1FB52885BC2DC5CC385EB80BE31C4AC8>

Module #2 Indigenous Resurgence

Week 3 Sept 15

Articles

Re-envisioning Resurgence

Corntassel, J. (2012). Re-envisioning Resurgence: Indigenous pathways to decolonization and sustainable self-determination. *Decolonization: Indigeneity, Education & Society*, 1(1), (pp. 86-101).

Videos

Re-envisioning Indigenous Governance, Leadership and Resurgence

American Indian Studies, University of Arizona. (2014, April 16). Jeff Corntassel: Sustainable Self-Determination: Re-envisioning Indigenous Governance, Leadership and Resurgence

[Video file]. Retrieved from:

<https://nnidatabase.org/video/jeff-corntassel-sustainable-self-determination-re-envisioning-indigenous-governance-leadership>

Week 4 Sept 22

Articles

Learning from the Land

Wildcat, M., McDonald, M., Irlbacher-Fox, S., & Coultard, G. (2014). Learning from the land: Indigenous land base pedagogy and decolonization. *Decolonization: Indigeneity, Education & Society*, 3(3), I-XV.

For the Land

Coulthard, G. S. (2014). For the land. In *Red skin, white masks: Rejecting the colonial politics of recognition* (pp. 51-78). Minneapolis, MN: University of Minnesota Press.

Videos

On Ethics of Reciprocity (Excerpt).

UBC. (2011, February 17). Erin Freeland Ballantyne & Coulthard: Education, Community Initiatives & Mainstream Institutions. [Video file]. Retrieved from

<https://www.youtube.com/watch?v=laAKxd2ZFjI>

Time codes: Glen at 23:56 for about 4-5 minutes on Ethics of Reciprocity

Panel Discussion on Red Skins, White Masks: Rejecting the Colonial Politics of Recognition

Simon Fraser University Woodward's & UBC First Nations Studies Program. (2014, October 22).

Panel Discussion Red Skins, White Masks: Rejecting the Colonial Politics of Recognition

[Video file]. Retrieved from: <http://www.sfu.ca/sfuwoodwards/events/events1/2014-2015-fall/GlenCoulthardRedSkinWhiteMask.html>

Module #3 The contemporary political landscape of Indigenous-Canadian Relations

Week 5 Sept 29

Articles

The Indian Act: Oppressive Measures.

Canada (1996). The Indian Act: Oppressive Measures. In *Report of the Royal Commission on Aboriginal Peoples; Volume 1, Looking Forward, Looking Back*. Ottawa. Canada Communication Group, (pp. 259-283). Retrieved from

https://gspace.library.queensu.ca/bitstream/1974/6874/5/RRCAP1_combined.pdf

Policy

Boldt, M. (1994). Policy. In *Surviving as Indians: The challenge of self-government*. Toronto: University of Toronto Press, pp. 65-116.

Videos

Resurgence of Traditional Ways of Being

ASU Libraries. (2013, December 12). Gerald Taiaiake Alfred: Resurgence of Traditional Ways of Being. [Video file]. Retrieved from: <https://www.youtube.com/watch?v=3ABP5QhetYs>

Week 6 Oct 6

Articles

Self-Determination and Self-Government

Friederes, J. S., & Gadacz, R. R. (2012). Self-determination and self-government: The rights of peoples. In *Aboriginal peoples in Canada* (9th ed.) (pp. 310-339). Toronto, ON: Pearson.

Unequal Relations

Fleras, A. (2012). Aboriginal peoples in Canada. In *Unequal relations: An introduction to race, ethnic, and aboriginal dynamics in Canada* (7th ed.) (pp. 204-215). Toronto: Pearson.

Videos

Honour of the Crown

NFB. (Producer), & Radford, T. (Director). (2001). *Honour of the Crown*. [Motion Picture]. Canada: The National Film Board of Retrieved from https://www.nfb.ca/film/honour_of_the_crown

Week 7 Oct 13

Articles

Being Indigenous

Alfred, T., & Corntassel, J. (2005). Being indigenous: Resurgences against contemporary colonialism. *Government and Opposition*, 40, (pp. 597-614).

Beyond Recognition

Coulthard, G. (2008). Beyond recognition: Indigenous self-determination as a pre-figurative practice. In L. Simpson (Ed.), *Lighting the eighth fire: The liberation resurgence, and protection of indigenous nations* (pp. 187 – 203). Winnipeg, MB: Arbeiter Ring.

Videos

Rage against the Empire

VISR Vancouver. (2013, August 30). Glen Coulthard Rage against Empire: Resentment, Reconciliation and Indigenous Decolonization in Canada. [Video file]. Retrieved from <https://www.youtube.com/watch?v=y6NdQwJyT1U>

Supplemental Information

The Significance of Building Leadership and Community

Calliou, B. (2008). The significance of building leadership and community capacity to implement self-government. In Y. D. Belanger, & J. H. Hylton (Eds), *Aboriginal self-government in Canada: Current trends and issues* (3rd ed.) (pp.332 – 347). Saskatoon, SK: Purich.

Week 8 Oct 20

Articles

Towards Sustainable Self Determination

Corntassel, J. (2008). Toward sustainable self-determination: Rethinking the contemporary indigenous-rights discourse. *Alternatives*, 33, (pp. 105-132).

Videos

None

Module #4 Contemporary Realities and Warrior Societies

Week 9 Oct 27

Articles

First Words

Alfred, T. (2009). First words. In *Wasáse: Indigenous pathways of action and freedom* (pp. 19-38). North York, ON: University of Toronto Press.

The Rebellion of the Truth

Alfred, T. (2009). Rebellion of the truth. In *Wasáse: Indigenous pathways of action and freedom* (pp. 66-75). North York, ON: University of Toronto Press.

Videos

Is the Crown at War with Us?

NFB. (Producer), & Obomsawin, A. (Director). (2002). *Is the Crown at War With Us?* [Motion Picture]. Canada: The National Film Board of Canada. Retrieved from [https://www.nfb.ca/film/is the crown at war with us](https://www.nfb.ca/film/is_the_crown_at_war_with_us)

Week 10 Nov 3

Articles

No articles are required but customized module notes are required and/or audio files of the module notes. In addition, a customized video series featuring Sakej Ward was created for this module and is required content. Those sources are available in the Module 4 Moodle block.

Videos

Defining Warrior Societies

Radio Warrior. (2014, February 14) Sakej Ward Defining Warrior Societies. [Video file]. Retrieved from <https://www.youtube.com/watch?v=EwLa9pZa8gI>

Ways of the Warrior

Sakej Ward Ways of the Warrior. (2014, January 6). [Video file]. Retrieved from <https://www.youtube.com/watch?v=9tGCbkrzkK0>

*Note (Week of Nov 10/11 Fall Break, No course work)

Module #5 Decolonizing Indigenous Governance & Nationhood

Week 11 Nov 17

Articles

Rebuilding Indigenous Nationhood

McAdam, S. (2015). Rebuilding indigenous nationhood. In *Nationhood interrupted: Revitalizing nêhiyaw legal systems* (pp. 77-85). Saskatoon, SK: Purich.

Preface

Corntassel, J. (2015). Preface. In M. Woons (Ed.), *Restoring indigenous self-determination: theoretical and practical approaches* (pp. 1-2). Bristol, EN: E-International Relations.

The Meaning of Restoring Indigenous Self-Determination

Woons, M. & Leuven, K. (2015). Introduction: On the meaning of restoring indigenous self-determination. In M. Woons (Ed.), *Restoring indigenous self-determination: theoretical and practical approaches* (pp. 3-11), Bristol, EN: E-International Relations.

Videos

Teachings with Cree Knowledge Keeper Sylvia McAdam

INCA Online. (2012). Series of Teachings with Cree Knowledge Keeper Sylvia McAdam. [Video file]. Retrieved from <https://vimeo.com/channels/301066/videos>

Week 12 Nov 24

Articles

Practicing Sustainable Self-Determination

Corntassel, J., & Bryce, C. (Spring/Summer 2012). Practicing sustainable self-determination: Indigenous approaches to cultural restoration and revitalization. *Brown Journal of World Affairs*, 18(2), (pp. 151-162).

Videos

Practical Decolonization

Practical Decolonization with T. Alfred (April 9, 2012). [Video file]. Retrieved from <https://www.youtube.com/watch?v=pq87xqSMrDw>

Supplemental Information

Self-Determination and the State Definitions of the Indigenous Peoples

De Costa, R. (2015). Self-determination and state definitions of indigenous peoples. In M. Woons (Ed.), *Restoring indigenous self-determination: theoretical and practical approaches* (pp. 12-18). Bristol, EN: E-International Relations.

Week 13 Dec 1 (no course work required due to previous intensive scheduled land-based learning component)

Week 14 Dec 8 (no course work required due to previous intensive scheduled land-based learning component)

Week 15 Dec 15 (no course work required due to previous intensive scheduled land-based learning component)

***Please Note:** From time to time we may need to shift the course schedule.

Additional Information

1. For those in the Grande Prairie area you are encouraged to participate in GPRC Friendship center events and ceremonies that also happen outside of our scheduled activities. As these are made known to me by the GPRC Indigenous Liaison I will give you information in class and post in our NT 2300 Moodle site.
2. The nature and topics of your assignments will discussed.
3. It is your responsibility to read each and every chapter and assigned reading (if any) and attend all required face to face/land-based learning course components.
4. Video sources may cover topics and include materials that are not covered by your readings. It is therefore imperative that you review all readings and videos and engage in all required course activities.
6. It is expected that students will display a professional attitude and behavior. Any violation or misconduct may result in dismissal from the class. Furthermore, this course includes participating in Indigenous learning events and possible ceremonies. If at any time you are uncertain, need more information, please do not hesitate to connect with me in person or schedule a time over the phone. Discuss the various options to demonstrate learning for the class assignments with me if you are uncertain.
7. Talk to me if you have concerns or you are experiencing difficulties that may have negative impact on your academic performance.