



**DEPARTMENT OF ARTS AND EDUCATION
COURSE OUTLINE – WINTER 2019**

**NT2300 (A3): Introduction to Indigenous Governance – 3 (3-0-0) 45 Hours for
15 Weeks**

INSTRUCTOR: Darlene Horseman **PHONE:** 780-539-2889
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OFFICE HOURS: Wednesday 4:30-6:00 pm, & Friday 2:30-4:00 or by
appointment

CALENDAR DESCRIPTION:

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

PREREQUISITE(S)/COREQUISITE: None

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 Moodle site.

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

*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 Moodle.

DELIVERY MODE(S):

This course will be delivered through the following modes: Face to face.

COURSE OBJECTIVES:

- Provide analysis of Indigenous governance concepts
- Identify the impact of colonialism on Indigenous leadership, communities, organizations, and movements for re-envisioning Indigenous governance
- Provide the emerging understanding of current issues affecting Indigenous peoples and governance through assignments that reflect contemporary perspectives in Indigenous Studies
- Apply knowledge of Indigenous scholars' teachings and ceremonial life in revitalizing Indigenous nationhood and community organizations

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: UA, UC, & UL

***Warning:** Although we strive to make the transferability information in this document up-to-date and accurate, **the student has the final responsibility for ensuring the transferability of this course to Alberta Colleges and Universities.** Please consult the Alberta Transfer Guide for more information. You may check to ensure the transferability of this course at Alberta Transfer Guide at <http://transferalberta.alberta.ca/transfer-alberta-search/#/audienceTypeStep>

**** 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 Presentation	20% Due as scheduled in class (February/March)
Journal	40% Due Last week of March
Community Project	30% Due the week that final exams are scheduled
Participation	10% Attendance

Presentation (20%):

Students will create a mock reserve or Indigenous community and develop a community project that will help enhance and develop the community 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, power point 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.

Journal (40%):

Students will take 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 one paragraph for each reading and how it applies to the course and your response to each reading will be a minimum of one paragraph per reading. 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.

Project (30%):

Students will develop a plan that summarizes a community development project that contains, mission statement, vision statement, history of organization, population of the community and

age categories, overall rules for the management of the project and how it will be administered, who will be included in the project, how it will benefit the community as a whole, organizational chart of the community and where and how the project fits into the organizational chart, a budget for the project including the revenue and expenses needed to administer the project. Also include a list of possible funding sources for your community development project.

Project should be no less than 12 pages in length. Students will be graded on organization of the project, content and effort applied to the project as a whole.

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	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	50-53
B-	2.7	70-74		F	0.0	00-49

COURSE SCHEDULE/TENTATIVE TIMELINE:

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.

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	Missens, Richard. "Sovereignty, Good Governance and First Nations Human Resources: Capacity Challenges." Research Paper for the National Centre for First Nations Governance. (May 2008).	
Week 5	Quesnel, Joseph. "The Fifth Annual Aboriginal Governance Index: Expecting Good Governance on Prairie First Nations." 5th Annual Aboriginal Governance Index Policy Series. The 2011 Ranking of Manitoba, Saskatchewan, and Alberta First Nations.	
Week 6	Coyle, Michael. (2017). <i>The Right Relationship: Reimagining the Implementation of Historical Treaties</i> . Toronto, Ontario: University of Toronto Press. (Book available in the library for reading).	
Week 7	Enright, Jane. (2015). "Self-governance for First Nations: beyond the Nisga'a experience--self-governance and its perceived benefits for the Cree of Northern Quebec and the First Nations of Westbank (Kelowna), Sechelt (Sunshine Coast), and Yukon." Canada: Frontier Centre for Public Policy.	

Week 8	Alfred, T. (1999). <i>Peace, Power, Righteousness: An Indigenous Manifesto</i> (2 nd ed.). Don Mills, Ont: 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, <i>ibid.</i> P. 45-68.	
Week 11	Voyageur, Cora, <i>ibid.</i> P. 69-88	
Week 12	Voyageur, Cora, <i>ibid.</i> P. 89-104	
Week 13	Voyageur, Cora, <i>ibid.</i> P. 104-110	
Week 14	Voyageur, Cora, <i>ibid.</i> P. 129-136	
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.gprc.ab.ca/about/administration/policies/fetch.php?ID=69>

In order for you as a student of GPRC 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 Moodle: <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 section on Plagiarism and Cheating in the College policy titled Student Misconduct: Academic and Non-Academic at (<https://www.gprc.ab.ca/about/administration/policies/fetch.php?ID=68>).

Instructors reserve the right to use electronic plagiarism detection services on written assignments. **Instructors also reserve the right to ban the use of any form of electronics (cell phones, Blackberries, iPods, tablets, scanning pens, electronic dictionaries, etc.) during class and during exams.**

**Note: all Academic and Administrative policies are available at <https://www.gprc.ab.ca/about/administration/policies/>

Additional Information

1. For those in the Grande Prairie area, you are encouraged to participate in GPRC Friendship center events and ceremonies that happen outside of our scheduled activities.
2. The nature and topics of your assignments will be discussed.
3. It is your responsibility to read each and every assigned reading 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.
5. 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 possibly ceremonies. If at any time you are uncertain or 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.
6. Talk to me if you have concerns or you are experiencing difficulties that may have negative impact on your academic performance.