



DEPARTMENT OF ARTS AND EDUCATION

COURSE OUTLINE – FALL 2017

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

INSTRUCTOR: Kirsten Mikkelsen **PHONE:** 780-539-2889
OFFICE: C-303 **E-MAIL:** KMikkelsen@gprc.ab.ca
OFFICE HOURS: Monday 3-5pm, Tuesday & Wed 6-8:30 pm, and 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:

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:

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

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: Online & face to face land-based learning component. The land-based learning experience schedule is Friday Sept 29, Saturday Sept 30, and Sunday Oct 1

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 main page <http://www.transferalberta.ca> or, if you do not want to navigate through few links, at <http://alis.alberta.ca/ps/tsp/ta/tbi/onlineSearch.html?SearchMode=S&step=2>

**** 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:

Land Based Adventure Learning Project	30% Due Oct 4
Journal	40% Due Nov 3
Research Paper	30% Due the week that final exams are scheduled

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.

Module #1 Indigenous Nationhood & the Language of Indigenous Governance

Week 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

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

Week 2

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

Alfred, T. (2014, November 13). *Indigenous Governance*. [Video file]. Retrieved from https://www.youtube.com/watch?v=wgg19l6tM_s

Taking Back Canada

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

Module #2 Indigenous Resurgence

Week 3

Articles

Re-envisioning Resurgence

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

Videos

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

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), 1-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).

University of British Columbia (UBC). (2011, February 17). *Erin Freeland Ballantyne & Glen 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

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 Indigenous People and the Canadian State

Week 5

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

Videos

Honour of the Crown

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

Week 6

Articles

The Radical Imagination

Alfred, T. (2010). What is the Radical Imagination? Indigenous Struggles in Canada. *Affinities*, 4(2), 5-8. Retrieved from:
<http://ojs.library.queensu.ca/index.php/affinities/article/view/6130>

Indigenous Girls and the Violence of Settler Colonial Policing

Dhillon, J.K. (2015). Indigenous girls and the violence of settler colonial policing. *Decolonization: Indigeneity, Education & Society*, 4, 2 (pp.1-31). Retrieved from:
<http://decolonization.org/index.php/des/article/viewFile/22826/19343>

Videos

The Chief's Two Bodies

RACE2014 Keynote. (2014, October). Audra Simpson, *The Chief's Two Bodies: Theresa Spence and the Gender of Settler Sovereignty*. [Video file]. Retrieved from: <https://vimeo.com/110948627>

Supplemental

Being Indigenous

Alfred, T., & Corntassel, J. (2005). Being indigenous: Resurgences against contemporary colonialism. *Government and Opposition*, 40, 597-614. Retrieved from: <http://www.corntassel.net/articles.htm>

Towards Sustainable Self Determination

Corntassel, J. (2008). Toward sustainable self-determination: Rethinking the contemporary indigenous-rights discourse. *Alternatives*, 33, 105-132. Retrieved from: <http://www.corntassel.net/articles.htm>

Module #4: Settler Colonizers and Treaty People

Week 7

Articles

Locating Settler Colonialism

Barker, A. (2012). Locating Settler Colonialism. *Journal of Colonialism and Colonial History*, 13, 3. Retrieved from: https://www.academia.edu/2250591/Review_Essay_Locating_Settler_Colonialism

The Peacemaker Myth

Regan, P. (2006). The Peacemaker Myth: The Settler Story of Colonization Then and Now. From 'Unsettling the Settler Within: Canada's Peacemaker Myth, Reconciliation, and Transformative Pathways to Decolonization.' PhD thesis, University of Victoria (pp.86-108). Retrieved from: <https://dspace.library.uvic.ca/handle/1828/1941>

Videos

An Open Letter to my Settler People

Barker, A. (2012, December 21). *An Open Letter to my Settler People*. [Video file]. Retrieved from: <https://vimeo.com/56106760>

Week 8

Articles

Returning to the Water to Enact a Treaty Relationship

Hallenbeck, J. (2015). Returning to the water to enact a treaty relationship: The Two Row Wampum renewal campaign. *Settler Colonial Studies*, 5(4), 350-362. Retrieved from: https://www.academia.edu/10078624/Returning_To_The_Water_To_Enact_A_Treaty_Relationship_the_Two-Row_Wampum_Renewal_Campaign

Treaties: Negotiations and Rights

Starblanket, T. (2008). Treaties: Negotiations and Rights. Our Legacy [Online archive]. Retrieved from: http://digital.scaa.sk.ca/ourlegacy/exhibit_treaties

Decolonizing Together

Walia, H. (2012). Decolonizing Together: Moving beyond a politics of solidarity toward a practice of decolonization. *Briarpatch Magazine*. Retrieved from: <https://briarpatchmagazine.com/articles/view/decolonizing-together>

Videos

Forever

Rogers, J. (2014, October 16). *Forever*. [Video file]. Retrieved from: <https://vimeo.com/109102225>

Oren Lyons on the Two Row Wampum

Syracuse Peace Council (Producer) & Lyons, O. (Director). (2012, October 3). *Two Row Wampum (excerpt from speech to Bioneers conference, 2003)*. [Video file].

Retrieved from: <https://www.youtube.com/watch?v=faAPLhLUHBA>

Supplemental

‘Settler colonialism’: Career of a concept

Veracini, Lorenzo. (2013). ‘Settler colonialism’: Career of a concept. *Journal of Imperial and Commonwealth History*, 41(2), 313-333. Retrieved from:

https://www.academia.edu/30453487/Career_of_a_concept

Supplemental Video

Digital Wampum series

‘We are the Haudenosaunee’. (2015). [Video file]. Retrieved from:

<http://www.digitalwampum.org/we-are-the-haudenosaunee>

‘The Peacemaker and the Tadadaho’. (2015). [Video file]. Retrieved from:

<http://www.digitalwampum.org/the-peacemaker--the-tadadaho>

Module #5: Contemporary Realities and Warrior Societies

Week 9

Articles

First Words

Alfred, T. (2009). First words. In *Wasáse: Indigenous pathways of action and freedom* (pp. 9-38). 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

Week 10

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 5 Moodle block.

Videos

Defining Warrior Societies

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

Ways of the Warrior

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

Module #6 Decolonizing Indigenous Governance & Nationhood

Week 11

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

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), 151-162.

Videos

Practical Decolonization

Alfred, T. (2012, April 9). *Practical Decolonization*. [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 5, 7, 13, 14: no course work required due to intensive land-based learning experience delivered as scheduled on a year to year basis. Please Note that Readings/videos should still be reviewed.

***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 Student Conduct section of the College Calendar at <http://www.gprc.ab.ca/programs/calendar/> or the College Policy on Student Misconduct: Plagiarism and Cheating at <https://www.gprc.ab.ca/about/administration/policies>

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 on the same page.

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.