



DEPARTMENT OF ARTS AND EDUCATION

COURSE OUTLINE – WINTER 2016

NT2400 (A3): Aboriginal Community Economic Development – 3 (3-0-0) 45 Hours

INSTRUCTOR:	Kirsten Mikkelsen	PHONE:	780-539-2889
OFFICE:	C-303	E-MAIL:	KMikkelsen@gprc.ab.ca
OFFICE HOURS:	TBA		

PREREQUISITE(S)/COREQUISITE: None

REQUIRED TEXT/RESOURCE MATERIALS:

Brearily, L., Calliou, B., & Voyageur, C. (2015). *Restorying Indigenous Leadership: wise practices in community development* (2nd ed.). Banff, AB: Banff Center Press.

Selected Readings available in Moodle site and selection as outlined in the course schedule.

*or equivalent texts or collection of articles.

Supplemental on reserve in library:

Kovach, M. (2009). *Indigenous methodologies: characteristics, conversations and contexts*. Toronto: University of Toronto Press.

Video Available:

Rural Alberta Development Fund (Producer), & Lougheed Leadership Institute (Director). (2015). *Wise Practices: Indigenous Communities Share Their Stories. Best Practices in Rural Development Project* [Video]. (Available from Lougheed Leadership Institute, The Banff Centre 107 Tunnel Mountain Drive Box 1020, Stn. 43, Banff, AB T1L 1H5 Canada).

Video available online at:

<https://www.banffcentre.ca/articles/wise-practices-indigenous-communities-share-their-stories>

CALENDER DESCRIPTION:

The course clarifies key aspects of Community Economic Development as a strategy for the development of small, rural, aboriginal or northern communities that find themselves economically marginalized. The course introduces students to the theory and practice of Community Economic Development, the strategic and planning fundamentals, and provides opportunities to reflect on theory and practice in building community capacity and sustainability.

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

DELIVERY MODE(S): Lectures, Discussions, Case Studies & Required Moodle site.

OBJECTIVES:

- Discuss required readings and engage collaboratively with peers to identify importance of developing culturally rooted Indigenous leadership
- Define key concepts related to perspectives in Indigenous community development and leadership development
- Identify and critique approaches to Indigenous community economic development and research
- Locate strength based stories of successful Indigenous community development and leadership development in context of colonization
- Apply elements of Indigenous wise practice approaches to community economic development

LEARNING OUTCOMES:

- Demonstrate comprehension of concepts and perspectives in Indigenous community research and development
- Research, write and engage on themes of centering Indigenous cultural teachings in leadership and wise practice approaches to community development
- Illustrate strength based stories of Indigenous leadership, community development
- Create a project that demonstrates centering Indigenous teachings in contemporary community research and leadership development

TRANSFERABILITY: UA, UC, AU, CUC

** 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

EVALUATIONS:

Case Study	20%
Paper or Portfolio	25%
Presentation	25%
Project	30% Due the week that final exams are scheduled

STUDENT RESPONSIBILITIES:

The assigned readings and exercises for each class should be completed before attending that class, except for the first class. Attendance at all sessions is required and is critical to the student's success in the course. 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 visit my office during office hours or at a more convenient pre-arranged time.

It is expected that all students will display a professional attitude and behavior in the classroom. This includes reliability, respect for and cooperation with your fellow students and the instructor, 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/>

Native Studies 2400 title in Moodle is: NT2400_W16

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 <http://www.gprc.ab.ca/about/administration/policies/>

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

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.

COURSE SCHEDULE/TENTATIVE TIMELINE:

Week 1	Course Outline Review & Intro to Moodle Site with Glossary Loxely, J. (2010). Alternative Strategies to Community Economic Development. In, <i>Aboriginal, Northern, and Community Economic Development</i> . Winnipeg: ARP Press.	
Week 2	Hannis, D. (2008). Aboriginal Community Development. In, <i>Community Development in Canada</i> . Toronto: Pearson Education Canada. Clouthard, G. (2014). Introduction –Subjects of Empire. In, <i>Red Skins, White Masks: Rejecting the Colonial Politics of Recognition</i> . Minneapolis: University of Minnesota Press.	
Week 3	Calliou, B. (2005). The Culture of Leadership: North American Indigenous Leadership in a Changing Economy. In, D. Champagne, K. Jo Torjesen & S. Steiner. (Eds.), In, <i>Indigenous Peoples and the Modern State</i> . (pp. 47-68). Toronto: AltaMira Press. Calliou, B., & Voyageur, C.J. (2007). Aboriginal Economic Development and the Struggle for Self-Government. In L. Samuelson & W. Antony. (Eds.), <i>Power and Resistance: Critical Thinking About</i>	

	<i>Canadian Social Issues</i> (4 th Ed., pp. 209-224). Halifax: Fernwood Publishing.	
Week 4	Young Leon, A. (2012). Elder's Teachings on Leadership: Leadership as Gift. In, C. Kenny & T. Ngaroimata Fraser. (Eds.), <i>Living Indigenous Leadership: Native Narratives on Building Strong Communities</i> . (pp. 48-63). Vancouver: UBC Press. Tentative Guest Speaker	
Week 5	Silver, J., Ghorayshi, P., Hay, J., & Klyne, D. (2011). Sharing, Community, and Decolonization: Urban Aboriginal Community Development. In, M.J. Cannon & L. Sunseri (Eds), <i>Racism, Colonialism, and Indigeneity in Canada</i> . Don Mills: Oxford University Press. All Chapters that follow are within the text: Brearly, L., Calliou, B., & Voyageur, C. (2015). <i>Restorying Indigenous Leadership: wise practices in community development</i> (2nd ed.). Banff, AB: Banff Center Press. Chapter: Indigenous Leadership and Approaches to Community Development	
Week 6	Chapter: A Wise Practices Approach to Indigenous Community Development in Canada	
Week 7	Chapter: Deep Listening and Leadership: An Indigenous Model of Leadership and Community Development	
Week 8	Chapter: Restorying the Leadership Role: Indigenous Women in Politics and Business in Canada Tentative Guest Speaker	
Week 9	Chapter: Exploring Australian Indigenous Artistic Leadership	

Week 10	<p>Chapter: Four Contemporary Tensions in Indigenous Nation Building: Challenges for Leadership in the United States</p> <p>Chapter: The Field of Tribal Leadership Training, Cultures of Expertise, and Native Nations in the United States</p>	
Week 11	<p>Chapter: Leadership Success in Overcoming the Environmental Constraints to Indigenous Entrepreneurial Activity in Canada</p> <p>Tentative Guest Speaker</p>	
Week 12	<p>Chapter: Case Studies –Indigenous Organizations</p> <p>Chapter: Case Studies First Nations Nations</p> <p>Potential Field Trip</p>	
Week 13	Chapter: Conclusion -Restorying Indigenous Leadership	
Week 14	<p>Smith, L.T. (2012). Articulating an Indigenous Research Agenda. In, Decolonizing Methodologies: Research and Indigenous Peoples. (2nd ed.). New York, NY: Zed Books Ltd.</p> <p>All Chapters that follow are within the text Kovach, M. (2009). Applying a decolonizing lens within Indigenous research frameworks. In, Indigenous methodologies: characteristics, conversations and contexts. Toronto: University of Toronto Press.</p> <p>Introduction and Chapter: Indigenous and Qualitative Inquiry: A Round Dance?</p> <p>Chapter: Situating Self, Culture, and Purpose in Indigenous Inquiry</p>	<p>Project due on date of final exam (in lieu of final exam-but due on the scheduled date)</p> <p>Final Exams dates are Scheduled by the Registrar Office</p>

Additional Information

1. The nature and topics of your paper or portfolio will discussed in class
2. It is your responsibility to read each and every chapter and assigned reading (if any) and attend all classes.
3. Lectures will not always cover material in your chapters. Lectures may cover topics and include materials that are not covered by your textbook. It is therefore imperative that you attend every class.

6. It is expected that students will display a professional attitude and behavior. These attitudes and behaviors are many and will be discussed in class. Any violation or misconduct may result in dismissal from the class.

7. Talk to me if you have concerns or you are experiencing difficulties that may have negative impact on your academic performance.