

Applied Arts Division  
FNGA 302  
3 Credits  
Term, Year



## **COURSE OUTLINE**

**FNGA302**

**Power & Influence**

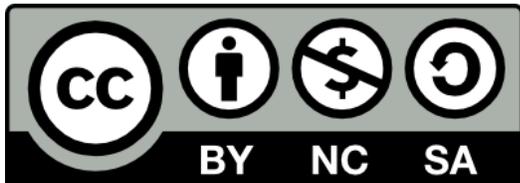
3 Credits

PREPARED BY: Dazawray Landrie-Parker, Instructor  
DATE: May 7, 2020

APPROVED BY: Name, Title  
DATE: Click or tap to enter a date

APPROVED BY ACADEMIC COUNCIL: Click or tap to enter a date  
RENEWED BY ACADEMIC COUNCIL: Click or tap to enter a date

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## COURSE TITLE

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<b>INSTRUCTOR:</b>	<b>OFFICE HOURS:</b>
<b>OFFICE LOCATION:</b>	<b>CLASSROOM:</b>
<b>E-MAIL:</b>	<b>TIME:</b>
<b>TELEPHONE:</b>	<b>DATES:</b>

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### COURSE DESCRIPTION

This course is designed to provide an overview and understanding of the forces and sources of power and influence within Indigenous social, cultural, and political arenas. Power refers to the structurally determined potential for obtaining preferred outcomes. By using Intersectionality (the theory of how race, class, gender, sexuality intersect) as an analytical tool to capture and engage the contextual dynamics of power, this course will explore traditional and modern views of power and influence within Indigenous Nations. It will draw upon a method of ‘two-eyed’ seeing and utilize guest speakers to explore ideological perspectives and the lived experience of Indigenous Nations today and how decision-makers and policymakers may influence individuals or groups exercising power and influence. Sources of power and influence, personal agency and political ideology such as capitalism, activism, globalization, media and technology, legislation and case law and civil disobedience will be identified, and their impacts explored. Finally, this course will provide an understanding of how individuals, communities, citizenries, and Indigenous nations can build power and influence by using tangible and intangible resources.

### PREREQUISITES

POLI 230 or PHIL 230 or FNGA 240 or COMM 200 and HIST 140. Students who do not meet the specified prerequisites may be admissible with permission.

### RELATED COURSE REQUIREMENTS

Students participating from an off-campus location will require a computer with stable internet connection. A headset with microphone is also recommended

### EQUIVALENCY OR TRANSFERABILITY

This course is recently re-developed, and its transferability is still being evaluated. Receiving institutions always determine course transferability. Further information and assistance with transfers may be available from the School of Liberal Arts.

## LEARNING OUTCOMES

*Upon successful completion of the course, students will be able to:*

- Define what power and what influence mean in the context of Indigenous governance;
- Recognize, diagnose, and analyze power and power structures considering multiple perspectives and ways of knowing;
- Identify, describe, and critique ideological and theoretical perspectives on political theory and power;
- Describe and analyze the role of power and influence in decision-making;
- Reflect on and propose opportunities for individuals and communities to promote positive organizational and political change through effective and appropriate influence;
- Critically examine the role of power and influence in local, territorial, federal, and Indigenous governments and their impacts on inter-governmental relationships;
- Evaluate the impact of legislation, the Charter of Rights, constitutions, treaties, and case law on power and influence; and
- Acknowledge and reflect on the importance of positionality and intersectionality in analyzing power and influence in personal, community, and political contexts.

## COURSE FORMAT

This class will consist of in-person instruction, video conferencing, participation, individual presentations, and instructor contact hours. If not based in Whitehorse, students may participate in classes via distance using web-based conferencing tools.

## ASSESSMENTS:

Further details for each assignment, including grading rubric, will be given in the assignment handout posted to Moodle.

### Seminars

#### Preparation & Contribution

Students enrolled in this course will be successful if they actively prepare and contribute. All lectures, assignments, and classes complement and build on each other. Students who attend regularly, do the assigned readings, engage with their peers, and participate in class will see their efforts positively reflected in the graded assignments. Students will be expected to complete the preparation sheet (which consists of short answer questions related to the weekly readings or media) as well as actively and meaningfully contribute to class discussion. A total of ten (10) preparation sheets (each worth 3%, for a total of 30%) will need to be completed out of 11 possible weeks. The class contribution portion will be worth a total of 5% and could include posing relevant questions to student and/or

instructor, highlighting key points and arguments, and providing relevant examples or lived experience.

*Preparation sheets are due prior to the start of each class, they will not be accepted after class begins.*

#### Student-led Seminar

Each student will be responsible to lead one seminar throughout the term. This will include a PowerPoint presentation that presents a synopsis of the readings, including the key terms, arguments and topics discussed in the literature. The presentation should also incorporate key critiques, facilitate class discussion, and pose questions.

*A sign-up sheet will be posted on the course page after the first class. Presentations are due 24 hours prior to class.*

#### Research Project

Students will apply the insights, topics, and theories learned throughout the course to think critically about the different places where Indigenous individuals, groups, communities, and nations have in the past, and can in the present, exercise power and influence. The final project will have students identify a particular case or example where an individual (group, community, or nation) attempted to exercise their power. Students will explain the mechanisms of influence, the type of arena (general assembly, Chief and Council, courts, United Nations, the public sphere, direct action, etc.), the approach used and the outcome. This project will consist of three parts, the topic submission, the research paper and a presentation of research findings.

##### Topic

There are lots of possibilities that can be pursued. Feel free to run your idea past the instructor early if you are unsure. Students will be required to submit their proposed topic which includes: 1) The example being explored; 2) The course theory or topics being used; 3) The type of arena; 4) the approach used; and 5) Minimum two sources outside of course materials.

##### Paper

For the research paper students will identify a particular case or example where an individual (group, community, or Nation) attempted to exercise their power. The paper should draw on insights, topics and theories from class to explain the mechanisms of influence, the type of arena (general Assembly, Chief and Council, courts, United Nations, the public sphere, direct action, etc.), the approach used and the outcome. Students will be required to cite a minimum of three (3) academic articles outside of the course readings. (2500 words)

##### Presentation

Students will prepare a 15-minute presentation on their research paper to present

in class. The presentation should provide a summary of the example being examined, an explanation of how course topics were used and the outcomes and research findings. Students should be prepared to answer questions from the class.

*Presentations will take place during the last class*

**Final Exam**

The final exam is a take-home, open-book exam. The exam instructions and prompts will be distributed during the last class and due one week later. Students will be assessed on their comprehension of key concepts, themes and ability to identify the over-arching arguments addressed in this course (lectures, discussion, course readings and assigned media).

**LATE ASSIGNMENTS**

Late penalties will be in effect, except for lateness caused by documented medical reasons or if arrangements have been made with the instructor in advance of the due date. There are no exceptions. Penalties: 5% per day up to 7 days. Assignments are not accepted after 7 days except for documented medical reasons. There is no extension permitted for the final assignment. Seminar preparation sheets cannot be submitted late. They will not be accepted after they are due, without documented medical reasons; however, the lowest (1) one mark will be dropped from the final mark.

In extenuating circumstances, students are expected to communicate their situation and needs to their instructor in a timely manner. The instructor and student will then co-determine alternative deadlines and expectations for completing assignments.

**Evaluation**

<b><i>Component</i></b>	<b><i>Assignment</i></b>	<b><i>Mark</i></b>
<b><i>Seminar</i></b>	Seminar Preparation & Contribution	35%
	Seminar Presentation	10%
<b><i>Research Project</i></b>	Research Topic	5%
	Research Paper	25%
	Research Presentation	10%
<b><i>Final Exam</i></b>	Final Exam	15%
<b><i>Total</i></b>		<b>100%</b>

**REQUIRED TEXTBOOKS AND MATERIALS**

1. Alfred, T. (2009). *Peace, power, righteousness: An indigenous manifesto. 2<sup>nd</sup> Edition*. Toronto: Oxford University Press.
2. Coulthard, G. (2014). *Red skin, white masks*. University of Minnesota Press.
3. Additional required readings will be available on Moodle or online via links

provided.

## ACADEMIC AND STUDENT CONDUCT

Information on academic standing and student rights and responsibilities can be found in the current Academic Regulations that are posted on the Student Services/ Admissions & Registration web page.

## PLAGIARISM

Plagiarism is a serious academic offence. Plagiarism occurs when a student submits work for credit that includes the words, ideas, or data of others, without citing the source from which the material is taken. Plagiarism can be the deliberate use of a whole piece of work, but more frequently it occurs when students fail to acknowledge and document sources from which they have taken material according to an accepted manuscript style (e.g., APA, CSE, MLA, etc.). Students may use sources which are public domain or licensed under Creative Commons; however, academic documentation standards must still be followed. Except with explicit permission of the instructor, resubmitting work which has previously received credit is also considered plagiarism. Students who plagiarize material for assignments will receive a mark of zero (F) on the assignment and may fail the course. Plagiarism may also result in dismissal from a program of study or the College.

## YUKON FIRST NATIONS CORE COMPETENCY

Yukon College recognizes that a greater understanding and awareness of Yukon First Nations history, culture and journey towards self-determination will help to build positive relationships among all Yukon citizens. As a result, to graduate from ANY Yukon College program, you will be required to achieve core competency in knowledge of Yukon First Nations. For details, please see [www.yukoncollege.yk.ca/yfnccr](http://www.yukoncollege.yk.ca/yfnccr).

## ACADEMIC ACCOMMODATION

Reasonable accommodations are available for students requiring an academic accommodation to fully participate in this class. These accommodations are available for students with a documented disability, chronic condition or any other grounds specified in section 8.0 of the Yukon College Academic Regulations (available on the Yukon College website). It is the student's responsibility to seek these accommodations. If a student requires an academic accommodation, he/she should contact the Learning Assistance Centre (LAC): [lac@yukoncollege.yk.ca](mailto:lac@yukoncollege.yk.ca).

## TOPIC OUTLINE

Week	Topic	Date
Week 1	Course Introduction <ul style="list-style-type: none"><li>Opening Circle</li></ul>	

	<ul style="list-style-type: none"> <li>• Course Outline</li> <li>• Assignments &amp; Grading Rubrics</li> <li>• Seminar Description &amp; Contract</li> <li>• Weekly Overview</li> <li>• Opening Discussion:           <ul style="list-style-type: none"> <li>• Power &amp; Influence</li> <li>• Intersectional Theory</li> <li>• Two-Eyed Seeing</li> </ul> </li> </ul>	
Week 2	<b>Power &amp; Influence</b> <ul style="list-style-type: none"> <li>• Status Characteristics Theory</li> </ul>	
Week 3	<b>Legal Power Structures</b> <ul style="list-style-type: none"> <li>• Foundational Documents</li> <li>• Aboriginal Rights &amp; Title</li> <li>• Indigenous Case Law</li> <li>• Indigenous Legal orders</li> </ul>	
Week 4	<b>Making Space</b> <ul style="list-style-type: none"> <li>• Social Constructivist Theory</li> <li>• Essentialism</li> <li>• Critical Race Theory</li> <li>• Intersectionality</li> </ul>	
Week 5	<b>Recognition &amp; Reconciliation</b> <ul style="list-style-type: none"> <li>• Primitive Accumulation</li> <li>• Politics of Recognition</li> </ul>	
Week 6	<b>Governance</b> <ul style="list-style-type: none"> <li>• Traditionalism</li> <li>• Rationalities of Power</li> <li>• Multi-Level Governance</li> </ul>	
Week 7	<b>Treaty Relationships</b> <ul style="list-style-type: none"> <li>• Historic Treaties</li> <li>• Modern Treaties</li> <li>• International Treaties</li> </ul>	
Week 8	<b>Globalization</b> <ul style="list-style-type: none"> <li>• Paradigm Paralysis</li> <li>• Pre-Contact Trade Networks</li> <li>• NAFTA</li> </ul>	
Week 9	<b>Self-Determination</b> <ul style="list-style-type: none"> <li>• Theory of Indigenous Self-Determination</li> <li>• Relational Autonomy</li> <li>• Indigenous Internationalism</li> </ul>	
Week 10	<b>Leadership</b>	

	<ul style="list-style-type: none"> <li>• Indigenous Leadership</li> <li>• Youth</li> <li>• Realism</li> </ul>	
<b>Week 11</b>	<b>Re-empowerment</b> <ul style="list-style-type: none"> <li>• Decolonization</li> <li>• Indigenous Sovereignty</li> <li>• Indigenous Movements</li> </ul>	
<b>Week 12</b>	<b>Re-empowerment</b> <ul style="list-style-type: none"> <li>• Two-eyed Seeing Application</li> <li>• Contemporary Examples</li> </ul>	
<b>Week 13</b>	<b>Course Wrap-Up</b> <ul style="list-style-type: none"> <li>• Research presentations</li> <li>• Closing Discussion: Power &amp; Influence</li> <li>• Closing Circle</li> </ul>	
<b>Week 14</b>	<b>Final Exam</b> <b>No Class</b>	

**Attachment: Revised Outcomes**

<b>Previously Approved Outcomes</b>	<b>Revised</b>
1. Ability to recognize, diagnose and analyze power and power structures	Recognize, diagnose, and analyze power and power structures considering multiple perspectives and ways of knowing.
2. Identify and describe ideological perspectives on political theory and power	Identify, describe, and critique ideological and theoretical perspectives on political theory and power.
3. Describe and analyze the impact of power and influence on decision-making, decision-makers and the structure and basis of authority	Describe and analyze the role of power and influence in decision-making.
4. Describe how power is achieved, distributed and maintained.	<i>deleted</i>
5. Identify effective and appropriate methods of influence 6. Identify the sources of power and influence and how they can be used to build and promote change in organizations and communities 11. Describe how individuals can influence policy and politicians	Reflect on and propose opportunities for individuals and communities to promote positive organizational and political change through effective and appropriate influence.
7. Recognize the role of power and influence in the federal and territorial governments, particularly during land claims negotiations 10. Describe the relationships that exist between and within governments	Critically examine the role of power and influence in local, territorial, federal, and Indigenous governments and their impacts on inter-governmental relationships.
9. Recognize the impact of legislation, the Charter of Rights, constitutions, and courts on power and influence	Evaluate the impact of legislation, the Charter of Rights, constitutions, treaties, and case law on power and influence.
8. Apply an intersectional analysis in the evaluation of power and influence.	Acknowledge and reflect on the importance of positionality and intersectionality in analyzing power and influence in personal, community, and political contexts.