



## COURSE OUTLINE

### **POLI 230 INDIGENOUS POLITICAL THOUGHT**

**3 CREDITS**

PREPARED BY: Lianne Charlie, Indigenous Governance

DATE: August 25, 2020

APPROVED BY: Name, Title

DATE: Click or tap to enter a date

APPROVED BY SENATE: May 24, 3017

RENEWED BY SENATE: Click or tap to enter a date



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## COURSE TITLE

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**INSTRUCTOR:** Lianne Charlie  
**OFFICE LOCATION:** A2404  
**E-MAIL:** lcharlie@yukonu.ca  
**TELEPHONE:** 867.456.8544

**OFFICE HOURS:** by appointment  
**CLASSROOM:** n/a  
**TIME:** Wednesdays 1:00-2:25pm via tele-conference//asynchronous online  
**DATES:** Sept. 2 to Dec. 22, 2020

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\*Please note that this outline is subject to change due to any unforeseen issues that may arise as a result of the Covid-19 pandemic.

### COURSE DESCRIPTION

This course reviews past and contemporary Indigenous perspectives on governance and politics. Content will address ancestral to modern governance processes in the Yukon from an Indigenous viewpoint. Various Indigenous positions regarding the land claims processes and modes of self-government will be explored. Leaders, concepts, and theories in the development of Indigenous political thought will be discussed. Critical thinking will be a focus of exercises and assignments.

### PREREQUISITES

POLI 101 or POLI 201;  
and one of FNGA 100, FNGA 101 or HIST 140

### RELATED COURSE REQUIREMENTS

POLI 230 is a hybrid course – half of the course work will be completed online; therefore, students must have their own computer and internet connection and be able to navigate current word-processing, email, and web-conferencing software. Students must have the ability to record video.

### EQUIVALENCY OR TRANSFERABILITY

This course is newly 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 Business and Leadership.

## LEARNING OUTCOMES

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

- describe Indigenous ancestral (land-, language-, story- and culture-based) governance values, principles and practices;
- identify the impacts of historical and continued colonialism on Indigenous bodies, lands, languages, cultures and governance;
- compare and contrast state-informed governance approaches in Indigenous politics with those informed by Indigenous ancestral values, principles, and practices;
- review current modes of Indigenous governance particularly as they relate to modern governance processes;
- give examples of practices and approaches to Indigenous governance;
- identify key concepts and approaches that are used in the area of Indigenous political thought (e.g. resurgence, reconciliation, decolonization, etc.).

## COURSE FORMAT

There are no regular, scheduled class meetings. Although, all students will complete the same module of work at the same time, they may log-in and complete the work at any time during the week. Students will work individually to complete the assessments.

Students are encouraged to use the resources provided in class as tools to support their course work. The instructor will aim to keep the course material interactive and varied.

Email and frequent internet access are an important part of this course. The instructor will communicate through email and Yukon College's Learning Management System (Moodle). Using online tools and resources is a required part of this course.

## ASSESSMENTS:

### Assignments

*Seminar Preparation Sheets (35%):* Students will produce ten (10) seminar preparation sheets throughout the term (worth 3.5% each). Each preparation sheet will focus on the weekly readings and will require students to read the assigned readings and organize their thoughts and responses for the weekly seminar. Preparation sheets will require identifying arguments and key concepts in the readings, summarizing themes,

developing discussion questions, and/or offering personal reflections, etc.

*Tele-seminar Participation (20%):* Due to Covid-19 restrictions, it is likely that we cannot meet face-to-face for the synchronous component of this course. As an alternative, each week we will engage in a 90-minute seminar via conference call. The tele-seminar will be facilitated by the instructor. Students are expected to engage in facilitated discussion about the assigned readings. In preparation for the tele-seminar, students will submit a preparation sheet (explained above). In the first week of classes, the students and instructor will co-create the expectations for the tele-seminar. Participation will be graded by self-assessment; in other words, the students will grade themselves.

*Critical Reflections (20%).* Twice throughout the term, students will complete an in-depth critical reflection of the course materials in essay format. Each reflection piece is worth 10%. Students will be asked to compare/contrast or put into conversation three or more readings, positions, arguments, and/or theories from the assigned readings or media. Students can draw upon material from their Seminar Preparation Sheets to complete this assignment. The Reflections are not cumulative, but focus on readings within a 5 week period noted in the syllabus.

*Poster Project (25%):* Each student will design a governance project or program that can be offered in the community. The student will identify a governance problem or issue that they see in a community that they are connected to. They will then apply the ideas presented in this course to design a program that will address the problem. The final project does not include carrying out the program, but will ask the student to explain all the program details (who, what, where, when) and why they think their program will be valuable to their community. The student will present their project on a poster and share it with their classmates and possibly the broader community at an end-of-term gathering. More instructions and project breakdown will be circulated later in the semester.

**EVALUATION:**

Seminar Preparation Sheets (10 x 3.5%)	35%
Tele-seminar Participation	20%

Reflections (2 x 10%)	20%
Poster Project	25%
Total	100%

### **REQUIRED TEXTBOOKS AND MATERIAL**

There is no textbook or course pack for this course. All readings and media 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 University.

### **YUKON FIRST NATIONS CORE COMPETENCY**

Yukon University 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

University program, you will be required to achieve core competency in knowledge of Yukon First Nations. For details, please see [www.yukonu.ca/yfnccr](http://www.yukonu.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 University Academic Regulations (available on the Yukon University 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@yukonu.ca](mailto:lac@yukonu.ca).

## TOPIC OUTLINE

<i>Week</i>	<i>Topic</i>
<b>1</b>	Tl'ets'ats'in   Work together. Course Overview and Syllabus; Instructor and Student Introductions; Opening Circle.
<b>2</b>	Learning in the wake of a Global Pandemic and the #BlackLivesMatter movement.
<b>3</b>	Critical Literacies: Building skills for Reading, Writing, and Critical Thinking
<b>4</b>	Revitalizing Ancestral Values and Laws
<b>5</b>	Revitalizing Ancestral Values and Laws Continued
<b>6</b>	Colonialism: Key Concepts and Impacts on Indigenous Governance
<b>7</b>	Indian Act
<b>8</b>	Introduction to Canadian Political Theorists & Schools of Thought on Indigenous Peoples
<b>9</b>	Historical and Modern Treaty Making
<b>10</b>	Modern Treaty Continued
<b>11</b>	Final Project Preparation
<b>12</b>	Resurgence, Refusal & Critiques of the Politics of Recognition
<b>13</b>	Indigenous Feminist and Queer Theory
<b>14</b>	Enán ts'ín inna   Go forward in a good way -- Student Presentations and Closing Circle.
<b>15</b>	Exam Week (No exam in this course)