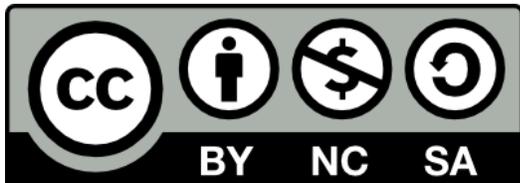Yukon University

COURSE OUTLINE

FNGA 100
Introduction to Indigenous Governance (FNGPA)

3 **CREDITS**

PREPARED BY: Lianne Charlie, Indigenous Governance
DATE: August 1, 2020

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

APPROVED BY SENATE: Click or tap to enter a date
RENEWED BY SENATE: Click or tap to enter a date

Introduction to Indigenous Governance*
*This course is piloting a new course title. The original title is: Introduction to First Nations Governance and Public Administration

INSTRUCTOR: Lianne Charlie   **OFFICE HOURS:** by appointment
OFFICE LOCATION: A2404   **CLASSROOM:** N/A
E-MAIL: lcharlie@yukonu.ca   **TIME:** N/A
TELEPHONE: 867.456.8544   **DATES:** Sept. 9 – Dec. 22, 2020

COURSE DESCRIPTION

This course addresses concepts of governance, management, accountability and leadership as they apply to Yukon First Nations. The history of governance and administration in Yukon First Nations communities will be explored, and theories of governance and administration will be evaluated in regards to aboriginal self-government and traditional culture in the Yukon. Concepts of ethics, accountability, and public participation will be considered. The course will review practical requirements of administration, such as legislation, policy, financial operations, and project management.

> **Please note:** This course is piloting a new course description. Above is the original course description as approved by Senate a number of years ago. Due to unforeseeable circumstances related to the COVID-19 pandemic, the new course description is being piloted this semester and then it will go through Senate for formal approval in the Winter. The instructor will explain more about the relationship between the old and new course descriptions in Week 1 and seek out the students' input on the expanded approach being taking here.
>
> Provisional Course Description: A simple definition of governance is: the ways that groups organize themselves and make decisions in pursuit of a particular outcome. Indigenous peoples have been creating and sustaining governance systems since time immemorial. With the arrival of settlers and the establishment of the settler state system(s), Indigenous peoples have had to organize themselves and make decisions in direct response to external pressures—like settler colonialism, capitalism, patriarchy, climate change, recognition, and reconciliation—yet, always driven by an inherent right and responsibility to self-determination.
>
> This course explores how Indigenous peoples live in, create, or transform systems, rooted in their cultural practices, languages, laws, values, and their relationship with creation. It explores questions such as: how have Indigenous Peoples' relations with the settler state

changed, challenged, and/or provided tools for Indigenous Peoples to re-build and re-make (decolonial) governance systems? What do these practices, interventions, and systems look like?

This course will introduce examples of Indigenous governance practices and systems at a variety of scales; from individual, interpersonal, and family governance practices, to those at the clan-, collective-, community-, organization-, and nation-level. Students will hear directly from Indigenous Peoples building and sustaining governance practices and systems rooted in cultural values and legal traditions, and engage with a variety of Indigenous-centred, creative resource materials. They will be invited to explore their roles and responsibilities as Indigenous Peoples, treaty peoples, visitors, guests, and/or residents living on Indigenous lands.

PREREQUISITES
None.

COURSE REQUIREMENTS
FNGA 100 is a fully online course; 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
AU POLI 311 (3)
UNBC FNST 1XX (3)
UVIC IS 200 lev (1.5)
VIU FNAT 1st (3)
UofA NS 1XX (3)
UofC INDG 311 (3)
U Lethbridge MGT 3590 (3) or NAS 3590 (3)

This course is recently re-developed, and its transferability may shift; 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:

- define basic terms and concepts of governance and public administration and be able to apply them to Yukon First Nations governments;
- describe how public administration provides a framework for understanding public institutions, bureaucracies, and their processes;
- recognize the relationship between the principles of democracy and the practice of public administration, as well as the differences between public and private sector administration;
- identify the legal and ethical concepts of public administration generally, and as they apply to Yukon First Nations;
- analyze the impact of the political and social environment on the decision-making processes of governments."

Please note: This course is piloting new learning outcomes. Above are the original course learning outcomes as approved by Senate a number of years ago. Due to unforeseeable circumstances related to the COVID-19 pandemic, the instructor will be piloting new course learning outcomes that will go through Senate for formal approval in the Winter. The instructor will explain more about the relationship between the old and new learning outcomes in Week 1 and seek out the students' input on the expanded approach being taking here.

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

- Identify personal responsibilities that stem from engaging other students, Indigenous Peoples' past and present experiences, and course content.
- Recognize and honour the importance of Indigenous worldviews, values, and legal and political traditions as they form the foundation of Indigenous governance.
- Explain terms and concepts pertaining to Indigenous governance, both in the context of Yukon First Nations, and more broadly.
- Identify decolonial practices and actions enacted by practitioners engaged in governance (re)building.
- Compare approaches to Indigenous governance in the Yukon to practices across Turtle Island and beyond.
- Apply writing and presentation skills to effectively and creatively communicate concepts of Indigenous governance to general audiences.

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:

Module 1:

Class Discussion (10%): In Module 1, students will be introduced to each other, key concepts, and some of the foundational elements of the course. Throughout the first four weeks, students will be asked to engage in discussions with each other as prompted by the instructor and using different apps (e.g. Padlet, Flipgrid, and Discussion Board). Weekly instructions and the grade break down is provided on Moodle.

Governance-in-action (10%): It is so valuable to observe governance-in-action. In lieu of going out into the community and attending a public governance meeting in-person, students will browse the recordings of the Assembly of First Nations' 40th Annual General Assembly available online and analyse the footage for what it reveals about governance systems, making decisions together, and the power dynamics embedded within governance processes. Students will write a short reflection (300 words) responding to prompts provided by the instructor. See Moodle under the "Assignment" folder for detailed instructions and the due date.

Module 2:

Post-Video Journal (30%): In Module 2, students will watch a series of recorded interviews with Indigenous cultural practitioners from across Turtle Island (North America) and the Pacific, who provide examples of Indigenous governance at various scales (from the personal/body to the nation). After watching each interview, students will write a journal entry on Moodle. The journal entries will be read by the instructor only. The journal is a

space to note personal reflections, immediate thoughts, questions, and make connections to the other assigned readings or media. Journals will be graded by self-assessment; in other words, the students will grade themselves.

Video Responses (15%): Students will pick three (of the seven) governance interviews and provide a more robust response by speaking to a set of prompts provided by the instructor. Students will use Flipgrid, a video discussion app, and post a 2-3 minute video that others in the class can watch and respond to. Each Flipgrid response is worth 5%. The prompts, detailed instructions, and due dates are available on Moodle under the "Assignments" folder.

Module 3

Final Project (35%): As a final project, students will make a creative flyer (single sided, small poster) that describes how governance systems work by highlighting a governance system they learned about in this course. The purpose of the exercise is to create something eye-catching, informative, and accessible to the general public. Students will share their flyers with each other via short video/audio clips posted to Moodle. The instructor will distribute your flyers on social media and, if possible, print them and post them around the Ayamdigut campus and beyond. More detailed instructions and the grade breakdown will be posted on Moodle.

EVALUATION:

Class Discussion	10%
Governance-in-Action	10%
Post-Video Journal	30%
Video Responses	15%
Final Project: Governance Flyer	35%
Total	100%

REQUIRED TEXTBOOKS AND MATERIAL

There is no textbook to purchase for this course. Readings will be provided online.

Access to a computer and word processing software is required. As a Yukon University student, you have access to Office 365 (including Word). Please see the IT help page for instructions on how to access Office 365 and download Word on your personal device.

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.

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, they should contact the Learning Assistance Centre (LAC): lac@yukonu.ca.

TOPIC OUTLINE

Module	Week	Topic
Introduction & Key Concepts	1	Tl'ets'ats'in | Working together
	2	Traditional Indigenous Governance
	3	What is Governance? Complex Adaptive Systems and Systems Thinking
	4	Systems Thinking, Settler Spaces, and Key Concepts
Indigenous Governance At Various Scales	5	Body Sovereignty & Parenthood (Individual)
	6	Relationships as Governance (Interpersonal/Collective)
	7	Dechinta (Family/Collective)
	8	Wet'suwet'en Strong (Family/Clan)
	9	Ross River Dena Council (Collectives/Organizations/Nations)
	10	Ku Kia'i Mauna: Hawaiian Sovereignty Movement (Collective/Nation)
	11	Sakimay (Nation)
Wrapping Up	12	Final Project Preparation
	13	Presentations
	14	Enán ts'ín inna | Go forward in a good way