



Course Outline

INSTRUCTOR: Corinna Netherton

E-MAIL: cnetherton@yukonu.ca

OFFICE HOURS: by appointment

CLASSROOM: N/A

TIME: Tuesdays 10:30 am to 12 pm via Zoom

DATES: September 6 to November 29, 2022

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 process 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.

COURSE REQUIREMENTS

POLI 101 or POLI 201;

and one of FNGA 100, FNGA 101 or HIST 140

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 is a regular, scheduled class meeting once a week (1.5 hours via Zoom) if students wish to attend. All students will complete the same module of work at the same time, and students 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.

Weekly breakdown of instructional hours

The course consists of 1.5 hours of weekly lectures with additional hours of reading and assignments.

Delivery format

This course will be delivered in asynchronous (on-line) format. Students will be required to attend weekly face-to-face sessions on-line and complete an assortment of synchronous and asynchronous online activities.

ASSESSMENTS:

Assignments

Seminar Preparation Sheets (35%): Students will produce seven (7) seminar preparation sheets throughout the term (worth 5% each). Students will have a choice of 8 seminar preparation sheets but are only obligated to do 7 for grades. 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. Students should use proper grammar and spelling to construct their ideas in written form in developing writing and analytical skills.

Participation Self-Assessment Form (20%): Each week we will engage in a 90-minute seminar via conference call in Zoom. The tele-seminar will be facilitated by the instructor. Students are expected to engage in facilitated discussion about the assigned readings. The tele-seminar self-evaluation participation form is completed near the end of the course. Students should think about their expectations for the course in the first week of classes. 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 building on similar key concepts articulated by authors from previous readings outlined 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, when, where, and why**). Identify 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 on the last day of classes. More instructions and project breakdown will be circulated later in the semester.

EVALUATION:

Seminar Preparation Sheets (7 x 5%)	35 %
Participation Self-Assessment form	20 %
Reflections (2 x 10%)	20 %
Poster Project	25 %
Total	100%

COURSE WITHDRAWAL INFORMATION

Refer to the YukonU website for important dates.

TEXTBOOKS & LEARNING MATERIALS

Vowel, C. (2016). *Indigenous writes: a guide to First Nations, Métis & Inuit issues in Canada*. Winnipeg, MB: HighWater Press.

Course material and additional articles and links are located in the course module in Moodle. Computer and Internet access is required to access course material and assignments.

ACADEMIC INTEGRITY

Students are expected to contribute toward a positive and supportive environment and are required to conduct themselves in a responsible manner. Academic misconduct includes all forms of academic dishonesty such as cheating, plagiarism, fabrication, fraud, deceit, using the work of others without their permission, aiding other students in committing academic offences, misrepresenting academic assignments prepared by others as one's own, or any other forms of academic dishonesty including falsification of any information on any Yukon University document.

Please refer to Academic Regulations & Procedures for further details about academic standing and student rights and responsibilities.

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 by contacting the Learning Assistance Centre (LAC): LearningAssistanceCentre@yukonu.ca.

TOPIC OUTLINE:

Week	Topic
1	Course Overview / Governance: Values, Principles & Practice
2	Culture & Identity: The Terminology of Relationships & Systems Theory
3	Culture & Identity: Terminology, Cultural Appropriation & Intellectual Property
4	Culture & Identity: First Nations, Métis & Inuit
5	Colonialism: Key Concepts and Impact on Indigenous Governance
6	Colonialism: Reserves & the Indian Act
7	Colonialism: Historic and Modern Treaties
8	Recognition & Reconciliation: Sovereignty & Self-determination
9	Recognition & Reconciliation: Politics of Recognition
10	Recognition & Reconciliation: Resurgence, Reconciliation, & Rationality
11	Recognition & Reconciliation: Indigeneity
12	Making Space: Indigenous Feminism & Queer Theory
13	Poster Presentations / Go forward in a good way – Last Day of Class