

 Yukon University	School of
	FNGA 302
	Power and Influence
	Term: 1 (September 4, 2025 to December 4, 2025)
	Number of Credits: 3
Course Outline	

INSTRUCTOR: Dr. Corinna Netherton

E-MAIL: cnetherton@yukonu.ca

Classes: Thursdays 9:00AM to 10:50 AM Online via Zoom

Office Hours: After class or by appointment

Acknowledgements:

Way' and welcome to Indigenous Studies! As a Canadian settler, I acknowledge that I live, work and play on the traditional, ancestral, and unceded *Syilx* Okanagan territory. I also acknowledge:

I acknowledge that we are currently gathered on the Indigenous lands of Kwanlin Dün First Nation and the Ta'an Kwäch'än Council.

I am excited to be your instructor this term and to get to know you as we move through the course modules together.

Class Agreement and Etiquette:

By being in this class in person or virtually you agree to these ethical principles:

I will engage with my colleagues and the course material with an open mind.

I will respect the perspectives of my instructor, class mates, and guests.

I will not interrupt the person speaking.

I will not repeat the words and expressions of others outside the class to respect others privacy.

I will be respectful of different cultures and worldviews.

I will help to create a culturally safe learning environment for everyone.

I will help be supportive and strive to build respectful relationships with my instructor and class mates.

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.

COURSE REQUIREMENTS

Prerequisite(s): POLI 230 or PHIL 230 or FNGA 240 or COMM 200 and HIST 140.

EQUIVALENCY OR TRANSFERABILITY

Receiving institutions determine course transferability. Find further information at:

<https://www.yukonu.ca/admissions/transfer-credit>

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 on-line instruction, video conferencing, participation, presentations, and instructor contact hours. Course consists of lecture/discussion, assignments, self-assessment, seminar, research paper, and a take home exam.

ASSESSMENTS

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

Self-Assessment for Participation and Preparation (10%)

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.

Preparation & Contribution (30%)

www.yukonu.ca

Each class students will be required to complete an exit ticket at the end of each class due the following day. The exit tickets will be each worth 3% each. Students are required to complete 10 exit tickets throughout the class (3x10=30%).

Seminar (15%)

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. PowerPoints must have an introductory slide and a reference slide. (approximately 15-20 minutes plus Q&A)

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

Research Paper – due November 20

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. Students should use examples from the course material or from a lived experience and draw on insights, topics and theories from class to explain the mechanisms of influence and power as applied to Indigenous governance and self-determination. Students will be required to cite a minimum of five (5) academic article three (3) of which must be outside of the course readings (minimum 1500 words or 6 pages to a maximum of 7 pages double spaced).

Final Exam-Take Home – due Dec 11

Students will examine the linkages between the course topics and readings and answer a specific question. 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). Student should be reflective with concrete examples from course material and/or a real-life experience. Students will answer in approximately 500 words with references as needed.

Note: There is no extension permitted for the final assignment.

EVALUATION:

<i>Component</i>	<i>Assignment</i>	<i>Mark</i>
<i>Preparation & Contribution</i>	Self-Assessment – Participation and	10%
	Preparation for classes	
	Exit Tickets (10x3)	30%
<i>Seminar</i>	Seminar Presentation	15%
<i>Research Paper</i>	Research Paper	25%
<i>Final Exam</i>	Take Home Exam Question	20%
<i>Total</i>		100%

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 exit tickets cannot be submitted late. They will not be accepted after they are due, without documented medical reasons.

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.

REQUIRED TEXTBOOKS AND MATERIAL

Alfred, T. (2009). *Peace, power, righteousness: An indigenous manifesto*. 2nd Edition. Toronto: Oxford University Press. Create a free account at:

https://archive.org/details/peacepowerrighte0000alfr_t6k6_2nded/mode/2up

Coulthard, G. (2014). *Red skin, white masks*. University of Minnesota Press. Online at:

https://static1.squarespace.com/static/5ad0d247af209613040b9ceb/t/5dffba8a27eac52da18efcd3/1577040525580/%5BCoulthard%2C_Glen_Sean%5D_Red_Skin%2C_White_Masks___Rej%28z-lib.org%29.pdf

Additional required readings will be available on Moodle or online via links provided.

Videos & Podcasts:

An Indigenous Journey to Leadership (17 min) <https://www.youtube.com/watch?v=0xxg5pJdxUY>

Etuaptmumk: Two-eyed Seeing | Rebecca Thomas (14:22) <https://www.youtube.com/watch?v=bA9EwcFbVfg>

Indigenous law, gender and sexuality, Uvic with Napoleon (10:23 min)

<https://www.youtube.com/watch?v=m9Lsdhttps://www.cbc.ca/listen/live-radio/1-105/clip/15868493>

a4lDoo

Introduction to Indigenous Law (with Napoleon), Uvic Indigenous Law Research Unit

<https://www.youtube.com/watch?v=7uNgq7raxk4>

Kim Tallbear: Making Love and Relations: Beyond Settler Sexualities

<https://www.listennotes.com/podcasts/the-red-nation/dr-kim-tallbear-making-love-3xK1Opey2ih/> (54 min)

2016 Red Nation Podcast

The North American Arctic <https://www.cigionline.org/multimedia/north-american-arctic-age-globalization/>

Two-eyed Seeing: resistance and resilience in Indigenous health | Evan Adams (7:32)

<https://www.youtube.com/watch?v=85Jj1tLI4Go>

Unreserved with Rosanna Deerchild: Reconciliation reality check with Murray Sinclair (48 min)

<https://www.cbc.ca/listen/live-radio/1-105/clip/15868493>

Wellness, two-eyed seeing and system change: Dr. Evan Adams (17:07)
<https://www.youtube.com/watch?v=bAjSj9tDq1E>

Additional Resources:

MMIWG Calls to Justice

TRC Calls to Action

UNDRIP https://www.un.org/development/desa/indigenouspeoples/wp-content/uploads/sites/19/2018/11/UNDRIP_E_web.pdf

Yellowhead Institute. (2019 October). Land Back: A Yellowhead Institute Red Paper. - online

Younging, G. (2018). *Elements of Indigenous style: A guide for writing by and about Indigenous Peoples*. Edmonton, AB: Brush Education. Retrieved from <https://web.s.ebscohost.com/ehost/detail/detail?vid=0&sid=a0f052e0-bf54-4ce3-90ce-249c5a39cd1c%40redis&bdata=JkF1dGhUeXBIPXNoaWlmc2l0ZT1laG9zdC1saXZlJnNjb3BIPXNpdGU%3d#AN=1723018&db=nlebk>

Course Schedule

	Lecture Thursdays	Readings & Assignments	Assignment Due
Week 1 September 4	Welcoming, Opening Circle, Introductions, review of course syllabus and assignment rubric	Syllabus, rubric, sections of 7 th edition of APA guide What is power and influence mean?	Land Acknowledgements
Week 2 September 11	Power & Influence	Reading: Alfred pp. 65-70, pp. 115-119, pp. 138-144	Power & Influence Exit Ticket due Sept 12
Week 3 September 18	Legal Power Structures	Reading: Napoleon Seminar References: Alfred: Peace & Self-conscious Traditionalism McCrossan & Ladner Video: Introduction to Indigenous Law, UVIC https://www.youtube.com/watch?v=7uNgq7raxk4	Exit Ticket due Sept 19
Week 4 September 25	Making Space	Reading: Coulthard Chapter 3 Seminar References:	Exit Ticket due Sept 26

		<p>Reclaiming Power and Place: The Final Report of the Nation Inquiry into MMIWG+</p> <p>Read Report: 1a Chapter 2: Indigenous Recognition of Power & Place</p> <p>Review: Report 1b Calls to Justice</p> <p>Franks, M. (2014). I am/I am not: On Angela Harris's race and essentialism in feminist legal theory. California Law Review, 102(4), 1053-1068</p> <p>Video & Podcast:</p> <p>Kim Tallbear: Making Love and Relations: Beyond Settler Sexualities (54 min) https://www.listennotes.com/podcasts/the-red-nation/dr-kim-tallbear-making-love-3xK1Opey2ih/</p> <p>Indigenous law, gender and sexuality, UVIC (10:23 min) https://www.cbc.ca/listen/live-radio/1-105/clip/15868493</p>	
Week 5 October 2	Recognition & Reconciliation	<p>Reading: Coulthard: Introduction, Chapter 1, Chapter 4</p> <p>Podcast: Unreserved with Rosanna Deerchild: Reconciliation reality check with Murray Sinclair (48 min) https://www.cbc.ca/listen/live-radio/1-105/clip/15868493</p>	
Week 6 October 9	Governance	<p>Reading: Papillon</p> <p>Alcantara & Morden</p>	Exit Ticket due Oct 10
Week 7 October 13-17	No Classes – Reading Week		
Week 8 October 23	Treaty Relationships	<p>Reading: Sprague</p> <p>Starblanket</p> <p>Modern Treaties: a path to assimilation?</p>	Exit Ticket due Oct 24
Week 9	Globalization	Reading:	Exit Ticket due Oct 31

October 30		<p>Keskitalo: Globalization Chapter</p> <p>Seminar Reference: Ladner & Dick</p> <p>Video: The North American Arctic https://www.cigionline.org/multimedia/north-american-arctic-age-globalization/</p>	
Week 10 November 6	Self-Determination	<p>Reading: Coates & Broderstad</p> <p>Seminar References: Coulthard Chapter 2 Kuokkanen</p>	Exit Ticket due Nov 7
Week 11 November 13	Leadership	<p>Reading: Julien</p> <p>Video: An Indigenous Journey to Leadership https://www.youtube.com/watch?v=0xxg5pJdxUY</p>	Exit Ticket due Nov 14
Week 12 November 20	Re-empowerment	<p>Reading: Simpson</p> <p>Seminar References: Coulthard: Chapter 5 & Conclusion Alfred & Alfred</p>	<p>Research Paper Due</p> <p>Exit Ticket due No 21</p>
Week 13 November 27	Re-empowerment	<p>Reading: Martin</p> <p>Videos: Etuaptmumk: Two-eyed Seeing Rebecca Thomas (14:22) https://www.youtube.com/watch?v=bA9EwcFbVfg</p> <p>Two-eyed Seeing: resistance and resilience in Indigenous health Evan Adams (7:32) https://www.youtube.com/watch?v=85Jj1tLI4Go</p> <p>Wellness, two-eyed seeing and system change: Dr. Evan Adams (17:07) https://www.youtube.com/watch?v=bAjSj9tDq1E</p>	Exit Ticket due Nov 28

Week 14 December 4 – last class	Course Wrap-up	Exercise: Closing Discussion; Power and Influence Final Take Home Exam Instructions Wrap Up	Self-Assessment Due Final Take Home Exam due Dec 11
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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 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.

ACCESSIBILITY AND ACADEMIC ACCOMMODATION

Yukon University is committed to providing a positive, supportive, and barrier-free academic environment for all its students. Students experiencing barriers to full participation due to a visible or hidden disability (including hearing, vision, mobility, learning disability, mental health, chronic or temporary medical condition), should contact [Accessibility Services](#) for resources or to arrange academic accommodations: access@yukonu.ca.