



School of Applied Science & Management

FNGA 302

Power & Influence

Term: Fall 2021

Number of Credits: 3

Course Outline

INSTRUCTOR: Dazawray Landrie-Parker

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PHONE: 306-371-0920

OFFICE HOURS: Zoom, By Appointment

COURSE TIME: Wednesdays, 9:00 AM - 12:00 PM

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

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

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 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.

EVALUATION

Component	Assignment	%
Seminars	Seminar Preparation & Contribution	35 %
	Seminar Presentation	10 %
Research Project	Research Topic	5 %
	Research Paper	25 %
	Research Presentation	10 %
Final Exam		15 %
	Total	100%

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. 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).

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

COURSE WITHDRAWAL INFORMATION

Refer to the YukonU website for important dates.

TEXTBOOKS & LEARNING MATERIALS

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

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

Module	Week	Title	Topics
Module 1	Week 1	Course Introduction	Course Overview
		Power & Influence	Power
	Influence		
	Rationalities of Power		
	Week 2	Power & Influence	Status Characteristic Theory
Three Dimension of Power			
Module 2	Week 3		Legal Power Structures
		Aboriginal Rights & Title	
	Week 4	Indigenous Case Law	
		Indigenous Legal orders	
Module 3	Week 5	Making Space	Social Constructivist Theory
			Essentialism
			Privledge
	Week 6		Critical Race Theory
			Intersectionality
			Indigenous Feminism
Module 4	Week 7	Recognition & Reconciliation	Politics of Recognition
			Reconciliation
	Week 8		Governance
			Treaty Relationships
			Historic Treaties
			Modern Treaties
			International Treaties
Module 5	Week 10	Re-empowerment	Leadership
			Self-Determination
			Decolonization
	Indigenous Sovereignty		
	Week 11	Indigenous Movements	
Week 12		Presentations	Student Presentations
	Week 13		