



COURSE OUTLINE

FNGA 304
Community & Economic Development

3 CREDITS

PREPARED BY: Dazawray Landrie-Parker, Instructor

DATE: November 23, 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



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Community & Economic Development

INSTRUCTOR: Dazawray Landrie-Parker

OFFICE LOCATION:

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TELEPHONE: 306-371-0920

OFFICE HOURS: TBD

CLASSROOM:

TIME: Self-paced (1.5 hours/Week)

In class-Thursdays-1:00 PM–2:25 PM

DATES: January 8th-April 9th

COURSE DESCRIPTION

Upon completion of this course, students will understand and be able to explain the relationship between economic development and self-government. This course will cover the basic dynamics of community and regional development while explaining the relationships between economic, political, social and cultural development. Students will understand what economic models may be more appropriate for Yukon First Nations as well as what economic strategies will allow First Nations to capitalize on current opportunities.

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. The new course description is being piloted this semester and then it will go through Senate for formal approval in the Spring. 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: This course provides an overview economic development issues in Indigenous communities and among Indigenous individuals in Canada. This course begins with an overview of key economic concepts that will provide a foundation to enable students to think about economic issues in Indigenous communities. This course will familiarize students with the fundamental concepts, themes and principles of economic development introduced through the use of existing research and case studies. Students will investigate methods for effectively using local community resources to enhance economic opportunities while improving social conditions in a sustainable way.

PREREQUISITES

LEAD 292 or FNGA 200 and ACCT 222 or FNGA 103.

RELATED COURSE REQUIREMENTS

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

This course is new/newly developed/recently re-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 Applied Science & Management.

LEARNING OUTCOMES

Upon successful completion of this course, students will have demonstrated the ability to:

- Recognize the basic tools of regional and community economic development;
- Identify the general and specific provisions of the Final and Self-government Agreements (including fiscal measures) intended to enable economic development in Yukon First Nation communities;
- Explain how the various aspects of self-governing communities (social, cultural, political, economic, environmental) relate to community economic development;
- Assess community development capacity in terms of different capital types: cultural, natural, physical, financial, social, organizational and human (including entrepreneurship);
- Understand how factors and processes external to the community can influence community economic development;
- Evaluate the resource-based and people-based potential for economic development in Yukon, Alaska and Northern BC;
- Recognize the differences, and the advantages and disadvantages, of the various structures that could be used to enable economic development in Yukon communities;
- Identify how Yukon First Nations can design and implement strategies that maximize the potential benefits of past, current and future opportunities;
- Apply key course concepts to the design and delivery of a class presentation.

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. The instructor will be piloting new course learning outcomes that will go through Senate for formal approval in the Spring. 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.

Revised Learning Objectives:

Upon successful completion of this course, students will have demonstrated the ability to:

- Discuss the economic rationale for community economic development;
- Explain how the various aspects of self-governing communities (social, cultural, political, economic, environmental) relate to community economic development;
- Critically assess community development capacity in terms of different capital types: cultural, natural, physical, financial, social, organizational and human (including entrepreneurship) and identify strengths and weaknesses of each;
- Explain the role of environmental sustainability in community economic development;
- Identify and describe appropriate measures or indicators of development;
- Summarize the process of sustainable economic development and identify the conditions of underdevelopment and the challenges for sustainability;
- Understand the components of a community economic development initiative and develop a proposal for such an initiative.
- Explain the theoretical foundations and different strategies used in economic development, community economic development and Aboriginal economic development; and
- Assess the economic health of a community using appropriate metrics and analytical techniques.

COURSE FORMAT

This class will consist of both self-paced learning and 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.

ASSESSMENTS:

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

Active Participation

In-class Discussion

This includes contributions to in-class discussions. 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. Contributions could include posing relevant questions to student and/or instructor, highlighting key points and arguments, and providing relevant examples or lived experience. These interactions will be worth 20% of your active participation contributions.

Assignments

There are four assignments worth a total of 85% of the course grade. These assignments are based on the material covered in weekly lessons and will provide the opportunity for students to demonstrate key learning outcomes of the course.

Podcast

The podcast assignment will consist of two parts, the first part is the individual write-up worth 15% and the second part is the produced podcast worth 10%. Student will brainstorm, script and produce a 20 minute podcast on economic development in the Yukon. The podcast should present commentary on current challenges & success stories.

Community Economic Development Project

The assignments will consist of identifying a community and evaluating the economic health of that community; identifying opportunities for improvement and developing a proposal for a community economic development initiative for this community.

EVALUATION:

Active Participation	15%
Assignments	85%
Total	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.

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

All materials provided on the Moodle Course page.

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

TOPIC OUTLINE

WEEK	MODULE	TOPIC
WEEK 1	Module 1: Introduction to Economics	Defining Key Concepts
WEEK 2		Market Failure and Externalities
WEEK 3		Cost-Benefit Analysis: Concepts and Process
WEEK 4	Module 2: Community Economic Development	Community Economic Development & Community Participation*
WEEK 5	Module 3: Aboriginal Economic Development	Aboriginal Economic Development-Processes & Alternatives
WEEK 6		Nation Building and Capacity Building
WEEK 7		Aboriginal Entrepreneurship & the Undocumented Economy
WEEK 8	Module 4: Sustainable Development	Sustainability and Sustainable Development
WEEK 9	Module 5: Resource Economics	Policy and Resource Economies
WEEK 10	Module 6: Economic Reconciliation	Economic Reconciliation & Partnerships
WEEK 11	Module 7: Case Studies	Yukon First Nations
WEEK 12		Non-Yukon First Nations

* This week will normally be split into 2 weeks; it was combined for this term to allow for a late start date and shortened winter 2021 term.