

 Yukon University	School of Applied Science & Management
	FNGA 304 / ECDV 301
	Community & Economic Development
	Term 2025-02 (Winter 2026)
	Number of Credits: 3
Course Outline	

INSTRUCTOR: Gord Curran

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Office hours: By appointment via email.

COURSE DESCRIPTION

This course provides an overview of economic development issues in Indigenous communities and among Indigenous individuals in Canada. The course examines key economic concepts to provide a foundation for thinking about economic issues in Indigenous and Northern communities. Students will explore 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 sustainably.

COURSE REQUIREMENTS

Prerequisite(s): LEAD 292 or FNGA 200 and ACCT 222 or FNGA 103.

Students who do not meet the specified prerequisites may be admitted with permission. This is a third-year course, and expectations are set accordingly.

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:

- 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 community capital types: natural, cultural, human (including entrepreneurship), social, political, financial, and built 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.
- Assess the economic health of a community using appropriate metrics and analytical techniques.

COURSE FORMAT

Weekly breakdown of instructional hours

1.5 hours per week in-class synchronous discussion and up to 1.5 hours per week of asynchronous lectures or videos. It is expected that this course may also require up to 1.5 to 2 hours/week of homework and additional reading. However, the time required will vary by individual.

The asynchronous lectures and readings contribute to the in-class discussion, and students must come to class prepared.

Delivery format

This course will be delivered in a blended format. Students will be required to attend 1.5 hours per week of synchronous online classes and complete an assortment of asynchronous online activities.

EVALUATION

Active Participation	15%
Assignments	85%
Total	100%

The assignment handout posted to Moodle will provide further details for each assignment, including the grading rubric.

Active Participation (15%)

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 the class will see their efforts positively reflected in the graded assignments. Contributions could include posing relevant questions to students and/or the instructor, highlighting key points and arguments, and providing relevant examples or lived experiences. These interactions will be worth 15% of your active participation contributions.

Assignments (85%)

There are five 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.

Reflective Essay (10%)

This essay aims to understand students' initial perspectives on community economic development as they begin the course. It is also designed to get students thinking about potential topics for the podcast and community economic development projects. It will be a minimum of 500 words.

Podcast (25% total – 15% for Group Podcast; 10% for Individual Write up)

Students will work in pairs or groups (2-4 people) to brainstorm, script, and produce a 15 to 20-minute podcast on economic development in one of the group members' communities. The podcast should present commentary on current challenges and success stories in the chosen community. The podcast assignment will consist of two parts: an individual write-up, worth 10%, and a produced podcast, worth 15%.

This is a group project, and students are encouraged to identify their partners early in the course and brainstorm ideas early. Students are responsible for choosing their partners, although the instructor will assist with matching if needed.

Community Economic Development Project (50% total)

The project will consist of three assignments:

- 1) Identifying a community and evaluating its community capitals (5%)
- 2) Evaluating the economic health of that community and identifying opportunities for improvement (5%)
- 3) Developing a proposal for a community economic development initiative for this community, incorporating the first two assignments (40%).

The CED project assignments are linked and iterative. The primary purpose of the first two assignments is to provide students with feedback to improve the final assignment.

LATE ASSIGNMENTS

Given that many students are working professionals or have other demands on their time, there is some flexibility on late assignments. Students are expected to provide notice in advance that an assignment will be late. The instructor and student will then co-determine alternative deadlines and expectations for completing assignments.

An extension to an extension may be turned down, or a grade penalty may be assessed. In the context of fairness to other students who are meeting deadlines, the instructor reserves the right to determine a penalty or refuse

an extension if they are repeatedly missed, requested, or unreasonable. There will be limited extensions on the final assignment as the semester ends.

Documented medical reasons will be taken into consideration when deliberating extensions, and institutional policy and procedures may be applied depending on the circumstances.

In all cases, students are expected to communicate their situation and needs to their instructor in a timely manner. Please note that this course strongly emphasizes weekly readings and participation. Missed deadlines tend to “snowball” workload issues.

COURSE WITHDRAWAL INFORMATION

Refer to the YukonU website for important dates.

TEXTBOOKS & LEARNING MATERIALS

All materials are provided on the Moodle Course page.

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.

ARTIFICIAL INTELLIGENCE

Institutional Provisional Statement:

At YukonU, we uphold the values of integrity, quality, just society, and relationships. These principles guide us as we develop our approach to the use of generative AI at YukonU. Our academic regulations support our students in understanding their obligations to academic integrity, and our collective agreement, policies and procedures support our faculty and staff in teaching and conducting research with integrity.

To see the specific aspects of this position, please go to www.yukonu.ca/about-us/publications-plans-reports/ai-statement.

How does this apply to this course?

Students can use AI to start their assignments, whether for researching or beginning the writing process. However, students must cite or identify the AI tools used and explain how they were utilized in the assignment. Specific AI-generated text must be cited like any other source of information.

It should be noted that the assignments require a significant understanding of economic development issues or specific community issues. This work requires significant analysis and synthesis, which rely on a deeper contextual understanding than AI can provide. AI-generated work often requires additional fact-checking. Assignments must reflect the students' thoughts, thinking, and tone.

ACADEMIC ACCOMMODATION

Reasonable accommodations are available for students requiring an academic accommodation to participate fully 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.