

Elements of Indigenous Conservation

NOST 229 — Special Topics in Northern Studies / RENR 473 — Topics in Northern Resource Management

Fall 2026 Course Outline

For the Fall 2026 semester, NOST 229 (Special Topics in Northern Studies) is merged with RENR 473 (Topics in Northern Resource Management). This course is offered as part of the Northern Environmental and Conservation Sciences (B.Sc.) and Indigenous Governance (B.A.) programs.

All students registered in NOST 229 or RENR 473 must adhere to the requirements outlined in this course syllabus. University of Alberta students must also be aware of, and adhere to, the University of Alberta's Code of Student Behaviour. Yukon University students must be aware of, and adhere to, Yukon University's Academic Regulations. These are referenced in the Academic Integrity section of this syllabus.

Instructor	Dr. Jared Gonet
Office Hours	As requested
Office Location	Online or as determined
E-mail	Jared.gonet@yukonu.ca
Class Days & Times	9:00 am – 10:20 am, Tuesdays and Thursdays
Class Location	A2317
Zoom	https://yukonu-ca.zoom.us/j/89835668069?pwd=p9E3pwa1l6uLBV0AfWS3NQdWei0jEO.1
Term	Fall 2026

Course Description

Introduction

We live in a western, educated, industrialized, rich, and democratic (WEIRD) world in Canada. To know what a vision of conservation science centred in Indigenous ways of knowing, being, and doing might be, we need to first make real the WEIRD world all around us. Yet this does not mean a vision which creates only one way to practise conservation science — it means adding to the milieu of knowledges and their application that makes up how we best practise respectful ways of being with the world beyond human existence. It means how to live in a good way through multiple ways of being that are mental, spiritual, physical, and emotional. We must make space for all ways of being, and this course will explore the elements which allow for that in a conservation science discipline.

Weeks will generally consist of a lecture — either by the instructor or a guest speaker — followed by facilitated discussions based on lectures, guest presentations, readings, and other media (e.g., videos, podcasts, news and magazine articles).

Course Requirements

Registration in the Yukon University/University of Alberta B.Sc. in Environmental and Conservation Science (ENCS), Northern Systems Major; OR registration in the Yukon University B.A. Indigenous Governance Major; OR consent of the instructors.

For students enrolled in the Yukon University B.A. Indigenous Governance Major, prerequisites for this course include one of FNGA 100, FNGA 101, or HIST 140; AND one of POLI 101 or POLI 201.

Equivalency or Transferability

Receiving institutions determine course transferability. Find further information at www.yukonu.ca/admissions/transfer-credit.

Students in the B.Sc. ENCS program should contact an ENCS advisor if they have questions about the equivalency or transferability of this course.

Learning Outcomes

Upon successful completion of this course, students will be able to:

- Describe topical northern conservation issues, associated challenges, and solutions.
- Understand the ecological and socio-political dimensions of these issues and challenges.
- Develop a working understanding of knowledge systems and worldviews.
- Recognize different worldviews and underlying knowledge systems, and understand associated conservation science practice and application.
- Honour and advance the application and benefit of Indigenous ways of knowing in conservation science.
- Gain confidence in critical thinking, writing, discussion, and research skills.

Course Format

This course is offered twice a week, Tuesdays and Thursdays from 9:00–10:20 am. Classes will be delivered as a mixture of lectures, guest presentations, facilitated discussions, and participatory in-class activities. Students are expected to read, watch, and/or listen to weekly assigned materials and to be prepared for discussions and other in-class activities. Student-led discussions of required materials will form important components of the class and of student evaluation.

NOST 229/RENR 473 is a HyFlex course. Students registered for online participation (i.e., not based on the Ayamdigut campus) are welcome to participate online (via video livestream) or in person. Students registered for in-person courses (i.e., based on the Ayamdigut campus) are expected to attend in person. If unwell, all students are encouraged to stay home and participate via Zoom, if able.

Email and frequent internet access are integral to this course. Instructors will communicate through YukonU email and Moodle. Using online tools and resources is a required part of this course, and regular email and Moodle communication is expected.

Evaluation

All assignments must be completed to pass the course and should be submitted via the course Moodle. Assignments are due before midnight on the day indicated and are considered late if not received by that time; late assignments will be deducted 10% per day. Detailed assignment instructions and deadlines will be posted on Moodle.

There are no exams in this course. Requirements for students registered in RENR 473 differ from those in NOST 229, reflecting the difference in course-level expectations. Rubrics for grading specific assignments (participation, class facilitation, and final assignments) will be provided via Moodle. Overall course grade will be determined as follows:

RENR 473

Component	Percent
1. Attendance and Participation	25%
2. Thematic Reflections	20%
3. Facilitation of Class Discussion	25%
4. Final Assignment (RENR only)	30%
Total	100%

NOST 229

Component	Percent
1. Attendance and Participation	25%
2. Thematic Reflections	30%
3. Facilitation of Class Discussion	25%
4. Self-Evaluation (NOST only)	20%
Total	100%

1. Attendance and Participation — 25% (RENR/NOST)

Attendance at class lectures is mandatory, and a participation mark will be assessed based on attendance and participation in discussions. A breakdown of how attendance and participation will be evaluated will be provided via Moodle.

Participation is critical in a course considering governance around conservation. Students should be engaged in class discussion and come prepared, having reviewed weekly course materials, and should create space for other students to participate through respectful engagement.

If students have difficulties participating, please reach out to the instructors for other arrangements or accommodations.

Missing guest lectures without excuse will be notable in assessing the attendance and participation mark.

2. Thematic Reflections — 20% RENR / 30% NOST

Using the journal platform on the course Moodle, students will record their thoughts, questions, and reflections regarding weekly readings, learning materials, guest lectures, and discussions. This journal space is for reflecting on critical thinking practice and making connections between course themes, real-world examples, and personal experiences. The structure of the journal space and further instructions will be described in more detail on Moodle. Thematic reflections are due following the completion of each module (see dates in the topic outline below).

3. Facilitated Discussions — 25% (RENR/NOST)

Each student must lead a discussion on a weekly theme/topic. Students may be assigned into pairs or groups depending on the number of students in the course; see the topic outline below for weekly themes/topics. Based on course material (readings, podcasts, videos, guest lectures, instructor presentations, etc.), students will prepare a series of guiding questions and/or reflective activities that create space for people to voice their thoughts on the weekly materials and themes. Further instructions and a grading rubric will be posted on Moodle, and instructors will provide examples of how to set up and facilitate a discussion.

4. Final Assignment — 30% (RENR 473 students only)

Students in RENR 473 will complete a final assignment based on one of the options below. If you have an idea that does not align with these options, you may present it to the instructors for approval — creative alternative approaches are welcome. All final assignments should fulfill the following requirements:

- 1,000–2,000 words, or an equivalent length in audio/visual form (10–15 minutes).
- 8–15 references, which can include academic references, news media, government reports, community publications, advocacy work, Elders, Indigenous knowledge/story, interviews, etc.
- A draft of preliminary ideas and an outline submitted to the instructor, who will provide feedback and advice.

RENR 473 students will present their final assignment to the class (5 minutes each) on the last day of classes (Dec. 10 — see note on outline date below). More detailed assignment instructions, examples, deadlines, and rubrics will be provided via Moodle. The marking scheme for the final assignment is 15% for the draft, 60% for the final submission, and 25% for the presentation.

RENR 473 Final Assignment Options

- Position paper or project — Consider one of the topics presented by guest speakers and present your own position on that topic, using references, evidence, and personal reflection. Creativity is encouraged (e.g., an infographic, zine, or short podcast/video).
- Technical or research project — A traditional literature review or research project on conservation from an Indigenous or Indigenous-allied lens (e.g., two-eyed seeing in wildlife management, reconciliation/decolonization/resurgence in conservation). Creativity in presentation is encouraged.
- Advocacy/activism campaign or intervention — Outline a campaign related to a conservation project, policy, or practice, including funding options, partners, planning steps, key messages, and dissemination/media strategies. Creativity in presentation is encouraged.

Self-Evaluation — 20% (NOST 229 students only)

At the end of the semester, NOST 229 students will complete a self-evaluation process that includes a reflection on their progress, their thoughts on the overall themes and learning outcomes of the course, and a review of their own engagement with course materials and lectures. Instructions and a rubric will be provided via Moodle.

Assignment of Grades

The total numerical score will be converted to a grade on Yukon University's letter-grading system (for both YukonU and UAlberta students):

Letter Grade	Percentage
A+	95–100
A	86–94
A-	80–85
B+	75–79

B	70–74
B-	65–69
C+	62–64
C	58–61
C-	55–57
D	50–54
F	0–49

Due Dates and Late Assignments

See the topic outline below for due dates. Late assignments will lose 10% per day late unless otherwise communicated with the instructor.

Course Withdrawal Information

Students should refer to the YukonU calendar (www.yukonu.ca/calendar) and the UAlberta calendar (calendar.ualberta.ca) for important dates, including course withdrawal deadlines.

Textbooks and Learning Materials

There is no required textbook for this course. Please see the course Moodle for required weekly learning materials. Moodle will also be used to share assignment instructions, reference materials, grading, and course announcements.

Academic Integrity

Yukon University Academic Standards and Regulations

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 permission, aiding other students in committing academic offences, misrepresenting academic assignments prepared by others as one's own, or any other form of academic dishonesty including falsification of any information on a Yukon University document.

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

University of Alberta Academic Integrity and Code of Student Behaviour

The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards and to uphold the University's policies in this respect, including the Code of Student Behaviour (available at www.governance.ualberta.ca). Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

All students at the University of Alberta are subject to the Code of Student Behaviour. Key components include:

- 30.3.2(1) — No student shall submit the words, ideas, images, or data of another person as the student's own in any academic writing, essay, thesis, project, assignment, presentation, or poster in a course or program of study.
- 30.3.2(2)(c) — No student shall represent another's substantial editorial or compositional assistance on an assignment as the student's own work.

Professionalism and Classroom Rules of Engagement

Students are expected to attend all lectures and labs, be engaged and courteous in all course activities, and be on time for class. Please do not use cellular phones during class. Laptops are permitted for note-taking and in-class work; please do not use laptops for non-class-related activities. While in computer labs, students are expected to refrain from using computers for non-class-related activities.

Electronic Devices

See "Professionalism" above.

Recording of Lectures, Labs, etc.

Audio or video recording of lectures, labs, seminars, or any other teaching environment by students is allowed only with the prior written consent of the instructor or as part of an approved accommodation plan. Student or instructor content created and/or used within the context of the course is to be used solely for personal study, and is not to be used or distributed for any other purpose

without prior written consent from the content author(s). Please note that some classes may be recorded using web conferencing software, and links to recordings may be posted on the class website.

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, or a chronic or temporary medical condition) should contact Accessibility Services for resources or to arrange academic accommodations: access@yukonu.ca.

Topic Outline

Class	Date	Topic
1	Tues, Sept. 1	- Course overview and Opening Circle - Introductions, positionality, etc. - Expectations, assignments and grading
Module 1 — Introduction to Conservation Science and Biology and Practice		
2	Thurs, Sept. 3	Western Visions of Conservation Science and Biology
3	Tues, Sept. 8	Indigenous Visions of Conservation Science and Biology
4	Thurs, Sept. 10	Facilitated Discussion: Jared Gonet
<i>Due</i>	<i>Fri, Sept. 11</i>	<i>Thematic Reflection — Module 1</i>
Module 2 — Knowledge Systems, Theory and Practice		
5	Tues, Sept. 15	Western and Indigenous Knowledge Systems
6	Thurs, Sept. 17	Comparing Western and Indigenous Knowledge Systems
7	Tues, Sept. 22	Facilitated Discussion: Student facilitators and Instructors
<i>Due</i>	<i>Fri, Sept. 25</i>	<i>Thematic Reflection — Module 2</i>
Module 3 — Worldviews and Influences on Conservation		
8	Thurs, Sept. 24 (online)	- Western and Indigenous Worldviews within Conservation - How worldviews influence conservation work - What is a worldview and what makes up a worldview
9	Tues, Sept. 29	Guest Speaker: Mark Wedge — Haa Kusteeyi, worldviews and other-than-human relatives
10	Thurs, Oct. 1	Facilitated Discussion: Student facilitators and Instructors
<i>Due</i>	<i>Fri, Oct. 2</i>	<i>Thematic Reflection — Module 3</i>
Module 4 — Decolonization, Reconciliation, and Resurgence		
11	Tues, Oct. 6	Decolonization, Reconciliation, and Resurgence within Conservation Science and Practice
12	Thurs, Oct. 8	Facilitated Discussion: Student facilitators and Instructors
<i>Due</i>	<i>Fri, Oct. 9</i>	<i>Thematic Reflection — Module 4</i>
—	Tues, Oct. 13	NO CLASS — Reading Week
—	Thurs, Oct. 15	NO CLASS — Reading Week
Module 5 — Conservation Science and Practice: Laws and Regulations		
13	Tues, Oct. 20	- TBD - Laws and influences on societal conservation - Laws as arising from Indigenous places - Rights of Nature
14	Thurs, Oct. 22	Facilitated Discussion: Student facilitators and Instructors
<i>Due</i>	<i>Fri, Oct. 23</i>	<i>Thematic Reflection — Module 5</i>
Module 6 — Conservation Science and Practice: Advocacy and Leadership		
15	Tues, Oct. 27	Guest Speaker: Nicole Rondeau — advocacy for salmon through leadership

16	Thurs, Oct. 29	● Potential for session attendance at climate action gathering in lieu of class ● Indigenous Climate Action gathering, in partnership with Reconnection Vision and To Swim and Speak with Salmon
<i>Due</i>	<i>Fri, Oct. 30</i>	Thematic Reflection — Module 6
Module 7 — Conservation Science and Practice: Research and Knowledge Mobilization		
17	Tues, Nov. 3	Guest Speaker: Paul McCarney — research as a tool for allyship and advancing Indigenous conservation
18	Thurs, Nov. 5	Facilitated Discussion: Student facilitators and Instructors
<i>Due</i>	<i>Fri, Nov. 6</i>	Thematic Reflection — Module 8, and Draft Outlines/Ideas for Final Assignment (RENR 473 students only)
Module 8 — Conservation Science and Practice: Indigenous Conservation Ethics		
19	Tues, Nov. 10	● TBD or Lecture ● Wildlife as kin ● Spirituality within planning ● Shifts in wildlife management
20	Thurs, Nov. 12	Facilitated Discussion: Student facilitators and Instructors
<i>Due</i>	<i>Fri, Nov. 13</i>	Thematic Reflection — Module 10
Module 9 — Conservation Science and Practice: Government, Management, and Non-Profit Spaces		
21	Tues, Nov. 17	● TBD ● First Nation governments and land and water protection ● Governments and civil society ● Operation and function of non-profits and charities in Indigenous conservation spaces
22	Thurs, Nov. 19	Facilitated Discussion: Student facilitators and Instructors
<i>Due</i>	<i>Fri, Nov. 20</i>	Thematic Reflection — Module 9
Module 10 — Conservation Science and Practice: Wildlife Management Tools and Policy		
23	Tues, Nov. 24	● TBD or Lecture ● Wildlife as kin ● Spirituality within planning ● Shifts in wildlife management
24	Thurs, Nov. 26	Facilitated Discussion: Student facilitators and Instructors
<i>Due</i>	<i>Fri, Nov. 27</i>	Thematic Reflection — Module 10
Module 11 — Conservation Science and Practice: Land and Water Relationship Planning		
25	Tues, Dec. 1	● TBD or Lecture ● Introduction / history of land and water planning
26	Thurs, Dec. 3 (Final Class)	Final Presentations and Closing Reflections
<i>Due</i>	<i>Fri, Dec. 4</i>	Thematic Reflection — Module 11
<i>Due</i>	<i>Fri, Dec. 11</i>	Self-Evaluation — NOST 229, and Final Assignment — RENR 473