



Elements of Indigenous Conservation

Or

NOST 229 – Special Topics in Northern Studies

RENR 473 – Topics in Northern Resource Management

For the Fall 2026 semester, NOST 229 (Special Topics in Northern Studies) and merged with the RENR 473 (Topics in Northern Resource Management) course. This course is being 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 Codes and Regulations are referenced in the Academic Integrity section of this syllabus.

INSTRUCTOR: Dr. Jared Gonet
OFFICE HOURS: As requested
OFFICE LOCATION: Online or as determined.
TELEPHONE: if applicable
E-MAIL: Jared.gonet@yukonu.ca

CLASS DAYS & TIMES:

9:00am-10:20am, Tuesdays and Thursdays

CLASS LOCATION:

A2317

Zoom:

<https://yukonu-ca.zoom.us/j/89835668069?pwd=p9E3pwa1l6uLBV0AfWS3NQdWei0jEO.1>

COURSE DESCRIPTION

Introduction

We live in a western, education, industrialized, rich and democratic (WEIRD) world in Canada. To know what a vision of conservation science centered 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 practice Conservation Science – it means adding to the milieu of knowledges and their application that makes up how we best practice 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 which will then be followed by facilitated discussions based on lectures, guest presentations, readings and other media (i.e. videos, podcasts, news and magazine articles).

COURSE REQUIREMENTS

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

For students enrolled in the Yukon University BA 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.

For students taking the course as RENR 473: Registration in Yukon University/University of Alberta B.Sc. in Environmental and Conservation Sciences degree program.

EQUIVALENCY OR TRANSFERABILITY

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

Students in the B.Sc. ENCS program should contact an ENCS advisor if they have questions about 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.
- 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 the conservation science.
- Gain confidence in critical thinking, writing, discussion, and research skills

COURSE FORMAT

This course is offered twice a week on 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 hi-flex course. Students registered for online participation (i.e. are not based on the Ayamdigut campus) are welcome to participate online (via. video live stream) or in-person. Students who are registered for in-person courses (i.e. are based on the Ayamdigut campus) are expected to come to class in person. If unwell, all students are

encouraged to stay home and participate via Zoom, if able.

Please note, email and frequent internet access are integral to this course. The Instructors will communicate with you through your 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 in the course must be completed to pass the course. All assignments should be submitted via the course Moodle. Assignments are due before midnight on the day indicated for each assignment and are considered late if not received by this time. After this 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.

The requirements for students registered in either RENR 473 or NOST 229 are different, reflecting the difference in course level expectations. Rubrics for the grading of specific assignments (i.e. participation, class facilitation, and final assignments) will be provided via Moodle. Student's overall course grade will be determined as follows:

RENR 473

	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

	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 mining. Students should be engaged in class discussion and come prepared, having gone over weekly course materials. Students should also 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, you will record your thoughts, questions, and reflections regarding weekly readings, learning materials, guest lectures, and discussions. This journal space is yours to reflect on your critical thinking practice and to make 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 will be due following the completion of each module (see dates in the course 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 course 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 for facilitated discussions will be posted on Moodle. In addition, Instructors will provide examples of how to set up and facilitate a discussion.

4. a) Final Assignment - 30% (RENr 473 students only)

Students in RENr 473 will complete a final assignment based on several options (see below). If you have an idea for a final assignment that does not align with the options outlined below, you can present your idea to the Instructors for approval. Creative ideas for alternative final assignment approaches are welcome. All final assignments should fulfil the following requirements:

- 1000-2000 words, or an equivalent length in an audio/visual form (10-15 min.)
- 8-15 references - which can include academic references, news media, government reports, community publications, advocacy work, Elders, Indigenous knowledge/story, interviews etc.
- Submit a draft of your preliminary ideas and outline for the final assignment to your Instructor, who will provide feedback and advice

RENr 473 students will present their final assignment to the class (5 min. each) on the last day of classes (Dec. 10). More detailed assignment instructions, examples, deadlines, and rubrics will be provided via Moodle. Marking scheme for final assignment is 15% for the draft, 60% for the final submission and 25% for the presentation.

RENr 473 Final Assignment Options:

a. Position paper or project

Consider one of the topics presented by guest speakers and present your own position on that topic, using references, evidence (in various forms), and personal reflection. Creativity in the presentation of your position, and your reasoning for that position, is encouraged. Consider creating an infographic, zine, short podcast/video, or presenting your position using alternative platforms.

b. Technical or research project

Do a traditional literature review or research project on conservation from an Indigenous lens or Indigenous-allied lens. Research topics could include (but are not limited to): two-eyed seeing as it relates to wildlife management, reconciliation / decolonization / resurgence in the context of conservation, Indigenous **conservation broadly...** Creativity in the presentation of your research is encouraged. Consider creating an infographic, zine, short podcast/video or presenting your research findings using alternative platforms.

c. Advocacy/activism campaign or intervention

Outline an advocacy or activism campaign related to a particular conservation project, policy or practice. Details of your campaign could include: funding options, partners, planning steps, key messages and ideas, and dissemination/media strategies. Creativity in the presentation of your campaign is encouraged. Consider creating an infographic, zine, short podcast/video, or presenting your campaign using alternative platforms.

Self Evaluation - 20% (NOST 229 students only)

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

Assignment of grades

The total numerical score will be converted to a grade on Yukon University's letter grading system (for both Yukon U 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 Syllabus 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 (<https://www.yukonu.ca/calendar>) and the UAlberta calendar (<https://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. The course 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 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 [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 regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at www.governance.ualberta.ca) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. 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, as outlined at:

<https://www.ualberta.ca/en/governance/resources/policies-standards-and-codes-of-conduct/code-of-student-behaviour.html>. Please familiarize yourself with it and ensure that you do not participate in any inappropriate behavior as defined by the Code. Key components of the code include the following statements.

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 to be on time for class. Please do not use cellular phones during class. Laptops are permitted for note taking and in-class work; however, please do not use laptops in class for non-class-related activities. While in computer labs, students are expected to refrain from using the computers to engage in non-class-related activities (e.g. Facebook, etc.).

ELECTRONIC DEVICES

See 'professionalism' above.

RECORDING OF LECTURES, LABS, ETC.

Audio or video recording, digital or otherwise, of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Student or instructor content, digital or otherwise, 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, chronic or temporary medical condition), should contact [Accessibility Services](https://www.yukonu.ca/student-life/learning-matters/accessibility-services) (<https://www.yukonu.ca/student-life/learning-matters/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
Due Date	Fri. Sept. 11	Thematic Reflection - Module 1

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
Due Date	Fri. Sept. 25	Thematic Reflection - Module 2
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
Due Date	Fri. Oct. 2	Thematic Reflection - Module 3
Module 4 – Decolonization, Reconciliation, and Resurgence		
11	Tues. Oct. 6	Decolonization and Reconciliation and Resurgence within Conservation Science and Practice
12	Thurs. Oct. 8	Facilitated Discussion: Student facilitators and Instructors
Due Date	Fri. Oct. 9	Thematic Reflection - Module 4
	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

Due Date	Fri. Oct. 23	Thematic Reflection - Module 5
Module 6 – Conservation Science and Practice – Advocacy and Leadership		
15	Tues. Oct. 27	Guest Speaker: Nicole Rondeau on 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
Due Date	Fri. Oct. 30	Thematic Reflection - Module 6
Module 7 – Conservation Science and Practice – Research and Knowledge Mobilization		
17	Tues. Nov. 3	Guest Speaker: Paul McCarney on Research as tool for allyship and advancing Indigenous Conservation
18	Thurs. Nov. 5	Facilitated Discussion: Student facilitators and Instructors
Due Date	Fri. Nov 6	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
Due Date	Fri. Nov. 13	Thematic Reflection - Module 10
Module 9 – Conservation Science and Practice – Government's and 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
Due Date	Fri. Nov. 20	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
Due Date	Fri. Nov. 27	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
Due Date	Fri. Dec. 4	Thematic Reflection - Module 11
Due Date	Fri. Dec. 11	Self Evaluation – NOST 229 Final Assignment – RENR 473