



**COURSE OUTLINE**

**POLI 230**

**INDIGENOUS POLITICAL THOUGHT**

**3 CREDITS**

PREPARED BY: Lianne Charlie, Instructor      DATE: March 31, 2017

APPROVED BY: Dr. Andrew Richardson, Dean      DATE: May 16, 2017

APPROVED BY ACADEMIC COUNCIL: May 24, 2017

RENEWED BY ACADEMIC COUNCIL: (date)



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## INDIGENOUS POLITICAL THOUGHT

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**INSTRUCTOR:**

**OFFICE HOURS:**

**OFFICE LOCATION:**

**CLASSROOM:**

**E-MAIL:**

**TIME:**

**TELEPHONE:**

**DATES:**

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### **COURSE DESCRIPTION**

This course reviews past and contemporary Indigenous perspectives on governance and politics. Content will address ancestral to modern governance processes in the Yukon from an Indigenous viewpoint. Various Indigenous positions regarding the land claims processes and modes of self-government will be explored. Leaders, concepts, and theories in the development of Indigenous political thought will be discussed. Critical thinking will be a focus of exercises and assignments.

### **PREREQUISITES**

POLI 201 and

One of FNGA 100 or FNGA 101 or HIST 140

### **EQUIVALENCY OR TRANSFERABILITY**

In progress

### **LEARNING OUTCOMES**

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

- describe Indigenous ancestral (land-, language-, story- and culture-based) governance values, principles and practices;
- identify the impacts of historical and continued colonialism on Indigenous bodies, lands, languages, cultures and governance;
- compare and contrast state-informed governance approaches in Indigenous politics with those informed by Indigenous ancestral values, principles, and

- practices;
- review current modes of Indigenous governance particularly as they relate to modern governance processes;
  - give examples of practices and approaches to Indigenous governance;
  - identify key concepts and approaches that are used in the area of Indigenous political thought (e.g. resurgence, reconciliation, decolonization, etc.).

### **COURSE FORMAT:**

Blended delivery.

### **ASSESSMENTS**

#### **Attendance & Participation**

Students enrolled in this course will be successful if they actively participate. All lectures, assignments, and classes complement and build on each other. Students who attend regularly, do the assigned readings, engage their peers, and participate in class will see their efforts positively reflected in the graded assignments.

#### **Assignments**

*Weekly Reflections (x10):* Students will produce 10 journal entries throughout the term. Each journal will focus on the weekly readings and will require students to respond to prompts provided by the instructor. Journal entries might require identifying arguments and key concepts in the readings, summarizing themes, developing discussion questions, offering personal reflections and responses, etc.

*Community Engagement:* Each student will participate in one Indigenous land-based activity of their choice in the community. A short, written reflection (250 words) responding to a prompt provided by the instructor, plus a photo (if appropriate), is due a week after the student attends the event.

*Poster Project:* Each student will design a governance project or program that can be offered in the community. The student will identify a governance problem or issue that they see in a community that they are connected to. They will then apply the ideas presented in this course to design a program that will address the problem. The final project does not include carrying out the program, but will ask the student to explain all the program details (who, what, where, when) and why they think their program will be valuable to their community. The student will present their project on a poster and share it with their classmates and possibly the broader community at an end-of-term gathering.

#### **Tests**

*Mid-term Exam:* Halfway through the term, students will be assessed on their comprehension of key concepts and themes addressed in the course (to-date). The

exam will consist of short-answer type questions (e.g. multiple choice, true/false, one or two word answers, etc.) and/or short discussion questions.

*Final Exam:* Students will be assessed on their comprehension of key concepts and themes addressed in the whole course (cumulative). The exam will consist of short-answer type questions (e.g. multiple choice, true/false, one or two word answers, etc.) and/or short discussion questions.

## EVALUATION

Participation/Attendance	15%
Weekly Journals (10 x 3%)	30%
Community Engagement	5%
Mid-term Test	10%
Poster Project	25%
Final Test	15%
Total	100%

## REQUIRED TEXTBOOKS AND MATERIALS

- Alfred, Taiaiake. 2009. *Peace, Power, Righteousness: An Indigenous Manifesto*. 2 edition. Don Mills, Ont. ; New York: Oxford University Press.
- Corntassel, Jeff. 2008. "Toward Sustainable Self-Determination: Rethinking the Contemporary Indigenous-Rights Discourse." *Alternatives: Global, Local, Political* 33 (1): 105-32.
- Irlbacher-Fox, Stephanie. 2010. *Finding Dahshaa: Self-Government, Social Suffering, and Aboriginal Policy in Canada*. Vancouver: University of Washington Press.
- McClellan, Catharine. 2007. *My Old People's Stories: A Legacy for Yukon First Nations*. Hude Hudan Series -- Occasional Papers in Yukon History No. 5, Part I, II, III: [http://www.tc.gov.yk.ca/yukon\\_occasional\\_papers.html](http://www.tc.gov.yk.ca/yukon_occasional_papers.html)
- Nadasdy, Paul. 2012. "Boundaries among Kin: Sovereignty, the Modern Treaty Process, and the Rise of Ethno-Territorial Nationalism among Yukon First Nations." *Comparative Studies in Society and History* 54 (03): 499-532.
- Simpson, Leanne. 2011. *Dancing on our turtle's back: stories of Nishnaabeg re-creation, resurgence and a new emergence*. Winnipeg: Arbeiter Ring Publishing
- Tom, Gertie. 1987. *Ekeyi: Gyo Cho Chu My Country Big Salmon River*. Yukon Native Language Centre.
- Yukon Indian People. 1973. *Together Today for Our Children Tomorrow*. [http://cyfn.ca/wp-content/uploads/2013/10/together\\_today\\_for\\_our\\_children\\_tomorrow.pdf](http://cyfn.ca/wp-content/uploads/2013/10/together_today_for_our_children_tomorrow.pdf)
- Mapping the Way: Yukon First Nations Self-Government*. <http://mappingtheway.ca/>

**Supplementary:**

Alcantara, Christopher. 2013. *Negotiating the Deal: Comprehensive Land Claims Agreements in Canada*. First Edition. Toronto ; Buffalo ; London: University of Toronto Press, Scholarly Publishing Division.

Robb, Jim and Julie Cruikshank. 2016. *Their Own Yukon: A Photographic history by Yukon Indian People*, 6<sup>th</sup> edition.

### **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 students present the words of someone else as their own. Plagiarism can be the deliberate use of a whole piece of another person's writing, but more frequently it occurs when students fail to acknowledge and document sources from which they have taken material. Whenever the words, research or ideas of others are directly quoted or paraphrased, they must be documented according to an accepted manuscript style (e.g., APA, CSE, MLA, etc.). Resubmitting a paper 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 College.

### **YUKON FIRST NATIONS CORE COMPETENCY**

Yukon College 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 College program, you will be required to achieve core competency in knowledge of Yukon First Nations. For details, please see [www.yukoncollege.yk.ca/yfnccr](http://www.yukoncollege.yk.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 College Academic Regulations (available on the Yukon College 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) at (867) 668-8785 or [lassist@yukoncollege.yk.ca](mailto:lassist@yukoncollege.yk.ca).

## TOPIC OUTLINE

WEEK	TOPIC
1	Introduction: Course Overview and Syllabus; Instructor and Student Introductions; Opening Circle
2	Indigenous Governance, Land, and You
3	Indigenous Ancestral Governance: our archive
4	Indigenous Governance: values, principles and practices
5	Colonialism: key concepts and impacts on Indigenous governance
6	Indian Act
7	Together Today for our Children Tomorrow
8	Land Claims and Negotiations
9	Modern Treaty (UFA), Land, and Self-Government
10	Self-Government and Indigenous Ancestral Governance Practices
11	Self-Determination, Sovereignty, and Nation-to-Nation Politics
12	Resurgence, Reconciliation, and Decolonization
13	Poster Presentations and Closing Circle
14	Exam Week