

APPLIED ARTS DIVISION
School of Liberal Arts
Winter Semester, 2017



COURSE OUTLINE

FNGA 100

**INTRODUCTION TO FIRST NATIONS GOVERNANCE
& PUBLIC ADMINISTRATION**

45 HOURS

3 CREDITS

PREPARED BY: Lianne Charlie

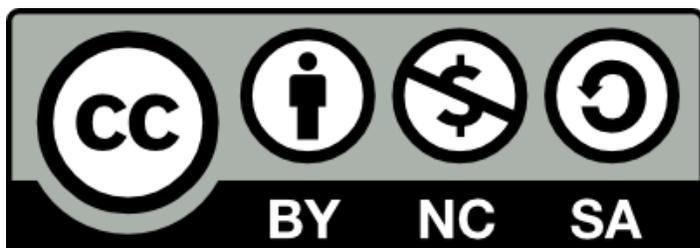
DATE:

APPROVED BY: Andrew Richardson

DATE:

APPROVED BY ACADEMIC COUNCIL: (date)

RENEWED BY ACADEMIC COUNCIL: (date)



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APPLIED ARTS DIVISION
FNGA 100
3 Credit Course
Winter Semester, 2017

INTRODUCTION TO
FIRST NATIONS GOVERNANCE & PUBLIC ADMINISTRATION

INSTRUCTOR: Lianne Charlie

OFFICE HOURS: Mondays & Wednesdays
12:00 - 1:00 PM

OFFICE LOCATION: A2208

CLASSROOM: C1511

E-MAIL: lcharlie@yukoncollege.yk.ca

TIME: 10:30am to 12:00pm

TELEPHONE: 867.456.8544

DATES: Mondays & Wednesdays

COURSE DESCRIPTION

This course addresses concepts of governance, management, accountability and leadership as they apply to Yukon First Nations. The history of governance and administration in Yukon First Nations communities will be explored, and theories of governance and administration will be evaluated in regards to aboriginal self-government and traditional culture in the Yukon. Concepts of ethics, accountability, and public participation will be considered. The course will review practical requirements of administration, such as legislation, policy, financial operations, and project management.

PREREQUISITES

None.

RELATED COURSE REQUIREMENTS

None.

EQUIVALENCY OR TRANSFERABILITY

AU POLI 311 (3)

UNBC FNST 1XX (3)

UVIC IS 200 lev (1.5)

VIU FNAT 1st (3)

UofA NS 1XX (3)

UofC INDG 311 (3)

U Lethbridge MGT 3590 (3) or NAS 3590 (3)

LEARNING OUTCOMES

Students should be able to understand public administration concepts, governance theories, administrative functions and management styles in regards to Yukon First Nations and their affiliates. Upon successful completion of the course, students will be able to:

- define basic terms and concepts of governance and public administration and be able to apply them to Yukon First Nations governments;
- describe how public administration provides a framework for understanding public institutions, bureaucracies, and their processes;
- recognize the relationship between the principles of democracy and the practice of public administration, as well as the differences between public and private sector administration;
- identify the legal and ethical concepts of public administration generally, and as they apply to Yukon First Nations;
- analyze the impact of the political and social environment on the decision-making processes of governments.

COURSE FORMAT

This is a classroom-based course that uses Fuze to engage with distance students.

ASSESSMENTS

Attendance & Participation

A student 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 Journals (x10): Students will produce 10 journal entries throughout the term. Each journal will focus on the weekly readings or concepts and will require students to respond to prompts provided by the instructor. Journal entries will be made public via a class Facebook page. The idea is that students are learning concepts, ideas, theories and processes that are relevant to peoples engaged in, working for, or working to understand Indigenous governance (self-government, land claims, public administration) in the Yukon. The journals will be an opportunity to share what students are learning in class with the broader community. See Course Syllabus for due dates.

Community Engagement: Each student will attend one Indigenous governance event of their choice in the community. We will discuss options in class. 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. See Course Syllabus for due date.

Handbook Project: As a class, students will create a handbook on key concepts of Indigenous governance. The handbook will be made available online, to be accessed by the broader community. Each student will choose a topic/concept/theme from the course content, and design an accessible and creative contribution to the handbook. At the end of the term, students will present their handbook to the broader community at an end-of-term gathering. See Course Syllabus for due date(s).

Tests

Four (4) times throughout the term, students will be assessed on their comprehension of key concepts addressed the 2-3 weeks leading up to each test. Each test is worth 5% of the grade and will consist of 12-15 short-answer questions (e.g. multiple choice, true/false, one or two word answers, etc.). The tests will be conducted using a “two-stage” format. On test days, students will write the same test twice - once as an individual, and then once in small groups. The individual test is worth 80% of the test mark, and the group test is worth 20% of the test mark. If a student misses a test due to extenuating circumstances, they can retake the individual test, but not the group test. See Course Syllabus for test dates.

EVALUATION

Participation/Attendance	15%
Weekly Journals (10 x 3%)	30%
Community Engagement	5%
Tests (x4)	20%
Handbook Project	30%
Total	100%

REQUIRED TEXTBOOKS AND MATERIALS

***There is no textbook or course pack for this course. All readings will be available on Moodle or online via links provided.**

PDFs on Moodle:

Alfred, Taiaiake and Jeff Corntassel. 2005. “Being Indigenous: Resurgences against Contemporary Colonialism.” *Government and Opposition*.

Allen, Edward. 2013. “Reflections on the 40th Anniversary of the Calder Decision” (2013) [PDF]

Carcross-Tagish First Nation. 2008. Statutes of the Carcross-Tagish First Nation, book two: Traditional family beliefs and practices. Retrieved from www.ctfn.ca.

Cornell, Stephen, Catherine Curtis, and Miriam Jorgensen. 2004. The Concept of Governance and its Implications for First Nations: A Report to the British Columbia Regional Vice Chief, Assembly of First Nations. (The Harvard Project on American Indian Economic Development Printed in the United States of America).

Indian Affairs and Northern Development. 2005. "Part Two," "Part Three," "Part Four," in First Nations Governance Handbook: Resource Guide for Effective Councils. *Public Works and Government Services Canada*.

Irlbacher-Fox, S. and Mills, S.J. 2008. "Living up to the spirit of modern treaties? Implementation and Institutional Development." In F. Abele et al. (Eds.), *Northern Exposure: Peoples, Powers and Prospects in Canada's North* (pp. 233-258.) Montreal, PQ: Institute for Research on Public Policy.

Livingstone, R. 2010. Land claims let down. Yukon News. Friday, August 6, 2010.

Nadasdy, Paul. 2004. "Introduction." In *Hunters and Bureaucrats: Power, Knowledge, and Aboriginal State-Relations in the Southwest Yukon*. UBC Press.

Simpson, Leanne. 2008. "Looking after Gdoo-naaganinaa: Precolonial Nishnaabeg Diplomatic and Treaty Relationships." *Wicazo Sa Review*.

Urqhart, D. 2003a. *UFA history*. In Dawson renewable resource council handbook. Dawson, YT: Dawson Renewable Resources Council.

Urqhart, D. 2003b. *UFA tour*. In Dawson district renewable resource council handbook. Dawson, YT: Dawson District Renewable Resources Council.

Yukon Indian People. 1973. *Together Today for Our Children Tomorrow: A Statement of Grievances and an Approach to Settlement by the Yukon Indian People*. Brampton, Ontario: Charters Publishing Company Limited.

Websites:

"250th Anniversary of the Royal Proclamation of 1763," website: <https://www.aadnc-aandc.gc.ca/eng/1370355181092/1370355203645>

"Fact Sheet: Aboriginal Self-Government," website: <https://www.aadnc-aandc.gc.ca/eng/1100100016293/1100100016294>

“Mapping the Way,” website: <http://mappingtheway.ca/>

“Statement of the Government of Canada on Indian policy (The White Paper, 1969),”
website: <http://www.aadnc-aandc.gc.ca/eng/1100100010189/1100100010191>

The Indian Act, website: <http://laws-lois.justice.gc.ca/eng/acts/i-5/>

“The White Paper 1969”, website:
<http://indigenousfoundations.arts.ubc.ca/home/government-policy/the-white-paper-1969.html>

“Umbrella Final Agreement,” website: <http://cyfn.ca/agreements/umbrella-final-agreement/>

Supplementary:
LATE POLICY

All course assignments are subject to a late policy. The instructor will reduce a student’s assignment grade by one percent (1%) for every 24 hours that pass after the assignment deadline. Should assignments be submitted late due to extenuating circumstances, the student and instructor can renegotiate an alternative late policy. Such cases will be considered on a case-by-case basis and will require that the instructor be notified as soon as possible: Lianne Charlie - email: lcharlie@yukoncollege.yk.ca or phone: 867.456.8544.

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.

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.

COURSE SYLLABUS

WEEK	TOPIC
1	Introduction: Course Overview and Syllabus; Instructor and Student Introductions; Opening Circle
2	We are all Treaty People: Self-location & Politics of Place
3	Indigenous Peoples & Colonialism
4	Ancestral Governance Practices: Lands, Languages, Laws, & Peoples
5	1763 Royal Proclamation, Historical Treaties & The Indian Act
6	The 1969 White Paper, Calder v. BC & Land Claims
7	Together Today for our Children Tomorrow
8	**Reading Break**
9	Modern Treaty Making: The Umbrella Final Agreement & the Right to Self-Government
10	Self-Government & the Legislative Process
11	Constitutions, Citizens & Councils: Roles & Responsibilities
12	Bureaucracy & Structures of (Self-)Government
13	Implementation & Policy Development
14	Looking Forward: Presentation, Exam Prep & Closing Circle
15	**Exam Week**