

APPLIED ARTS DIVISION
School of Liberal Arts
Winter Semester, 2018



COURSE OUTLINE

FNGA 302

Power and Influence

45 HOURS

3 CREDITS

PREPARED BY: Marilyn Jensen

DATE: October 2017

APPROVED BY: Andrew Richardson

DATE:

APPROVED BY ACADEMIC COUNCIL: (date)

RENEWED BY ACADEMIC COUNCIL: (date)



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POWER AND INFLUENCE

INSTRUCTOR: Marilyn Jensen

OFFICE HOURS: Thursdays 3:00 -4:00 p.m.

OFFICE LOCATION: A2410

CLASSROOM: A2210

E-MAIL: mjensen@yukoncollege.yk.ca

TIME: *Alternating* Fridays, 9:00 a.m. - 4:00 p.m.

TELEPHONE: (867) 668-8829

DATES: January 5 - April 13, 2018

COURSE DESCRIPTION

This course is designed to provide an overview of the forces and sources of power and influence within the various levels of federal, territorial, and First Nations' government. It will also provide students with an understanding of the external forces and sources of power that affect the various levels of federal, territorial, and First Nations' government.

This course will explore traditional and modern views of power and influence within First Nations. It will provide an understanding of the ideological perspectives that drive First Nations today and how decision-makers and policy-makers may be affected by individuals or groups exercising power and influence. Sources of power and influence such as money/business, advocates/lobby groups, media and technology and civil disobedience will be identified and their impacts understood. The impact of legislation on power and influence will also be discussed. Finally, this course will provide an understanding of how a community, individuals or groups can build power and influence by using tangible and intangible resources.

PREREQUISITES

Admission to the First Nations Governance and Public Administration Program or permission of the coordinator.

RELATED COURSE REQUIREMENTS

None.

EQUIVALENCY OR TRANSFERABILITY

AU INST 3XX (3)

UBCO INDG 100 (3)

UNBC FNST 100 (3)

UVIC IS 100 lev (1.5)

VIU FNAT 1st (3)

LEARNING OUTCOMES

Upon successful completion of this course, students will:

- Recognize power and influence at work;
- Understand and describe ideological perspectives on politics;
- Describe and analyse the impact of power and influence on decision-making, decision-makers and the structure and basis of authority;
- Understand the sources of power and influence and their impacts;
- Understand the role of power and influence in the federal and territorial governments, particularly during land claims negotiations;
- Recognize the impact of legislation, the Charter of Rights, constitutions, and courts on power and influence;
- Understand the relationships that exist between and within governments
- Understand how individuals can influence policy and politicians.

COURSE FORMAT

The primary delivery methods will be:

- Lecture: instructor-led presentation of material
- Seminars: group discussion on specific topics
- Guest Speakers: content experts sharing knowledge and experience
- Student reading: assigned readings from the course text and on-line resources
- Case studies: group analysis and discussion of case studies

ASSESSMENTS

Attendance & Participation

All students will be expected to attend and actively participate in class, as assigned by the instructor. The material covered in the classroom is cumulative in nature, and missing classes may put a student at a disadvantage.

Group Project

Students will be required to complete one major group project and presentation that will account for 30% of their final grade. Projects must be submitted by the due date.

Essay

Students will be required to write a critical analysis essay. This will account for 30% of the final grade.

Exam

There will be a final take-home exam that will account for 30% of the student's final grade.

Evaluation

Participation	10%
Group Project and Presentations	30%
Essay	30%
Examination	30%
Total	100%

REQUIRED TEXTBOOKS AND MATERIALS

Dyck, R. (2008). *Canadian Politics: Critical Approaches. 5th edition*. Toronto: Thomson Nelson.

Alfred, T. (2009). *Peace, power, righteousness: An indigenous manifesto. 2nd Edition*. Toronto: Oxford University Press.

Additional Readings

Adams, H. (1995). *A Tortured People: The Politics of Colonization*. Penticton: Theytus Books Ltd.

CAFN Case Studies

Council of Yukon First Nations Constitution

Frideres, J. & Gadacz, R. (2008). *Aboriginal peoples in Canada: contemporary conflicts. 8th edition*. Scarborough: Pearson Education

Government of Yukon: Cabinet Handbook

McAllister, M.L. (2004). *Governing ourselves? The politics of Canadian communities*. Vancouver: UBC Press.

National Film Board of Canada. (1996). *Half a World Apart... and a Lifetime Away*. Video recording.

Norman, K. (2007). The Charter as an Impediment to Welfare Roll Backs: A Meditation on “Justice as fairness” as a “Bedrock Value” of the Canadian Democratic Project. In Young, M., Boyd, S. Brodsky, G. & S. Day (Eds.). *Poverty: rights, social citizenship, and legal activism*. Vancouver: UBC Press.

Sawchuk, J. (1998). *The Dynamics of Native Politics*. Purich Publishing: Saskatoon.

Schouls, T.A. (2003). *Shifting boundaries: Aboriginal identity, pluralistic theory, and the politics of self-government*. Vancouver: UBC Press.

Sinclair, P.R. & R.E. Ommer. (2006). *Power and restructuring: Canada’s coastal society and environment*. St. John’s: ISER Books.

Slowey, G.A. (2008). *Navigating neoliberalism: Self-determination and the Mikisew Cree First Nation*. Vancouver: UBC Press.

Southern Tutchone Tribal Council Constitution

Turner, D. (2006). *This Is Not a Peace Pipe: Towards a Critical Indigenous Philosophy*. Toronto: University of Toronto Press.

Wiseman, N. (2007). *In search of Canadian political culture*. Vancouver: UBC Press.

Young, L. & J. Everitt. (2004). *Advocacy Groups*. Vancouver: UBC Press.

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.

LORENE ROBERTSON WRITING CENTRE

All students are encouraged to make the Writing Centre a regular part of the writing process for coursework. The Lorene Robertson Writing Centre is staffed by helpful writing coaches from across the College and offers one-on-one appointments to students in need of writing support.

The Lorene Robertson Writing Centre can help you:

- Get started on an assignment and focus your ideas
- Outline and plan your assignment
- Write clearly, logically and effectively
- Address specific needs and writing problems
- Revise the first and final drafts of your project
- Gain confidence in your writing

For in-person appointments, the Centre coaching office is located in the Academic Support Centre in room A2302. You can also participate in coaching appointments over the phone or online. see the Academic Support Centre schedule for English

and writing support times.

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.

TOPIC OUTLINE

Session & Topic	Readings
<p>Session One - Jan 5th, 2018</p> <ul style="list-style-type: none"> • Introduction to Course • Power & Influence at Work 	<p>Text: Alfred, “Power”</p>
<p>Session Two - Jan 19th, 2018</p> <ul style="list-style-type: none"> • Ideological Perspectives on Politics 	<p>Text: Dyck, “The Canadian political culture” Turner, “White Paper Liberalism” Turner, “Cairns Canada: citizens Nonplussed” McAllister, “Local self-government: perspectives on democracy” Slowey, “Neoliberalism now”</p>
<p>Session Three - Feb 2nd, 2018 - Group Presentations</p> <ul style="list-style-type: none"> • The impact of power and influence on decision-making, the role of decision makers, and the structure and basis of authority • Student group presentations 	<p>Text: Dyck, “The Bureaucracy” Text: Dyck, “House of Parliament” McAllister, “Local public administration” McFarlane, “Aboriginal leadership”</p>
<p>Session Four - Feb 16th, 2018</p> <ul style="list-style-type: none"> • Understanding the sources of power and influence and their impacts 	<p>Text: Dyck, “Political Socialization, the mass Media & Public Opinion Polls Sawchuk, “Native Political organizations” Sawchuk, “Rationale for the existence of Native organizations” Young and Everitt, “Advocacy groups and Canadian democracy”</p>

	Young and Everitt, “Who prevails?”
<p>Session Five - March 2nd, 2018</p> <p>Guest Speakers</p> <ul style="list-style-type: none"> • Power and influence in the Federal and Territorial governments, particularly through the time of land claim negotiations • Legislation, the Charter of Rights, constitutions, and the Courts on power and influence, particularly as they affect your First Nation 	<p>Text: Dyck, “Charter of Rights”</p> <p>Text: Dyck, “Constitutions and institutions as a culture”</p> <p>Norman, “The Charter as an Impediment to Welfare Roll Backs”</p> <p>“Aboriginal Policy: Legal & Constitutional Framework” handout</p>
<p>Session Six - March 16th, 2018 - Essay Due</p> <ul style="list-style-type: none"> • Issues of power and influence that exist within governments and governmental agencies 	<p>Schouls, “Aboriginal Boundaries and the demand for External Equality”</p> <p>Schouls, “Aboriginal Identity and the demand for Internal equality”</p>
<p>Session Seven - April 6th, 2018 - Final Take Home Exam Assigned</p> <ul style="list-style-type: none"> • How individuals can and may influence policy and politicians • How the community can build power and influence • Take Home Due on: April 20th, 2018 	<p>Slowey, “Governing I: Political development”</p> <p>Sinclair & Ommer, “A Question of Power: linking political will, discourse, and health in a coastal Community”</p> <p>Sinclair & Ommer, “The Forgotten Polpulation?: Power, Powerlessness, and Agency among Youth in Coastal Communities”.</p> <p>Turner, “Word warriors”</p>
<p>Session Eight - April 20th</p> <p>Exams</p>	