

**Applied Science and Management**

**FNGA 302**

**Power & Influence**

**3 Credits**

**Fall, 2022**

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## COURSE OUTLINE

### **FNGA 302 Power & Influence**

**3 CREDITS**

PREPARED BY: Dazawray Landrie-Parker, Instructor

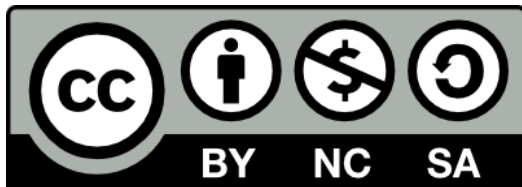
DATE: September 22, 2022

APPROVED BY: Name, Title

DATE: Click or tap to enter a date

APPROVED BY SENATE: Click or tap to enter a date

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## Power & Influence

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**INSTRUCTOR:** Dazawray Landrie-Parker

**E-MAIL:** Dlandrieparker@yukonu.ca

**TELEPHONE:** 306-371-0920

**OFFICE HOURS:** By appointment

**CLASSROOM:** Online

**DATES:** September 12<sup>th</sup>-November 30<sup>th</sup>

**TIME:** Mondays 6:00pm-7:00pm

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### COURSE DESCRIPTION

This course is designed to provide an overview and understanding of the forces and sources of power and influence within Indigenous social, cultural, and political arenas. Power refers to the structurally determined potential for obtaining preferred outcomes. By using Intersectionality (the theory of how race, class, gender, sexuality intersect) as an analytical tool to capture and engage the contextual dynamics of power, this course will explore traditional and modern views of power and influence within Indigenous Nations. It will draw upon a method of 'two-eyed' seeing and utilize guest speakers to explore ideological perspectives and the lived experience of Indigenous Nations today and how decision-makers and policymakers may influence individuals or groups exercising power and influence. Sources of power and influence, personal agency and political ideology such as capitalism, activism, globalization, media and technology, legislation and case law and civil disobedience will be identified, and their impacts explored. Finally, this course will provide an understanding of how individuals, communities, citizenries, and Indigenous nations can build power and influence by using tangible and intangible resources.

### PREREQUISITES

POLI 230 or PHIL 230 or FNGA 240 or COMM 200 and HIST 140. Students who do not meet the specified prerequisites may be admissible with permission.

### RELATED COURSE REQUIREMENTS

Students participating from an off-campus location will require a computer with stable internet connection. A headset with microphone is also recommended.

### **EQUIVALENCY OR TRANSFERABILITY**

This course is new/newly developed/recently re-developed, and its transferability is still being evaluated. Receiving institutions always determine course transferability. Further information and assistance with transfers may be available from the School of Applied Science & Management.

### **LEARNING OUTCOMES**

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

- Define what power and what influence mean in the context of Indigenous governance;
- Recognize, diagnose, and analyze power and power structures considering multiple perspectives and ways of knowing;
- Identify, describe, and critique ideological and theoretical perspectives on political theory and power;
- Describe and analyze the role of power and influence in decision-making;
- Reflect on and propose opportunities for individuals and communities to promote positive organizational and political change through effective and appropriate influence;
- Critically examine the role of power and influence in local, territorial, federal, and Indigenous governments and their impacts on inter-governmental relationships;
- Evaluate the impact of legislation, the Charter of Rights, constitutions, treaties, and case law on power and influence; and
- Acknowledge and reflect on the importance of positionality and intersectionality in analyzing power and influence in personal, community, and political contexts.

### **COURSE FORMAT**

This class will consist of in-person instruction, video conferencing, participation, individual presentations, and instructor contact hours. If not based in Whitehorse, students may participate in classes via distance using web-based conferencing tools.

### **ASSESSMENTS**

Further details for each assignment, including grading rubric, will be given in the assignment handout posted to Moodle.

### **Preparation & Contribution**

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

Each class students will be required to complete daily word cloud at the start of each class and a next ticket at the end of each class. Each word cloud is worth 1% for completing to a maximum of 10%. The exit tickets will be each worth 3%, Students are required to complete 10 exit tickets throughout the class (3x10=30%).

### **Seminar**

Each student will be responsible to lead one seminar throughout the term. This will include a PowerPoint presentation that presents a synopsis of the readings, including the key terms, arguments and topics discussed in the literature. The presentation should also incorporate key critiques, facilitate class discussion, and pose questions.

*A sign-up sheet will be posted on the course page after the first class. Presentations are due 24 hours prior to class.*

### **Research Paper**

Students will apply the insights, topics, and theories learned throughout the course to think critically about the different places where Indigenous individuals, groups, communities, and nations have in the past, and can in the present, exercise power and influence. For the Research Paper students use a current event or issue to demonstrate the differences between Indigenous and western concepts of power and the role that intersectional and critical race theory plays in the analysis of power structures. The paper should draw on insights, topics and theories from class to explain the mechanisms of influence, Students will be required to cite a minimum of five (5) academic article three (3) of which must be outside of the course readings (1500 words).

### **Final Exam-Concept Map**

Students will examine the linkages between the course topics and readings by creating a concept map. Students will be assessed on their comprehension of key concepts, themes, and ability to identify the over-arching arguments addressed in this course (lectures, discussion, course readings and assigned media).

**EVALUATION:**

<b>Component</b>	<b>Assignment</b>	<b>Mark</b>
<b>Preparation &amp; Contribution</b>	Word Cloud (10x1)	10%
	Exit Tickets (10x3)	30%
<b>Seminar</b>	Seminar Presentation	15%
<b>Research Paper</b>	Research Paper	25%
<b>Final Exam</b>	Concept Map	20%
<b>Total</b>		<b>100%</b>

**LATE ASSIGNMENTS**

Late penalties will be in effect, except for lateness caused by documented medical reasons or if arrangements have been made with the instructor in advance of the due date. There are no exceptions. Penalties: 5% per day up to 7 days. Assignments are not accepted after 7 days except for documented medical reasons. There is no extension permitted for the final assignment. Seminar exit tickets cannot be submitted late. They will not be accepted after they are due, without documented medical reasons.

In extenuating circumstances, students are expected to communicate their situation and needs to their instructor in a timely manner. The instructor and student will then co- determine alternative deadlines and expectations for completing assignments.

**REQUIRED TEXTBOOKS AND MATERIAL**

1. Alfred, T. (2009). *Peace, power, righteousness: An indigenous manifesto. 2<sup>nd</sup> Edition*. Toronto: Oxford University Press.
2. Coulthard, G. (2014). *Red skin, white masks*. University of Minnesota Press.
3. Additional required readings will be available on Moodle or online via links provided.

**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 a student submits work for credit that includes the words, ideas, or data of others, without citing the source from which the material is taken. Plagiarism can be the deliberate use of a whole piece of work, but more frequently it occurs when students fail to acknowledge and document sources from which they have taken material according to an accepted manuscript style (e.g., APA, CSE, MLA, etc.). Students may use sources which are public domain or licensed under Creative Commons; however, academic documentation standards must still be followed. Except with explicit permission of the instructor, resubmitting work 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 University.

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

Yukon University 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 University program, you will be required to achieve core competency in knowledge of Yukon First Nations. For details, please see [www.yukonu.ca/yfnccr](http://www.yukonu.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 University Academic Regulations (available on the Yukon University 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): [lac@yukonu.ca](mailto:lac@yukonu.ca).

### **TOPIC OUTLINE**

<b>Week</b>	<b>Topic</b>	<b>Date</b>
<b>Week 1</b>	<b>Course Introduction</b> <ul style="list-style-type: none"><li>• Opening Circle</li><li>• Course Outline</li><li>• Assignments &amp; Grading Rubrics</li></ul>	September 12 <sup>th</sup>

	<ul style="list-style-type: none"> <li>• Seminar Description &amp; Contract</li> <li>• Weekly Overview</li> </ul>	
	<b>Power &amp; Influence</b> <ul style="list-style-type: none"> <li>• Status Characteristics Theory</li> </ul>	
<b>Week 2</b>	<b>Legal Power Structures</b> <ul style="list-style-type: none"> <li>• Foundational Documents</li> <li>• Aboriginal Rights &amp; Title</li> <li>• Indigenous Case Law</li> <li>• Indigenous Legal orders</li> </ul>	September 19 <sup>th</sup>
<b>Week 3</b>	<b>Making Space</b> <ul style="list-style-type: none"> <li>• Social Constructivist Theory</li> <li>• Essentialism</li> <li>• Critical Race Theory</li> <li>• Intersectionality</li> </ul>	September 26 <sup>th</sup>
<b>Week 4</b>	<b>Recognition &amp; Reconciliation</b> <ul style="list-style-type: none"> <li>• Primitive Accumulation</li> <li>• Politics of Recognition</li> </ul>	October 3 <sup>rd</sup>
<b>Week 5</b>	<b>Governance</b> <ul style="list-style-type: none"> <li>• Traditionalism</li> <li>• Rationalities of Power</li> <li>• Multi-Level Governance</li> </ul>	October 10 <sup>th</sup>
<b>Week 6</b>	<b>Treaty Relationships</b> <ul style="list-style-type: none"> <li>• Historic Treaties</li> <li>• Modern Treaties</li> <li>• International Treaties</li> </ul>	October 17 <sup>th</sup>
<b>Week 7</b>	<b>Globalization</b> <ul style="list-style-type: none"> <li>• Paradigm Paralysis</li> <li>• Pre-Contact Trade Networks</li> <li>• NAFTA</li> </ul>	October 24 <sup>th</sup>
<b>Week 8</b>	<b>Self-Determination</b> <ul style="list-style-type: none"> <li>• Theory of Indigenous Self-Determination</li> <li>• Relational Autonomy</li> <li>• Indigenous Internationalism</li> </ul>	October 31 <sup>st</sup>
<b>Week 9</b>	<b>Leadership</b> <ul style="list-style-type: none"> <li>• Indigenous Leadership</li> <li>• Youth</li> <li>• Realism</li> </ul>	November 7 <sup>th</sup>
<b>Week 10</b>	<b>Re-empowerment</b> <ul style="list-style-type: none"> <li>• Decolonization</li> </ul>	November 14 <sup>th</sup>



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	<ul style="list-style-type: none"><li>• Indigenous Sovereignty</li><li>• Indigenous Movements</li></ul>	
<b>Week 11</b>	<b>Re-empowerment</b> <ul style="list-style-type: none"><li>• Two-eyed Seeing Application</li><li>• Contemporary Examples</li></ul>	November 21 <sup>st</sup>
<b>Week 12</b>	<b>Course Wrap-Up</b> <ul style="list-style-type: none"><li>• Make-Up Class (if needed)</li><li>• Closing Discussion: Power &amp; Influence</li><li>• Closing Circle</li></ul>	November 28 <sup>th</sup>

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