

University of Alberta - Faculty of Native Studies

Native Studies 404- Aboriginal Governance Capstone

Instructor: Richard T. Price, Professor Emeritus Office Room No: 1-22
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Class Time: Tuesday and Thursday 8-9:20am
Class Location: Pembina, Room 1-56 SNS Front Office No: 780-492-2991

Community Service Learning Coordinator: Professor Shalene Jobin Vandervelde, email= sjobin@ualberta.ca,
office telephone= 492-8062

Preamble: “The course outline acts as an understanding between the student and the instructor regarding details of the course. Modifications to this understanding may be made with fair warning and general class consent.” Sec. 61.6 GFC

Course Description

This Capstone course in Aboriginal Governance is the culmination of the certificate program in Aboriginal Governance. The work in this course should enable students to increase the range of their knowledge, and to improve their integration and synthesis of this knowledge. Part of the course involves an overview of some key aspects of aboriginal governance in Canada and elsewhere based on the existing experience, research and scholarly thought. In addition there will be a community service learning (CSL)* component of the program to enhance the interplay of the theory and actual practice of governance. Key topics will include: leadership and citizenship, developing effective institutions of governance, and communication and negotiation approaches needed to deal with other governments and outside entrepreneurs. This course will be primarily taught in a seminar format.

* Community service learning integrates community-based activities with classroom learning. Students engage in projects or activities that benefit both the host organization and the student. Students gain benefits through hands-on work experience and insights arising from this work that are relevant to the course. Normally the student is expected to volunteer 20 hours of community service for an Aboriginal organization based in Edmonton. Flexible schedule arrangements should be possible regarding when to serve the twenty hours with the organization.

Course Objectives

1. Expand and integrate the knowledge and understanding of Aboriginal governance structures and practices in relation to communities, individuals, administrations, and businesses.
2. Reflect on the ideals and best practices of Aboriginal governance, and creatively relate this theory with the realities of practice and concrete situations.
3. Experience how aboriginal governance works in practice through a community service learning experience for an aboriginal organization.
4. Facilitate the development of student relationship-building and communication skills through participation in Aboriginal Governance processes of host organizations.
5. Develop an understanding of key topics, including: leadership and citizenship, developing effective institutions of governance, and communication and negotiation approaches needed to deal with other governments and outside entrepreneurs

Textbooks

Jorgenson, Miriam (editor). 2007. *Rebuilding Native Nations Strategies for Governance and Development*. Tucson: The University of Arizona Press.

Belanger, Yale (editor). 2008. *Aboriginal Self-Government in Canada Current Issues and Trends*. Saskatoon: Purich Publishing.

Voyageur, Cora. 2008. *Firekeepers of the Twenty-First Century First Nations Women Chiefs*. Montreal and Kingston: McGill-Queens University Press.

Assignments

(Should be completed drawing on all the experiences of the class experience including the readings, the class presentations and the community-service learning component of the class)

1. Seminars

Each student will be expected to present two seminars on aboriginal governance from the required reading list. Normally this would be one reading from each of the two major edited textbooks with one seminar in January and one seminar in March. Each student presenting a seminar should have read the article or chapter carefully and thoroughly. Then, working on the assumption that your classmates have read the article, this student should present the thesis and or themes of the article along with some of the supporting evidence or arguments used by the author(s). Discussion questions (normally two or three) are the key part your presentation and would normally deal with such issues as: the relation of the theory to practical realities, questions needing clarification and critique of the article or chapter. Discussion questions can also be framed to encourage active discussion and raising differing points of view.

Value= 10% for each seminar (total 20%)

2. Report of CSL experience

Each student will be required to write about the experiences of his or her work assignment in an aboriginal organization. This report, using an essay format, should include the following: brief description of the community service work project, describe and analyze the goals and functions of the organization including some of the successes and challenges in terms of achieving their goals, and provide a glimpse into the future prospects. Part of your analysis, should also deal with your assessment of the overall decision-making processes of the organization such as the policy-making role of the board and/or other decision-making structures. In this regard, students are reminded to keep the focus on the organizational structures and not the individual employees or their managers. Overall, I am interested in your insights into the practice of aboriginal governance gleaned from this experience The student may also be requested by the host organization to write a short report on their experience and insights (this report could have some portions that are identical to the NS 404 report but it has a different audience- likely with different interests- and this should be kept in mind). This second report is to be discussed and worked out with the organization in terms of their expectations. This second report is optional, but it is also desirable when it meets the needs of both the organization and the student. Length of the NS 404 report- should be no longer than 2500 words. Due date is Thursday, March 19, 8:00 am (in class).

Value= 30%

3. Major Paper

This paper will give students a chance to write about a major theme in Aboriginal Governance and the scope is set broadly. This could be an opportunity build on particularly interesting themes, thinking and preparation in earlier aboriginal governance classes, or to write about what you consider to be the ideals and best practices of Aboriginal Governance and how communities or organizations might best build foundations on solid ground for the future (so that these ideals have a good chance of realization). It could also be an opportunity to write a paper demonstrating a creative interplay between theory and practice in relation to aboriginal governance. For example, you could take the evolving nation-building approach, especially building effective institutions or patterns of organization and decision-making, and reflect on how it might be implemented in a Canadian aboriginal context. It could be a review of the literature on a particular governance topic. Students may focus on some of the key topics for this term such as leadership, institution building and partnerships. In your paper, please develop a thesis statement and then substantiate your thesis with evidence such as from solid sources of research or experience or reflection.

Students are required for this paper to have a two- page statement of your topic and its significance for aboriginal governance handed in to the instructor by the March 3rd class. Follow-up discussions between the student and the instructor will then be scheduled. Length of the paper- should be no longer than 3000 words. Due date is the last day of classes- Wednesday, April 8, 4pm (front desk- Native Studies).

Value= 30%

Note: students will have a choice to do either assignment #4 or assignment #5. All students are still expected to do the readings and prepare for each class including the class scheduled on March 5 to discuss the text *Firekeepers of the Twenty-First Century First Nation Women Chiefs*. It will be assumed on March 5th that those students who do not hand in their book reviews of the text in class that morning will be doing the abstracts of readings- assignment #5.

4. Review of *Firekeepers of the Twenty-First Century First Nation Women Chiefs*

This assignment will involve a review of the book *Firekeepers*.... In particular what is the author's thesis, what are three pieces of evidence to support this thesis and finally how does this book enlighten our understanding of the realities of aboriginal governance. Length of the paper- should be no longer than 1500 words Due date is Thursday, March 5, 8:00 am in class (no late assignments accepted).

Value= 10 %

5. Abstracts of Readings

Each student will be required to submit six abstracts of six key readings from the course (three chosen by the instructor and three chosen by the student). Normally the readings should be different from the seminar presentations offered by the student in class. Abstracts should present the thesis of the article together with a sentence or two regarding the supporting arguments/ evidence. Length of the abstract – should be no longer than 250 words. Due date is Thursday March 26.

Value = 10%

6. Class participation

Your class participation will be assessed and you are encouraged to participate through asking questions or voicing your views on issues. Your participation is very important.

Late Assignments

In order to keep a level playing field for all students, late assignments will be assessed a penalty of 5% per day. As noted above, the review of the course text Firekeepers ... must be handed in on time (no late assignment of that piece of work is acceptable).

Academic Integrity

“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.ualberta.ca/~unisecr/appeals.htm) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation or aiding and abetting any of these offences. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University”.

Research Ethics Board Requirements ---- it is not anticipated that students in this class will be doing research projects that require ethics board approval. This will be further discussed at the start of the term.

GRADING SYSTEM

4.0	A+	95-100%
4.0	A	90-94%
3.7	A-	85-89%
3.3	B+	79-84%
3.0	B	75-78%
2.7	B-	71-74%
2.3	C+	67-70%
2.0	C	64-66%
1.7	C-	60-63%
1.3	D+	55-59%
1.0	D	50-54%
0.0	F	0-49%

Academic Term Schedule

(Note some minor changes may be necessary but students will be advised in advance of any changes)

January 6

- Introductions and discussion of the textbooks, assignments and other questions regarding the course outline
- Choices of seminar readings to be presented by class members,
- Finding the thesis in an article or chapter. (Handout and discussion in next class)
- Background re. Aboriginal Governance in Native Studies at U of Alberta.

January 8

- Relationship- building strategies and communication methods and their relationship to Aboriginal Governance,

- Presentations by Aboriginal organizations regarding the community service learning component of the class and an opportunity for student questions about the work that might be undertaken. (second half of the period: approx. 8:30am- 9:20am) Students will be required to list their first and second choices for community service learning placements after this class. The organizations currently discussing and planning to host one or two students are: the Metis Settlements Appeal Tribunal, Metis Settlements General Council, the Metis Association of Alberta, Treaty 8 First Nations, Yellowhead Tribal Council, Alberta Native Counselling Service and the Aboriginal Women's Professional Association. For further information see "A Quick Guide to Navigating Placement lists" and the "NS 404 Aboriginal Governance and Partnership CSL Placement Opportunities – Winter 2009" (separate handout).

January 13

Readings: Starting Points- Chapters one and two of *Rebuilding Native Nations...*> "Two Approaches to the Development of Native Nations: One Works, the Other Doesn't", and "Development, Governance, and Culture: What are they and what do they have to do with Rebuilding Native Nations?" and the "Afterword" by Satsan (Herb George) for the text *Rebuilding Native Nations....*

January 15

Readings: Rebuilding the Foundations- chapters three and four from the same text as the previous class> "Remaking Tools of Governance: Colonial Legacies, Indigenous Solutions", and "The Role of Constitutions in Nation Building: Laying a Firm Foundation".

January 20

Readings: Rebuilding the Foundations chapter six "Getting Things Done for the Nation: The Challenge of Tribal Administration"; and Reconciling Key Functions, chapter seven> "Managing the Boundary between Business and Politics: Strategies for Improving Chances for Success in Tribally Owned Enterprises".

January 22

Readings: Reconciling the Key Functions chapters eight and nine "Citizen Entrepreneurship: An Underutilized Development Resource" and "Governmental Services and Programs: Meeting Citizens' Needs".

January 27

Readings: chapter ten "Intergovernmental Relationships: Expressions of Tribal Sovereignty and Making it Happen": chapter eleven > "Rebuilding Native Nations: What Do Leaders Do?"

January 29

Readings: Making it Happen continued... "Seizing the Future: Why Native Nations Do and

Others Don't", and from the *Aboriginal Self-Government in Canada* text edited by Yale Belanger, part three: Trends in the Implementation of Self-Government > chapter thirteen "Government on the Metis Settlements: Foundations and Future Directions".

Note: Professor Richard Price will be overseas during February, and Professor Shalene Jobin Vandervalde will be the point of contact for both students and guest instructors in NS 404. Guest Instructors will be presenting aspects of Aboriginal Governance to the class during February.

February 3

-Guest instructor – Harold Robinson, Secretary, Métis Settlements Appeal Tribunal- Métis Settlements governance in Alberta and the role of the tribunal in Métis governance.

February 5

Guest instructor- Jerome Slavik, lawyer and negotiator for a number of First Nations- the experience of negotiating governance with the Meadow Lake Tribal Council and the role of governance in education and economic development boards.

February 10

Guest instructor- invited but not confirmed- Allen Benson, Executive Officer, Alberta Native Counselling Service- the issues of governance in an aboriginal service organization including the relationship between the board and the staff.

February 12

Library seminar focused on the major paper and research for the major paper with Mrs. Ione Hooper, Reference Librarian Humanities and Social Sciences, Rutherford South, 2-05 A.

February 17 and 19 – Reading week – no classes

February 24

- No class on February 24- students are requested to use the time scheduled for this class (and preparation for this class) to continue work on the assignments for this class especially those due in early March.

February 26-

- Guest instructor- Shalene Jobin, Coordinator of the Native Studies Aboriginal Governance Program- Urban Aboriginal Governance Approaches and Issues – some of the experiences and lessons learned in Edmonton.

March 3

- A word from New Zealand- some current Maori thinking on governance
-Initial sharing and discussion of the CSL work experiences and the implications of this work for their understanding of aboriginal governance.

- Handing-in the two-page statement on the proposed topic for your major paper and the significance of the topic for aboriginal governance.

March 5

A discussion of Firekeepers of the Twenty First Century First Nation Women Chiefs by Cora Voyageur (students must turn in their assignments prior to the discussion or no later than the end of class)

March 10

Readings: Trends in the Implementation of Self-Government (Aboriginal Self-government in Canada... Text)>chapters nine and ten “Community Healing and Aboriginal Self-Government” and “Unfinished Business: Self-Government and the James Bay and Northern Quebec Agreement Thirty Years Later.”

March 12

Readings: Trends in the Implementation of Self-Government> chapters eleven and twelve: “Self-Government in Nunavut” and “Cowessess First Nation: Self-Government, Nation Building and Treaty Land Entitlement.”

March 17

- Guest Instructor-invited but not confirmed- Willie Littlechild, AFN Vice Chief Alberta Region- the role of constitutions in Aboriginal Governance and perspectives on the indigenous governance as practiced elsewhere in the world.
- Note: on March 17 and 18 U of A Native Studies and the Centre for First Nations Governance will be hosting a presentation of *recent research papers on Aboriginal Governance*.

March 19

--Final student CSL reports due and roundtable class discussion of the CSL work experiences and the implications of this work and their reports for developing a better understanding of aboriginal governance.

March 24

- Readings: Implementation continued “ First Nations Satellite Reserves: Capacity Building and Self-Government in Saskatchewan” and Issues and Debates (text) > “The Significance of Building Leadership and Community Capacity to Implement Self-Government.”

March 26

Readings: Issues and Debates continued> “Where is the Law in Restorative Justice?”, Understanding Aboriginal Self-Government (text)> “From Panacea to Reality: the Practicalities of Canadian Aboriginal Self-Government Agreements” and “A Critical Analysis of the Royal Commission on Aboriginal Peoples Self-Government Model”.

March 31

Readings: Understanding Aboriginal Self-Government> “The Future of Fiscal Federalism: Funding Regimes for Aboriginal Self-Government”, and from the first section of this text: “Treaty Governance”.

April 2

Class discussion- the experiences of Aboriginal Self-Government: Challenges and Prospects

April 7

Class discussion – Aboriginal Governance – the ideals and the realities- are there ways to build bridges to the ideal? What are the best ways to move forward now to achieve the goals?

Please note that Political Science has a Special Lecture series in winter term 2009 with the following relevant speakers and topics:

- Dale Turner, “The Politics of Indigeneity”, Thursday January 29, 2009 3:30 pm Tory Building 10-4.
- Audra Simpson and Glen Coulthard, “Law, Indigeneity and Sovereignty”, April 2, 3:30-5:15 pm, Tory Breeze 1.

Preliminary Aboriginal Governance Bibliography

Anderson, Robert B. and Robert M. Bone (editors). 2003. *Natural Resources and Aboriginal people in Canada: readings, cases and commentary*. Concord Ontario: Captus Press.

Anderson, Robert B. 2002. *Aboriginal Entrepreneurship and Business Development*. North York, Ontario: Captus Press Inc.

Belanger, Yale (editor). 2008. *Aboriginal Self-Government in Canada Current Issues and Trends*. Saskatoon, Saskatchewan: Purich Publishing.

Bell, Catherine. 1999. *Contemporary Métis Justice The Métis Settlement Way*. Saskatoon: Native Law Centre, University of Saskatchewan.

Bell, Catherine and Val Napoleon (editors). 2008. *First Nations Cultural Heritage and Law: case studies, voices and perspectives*. Vancouver: UBC Press.

Berger, Thomas. 1985. *Village Journey The Report of the Alaska Native Review Commission*. New York: Hill and Wang.

Boldt, Menno. 1993. *Surviving as Indians The Challenge of Self-Government*. Toronto: University of Toronto Press.

Calliou, Brian, 2006. “Indigenous Leadership Bibliography”, Banff: Banff Centre for Aboriginal Leadership.

Cairns, Alan C. 2005. *First Nations and the Canadian State In Search of Co-existence*, Kingston: Institute of Intergovernmental Relations, School of Policy Studies, Queens University.

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); Joint Occasional Papers on Native Affairs 2004-02> download from <http://www.udallcenter.arizona.edu/nativenations>

Cornell, Stephen... Organizing Indigenous Governance in Canada, Volumes 1-5 ... (reference pending)

Crane, Brian A., Robert Mainville and Martin W. Mason. 2008. *First Nations governance law*. Markham, Ontario: LexisNexis Canada.

Durst, Douglas, and Karen Martens Zimmerly. 2008. "Aboriginal governance and leadership (electronic resource, U of A library); volunteers in the Friendship Centres of Canada". Toronto, Ontario: Knowledge Development Centre, Imagine Canada.

Groves, Robert. 1999. *Re-fashioning the dialogue: urban governance in Canada*. National Association of Friendship Centres: Ottawa: Ontario.

Jorgenson, Miriam (editor). 2007. *Rebuilding Native Nations Strategies for Governance and Development*. Tucson, Arizona: The University of Arizona Press.

Institute on Governance and the Aboriginal Financial Officers of Canada. 2008. "Managing the relationship between elected leaders and staff (electronic resource, U o A library) : a team approach: AFOA Canada 2008 National Conference opening plenary."

Scott, Colin (editor) 2001, *Aboriginal Autonomy and Development in Northern Quebec and Labrador*. Vancouver: UBC Press.

Voyageur, Cora. 2008. *Firekeepers of the Twenty-First Century First Nations Women Chiefs*. Montreal and Kingston: McGill-Queens University Press.

Websites of Interest (re. further sources of aboriginal governance research papers and publications).

<http://www.nni.arizona.edu/> (Native Nations Institute, U of Arizona) – see for example NNI Research Report.

www.fngovernance.org (National Centre for First Nations Governance) - see for example, the list of publications.

www.iog.log.ca (Institute on Governance)

Acknowledgement

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