



COURSE OUTLINE

FNGA 102

Power and Influence

**45 HOURS
3 CREDITS**

PREPARED BY: Marilyn Jensen

DATE: October 2015

APPROVED BY:

DATE:

APPROVED BY ACADEMIC COUNCIL: (date)

RENEWED BY ACADEMIC COUNCIL: (date)



This work is licensed under the Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License. To view a copy of this license, visit <http://creativecommons.org/licenses/by-nc-sa/4.0/>.

POWER AND INFLUENCE

INSTRUCTOR: Marilyn Jensen	OFFICE HOURS: Wednesdays 10:00-11:00 a.m.
OFFICE LOCATION: A2410	CLASSROOM: A2210
E-MAIL: mjensen@yukoncollege.yk.ca	TIME: Fridays, 9am - 4pm
TELEPHONE: (867) 668-8829	DATES: January 8 - April 27, 2016

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 - AU INST 3XX (3)
100 (3)

UVIC - UVIC IS 100 lev (1.5)

UBCO - UBCO INDG 100 (3) UNBC - UNBC FNST

VIU - VIU FNAT 1st (3)

LEARNING OUTCOMES

Upon successful completion of this course, students will:

1. Recognize power and influence at work
2. Understand and describe ideological perspectives on politics
3. Describe and analyse the impact of power and influence on decision-making, decision-makers and the structure and basis of authority
4. Understand the sources of power and influence and their impacts
5. Understand the role of power and influence in the federal and territorial governments, particularly during land claims negotiations
6. Recognize the impact of legislation, the Charter of Rights, constitutions, and courts on power and influence
7. Understand the relationships that exist between and within governments.
8. 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 students 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	<hr/> 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,
http://www.cyfn.ca/uploads/p5/dA/p5dAXCYBzmTbDnmOWQu_bQ/CONSTITUTION.pdf

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 Academic Regulations:

https://yukoncollege.yk.ca/downloads/Yukon_College_Academic_Regulations_and_Procedures_-_August_2013_final_v1.pdf

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 Lorene Robertson Writing Centre a regular part of the writing process for coursework. Located in C2231 (adjacent the College Library), the Writing Centre offers half-hour writing coaching sessions to students of all writing abilities. Coaching sessions are available in person and through distance technologies (e.g., email plus Skype or phone). For further information or to book an appointment, visit the Centre's website: www.yukoncollege.yk.ca/student_info/pages/writing_centre.

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
-----------------	----------

Session One - Jan 8th, 2016 Introduction to Course <ul style="list-style-type: none"> • Power & Influence at Work 	Text: Alfred, "Power"
Session Two - Jan 22nd, 2016 <ul style="list-style-type: none"> • Ideological Perspectives on Politics 	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"
Session Three - Feb 5th, 2016 - Group Presentations <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 	Text: Dyck, "The Bureaucracy" Text: Dyck, "House of Parliament" McAllister, "Local public administration" McFarlane, "Aboriginal leadership"
Session Four - Feb 19th, 2016 <ul style="list-style-type: none"> • Understanding the sources of power and influence and their impacts 	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" Young and Everitt, "Who prevails?"

<p>Session Five - March 4th, 2016</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 18th, 2016 - 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 1st, 2016 - 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 8th, 2016 	<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>