COURSE TITLE: INDIGENOUS LEARNING 2317: A CRITICAL APPROACH TO COMMUNITY DEVELOPMENT

Instructor: Dr. Lana Ray
Office Hrs: Thursday 1:00-2:00 pm or by appt. (Ryan Building RM 2039)
Email: lray@lakeheadu.ca
Classroom: RB 3049
Day and Time: Wednesday 10:00-11:30 am & Friday 10:00-11:30 am

COURSE DESCRIPTION
This course is designed as an introductory course with the intention of providing students with an overview of the process of community development. The course will offer students an understanding of development themes such as sustainability, capacity building, resource partnerships, integrated frameworks and asset planning. Particularly important to the discussion will be the role of Indigenous organizations/agencies such as the First Nations Development Institute, the Centre for American Indian Economic Development and the National Centre for First Nations Development in the community development process. Stressing a culturally grounded path of community development, the course will focus on strength based planning or what is often called “asset based community development”.

LEARNING OUTCOMES
1. Identify and define key concepts and processes within community development
2. Identify and describe foundational values and principles of Indigenous community development
3. Identify and discuss assets, tensions and issues within Indigenous community development
4. Describe and evaluate the role of Indigenous organizations and agencies in community development processes

TEXTS/READINGS
• Restorying Indigenous Leadership: Wise Practices in Community Development, C. Voyageur, L. Brearley & B. Calliou (Eds.)
• Select readings available in electronic format via the D2L Site.

ASSIGNMENTS AND EVALUATION
Evaluation of learner work will be based on percentage points earned for engagement and participation, and for completion of assignments. Point values will be reduced for late assignments at a rate of 2% per day. Assignments received more than a week late will not be considered for credit unless there are exceptional circumstances. Course evaluation measures include:

Lab Participation (15%) - Ongoing
Learners will be required to actively participate in lab activities.
Mid-Term Exam (30%) – Due October 20, 2017
An in-class mid-term examination of key concepts, principles, theories, practices and tensions in Indigenous community development based off class lectures, activities and readings to date.

Group Presentation (25%) – Weeks 10-12
Your group, drawing from required and additional readings, will present on one of the below topics. This presentation should be at minimum one hour in length but leave room for a question period. Your group must provide overviews of initiatives within the category and compare approaches to community development among initiatives, alongside key considerations and successes. An electronic copy of the presentation should be handed in via email after the presentation. You will also be required to present your portion of the presentation.

Topics
- “Social Programming”
e.g. The Ontario Federation of Indian Friendship Centres, Minwaashin Lodge
- “Governance”
e.g. The National Centre for First Nations Governance; The First Nations Development Institute
- “Research Centres”
e.g. The Centre for American Indian Economic Development, The Harvard Project
- “Culture and Tourism Organizations”
e.g. Blackfoot Crossing Historical Park, Metis Crossing
- “First Nation Entrepreneurship”
e.g. Mikisew Group of Companies, Alberta Indian Investment Corporation

Case Study Paper (30%) – Due December 4, 2017
You will be required to write an 8-10-page case study on one of the following: Osoyoos Indian Band, Lac La Ronge Indian Band, Membertou First Nation (see “Canadian Case Studies-First Nations” chapter in your textbook). The case study should provide a brief overview of your case study, and address the following to conclude whether you think that this initiative is an Indigenous wise practice:

-what approach(es) to community development are being utilized?
-what principles are predominant in the initiative?
-what capital is being harnessed? How is it portrayed?
-is this a sustainable initiative?
-how is the initiative led and governed?
In addition to drawing from course materials, outside references should be utilized.

*All assignments must reference outside sources using APA format.

COURSE SCHEDULE

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<th>Topic and Assigned Readings</th>
<th>Assignments Due</th>
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<td>INTRODUCTION TO COMMUNITY DEVELOPMENT</td>
<td>Envisioning Community Lab</td>
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<td>Sept. 6th</td>
<td>-A Framework for Community and Economic Development, R.</td>
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<td>Week 2</td>
<td>Sept. 13th</td>
<td>INTRODUCTION TO INDIGENOUS COMMUNITY DEVELOPMENT</td>
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<td>- A Wise Practice Approach to Indigenous Community Development, p. 31-60.</td>
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<td>Lab TBD</td>
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<td>Week 3</td>
<td>Sept. 20th</td>
<td>ASSET-BASED APPROACHES TO INDIGENOUS COMMUNITY DEVELOPMENT</td>
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<td>- Asset-based Community Development, A. Haines</td>
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<td>- Rethinking Asset-Building in Indian Country: Executive Summary Findings and Policy &amp; Practical Implications, First Nations Development Institute</td>
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<td>Asset Methodology Activity</td>
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<td>Week 4</td>
<td>Sept. 27th</td>
<td>GOVERNMENT POLICY AND INDIGENOUS COMMUNITY DEVELOPMENT</td>
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<td>- Royal Commission on Aboriginal Peoples Excerpts</td>
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<td>- Leadership Success in Overcoming the Environmental Constraints to Indigenous Entrepreneurial Activity in Canada, p. 233-266.</td>
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<td>Lab TBD</td>
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<td>Week 5</td>
<td>Oct. 4\textsuperscript{rd}</td>
<td>INDIGENOUS LEADERSHIP</td>
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<td>- Indigenous Leadership and Approaches to Community Development, p. 3-30.</td>
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<td>Oct. 11\textsuperscript{th}</td>
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<td>FALL READING WEEK-NO CLASS</td>
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<td>Week 6</td>
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<td>Study Group-October 18\textsuperscript{th}</td>
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<td>Mid Term Exam October 20th</td>
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<td>Week 7</td>
<td>Oct. 25\textsuperscript{th}</td>
<td>INDIGENOUS GOVERNANCE &amp; DECISION MAKING</td>
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<td>Decision-Making</td>
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Restorative Dispute Resolution in Anishinaabe Communities – Restoring Conceptions of Relationships Based on Dodem, P. McGuire

Week 8
Nov. 1st
CAPACITY BUILDING
- The Field of Tribal Leadership Training, Cultures of Expertise, and Native Nations in the United States, p. 61-90.
- Impact and Benefit Agreements: A Contentious Issue for Environmental and Aboriginal Justice, C. Fiddler & M. Hitch
- How Do You Build a Community? Developing Community Capacity and Social Capital in An Urban Aboriginal Setting, G Hill & M. Cooke

*Friday November 3, 2017 Final Day to Withdraw *

Week 9
Nov. 8th
ECONOMIC DEVELOPMENT
- Avoiding the Resource Curse: Indigenous Communities and Canada’s Oil Sands, B. Parlee

Week 10
Nov. 15th
PARTNERSHIPS
- Indigenizing City Planning Processes in Saskatoon Canada, R. Fawcett et al.
- The Community Readiness Initiative in Kugluktuk, Nunavut: The Challenge of Adapting an Indigenous Community-Based Participatory Framework to a Multi-Stakeholder, Government-Designed Project Environment, C. Gabel & E Cameron.

PRESENTATIONS BEGIN NOVEMBER 17TH

Week 11
Nov. 22nd
PRESENTATIONS

Week 12
Nov. 29th
PRESENTATIONS

EXAMINATION PERIOD-NO CLASS

Case Study Paper Due December 4th

Attendance is important and is expected. Courses are based on reflection, discussion, and interaction, much of which takes place in class.