

2017-2018

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

Class	Topic and Assigned Readings	Assignments Due
Week 1 Sept. 6th	INTRODUCTION TO COMMUNITY DEVELOPMENT -A Framework for Community and Economic Development, R.	Envisioning Community Lab

	Phillips & R. Pittman - Seven Theories for Seven Community Developers, R. Hustedde	
Week 2 Sept. 13th	INTRODUCTION TO INDIGENOUS COMMUNITY DEVELOPMENT -A Wise Practice Approach to Indigenous Community Development, p. 31-60. -Four Contemporary Tensions in Indigenous Nation Building: Challenges for Leadership in the United States, p. 185-214.	Lab TBD
Week 3 Sept. 20th	ASSET-BASED APPROACHES TO INDIGENOUS COMMUNITY DEVELOPMENT -Asset-based Community Development, A. Haines - Rethinking Asset-Building in Indian Country: Executive Summary Findings and Policy & Practical Implications, First Nations Development Institute	Asset Methodology Activity
Week 4 Sept. 27th	GOVERNMENT POLICY AND INDIGENOUS COMMUNITY DEVELOPMENT -Royal Commission on Aboriginal Peoples Excerpts -Leadership Success in Overcoming the Environmental Constraints to Indigenous Entrepreneurial Activity in Canada, p. 233-266. - Reading between the lines of the 'Responsible Resource Development' Rhetoric: The Use of Omnibus Bills to 'Streamline' Canadian Environmental Legislation, D. Kirchhoff & L. Tsuji	Lab TBD
Week 5 Oct. 4rd	INDIGENOUS LEADERSHIP -Indigenous Leadership and Approaches to Community Development, p. 3-30. -Deep Listening and Leadership: An Indigenous Model of Leadership and Community Development in Australia, p. 91-128. -Restorying the Leadership Role: Indigenous Women in Politics and Business in Canada, p. 129-154. -Exploring Australian Indigenous Artistic Leadership, p. 155-184.	Lab TBD
Oct. 11th	FALL READING WEEK-NO CLASS	
Week 6 Oct. 18th	Study Group-October 18th	Mid Term Exam October 20th
Week 7 Oct. 25th	INDIGENOUS GOVERNANCE & DECISION MAKING	Decision-Making

	<ul style="list-style-type: none"> - Restorative Dispute Resolution in Anishinaabe Communities – Restoring Conceptions of Relationships Based on Dodem, P. McGuire -Exploring Traditional Indigenous Leadership Concepts: A Spiritual Foundation for Blackfeet Leadership, J, Gladstone & D. Pepion 	Circle Activity
Week 8 Nov. 1st	<p style="text-align: center;">CAPACITY BUILDING</p> <ul style="list-style-type: none"> -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 <p style="text-align: center;">*Friday November 3, 2017 Final Day to Withdraw *</p>	Lab TBD
Week 9 Nov. 8th	<p style="text-align: center;">ECONOMIC DEVELOPMENT</p> <ul style="list-style-type: none"> - Avoiding the Resource Curse: Indigenous Communities and Canada’s Oil Sands, B. Parlee -Aboriginal Approaches to Business Leadership and Entrepreneurship in Australia, p. 215-232. -Comparative Models of American Indian Economic Development: Capitalist versus Cooperative in the United States and Canada, S. Rose. 	Federal Framework Activity
Week 10 Nov. 15th	<p style="text-align: center;">PARTNERSHIPS</p> <ul style="list-style-type: none"> -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. <p style="text-align: center;">PRESENTATIONS BEGIN NOVEMBER 17TH</p>	
Week 11 Nov. 22nd	PRESENTATIONS	
Week 12 Nov. 29th	PRESENTATIONS	
	EXAMINATION PERIOD-NO CLASS	Case Study Paper Due December 4 th

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