



**DEPARTMENT OF ARTS AND EDUCATION**

**COURSE OUTLINE – WINTER 2019**

**NT2400 (A3): Indigenous Approaches to Community Research and Leadership  
Development – 3 (3-0-0) 45 Hours for 15 Weeks**

**INSTRUCTOR:** Darlene Horseman                      **PHONE:** 780-539-2889  
**OFFICE:** C-303    **E-MAIL:** dhorseman@gprc.ab.ca  
**OFFICE HOURS:** Tuesday, 2:00-3:00 pm, Thursday 4:00-5:30 pm and by appointment

**CALENDAR DESCRIPTION:**

Introduction to wise practice approaches of centering Indigenous cultures in community research and development. The course reflects on elements of successful Indigenous community economic development and the importance of developing Indigenous leadership in the creation of community capacity and sustainability.

**PREREQUISITE(S)/COREQUISITE:** None

**REQUIRED TEXT/RESOURCE MATERIALS:**

Brearly, L., Calliou, B., & Voyageur, C. (2015). *Restorying Indigenous Leadership: wise practices in community development* (2<sup>nd</sup> ed.). Banff, AB: Banff Center Press.

Selected Readings available in Moodle site and selection as outlined in the course schedule.

\*or equivalent texts or collection of articles

Video Available:

Rural Alberta Development Fund (Producer), & Lougheed Leadership Institute (Director). (2015). *Wise Practices: Indigenous Communities Share Their Stories. Best Practices in Rural Development Project* [Video]. (Available from Lougheed Leadership Institute, The Banff Centre 107 Tunnel Mountain Drive Box 1020, Stn. 43 Banff, AB T1L 1H5 Canada).

Video available online at:

<https://www.banffcentre.ca/articles/wise-practices-indigenous-communities-share-their-stories>

Additional videos will be shown in class.

**DELIVERY MODE(S):** Discussions, Lectures, Land-Based Learning, Experiential Learning, Case Studies & Required Moodle site.

**COURSE OBJECTIVES:**

- Discuss required readings and engage collaboratively with peers to identify importance of developing culturally rooted Indigenous leadership
- Define key concepts related to perspectives in Indigenous community development and leadership development
- Identify and critique approaches to Indigenous community economic development and research
- Locate strength-based stories of successful Indigenous community development and leadership development in context of colonization
- Apply elements of Indigenous wise practice approaches to community economic development

**LEARNING OUTCOMES:**

- Demonstrate comprehension of concepts and perspectives in Indigenous community research and development
- Research, write and engage on themes of centering Indigenous cultural teachings in leadership and wise practice approaches to community development
- Illustrate strength-based stories of Indigenous leadership, community development
- Create a project that demonstrates centering Indigenous teachings in contemporary community research and leadership development

**TRANSFERABILITY:** UA, UC, CUE

**\*Warning:** Although we strive to make the transferability information in this document up-to-date and accurate, **the student has the final responsibility for ensuring the transferability of this course to Alberta Colleges and Universities.** Please consult the Alberta Transfer Guide for more information.

You may check to ensure the transferability of this course at Alberta Transfer Guide at

<http://transferalberta.alberta.ca/transfer-alberta-search/#/audienceTypeStep>

**\*\* Grade of D or D+ may not be acceptable for transfer to other post-secondary institutions. Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability.**

## **EVALUATIONS:**

Presentation	20% Due during Feb/March
Reading Reviews	40% March 21 (11:55 pm)
Community Development Project	30% Due the week that final exams are scheduled
Participation	10% Attendance and class participation

### **Presentation (20%):**

Students will create a mock reserve or Indigenous community and develop a community project that will help enhance and develop the community for the betterment in any social, recreational, economical, educational, health and other areas of interest pertaining to community development and leadership. Presentation must be presented using technology, ie, power point presentation, video, slideshow, movie maker, my story or other computer sources.

Students will be given 20 mins. from start to finish for presentation. This time will include introduction and time for questions at the end. Students will be graded on time management as well as content.

### **Reading Reviews (40%):**

Students will take required readings and summarize the readings and establish what each reading is focusing on and how it applies to the course content. A minimum of one paragraph for each reading and how it applies to the course and your response to each reading will be an additional minimum of one paragraph per reading. Students will be graded on structure, content, grammar, spelling and effort applied responding to each reading. Students are permitted to speak in the first person for response paragraphs.

### **Project (30%):**

Students will develop a plan that summarizes a community development project that contains, mission statement, vision statement, history of organization, population of the community and age categories, overall rules for the management of the project and how it will be administered, who will be included in the project, how it will benefit the community as a whole, organizational chart of the community and where and how the project fits into the organizational chart, a budget for the project including the revenue and expenses needed to administer the project. Also include a list of possible funding sources for your community development project.

Project should be no less than 12 pages in length. Students will be graded on organization of the project, content and effort applied to the project as a whole.

Participation (10%):

Attendance will be taken for each class and students will be expected to engage in class discussions to expect the full participation mark.

**GRADING CRITERIA:**

Please note that most universities will not accept your course for transfer credit **IF** your grade is **less than C-**.

Alpha Grade	4-point Equivalent	Percentage Guidelines	Alpha Grade	4-point Equivalent	Percentage Guidelines
A+	4.0	95-100	C+	2.3	66-69
A	4.0	90-94	C	2.0	63-65
A-	3.7	85-89	C-	1.7	60-62
B+	3.3	80-84	D+	1.3	54-59
B	3.0	75-79	D	1.0	50-54
B-	2.7	70-74	F	0.0	00-49

**COURSE SCHEDULE/TENTATIVE TIMELINE:**

\*Instructor may move readings and will make announcements in the NT 2400 Moodle site.

\*Land-based and experiential and/or community engaged excursions will be discussed and announced in class.

\*Required videos will be viewed in class.

Week 1	Course Outline Review & Intro to Moodle Site with Glossary  Calliou, B. & Wesley-Esquimaux, C. (2010). A Literature Review & Wise Practices Approach.	
Week 2	Parlee, B.L. (2015) Avoiding the Resource Curse: Indigenous Communities and Canada’s Oil Sands. University of Alberta, Edmonton, Canada. <a href="https://ac.els-cdn.com/S0305750X15000637/1-s2.0-S0305750X15000637-main.pdf?_tid=804df551-3ea2-4efd-9a4b-36b45ecc30cf&amp;acdnat=1546542994_55260aec998be5d095958f0e99db4bc1">https://ac.els-cdn.com/S0305750X15000637/1-s2.0-S0305750X15000637-main.pdf?_tid=804df551-3ea2-4efd-9a4b-36b45ecc30cf&amp;acdnat=1546542994_55260aec998be5d095958f0e99db4bc1</a>	

Week 3	<p>Calliou, B. (2005). The Culture of Leadership: North American Indigenous Leadership in a Changing Economy. In, D. Champagne, K. Jo Torjesen &amp; S. Steiner. (Eds.), In, <i>Indigenous Peoples and the Modern State</i>. (pp. 47-68). Toronto: AltaMira Press.</p> <p>Calliou, B., &amp; Voyageur, C.J. (2007). Aboriginal Economic Development and the Struggle for Self-Government. In L. Samuelson &amp; W. Antony. (Eds.), <i>Power and Resistance: Critical Thinking About Canadian Social Issues</i> (4<sup>th</sup> Ed., pp. 209-224). Halifax: Fernwood Publishing.</p>	
Week 4	<p>Young Leon, A. (2012). Elder’s Teachings on Leadership: Leadership as Gift. In, C. Kenny &amp; T. Ngaroimata Fraser. (Eds.), <i>Living Indigenous Leadership: Native Narratives on Building Strong Communities</i>. (pp. 48-63). Vancouver: UBC Press.</p> <p>Supplemental: Silver, J., Ghorayshi, P., Hay, J., &amp; Klyne, D. (2011). Sharing, Community, and Decolonization: Urban Aboriginal Community Development. In, M.J. Cannon &amp; L. Sunseri (Eds), <i>Racism, Colonialism, and Indigeneity in Canada</i>. Don Mills: Oxford University Press.</p>	
Week 5	<p>All Chapters that follow are within the text:</p> <p>Brearly, L., Calliou, B., &amp; Voyageur, C. (2015). <i>Restorying Indigenous Leadership: wise practices in community development</i> (2nd ed.). Banff, AB: Banff Center Press.</p> <p>Chapter: Indigenous Leadership and Approaches to Community Development</p> <p>Chapter: Case Studies –Indigenous Organizations</p>	
Week 6	<p>Chapter: A Wise Practices Approach to Indigenous Community Development in Canada</p> <p>Chapter: Case Studies First Nations</p>	
Week 7	<p>Chapter: Deep Listening and Leadership: An Indigenous Model of Leadership and Community Development</p>	
Week 8	<p>Chapter: Restorying the Leadership Role: Indigenous Women in Politics and Business in Canada</p>	
Week 9	<p>Chapter: Exploring Australian Indigenous Artistic Leadership</p>	

Week 10	Chapter: Four Contemporary Tensions in Indigenous Nation Building: Challenges for Leadership in the United States  Chapter: The Field of Tribal Leadership Training, Cultures of Expertise, and Native Nations in the United States	
Week 11	Chapter: Leadership Success in Overcoming the Environmental Constraints to Indigenous Entrepreneurial Activity in Canada	
Week 12	Chapter: Conclusion -Restorying Indigenous Leadership	
Week 13	All Chapters that follow are within the text Kovach, M. (2009). Indigenous methodologies: characteristics, conversations and contexts. Toronto: University of Toronto Press.  Introduction and Chapter: Chapter: Situating Self, Culture, and Purpose in Indigenous Inquiry	
Week 14	Smith, L.T. (2012). Articulating an Indigenous Research Agenda. In, Decolonizing Methodologies: Research and Indigenous Peoples. (2nd ed.). New York, NY: Zed Books Ltd.	<b>Project due on date of final exam (in lieu of final exam-it will be due one week after last class)</b> Final Exams dates are Scheduled by the Registrar Office

### STUDENT RESPONSIBILITIES:

The assigned readings and exercises for each class should be completed before attending that class, except for the first class. Attendance at all sessions is required and is critical to the student's success in the course. If you find yourself having difficulty in this course, please contact the instructor immediately for assistance. If you simply want more discussion with the instructor about any aspect of the course, please visit my office during office hours or at a more convenient pre-arranged time.

It is expected that all students will display a professional attitude and behavior in the classroom. This includes reliability, respect for and cooperation with your fellow students and the instructor, attention to fellow student questions and instructor's response, determination to achieve first-class work while meeting deadlines, and constructive response to criticism.

Also, please ensure that you are familiar with using Moodle:

<https://moodle.gprc.ab.ca/my/>

## STATEMENT ON PLAGIARISM AND CHEATING:

Cheating and plagiarism will not be tolerated and there will be penalties. For a more precise definition of plagiarism and its consequences, refer to the section on Plagiarism and Cheating in the College policy titled Student Misconduct: Academic and Non-Academic at (<https://www.gprc.ab.ca/about/administration/policies/fetch.php?ID=68>).

Instructors reserve the right to use electronic plagiarism detection services on written assignments. **Instructors also reserve the right to ban the use of any form of electronics (cell phones, Blackberries, iPods, tablets, scanning pens, electronic dictionaries, etc.) during class and during exams.**

\*\*Note: all Academic and Administrative policies are available at <https://www.gprc.ab.ca/about/administration/policies/>

### **Additional Information**

1. The nature and topics of your paper or portfolio will be discussed in class. Diverse learning activities are incorporated throughout this course and full participation in all of them is required. If you cannot engage in a particular learning activity due to extenuating circumstances, please talk to me.
2. It is your responsibility to read each and every chapter and assigned reading (if any) and attend all classes.
3. Lectures/Classes will not always cover material in your readings. Classes may cover topics and include materials that are not covered by your textbook/readings. It is therefore imperative that you attend every class.
6. It is expected that students will display a professional attitude and behavior. These attitudes and behaviors are many and will be discussed in class. Any violation or misconduct may result in dismissal from the class.
7. Talk to me if you have concerns or you are experiencing difficulties that may have a negative impact on your academic performance.