



JSGS 895 – Indigenous Nation-Building Residence

	UNIVERSITY OF REGINA CAMPUS
INSTRUCTOR:	Dr. Bob Kayseas
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OFFICE HOURS:	By email
TERM/SEMESTER:	Winter 2023
ROOM:	TBA
DATES:	March 31 st , April 1 st , and April 2 nd , 2023.

COURSE DESCRIPTION:

The Indigenous Nation-building Residency fulfils the residency requirement for the Graduate Certificate in Indigenous Nation-building (Johnson Shoyama Graduate School of Public Policy [JSGS] and First Nations University of Canada[FNUUniv]). The Residency is a 3-day, face-to-face program led by Indigenous Elders/Knowledge Keepers, Indigenous Leaders, and Faculty from JSGS/FNU.

The Residency program is one of four components of the overall Graduate Certificate. It will complement the three required courses, including two mandatory core courses (JSGS 893 and JSGS 894) and one elective course.

LEARNING OBJECTIVES

The learning objectives build on the curriculum of the academic program and include:

1. Understanding Indigenous governance through dialogue.
2. Ensuring respectful communication skills, including listening skills, articulating complex governance systems, and understanding and respecting diversity.
3. Understanding the influence of traditional Indigenous approaches to governance and the processes of decolonization and reconciliation.
4. Understanding that leadership during times of change requires community-led approaches.
5. Building a broad network of Indigenous leaders and engaging in a community of peers interested in pursuing Indigenous self-determination or self-governance.
 - **Evidence and Strategic Thinking** – develops and applies an evidence-informed approach to policy issues and policy options;

- **Connection and Collaboration** –communication with different audiences to build relationships and harness a diversity of perspectives to gain understanding, design, and advance policy solutions; and
- **Implementation and Improvement** – lead self, teams, and partners to implement policy decisions, manage change initiatives, monitor progress, and support continuous improvement.

DATES, TIMES, AND LOCATION:

Much of this program will take place at First Nations University of Canada (FNUUniv), Regina campus. Alternative locations may include the Treaty Four Governance Centre, Fort Qu'Appelle, Sask., māmawêyatitân centre, Regina, SK, or JSGS, Regina campus. Please note, due to the potential travel, land-based, and traditional activities, this residency is an in-person only residency.

Dates: March 31st, April 1st, and April 2nd, 2023. See schedule below for times. See daily schedule below.

COURSE CONTENT AND APPROACH:

This course is designed to consider nation-building from multiple Indigenous worldview, perspectives, and lived experiences. Students will take part in ceremony, traditional skill-building projects, meet Indigenous leaders, and consider the challenges and opportunities facing Indigenous communities today. Through the residency, students will have opportunities to network, participate in meaningful sharing circles, and work through some of the most difficult challenges facing our communities today as we build and rebuild our nations.

The Residency will be led by Indigenous Elders, Knowledge Keepers, Indigenous Academics (both from FNUUniv and JSGS), as well as Indigenous Community Leaders. Each will draw upon their own Indigenous worldviews to work through complex policy problems currently faced in our communities.

COURSE FORMAT

Due the nature of the activities, including community and land-based activities, this is an in-person residency only.

In-Person, Synchronous Instruction

JSGS students have told us they prefer in-person instruction. That is why we are pleased to offer this course in person and on-site according to the latest protocols for health and safety at the [University of Regina](#) and the [University of Saskatchewan](#). Please refer to this health and safety information so that you are prepared for a great experience on campus.

Students are encouraged to bring a laptop or other wifi-enabled mobile device to class. This will enhance your experience by giving you access to online tools that allow classroom polls, surveys, and other collaboration tools that we may use this term.

REQUIRED READINGS:

TBA

COURSE OUTLINE:
Day 1: Land and Emerging Issues in Indigenous Governance – Friday, March 31, 2023

Time	Activity	Learning Outcomes	Facilitator/ Panel
8:30 am	Opening Smudge and/or pipe ceremony. Followed by Sharing Circle Introductions.	-Welcome and introductions - Ensure program is started “in a good way”.	Program Elder(s)
9:00	The Role of the Land - How does ancestral/traditional knowledge frame contemporary Indigenous governance? - What are the connections between land, and governance?	-Indigenous governance is complex - Traditional or ancestral knowledge, as connected to land and language, underpins sovereignty movements	Panel: Elders/Community Leaders
11:15	Cohort Discussion and Health Break	-Connecting readings and course work to presentations	Faculty
12:15	Lunch		
1:30	Emerging Policy Issues in Leadership: - What are the biggest and/or emerging issues in Indigenous leadership today?	Discussing emerging issues in policy and Indigenous leadership. How can our traditions lead the way?	Panel: Elders, Leaders (Community/Tribal Council).
3:00	Cohort Discussion and Health Break	-Connecting readings and course work to dialogue	Faculty

3:30	Group Exercise – Case Studies	Students will workshop the complexities of contemporary Indigenous governance through case studies focused on pertinent governance issues in small groups.	Faculty
4:00-4:30	Closing Smudge and sharing circle	-reflections on the day	Program Elder(s)
Evening 6:00-8:00	Dinner & Team Building Activity And/or Indigenous Food Sovereignty	-Build community/networking	Faculty

Day 2: Nation-Building Through Community Resiliency, Saturday, April 1st, 2023

Time	Activity	Learning Outcome	Facilitator/Panel
8:30	Opening Smudge and sharing circle	-welcome and time to set intentions for the day	Program Elder(s)
9:00	Metis Community Leaders/Elders: Metis Governance	-Traditional versus contemporary Metis governance and practices. The move from advocacy to governance	Faculty; Indigenous leaders
10:45	Cohort Discussion	-Connecting readings and course work to dialogue	Faculty
11:30	Medicine Walk at FNUniv	-deepen understandings of the connections between land and Indigenous ways of knowing;	Elder

		deepen awareness of sovereignty	
12:15	Lunch	-Developing skills to ensure work is community-led and meets the interests of a specific community.	
1:30	Change fatigue as a barrier to community capacity-building: <ul style="list-style-type: none"> - In what ways might communities have been over-promised and under-delivered? - How do we deal with and overcome resistance in community-based work? - How do we develop practical and feasible projects? - How do we manage our own change fatigue when project objectives start to become unmanageable? 	-Consider challenges change presents to communities with fewer resources and infrastructure. -How can we deal with resistance?	Panel: Indigenous Leader Panel
3:00pm	Group Exercise: Tipi raising <ul style="list-style-type: none"> - An Elder and youth will demonstrate raising a tipi while sharing the specific teachings. - Students will break into small groups to construct the tipi with assistance from the Elder and youth. • 	-group-building exercise -an example of grounding practice in Indigenous, traditional theory	Program Elder(s) or Knowledge Keeper with the gift of Tipi teachings
5:00pm	Closing Smudge and sharing circle	-reflections on the day	Program Elder(s)
Evening 6:30-8:00pm	Indigenous Film and Director Talk	-Build community/network Discuss representation	Guest Filmmaker

Day 3: Putting it All Together, Sunday, April 2, 2023.

Time	Activity	Learning Outcome	Facilitator/Panel
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8:30	Opening Smudge and sharing circle	-set intentions for the day	Program Elder(s)
9:30	<p>Nation-building and strengthening community</p> <ul style="list-style-type: none"> - What training or capacity does a community require to successfully manage a project once a student/consultant/researcher has left the project/community initiative? - What needs to be put in place to maintain momentum and ensure the success of the project? - How do we strengthen traditional roles of Elders, Women and others. 	Consider who needs to be involved in nation-building	
11:00	Cohort Discussion	<p>What have we learned so far?</p> <p>What more do we need to know?</p>	Faculty
12:00	Lunch		
1:00-2:00pm	Closing Smudge and sharing circle	-reflections on the day	Program Elder(s)

ASSIGNMENTS:

TBA

ENROLLMENT

Class enrollment will be normally limited to 30 students.