

# JSGS (898) Indigenous Nation Building in Canada

UNIVERSITY OF SASKATCHEWAN CAMPUS	
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<b>OFFICE LOCATION:</b>	
<b>TERM:</b>	2021 Spring
<b>ROOM:</b>	
<b>DATE AND TIME:</b>	

## LAND ACKNOWLEDGEMENT

The University of Saskatchewan campus of the Johnson Shoyama Graduate School of Public Policy is situated on Treaty 6 Territory and the Homeland of the Métis, while the University of Regina campus is situated on Treaty 4 Territory and the Homeland of the Métis. We pay our respect to the First Nation and Métis ancestors of this place and reaffirm our relationship with one another. As we engage in Remote Teaching and Learning, we would also like to recognize that some may be attending this course from other traditional Indigenous lands. I ask that you take a moment to make your own Land Acknowledgement to the peoples of those lands. In doing so, we are actively participating in reconciliation as we navigate our time in this course, learning and supporting each other.

## INTELLECTUAL PROPERTY ACKNOWLEDGEMENT

This course was developed for the first time in 2021 by Kurtis Boyer.

## HONOUR CODE

At the Johnson Shoyama Graduate School of Public Policy (JSGS), we believe honesty and integrity are fundamental in a community dedicated to learning, personal development, and a search for understanding. We revere these values and hold them essential in promoting personal responsibility, moral and intellectual leadership, and pride in ourselves and our University.

As JSGS students, we will represent ourselves truthfully, claim only work that is our own, and engage honestly in all academic assignments.

Since articulated standards and expectations can influence attitudes, and because each of us shares the responsibility for maintaining academic integrity (see below for details on academic integrity at the JSGS), we are committed to upholding the Academic Honor Code.

## **ACADEMIC HONOUR PLEDGE**

As a member of the JSGS community, I pledge to live by and to support the letter and spirit of JSGS's Academic Honour Code.

## **REMOTE LEARNING CONTEXT**

We acknowledge the difficulties in providing a course online. Since remote teaching and learning is new to both instructors and students, all participations should interact with empathy, patience and care. Links to online learning resources are provided below.

We suggest you add a personalized statement that acknowledges the complex circumstances in which the course is taking place. You could, for example, note that the remote teaching and learning context is new to most, and that all participations in the course should interact with empathy and care. You could also point out that online learning resources are outlined below.

## **CALENDAR DESCRIPTION**

This course will explore critical nation-building issues confronting Indigenous peoples. While during the course, comparisons can be made to relevant international cases - the primary focus will be on Indigenous nation building in Canada. The course will examine multi-dimensional settings that confront Indigenous peoples in their pursuit of social, cultural, political, educational, and economic development. It will provide in-depth, hands-on exposure to issues related to nation-building, including: sovereignty, territorial integrity and expansion, economic development, constitutional reform, leadership, governance, national identity and epistemic authority, as well as institutional building and cultural match.

## **LEARNING OBJECTIVES**

Upon completion of this course, students will:

- be familiar with the principles of nation building in a Canadian context
- understand the challenges associated with the implementation of these principles
- be able to apply specific principles of nation building to contemporary real-world cases in a Canadian context
- understand the relationship between an exercise of Indigenous political self-determination and increased social and economic development outcomes

## ATTRIBUTES OF JSGS GRADUATES

Through the development of the following competencies, JSGS MPA graduates will be prepared to meet the policy challenges of a rapidly changing world:

- **Analysis and Use of Evidence** – how to use evidence and develop the necessary analytical skills to succeed in a public administration career;
- **Politics and Democracy** – ensuring that students have a deep understanding of the role of politics and democracy in public policy development including the roles of the various institutions and policy actors; and
- **Policy Delivery** – the importance of effective service delivery and the ongoing management and evaluation of public policy.

## COURSE CONTENT AND APPROACH

This online course takes a unique approach to learning. In an attempt to be flexible to a student's learning style, it offers four kinds of engagement: Individual study and presentation, lectures, group work, and peer feedback.

The main goal of the course is to develop a case study. This case study will apply a particular principle of nation building to a case in Canada (i.e. outcomes, challenges, lessons learned etc. (see the section "Student Assessment" and the page "What is a Case" respectively, for more information).

This course employs an instructional strategy that blends two types of activities: peer-engagement and individual learning, which run concurrently.

The course will be held from May 3<sup>rd</sup>, 2021 to May 21<sup>st</sup>, 2021. This is a condensed class and it will be an intensive three weeks. Please review the syllabus carefully and contact your instructor if you have any questions.

The course work is roughly divided into 3 parts per week. Below you will find a description of the course's approach, activities and timeline.

# TIMELINE

## WEEK ONE

### **Goal: Familiarize yourself with the structure of the course**

By reviewing the “Course Resources” page you should become familiar with the course structure and the tools that will be used ( see “blackboard tools”). Developing an individualized plan to manage the various tasks for the coming weeks is also advised.

### **Goal: Gain a working knowledge to start developing your case study**

In the first week, students are expected to engage with the module “Indigenous Nation Building: An Introduction”. After familiarizing themselves with the main concepts of the course, students will work through the modules within the section: “Indigenous Nation Building in Canada: Examples”. Engaging with these examples will allow the student to begin to gain an understanding of some of the principles of nation building that are at work in Canada. By seeing how an exercise of a principle, relates to a particular developmental outcome, students will be practicing the same basic analytical framework that they will use in their own case study. During this week the student will be expected to engage in enough reflection and self-study to get a sense of what case they would like to focus on. Students are expected to work through each learning module independently, as well as the “Additional Resources” section throughout the week. Once a student feels confident in grasping the relationship between principle and an exercise of nation building, and they can begin working on a case that interests them.

### **Goal: Prepare preliminary ideas to allow feedback**

By the end of the first week the student will sign up to attend one online video conference meeting with the lecturer and several other students. During the meeting the student will be expected to introduce their preliminary ideas about their case (principle and outcome) and explain their interest in it. Students should be ready to present their ideas and provide feedback and suggestions to groupmates.

Notes:

- For help in preparing your presentation see “live meeting prompts”
- As soon as you are able, please sign up to attend one meeting slot. Meetings (30-40 minutes) will take place during the morning (8am-11am) of Friday May 7, 2021.
- This group will be your group for the rest of the course

*It is advised that students become familiar with the activities that will occur in Week Two, and plan their time/work for the first week, accordingly.*

## **WEEK TWO**

On Monday of the second week (May 10, 2021) each student will submit to the instructor, one reading - that they believe speaks to the principle of nation building relevant to their own case.

### **Goal: Begin structuring your case study**

On Tuesday of the second week (May 11, 2021) the student will create a thread in the course forum. This thread serves as a kind of “sandbox” the students will work in to develop and present their ideas about their case. Each thread will have the following: a working title; a brief description of their proposed case; an explanation of their interest; a reading (in form of a link or an attached file); and a discussion question.

Note:

- The reading is chosen by the student and should provide a discussion of the principle in a way that is somehow (directly or indirectly related to Indigenous nation building).
- The discussion question should relate to the reading but should also be designed to generate discussion that aids the student building their own case study (see pages: “What’s in a Case?” and “Effective Discussion Questions”).
- In your initial post - please feel free to provide more contextual information about the reading or question, that you feel will help the reader engage with your thoughts and reflections.

### **Goal: Increase an applied knowledge of Indigenous nation building**

For the rest of the week the student will attend to each group member’s forum thread, engage with the reading and respond to the discussion question. Students will also be expected to reply to any comments directed towards either their own thread or towards their responses.

*Note: Your comments will be attached to your “Participation Journal” so it is a good idea to choose one comment or string of comments that you will submit as you “Engagement Highlight” (see Assignment: “Participation Journal” below)*

## **WEEK THREE**

### **Goal: Finalize a structure for your case study and a way to present findings**

As this week begins, each student will create their own page in the course’s wiki. This page will house the final version of the student’s case study.

Throughout the week, students are expected to incorporate input received in group discussion, engage with any additional readings, and collect all supplemental resources for finalizing their case study. Supplemental resources are anything that makes the information - your analysis and discussion - accessible to those without prior knowledge. This includes diagrams, audio or video files, photographs, newspaper clippings, or anything else that helps tell your story. All of

these should be inserted into the wiki page in a way the student thinks best represents their case.

During the week the student will be assigned to provide feedback on a case study made by a student in another group. On Wednesday (May 19, 2021) each pair of students will meet online, via blackboard's chat function to discuss each other's case studies and provide feedback.

Ensure you come prepared to provide constructive feedback to your classmate. This means, prior to the day of providing feedback, you have read over their case study, carried out any research and asked for any needed clarifications. At the end of the feedback session the students will jointly create a "Feedback Highlight Summary". This summary (max 1 page) will include, for each student, an explanation of what feedback was received and how it was helpful. This summary should also detail whether any revisions will result from the feedback.

*Note: Your Feedback Highlight Summary will be included in your graded "Participation Journal" and should therefore accurately reflect the effort and value each participant put into the feedback session (see Assignment: "Participation Journal" below for more information).*

## **STUDENT ASSESSMENT**

### **Group Discussion Thread/Question (15%)**

- Your group thread should provide a link or attachment containing your reading.
- It should also include a question that sparks engagement over your topic and helps you gain insight to improve your case study.
- Please see "How to make a good discussion thread" for more information.

### **Participation Journal (25%) - Due May 21, 2021**

- Your final participation score will be calculated by the number of attempts and effort made to engage with other students constructively. This document will include the joint-feedback summary from Week 3, and a list of the responses that you made to other student discussion questions during Week 2.
- Also please choose a comment or string of comments that you made during week 2, that you wish to highlight.
  - Provide a very brief explanation of why you were motivated to make these comments and why you think they could have contributed to another student's case study. For an explanation of how your comments will be assessed - please see the page: "How Comments will be Assessed" section for more information.

### **Final Case Study (60%) - Due May 21, 2021**

- The case study will be the page in the course wiki that you have prepared. The content should include a description of the case, an explanation of the principle in action, its relation to the outcome described, as well as (when relevant) some cursory reflections on how the case study relates to the literature on, or the process of nation building generally. For more information on what might make up a case please see the section “What is Case?”.

### **LATE ASSIGNMENTS**

Assignments are due when the class begins (on the date they are due). They must be uploaded to Blackboard as a Word document. Late assignments will not be accepted unless prior arrangements have been made. If you encounter extenuating circumstances that will interfere with your ability to complete assignments on time, please contact me as soon as possible.

### **USE OF VIDEO AND RECORDING OF THE COURSE**

Video conference sessions in this course, including your participation, will be recorded and made available only to students in the course for viewing via Canvas after each session. This is done, in part, to ensure that students unable to join the session (due to, for example, issues with their Internet connection) can view the session at a later time. This will also provide students with the opportunity to review any material discussed. Students may also record sessions for their own use, but they are not permitted to distribute the recordings (see below).

Please remember that course recordings belong to the instructor, the University, and/or others (like a guest lecturer) depending on the circumstance of each session, and are protected by copyright. Do not download, copy, or share recordings without the explicit permission of the instructor.

For questions about recording and use of sessions in which you have participated, including any concerns related to your privacy, please contact your instructor. More information on class recordings can be found in the Academic Courses Policy at <https://policies.usask.ca/policies/academic-affairs/academic-courses.php#5ClassRecordings>.

### **COPYRIGHT**

Course materials are provided to you based on your registration in a class, and anything created by your professors and instructors is their intellectual property, unless materials are designated as open education resources. This includes exams, PowerPoint/PDF slides and other course notes. Additionally, other copyright-protected materials created by textbook publishers and authors may be provided to you based on license terms and educational exceptions in the Canadian Copyright Act (see <http://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>).

**Before you copy or distribute others' copyright-protected materials, please ensure that your use of the materials is covered under the University's Fair Dealing Copyright Guidelines available at <https://library.usask.ca/copyright/general-information/fair-dealing-guidelines.php>.** For example, posting others' copyright-protected materials on the open web is not covered under the University's Fair Dealing Copyright Guidelines, and doing so requires permission from the copyright holder.

For more information about copyright, please visit <https://library.usask.ca/copyright/index.php>. For information on students' rights, see <https://library.usask.ca/copyright/students/rights.php>, or contact the University's Copyright Coordinator at [copyright.coordinator@usask.ca](mailto:copyright.coordinator@usask.ca) or 306-966-8817.

## STUDENT RESOURCES

- DEU Writing Centre – Quality writing help for free! Anyone taking a distance class (online, independent studies, televised, or multi-mode delivery) administered by the DEU can use this free service. The Writing Centre provides tools and support to help you write effective essays, reports, or reviews. Simply submit a project draft, and a qualified tutor will assess your work and offer advice to improve your project. Contact the DEU Writing Centre at <http://distanceeducation.usask.ca/support/writing-centre.php>.
- Netiquette information resources for faculty, instructors and students highlight the basics of internet etiquette including how to appropriately connect and communicate in a remote teaching and learning context. See <https://teaching.usask.ca/remote-teaching/netiquette.php> and <https://studentstest.usask.ca/articles/netiquette.php>.
- Remote learning readiness tutorial for students. This resource engages students in learning about the skills associated with remote learning success. Feel free to send this to students or embed it in your Canvas or Blackboard course as a recommended or required activity. See – see [https://libguides.usask.ca/remote\\_learning](https://libguides.usask.ca/remote_learning).
- Remote learning resources have been pulled together for students on the students.usask.ca website. This site is updated regularly. See <https://students.usask.ca/remote-learning/index.php>.
- Academic integrity tutorial for students. This resource introduces students to the concept of academic integrity and guides them to better understand their responsibilities regarding academic work, their rights, and the supports and services available to ensure they succeed within the larger scholarly community. Feel free to embed this in your Canvas or Blackboard course as part of your course-based activities on academic integrity. See <https://libguides.usask.ca/AcademicIntegrityTutorial>.
- Be Well at USask is a podcast for all members of the university community highlighting campus initiatives and resources designed to engage and support. Included are episodes on how to thrive at university, transitioning to remote learning, academic supports, career planning in a crisis, as well as many other student supports. See [https://www.youtube.com/playlist?list=PLQptLdMDrox2\\_HZ0XAfHQW6DZoQOhoXes](https://www.youtube.com/playlist?list=PLQptLdMDrox2_HZ0XAfHQW6DZoQOhoXes).

- Information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at: <http://policies.usask.ca/policies/academic-affairs/academic-courses.php>.
- The University of Saskatchewan Learning Charter is intended to define aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing these aspirations by students, instructors and the institution. A copy of the Learning Charter can be found at: <http://teaching.usask.ca/about/policies/learning-charter.php>.

## **ACCESSIBILITY AND DIFFERENT LEARNING NEEDS**

We all have different accessibility needs. Some students may wish for accommodations. If this is the case, you are encouraged to discuss this need with the instructor and to contact one of the following:

USask: Disability Services for Students (DSS) – 966-7273.

U of R: Coordinator of Special Needs Services – (306) 585-4631.

## **STUDENTS EXPERIENCING STRESS**

Students who are experiencing stress can seek assistance from one of the following:

USask: Student Affairs and Outreach – <https://students.usask.ca/health/centres/student-affairs-and-outreach.php> or call (306) 966-5757.

U of R: Counselling Services – <http://www.uregina.ca/student/counselling/contact.html> or call (306) 585-4491 between 8:30 a.m. to 4:30 p.m. Saskatchewan time Monday to Friday.

## **ACADEMIC INTEGRITY AND CONDUCT**

Understanding and following the principles of academic integrity and conduct is vital to your success in graduate school. Ensuring that your work is your own and reflects both your own ideas and those of others incorporated in your work is important: ensuring that you acknowledge the ideas, words, and phrases of others that you use is a vital part of the scholarly endeavour.

If you have any questions at all about academic integrity in general or about specific issues, contact any faculty member and we can discuss your questions. For more information, please see:

USask: Guidelines for Academic Conduct – [www.usask.ca/university\\_secretary/council/reports\\_forms/reports/guide\\_conduct.php](http://www.usask.ca/university_secretary/council/reports_forms/reports/guide_conduct.php).

U of R: Academic Misconduct – <https://www.uregina.ca/president/executive-team/ed-governance-univ-secretary/student-appeals/student-behaviour.html>

## **JSGS GRADE DESCRIPTIONS**

### **85+ excellent**

*A superior performance* with consistent strong evidence of:

- a comprehensive, incisive grasp of the subject matter;
- an ability to make insightful critical evaluation of the material given;
- an exceptional capacity for original, creative and/or logical thinking;
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently; and
- an excellent ability to apply theories to real-world problems and intersect with related disciplines.

### **80-85 very good**

*An excellent performance* with strong evidence of:

- a comprehensive grasp of the subject matter;
- an ability to make sound critical evaluation of the material given;
- a very good capacity for original, creative and/or logical thinking;
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently; and
- a strong ability to apply theories to real-world problems and intersect with related disciplines.

### **75-80 good**

*A good performance* with evidence of:

- a substantial knowledge of the subject matter;
- a good understanding of the relevant issues and a good familiarity with the relevant literature and techniques;
- some capacity for original, creative and/or logical thinking;
- a good ability to organize, to analyze, and to examine the subject material in a critical and constructive manner; and
- some ability to apply theories to real-world problems and intersect with related disciplines.

### **70-75 satisfactory**

*A generally satisfactory and intellectually adequate performance* with evidence of:

- an acceptable basic grasp of the subject material;
- a fair understanding of the relevant issues;
- a general familiarity with the relevant literature and techniques;
- an ability to develop solutions to moderately difficult problems related to the subject material; and
- a moderate ability to examine the material in a critical and analytical manner.