



Indigenous Learning 2434 Land, Law, and Governance Winter 2023 January 9 - April 11

Instructor: TBD

E-mail: TBA

Class Hours: NA, web Based

Office Hours: TBA

Course Description

Presents traditional decision-making of Indigenous Peoples as a "way of life". By understanding the patterns of life of Indigenous Peoples one can also acquire an understanding of governance. Beginning with the world view of Indigenous Peoples, followed by a discussion of the way of life as can be seen through activities such as fishing, hunting, trapping, berry picking and wild rice harvesting, the protocols and/or patterns of the decision-making process become apparent. Specific themes of discussion include consensus and consensus formation, directional leadership, stories and storytelling, teaching of the Elders and the family/clan orientation of the decision-making process.

Course Learning Outcomes

Upon completion of this course, the student will have reliably demonstrated knowledge and comprehension, based upon discussion and reflection,

1. To understand principles, expressions and uses of decision-making (and governance) in traditional and contemporary times.
2. To articulate the different ideas, debates, and discussions from different sources in regards to Indigenous governance and decision-making in traditional and contemporary times.
3. To understand and articulate key considerations, benefits and challenges of applying decision-making philosophies (from different sources), from traditional and contemporary times.

Assignments, Due Dates and Grade Weight

20% 4x Journaling

Each Sunday, you will make a journal entry. Each will be handwritten and at least three pages in length – single spaced. You will utilize these entries to reflect on [1] what you are learning (referring specifically to topics and teachings discussed) as we move through the course. You will also [2] connect it to previous and present readings/discussions. Please make these connections clear. These entries will demonstrate the readings and topics you have completed as well as [3] your reflection to them. They will cross-reference discussion in class and person insights you have gained.

Emphasize connections.

These will be done in a “lighthouse fashion” as discussed during our first meeting. Reflective journal entries will include present topics and those that are read, discussed and presented at any given time AND those before. In this way, reflection is gradually built up and doesn’t happen in a vacuum.

You will turn-in these four journal entries no less than two days after your last entry. These journal entries will take place on: TBD

20% “The Position” Presentation

On the final day of class, you will give a 15-20 minute presentation. This will [1] demonstrate both a summation of your learning journey in this course, highlighting core ideas, and reflecting upon them. Also, you will [2] make connections between what you have read, discussed, and lectures. Third, [3] you will recall and contrast where you began in perspective before the beginning of the course and where this (in thought, knowledge, and perspective) have changed over the duration of the course. Finally, [4] based upon your grown knowledge bundle and learning journey, describe and define effective decision-making and leadership and what it means to you. How can implement this into your career. The [4th] part of this section is most important and supported by 1, 2, and 3.

Be sure to refer specifically to ideas and topics you have learned about. This presentation can be done creatively.

20% Discussion, Dialogue, and Debate

Active dialogue, conversation, and discussion is crucial to this course as it will help learners build on ideas and upon the ideas of fellow learners. These discussions will take place in the classroom. This area is key for the areas of growth of knowledge and weighing certain key ideas.

20% The Big Meeting

This is our ELDER/KNOWLEDGE KEEPER MEETING outcome – as we have discussed. You have two weeks to network and touch base (and plan) a sit-down meeting on TBA. Following local protocol (asemaa and a cloth gift), you will discuss the importance of decision-making, what is effective decision making and leadership, what aspects are needed today, what would it look like, and how to bring effective decision-making and leadership into your path ahead. This conversation should not be closed-ended and scripted, but open-ended and organic. The next day, you will share what you learned with our class.

20% Attendance and Participation

Self-explained and very necessary.

Reading Material (2)

Beyond Blood – Pamela Palmater

Disrobing the Aboriginal Industry – Frances Widdowson

Videos (4)

Oz Talk Jordan Peterson Rules to Live By Palmater Canada’s State of Emergency Niccolo Machivelli BBC Documentary 720p
Widdowson Does University Indigenization Threaten Open Inquiry

Outline (Dates: TBA)

Please read “Beyond Blood” (Palmater)

Initial Class

Traditional Governance The
Treaty Relationship
Enlightenment Governance
Contemporary Governance
Sources of Decision Making and Governance

Contemporary Challenges
Cognitive Bias in Decision Making

Please view Video: “Oz Talk Jordan Peterson Rules to Live By”

Journal Entry #1

Journal Entry #2

Please read “Disrobing the Aboriginal Industry”

Please view video: “Palmater Canada State of Emergency”

Please view video: Niccolo Machivelli BBC Documentary 720p

Elder knowledge
Epistemology in decision making
Making connections between traditional and contemporary

Debrief about Elder Meeting

Logical Fallacies

Negotiating/Navigating Discussion and Decision Making

Presentation

Going Forward/Contemporary Challenges in Decision Making

Please view video: Widdowson Does University Indigenization Threaten Open

Journal Entry #3

Journal Entry #4

Please turn in journals by this date: TBA

Evaluation Strategy

Students will be expected to present their homework assigned on outlined due-date and understanding of the material covered to the class. Students will be encouraged to prepare and present information, ideas and learning that they have engaged in, and demonstrate their understanding of the course material in ways that reflect their perspectives.

Expectations

Please refer to the Lakehead University general and IL procedures and standards that will define wider expectations in this course.

Grading System

A+ Honours 90-100%

A+ 85-89% B+ 75-79% C+ 65-69% D+ 55-59%

A 80-84% B 70-74% C 60-64% D 50-54% I incomplete

*For a complete detailed description please refer to the *Academic Calendar*.

Plagiarism

Plagiarism of any sort will not be tolerated. It is an unauthorized use of close imitation of the language and thoughts of another author without giving credit to the author and or the source. It is using another person's work and then calling it your own. This constitutes violations of academic honesty regardless of whether you knowingly or unknowingly commit it. Disciplinary action may include a failing grade for the assignment, failing grade for the course or being dropped from the course entirely.

A strategy for avoiding plagiarism includes put in quotation everything that comes directly from the text especially when taking notes and stating in an acknowledgement of the author at the end of the assignment.

Student Success

Seven Generations Education Institute is dedicated to support students in their learning. A number of Counsellors and Advisors are available to all students to provide assistance, guidance and support (tutors, advice, referrals) to all students. Please contact the Post-secondary Coordinator for advice and direction.

Communication and Language

Students are expected to embrace with Seven Teachings of the Anishinaabe (honesty, humility,



truth, wisdom, love, respect and bravery) in addition; students are expected to practice good interpersonal skills. These include not interrupting other, being an effective listener, and using appropriate language in the class environment. Students who choose to use offensive, rude, abusive, harassing or argumentative language toward the instructor or another student will be dismissed from the class for the remainder of the class period or the entire course depending on the severity of the offense. An appointment with the program coordinator and/or student services director may be necessary to gain reentry to the course.

Policies as outlined in your SGEI Student Handbook will be adhered to.

1. Students are expected to arrive for class on time and prepared for learning.
2. Attendance and punctuality is encouraged for each class.
3. Students who miss a class are responsible to ensure that all missed work is completed. This includes making up any missed quizzes or examinations.
4. Assigned homework and readings must be completed for each class. Students must be prepared to demonstrate their learning to the class.
5. The instructor will be available for individual discussions 20 minutes prior to the beginning of class and 20 minutes following the end of class.
6. All assignments, quizzes and examinations must be completed in order to pass the course.