



## DEPARTMENT OF ARTS AND EDUCATION

### COURSE OUTLINE – WINTER 2017

#### **NT2500 (A2): Administration for Indigenous Organizations – 3 (3-0-0) 45 Hours for 15 Weeks**

**INSTRUCTOR:** Kirsten Mikkelsen      **PHONE:** 780-539-2889  
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**OFFICE HOURS:** Monday 5:30-8:30 p.m. and by appointment

#### **CALENDER DESCRIPTION:**

Introduction to insights on Indigenous leadership and the creation and maintenance of organizations, projects and programs. Examining elements of Indigenous management, policy making and the embodiment of beliefs, values and behaviors in the context of an organizational culture.

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

#### **REQUIRED TEXT/RESOURCE MATERIALS:**

Sawchuck, J. (1998). *The Dynamics of Native Politics: The Alberta Metis Experience*. Saskatoon, SK: Purich Publishing.

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

\*or equivalent texts or collection of articles.

**DELIVERY MODE(S):** Learning Circles, Lectures, Discussions, Community Engaged Learning, Class Guest Speakers/Activities & Required Moodle site.

#### **COURSE OBJECTIVES:**

- Discuss required readings and engage collaboratively with peers to identify importance of decolonizing Indigenous leadership and organizations
- Define key concepts related to perspectives in Indigenous leadership, organizations, anti-colonial policy analysis, and organizational culture
- Identify relationship of Indigenous organizations to federal and provincial governments
- Apply elements of course concepts and critical thinking to case study of an Indigenous organization

## LEARNING OUTCOMES:

- Identify diverse Indigenous organizations
- Demonstrate comprehension of concepts and perspectives in Indigenous leadership, organizational culture, and policy-making
- Illustrate stories of Indigenous organizations and shifts to center Indigenous resurgence within organizational culture
- Apply critical thinking, decolonizing leadership, organizational culture, and Indigenous resurgence in relation to the creation and maintenance of Indigenous organizations

## TRANSFERABILITY: UA & TBA

**\*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 main page <http://www.transferalberta.ca> or, if you do not want to navigate through few links, at <http://alis.alberta.ca/ps/tsp/ta/tbi/onlineSearch.html?SearchMode=S&step=2>

**\*\* 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:

Leadership Reflection	10% Jan 23
Organization Virtual Tour	20% Feb 6
Reading Review	20% Feb 27
Organization Analysis Presentation	20% As scheduled Feb-April in Class
Paper or Portfolio	30% Due the week that final exams are scheduled

The assignments are organized to build upon each other and culminate in a final paper or ePortfolio.

### Leadership Reflection (10% of your mark):

Based on the analysis of websites and literature review, you will abstract what leadership means in an Indigenous context (what it means to be leader) and reflect on identified qualities and actions. This assignment asks you to submit a 2-3 page reflection or to create a (succinct) 5 minute audio podcast. The reflection can be highly personalized and founded on a self-examination of your own qualities or traits in relation to those identified through readings, guests, and/or class discussions. You must include linkages to a minimum of 3 course readings from weeks 2-13 within your reflection paper/audio podcast. Evaluation focuses on level of effort/engagement, attention to insight/reflection, and exposition.

Total: /10

## **Organization Virtual Tour (20% of your mark):**

You will choose two websites to review from a selection of sites (see below) focused on Indigenous organizations and policy-making. You will be asked to respond to three questions that act as the foundation for a critical analysis of the material found on the site. The three questions are:

Question 1 \* What is your administration of Indigenous organization area of interest and what mission, vision, and values did you see articulated via the organizations website?

Question 2 \* What relationship to the provincial and federal government of Canada did you identify at the organization websites you toured?

Question 3 \* What recommendations would you make for decolonizing Indigenous leadership and organizational culture through the websites toured?

### **Tour**

You will virtually travel to two of the below websites which reflect an Indigenous organization. It is your choice to either quickly browse all 7 and narrow your choice of 2 specific to focus your assignment on:

- Assembly of First Nations [www.afn.ca](http://www.afn.ca)
- Metis National Council <http://www.metisnation.ca/>
- Native Women's Association of Canada [www.nwac.ca](http://www.nwac.ca)
- Native Women's Association of the NWT <https://nativewomensnwt.com/>
- Alberta Native Friendship Centers Association <http://anfca.com/>
- National Association of Friendship Centers <http://nafc.ca/en/>
- First Nations Child and Family Caring Society of Canada <http://www.fncaringsociety.com/>

The assignment length is approximately 5 pages APA format (1 page per question plus cover page and reference page), and each question requires at least 2 references from the course readings from weeks 1-4. Evaluation focuses on critical analysis/reflection in choosing sites based on areas of interest (why and how), relevance of examples discussed, and synthesis of thought for future Indigenous organization visioning. Please Note: The research and analysis that goes into this assignment can be used to inform your Assignment 3 Reading Review. This assignment has been designed to provide a foundation for the forthcoming Reading Review.

Total: /20

## **Reading Review (20% of your mark):**

For the reading review you will write a literature review/annotated bibliography focused on the areas of interest identified in the Indigenous Organization Tour as they relate to readings from weeks 6-8. The Reading Review requires a synthesis with at least 7 sources. Two sources could be the

websites reviewed for assignment 1; the other 5 sources can come from NT2500 course readings or related academic journals, websites, books or communications. You may wish to develop a series of questions or prompts to help you pull out relevant information and structure your reviews. Evaluation focuses on incorporation of 7 sources, quality of the brief analysis of the overall source, and quality of reflection linking the source to your overall areas of administration of Indigenous organization interest.

Total: /20

### **Organization Analysis Presentation (20% of your mark):**

This assignment requires you to synthesize your assignment work to date and present a comprehensive 30 minute presentation to the other students in the course. The time limit is designed to have you present for approximately 20 minutes with the remaining 10 minutes open for questions and dialogue. The presentation can be done in PowerPoint, Prezi, Slideshare or the Mahara ePortfolio and has to incorporate text, images and audio components. In your presentation, you will respond to questions such as “How did you identify your areas of interest in administration of Indigenous organizations?”, “How would you apply anti-colonial policy analysis to the organizations relationship to prov/fed government?” “What strategies for Indigenous resurgence would you apply to the Indigenous organization and how?” and “What elements of the Indigenous organizational culture have you evaluated as having strengths and areas for change?” and “How are your own experiences with Indigenous organizations relate to those presented in the readings?” Evaluation focuses on analysis/synthesis of content, clarity of presentation, relevance of examples, and overall impact.

Total: /20

### **Paper or Portfolio Option (30% of your mark):**

You can choose between a traditional written paper or a Mahara-based ePortfolio.

**Paper:** The paper option requires you to submit a 7-10 page paper double-spaced that synthesizes your knowledge to date on topics of Decolonization or Indigenous Resurgence in the context of Indigenous Organizations. The purpose of the paper is to allow you to combine aspects of your Virtual Policy Tour, Leadership Reflection and Reading Review and continue to build on one area of interest that you would like to take forward into the future. The paper must be submitted in APA format and quote at least 10 of the sources you have read/viewed in the course. Evaluation focuses on incorporation of sources, synthesis of materials and overall exposition of the writing.

Total: /30

**ePortfolio:** The ePortfolio option requires you to build an introductory profile page about yourself in relation to the course topics, and then represent your learning in an additional 4 portfolio pages (4 subheadings based on areas of interest). The ePortfolio is an iterative process of identifying and choosing a minimum of 12-15 “artifacts” that represent your learning then providing 10-12 reflections (linkages, synthesis) on the context and relevance of the artifacts, both personally and professionally. A minimum of 10 course sources must be incorporated into your ePortfolio within the 4 pages created. This is a meaning-making activity that requires you to demonstrate your knowledge in multimodal format (audio, text, video, image) through storytelling, music, poetry, collage, multimedia

representation and/or successive iterations of personal reflection. Various criteria for evaluation (level of creativity, synthesis, multimodality) are based on Bloom’s Digital Taxonomy of learning.

Total: /30

**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:**

**Week 1 Course Introduction**

Course Outline & Moodle site review

**Leadership in Indigenous Context**

**Week 2 Indigenous Leadership**

Kenny, C., & Fraser, T. N. (2012). *Living Indigenous Leadership*. Vancouver, BC: UBC Press.  
 Chapter 2 - Learning to Lead Kokum Style: An Intergenerational Study of Eight First Nation Women

Warner, L., & Grint, K. (2006). American Indian ways of leading and knowing. *Leadership*, 2(2), 225-244.

**Week 3 Decolonizing Indigenous Leadership & Management**

Deloria, Jr., V. (1969). *Custer died for your sins: An Indian manifesto*. Norman, OK: University of Oklahoma Press.  
 Chapter 9 –The Problem of Indian Leadership

Deloria, Jr., V. (1992). Spiritual management: prospects for restoration on tribal lands. *Restoration & Management Notes*, 10(1), 48-50.

Holm, T. (2006). Decolonizing native american leaders: Vine’s call for traditional leadership. In S. Pavlik & D.R. Wilcat (Eds.), *Destroying dogma: Vine Deloria, Jr. and his influence on*

American society (p. 47-60). Golden, CO: Fulcrum Publishing.

#### **Week 4 Critical Thinking in Indigenous Organizations**

Adams, H. (1999). *Tortured people: The politics of colonization*. Penticton, BC: Theytus Books.  
Chapter – The Control on the Colonized Minds

Yellowbird, M. (2005). Tribal critical thinking centers. In A.C. Wilson & M. Yellowbird (Eds.), In, *For Indigenous eyes only: A decolonization handbook*. Santa Fe, N.M: School of American Research Press.

### **Overview of Indigenous Organizations**

#### **Week 5 Digital Representations of Indigenous Organizations & Virtual Tour**

In the NT 2500 Moodle site you will find links to 7 Indigenous organizations to tour:

- Assembly of First Nations [www.afn.ca](http://www.afn.ca)
- Metis National Council <http://www.metisnation.ca/>
- Native Women's Association of Canada [www.nwac.ca](http://www.nwac.ca)
- Native Women's Association of the NWT <https://nativewomensnwt.com/>
- Alberta Native Friendship Centers Association <http://anfca.com/>
- National Association of Friendship Centers <http://nafc.ca/en/>
- First Nations Child and Family Caring Society of Canada <http://www.fncaringsociety.com/>

#### **Week 6 Introduction to Indigenous Organizations**

Frideres, J. S., Gadacz, R. R., & Frideres, J. (2008). *Aboriginal peoples in Canada*. Toronto: Pearson Prentice Hall.  
Chapter 11 - Voices and Partners: Aboriginal Organizations in Canada

Sawchuck, J. (1998). *The Dynamics of Native Politics: The Alberta Metis Experience*. Saskatoon, SK: Purich Publishing.  
Chapter 2 - Native Political Organizations in Canada

### **Introduction to Indigenous Organizations in a Federal & Provincial Context**

#### **Week 7 Indigenous Organizations & Relationship to the Canadian Federal Government**

Sawchuck, J. (1998). *The Dynamics of Native Politics: The Alberta Metis Experience*. Saskatoon, SK: Purich Publishing.  
Chapter 4 - Native Organizations and the Federal Government

Boldt, M. (1994). Policy. In *Surviving as Indians: The Challenge of Self-Government* (pp. 65-116). Toronto: University of Toronto Press.

## **Week 8 Indigenous Organizations & Relationship to the Provincial Government**

Sawchuck, J. (1998). *The Dynamics of Native Politics: The Alberta Metis Experience*. Saskatoon, SK: Purich Publishing.  
Chapter 5 - Native Organizations and the Provincial Government

## **Week 9 Metis & Urban Organizations**

Sawchuck, J. (1998). *The Dynamics of Native Politics: The Alberta Metis Experience*. Saskatoon, SK: Purich Publishing.  
Chapter 3 – The Metis Association of Alberta

Newhouse, D., & Peters, E. (Eds.). (2003). *Not strangers in these parts: urban aboriginal peoples*. Ottawa: Policy Research Initiative.  
Chapter –The Invisible Infrastructure: Urban Aboriginal Organizations in Canada

## **Anti-Colonial Policy Analysis and Making for Indigenous Organizations**

### **Week 10 Anti-colonial Policy Analysis**

Hart, M.A. (2009). Anti-Colonial Indigenous Social Work. In, R. Sinclair, M.A. Hart, & G. Bruyere (Eds.), *Wicihitowin: Aboriginal Social Work in Canada* (pp. 25-41). Blackpoint, NS: Fernwood Publishing.

Alfred, T. (2009). Colonialism and State Dependency. *Journal of Aboriginal Health*, 5, 42-60.  
Retrieved from, [http://web.uvic.ca/igov/uploads/pdf/GTA.Colonialism%20and%20State%20Dependency%20NAHO%20V5\\_I2\\_Colonialism\\_02.pdf](http://web.uvic.ca/igov/uploads/pdf/GTA.Colonialism%20and%20State%20Dependency%20NAHO%20V5_I2_Colonialism_02.pdf)

### **Week 11 Indigenous Policy Making**

Sawchuck, J. (1998). *The Dynamics of Native Politics: The Alberta Metis Experience*. Saskatoon, SK: Purich Publishing.  
Chapter 8 - Rationale for the Existence of Native Organizations

McKenzie & B., & Wharf, B. (2015). *Connecting policy to practice in the human services* (4<sup>th</sup> ed.). Don Mills, ON: Oxford University Press.  
Chapter: 10 Policy-Making and Indigenous Peoples in Canada

## **Indigenous Organizational Culture, Change & Resurgence**

### **Week 12 Organizational Culture**

Chapman, I., McCaskill, D.N., & Newhouse, D. (1991). Management in contemporary aboriginal organizations. *Canadian Journal of Native Studies*, 11(2), 331-349.

Gregory, K. L. 1983. Native-view paradigms: Multiple cultures and culture conflicts in organizations. *Administrative Science Quarterly*, 28, 359-376.

Detert, J. R., Schroeder, R.G., & Mauriel, J. J. (2000). A framework for linking culture and improvement initiatives in organizations. *The Academy of Management Review*, 25(4), 850-863.

### **Week 13 Change Management in Organizations**

Sahara, L. (2015). STE? KE? SWIKM (WHAT DO YOU SEE?) A QUEST FOR INDIGENOUS PERSPECTIVES: An Organizational Leadership Project. (Unpublished master's thesis). Royal Roads University, Victoria, BC.  
Chapter: Literature Review

Bridges, W. (2009). *Managing transitions: Making the most of change (3<sup>rd</sup> ed)*. Philadelphia: Da Capo Press.  
Chapter 7 -How to Deal with Nonstop Change

Burke, W., Lake, D. G., & Paine J. W., (2009). *Organization change: A comprehensive reader*. Ed. San Francisco: Jossey-Bass.  
Chapter 44 -Leading Organization Change

Supplemental:

Yukl, G. (2012). Effective leadership behavior: What we know and what questions need more attention. *The Academy of Management Perspectives*, 26(4), 66-85.

### **Week 14 Indigenous Resurgence & Pathways to Decolonizing Organizations**

Corntassel, J., (2012). Re-envisioning resurgence: Indigenous pathways to decolonization and sustainable self-determination. *Decolonization: Indigeneity, education & society*, 1 (2), pp. 86-101.

### **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:

**GPRC Moodle go to:** <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 Student Conduct section of the College Calendar at <http://www.gprc.ab.ca/programs/calendar/> or the College Policy on Student Misconduct: Plagiarism and Cheating at <https://www.gprc.ab.ca/about/administration/policies>

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 on the same page.

### **Additional Information**

1. The nature and topics of your assignments and final paper or portfolio will be discussed in class
2. It is your responsibility to read each and every chapter and assigned reading (if any) and attend all classes.
3. Lectures and discussions will not always cover material in your chapters. Lectures 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.
8. Instructor may move readings around and will post on NT 2500 Moodle site. This course has guest speakers scheduled for in-class or a community engaged context and it is important that students attend all learning activities in and out of class.