



**Graduate Programs in Indigenous Policy and Administration
PADM 5713**

Leadership and Management in Indigenous Organizations and Governments
Summer 2021

*Carleton University acknowledges the location of its campus on the
unceded and unsundered territories of the Algonquin Anishinaabeg people.*

Course Information

Instructor: Dr. Jerald Sabin
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Class times: Select Fridays, 2:30-5:30 PM ET
Course Website: Brightspace
Office Hours: Appointment by Zoom or phone
Appointments: <https://calendly.com/jeraldsabin>

Teaching Assistant: Sebastian Murdoch-Gibson

TA Email: sebastianmurdochgibs@gmail.com

Calendar Course Description

Leadership, organizational development and innovation in various cultural contexts relevant to Indigenous peoples, organizational design, recruitment and human resources management, decision-making, project planning and implementation, media and communications – includes a practicum.

Course Meeting Dates

<i>Date</i>	<i>Course(s)</i>	<i>Do I need to attend if I am only registered in PADM 5713?</i>
May 14, 2021	IPA Summer Institute Onboarding – both classes	Yes
May 21, 2021	PADM 5713 only	Yes
<i>May 28, 2021</i>	<i>PADM 5711 only</i>	<i>No</i>
June 4, 2021	PADM 5713 only	Yes
<i>June 11, 2021</i>	<i>PADM 5711 only</i>	<i>No</i>
June 18, 2021	IPA Summer Institute Offboarding – both classes	Yes

Synchronous ('live') meetings are held on Fridays from 2:30-5:30 PM ET. Please check the Summer Institute Brightspace for links.

Course Objectives

In this course, we will explore the relationship between leadership and management in Indigenous organizations and contexts. We will learn about the structures of public administration, the similarities and differences among political and policy decision-makers, how leaders are selected, and promising practices in institutional design.

By the end of the course, you will be able to:

- Explain the organizational context in which Indigenous governments and organizations currently work.
- Analyze the foundations of transformational governance in the First Nations, Inuit and Metis contexts.
- Evaluate the distinctions between leadership and management and the importance of both.
- Explain the different roles leaders and managers may play in project management and in Media communications.

- Appraise the contribution of those who have exercised Indigenous leadership and management roles, both historically and in more contemporary times.

Course Format

The course has three components:

1. *Readings*: All readings are available through Brightspace. If you have any difficulty accessing readings, please contact our TA. There are two optional books you can purchase through online book retailers:
 - Nadasdy, Paul. 2017. *Sovereignty's entailments: First Nation state formation in the Yukon*.
 - Watt-Cloutier, Sheila. 2016. *The right to be cold: One woman's story of protecting her culture, the Arctic, and the whole planet*.
2. *Course meetings*: We will meet four times over the term (see page 1). During these meetings, we will hear from guest speakers, discuss course materials, and explore issues in contemporary Indigenous public administration. Attendance is required unless an accommodation has been arranged with the instructor ahead of time.
3. *Assignments*: There are three assignments in this course. Detailed descriptions appear below and instructions will be posted to Brightspace. These assignments are designed to introduce you to Indigenous public administration, graduate studies, and critical reflection. The first assignment is to keep a weekly reflection journal. The second assignment is to map an Indigenous government or organizations political and policy-making structures. The final assignment is a set of four short essays (500-750 words each) on the four units of the course.

Course Requirements

Weight	Due Date	Element
10%	Ongoing	Participation in course meetings
25%	June 4, 2021	Indigenous government analysis
25%	June 18, 2021	Memoir reflection journal
40%	June 30, 2021	Summative exercise

10% Participation in course discussions

You will be graded on your participation in course discussions, particularly on May 21 and June 4, 2021. See the rubric in *Appendix A* for more information.

25% Indigenous government analysis

You will select an Indigenous government from the following list:

- Tłı̨chǫ Government (Northwest Territories)
- Deline Got'ine Government (Northwest Territories)
- Nunatsiavut Government (Newfoundland and Labrador)
- Tsawwassen First Nation (British Columbia)
- Nisga'a Lisims Government (British Columbia)
- Teslin Tlingit Council (Yukon)

You will write a three-page (~750 word) analysis of one of the following dimensions the selected Indigenous government: electoral system; legislature; executive; and/or citizenship. In all cases, you should refer to the Government's modern treaty, constitution, and other enabling legislation. A detailed assignment sheet will be distributed early in the course.

25% Memoir reflection journal

In the first week of the course, you will select one of two memoirs written by Inuit political leaders (Sheila Watt-Cloutier or John Amagoalik). You will be asked to read the memoir at your own pace, but currently with the course. For each unit (4 units), you will write a 250-300 word reflection connecting the experiences of Cloutier or Amagoalik to the course material. You will collect these four journal entries together and submit them on June 18. A detailed assignment sheet will be distributed early in the course.

40% Summative exercise

You will prepare four short essays (~500 words each) on four questions that I will provide, or one question for each unit. You will be asked to deal with the central themes of the course, the course materials, and our own experiences. A detailed assignment sheet will be distributed on June 11, 2021.

Letter grade	CU grade points	Indicates that work is:	% Range	SPPA Explanation
A+	12	Outstanding	90-100	For written work, virtually publishable. Demonstrates exceptional evaluative judgment, outstanding critical thinking, and mastery of technical as well as literary aspects of writing.
A	11	Excellent	85-89	Demonstrates superior grasp of material, very strong critical thinking, and capacity to understand and extend underlying patterns.
A-	10	Very Good	80-84	Demonstrates strong grasp of material, its component parts, and capacity to analyze their relationships to each other.
B+	9	Good	77-79	Demonstrates clear understanding of material and ability to apply concepts. Written work is competent.
B	8	Satisfactory	73-76	Satisfactory, but below average. Demonstrates comprehension of material, reasonable but not strong analytical capacity, with some limitations in the ability to apply concepts.
B-	7	Barely Adequate	70-72	Clearly below average. Demonstrates comprehension and understanding, with limited capacity for application. Communication skills problematic.
C+	6	Less Than Adequate	67-69	Did not demonstrate an adequate understanding of the material or the ability to apply the concepts. Writing and/or presentations show serious problems.
C to D-			50-66	Grades in this range indicate work that is passable in some respects but does not meet the standards of graduate work.
F			Failure	Did not meet minimal requirements.

Course Policies***Assignment Submission Guidelines***

All written assignments must be submitted through Brightspace. Assignments will not be accepted by email or under my office door. Please see late penalty for more information. Unless otherwise specified, all assignments must conform to the stipulated page length, and must be typed using **12 point Times New Roman font (or open-source equivalent), one inch margins, and double spacing of the lines.**

Email Policy

I will respond to emails within **48 hours** during weekdays. I will only respond sporadically to emails sent on weekends. You should note the course code ('PADM 5713') in the subject line of your email.

I'll Use Your Pronoun

It's no big deal. See www.nbdcampaign.ca. Class rosters and university data systems are provided to instructors with students' legal names and gender identifications. However, knowing that not all students use their legal names or sex/gender assigned at birth, I am happy to use the name and/or pronouns you use. We will take time during our first class together to do introductions, at which point you can share with all members of our learning community what name and pronouns you use. If these change at any point during the term, please let me know and we can develop a way to share this information with others in a way that is comfortable and safe for you.

Late Penalties

Late assignments will be penalized **10% per day**, including weekend days. I will consider extensions requested *in advance* of the assignment due date. I will also consider extensions beyond the end of term in exceptional or emergency circumstances.

Online Code of Conduct

In this course, you will be participating in course discussions and assignments in-person and through a variety of online tools. I expect you to adhere to the same standards of behaviour and engagement that you would follow in person and on campus.

- All participants in online discussions should maintain an environment that is *free of harassment* towards the teaching team and members of the class. This includes demeaning written or oral comments based on ability, age, ancestry, citizenship, colour, creed, ethnic origin, family status, gender, gender expression, gender identity, language group, marital status, place of origin, race, receipt of public assistance, record of offences, religion, religious dress, religious practice, sex, and/or sexual orientation of that individual or those individuals.
- All participants must *abide by the Carleton University Student Rights and Responsibilities Policy* (<https://carleton.ca/secretariat/wp-content/uploads/Student-Rights-Responsibilities-Policy.pdf>). Please refer to the Policy for additional information.
- All participants should *respect the views of others* and respond in a courteous manner in our discussions about the materials and issues explored in the course.
- All participants should make *valuable contributions* to online discussions. Contributions should be thoughtful and in keeping with the tone and direction of our discussions.
- All participants should respect the privacy of other members of the class by not sharing or spreading private information.

All participants should respect the integrity of Carleton University's computing systems, such as *Brightspace*.

University Policies***Academic Integrity***

Please be aware that all work submitted as a requirements of PADM 5715 must be both your own work and original to this course. Academic offences are serious infractions and will not be tolerated. Students should consult [Section 14](#) of the Faculty of Graduate Studies Calendar, General Regulations concerning academic integrity and instructional offences.

Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows.

- **Pregnancy obligation:** write to the instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details visit the Equity Services website: <http://www2.carleton.ca/equity/>
- **Religious obligation:** write to the instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details visit the Equity Services website: <http://www2.carleton.ca/equity/>
- **Academic Accommodations for Students with Disabilities:** The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder, Autism Spectrum Disorders, chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send the instructor your *Letter of Accommodation* at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring

accommodation. After requesting accommodation from PMC, meet with the instructor to ensure accommodation arrangements are made.

Intellectual Property

Classroom teaching and learning activities, including lectures, discussions, presentations, etc. – by both instructors and students – are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s).

Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

Course Outline and Readings

May 14, 2021 – Joint Summer Institute Onboarding

Readings:

- Nadasdy, Paul. 2017. *Sovereignty's entailments: First Nation state formation in the Yukon*. Chapter 1, "Sovereignty".
- Select one of the following memoirs:
 - Watt-Cloutier, Sheila. 2016. *The right to be cold: One woman's story of protecting her culture, the Arctic, and the whole planet*. [Available through online booksellers]
 - Amagoalik, John. 2007. *Changing the Face of Canada: The Life Story of John Amagoalik*. [Available on Brightspace courtesy of Nunavut Arctic College.]
- At your own pace, read one of these memoirs over the next six weeks. Keep a journal nearby to note stories, events, or observations by the authors that relate to leadership, public administration, leadership selection, or public communications. You will use these notes to complete the memoir reflection exercise.

UNIT 1 – Public Administration and Indigenous Contexts

May 21, 2021

Readings:

- Marland, Alex and Jared Wesley. 2019. *The public servant's guide to government in Canada*. Chapters 1, 2, 3.
- Nadasdy, Paul. 2017. *Sovereignty's entailments: First Nation state formation in the Yukon*. Chapter 2, "Territory."
- *One of the following:*
 - Abele, Frances. 2007. *Like an ill-fitting boot: Government, governance, and management systems in the contemporary Indian Act*. https://wp74066.wpdns.ca/wp-content/uploads/2020/05/frances_able-2.pdf
 - Hicks, Jack and Graham White. 2015. *Made in Nunavut*, Chapter 3, "The land, the Claim, and the Act."
 - Saunder, Kelly and Janique Dubois. 2019. *Métis politics and governance in Canada*, Chapter 6, "Lii Drway di Naasyoon di Michif Ka Paashpiiwahk/The road of Métis self-government."

UNIT 2 – Citizens and Leaders

May 28, 2021

Activity:

- VIDEO: Jerome, Sarah. 2015. *On citizenship*.

Readings:

- Blackburn, Carole. 2009. "Differentiating Indigenous citizenship: Seeking multiplicity in rights, identity, and sovereignty in Canada." *American Ethnologist*, 36(1): 66-78.
- Gabel, Chelsea, Karen Bird, Nicole J. Goodman, and Brian Budd. 2016. "The impact of digital technology on first nations participation and governance." *Canadian Journal of Native Studies*, 36(2).
- Nadasdy, Paul. 2017. *Sovereignty's entailments: First Nation state formation in the Yukon*. Chapter 3 "Citizenship."
- Poucette, Terry Lynn. 2018. "Spinning wheels: Surmounting the Indian Act's impact on traditional Indigenous governance." *Canadian Public Administration*, 61(4): 499-522.

UNIT 3 – Leadership and Decision-Making

June 4, 2021

Readings:

- McMahon, Nicole and Chris Alcantara. 2018. "Running for elected office: Indigenous candidates, ambition, and self-government." *Politics, groups, and identities*, 9(2): 280-299.
- Nadasdy, Paul. 2017. *Sovereignty's entailments: First Nation state formation in the Yukon*. Chapter 4, "Nation."
- Young Leon, Alannah. 2012. "Elder's teaching on leadership: Leadership as a Gift." In *Living Indigenous leadership: Native narratives on building strong communities*. Tina Fraser and Carolyn Kenny.

UNIT 4 – Designing Institutions

June 11, 2021

- Read the special issue on modern treaty implementation in *Northern Public Affairs*: <http://www.northernpublicaffairs.ca/index/volume-6-special-issue-2-special-issue-on-modern-treaty-implementation-research/>
- Nadasdy, Paul. 2017. *Sovereignty's entailments: First Nation state formation in the Yukon*. "Conclusion."
- White, Graham. 2021. "We, the Inuit of Labrador": Balancing Inuit and Western Traditions in the Nunatsiavut Constitution." *Journal of Canadian Studies* 55(1): 88-117.

June 18, 2021 – Summer Institute Closing Event

Appendix A – Participation grade rubric

<i>Criteria</i>	<i>Non-performance (0)</i>	<i>Satisfactory (1)</i>	<i>Good (2)</i>	<i>Excellent (3)</i>
Includes and applies relevant course concepts, theories, and materials correctly with citations and sources.	Does not explain relevant course concepts, theories, or materials. Does not provide citation of sources.	Summarizes relevant course concepts, theories, or materials. Provides citation some of the time.	Applies and analyzes relevant course concepts, theories, or materials correctly. Provides citation most of the time.	Evaluates and synthesizes course concepts, theories, or materials correctly, using examples or supporting evidence. Consistently provides citation.
Responds to fellow learners, relating the discussion to relevant course concepts and providing substantive feedback.	Does not respond to fellow learners.	Responds to fellow learners without relating discussion to the relevant course concepts. Provides feedback, but it is not substantive.	Responds to fellow learners, relating the discussion to relevant course concepts. Feedback is substantive most of the time.	Responds to fellow learners, relating the discussion to relevant course concepts, and consistently extends the discussion through provision of substantive feedback.
Applies relevant professional, personal, or other real-world experiences.	Does not contribute professional, personal, or other real-world experiences.	Contributes some professional, personal, or other real-world experiences that may or may not relate to course content.	Applies relevant professional, personal, or other real-world experiences.	Applies relevant professional, personal, or other real-world experiences and extends the discussion by responding to the examples of peers.

n.b. Students will be graded out of 10 (9 marks from the above rubric and 1 mark for participating in that week’s discussion).

Grade: _____/10 = _____%