



## **Mining in the North: Indigenous Rights, Mineral Development, and Alternatives to Extractivism**

For the Fall 2024 semester, the FNGA 209 (Intergovernmental Relations) course has been replaced with NOST 229 (Special Topics in Northern Studies) and merged with the RENR 473 (Topics in Northern Resource Management) course. This course is being offered as part of the Northern Environmental and Conservation Sciences (B.Sc.) and Indigenous Governance (B.A.) Programs.

All students registered in NOST 229 or RENR 473 must adhere to the requirements outlined in this course syllabus. University of Alberta students must also be aware of, and adhere to, the University of Alberta's Code of Student Behaviour. Yukon University students must be aware of, and adhere to, Yukon University's Academic Regulations. These Codes and Regulations are referenced in the Academic Integrity section of this syllabus.

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**INSTRUCTORS:** Jared Gonet and Caitlynn Beckett

**OFFICE HOURS:** By appointment

**OFFICE LOCATION:** N/A

**E-MAILS:** [jared.gonet@yukonu.ca](mailto:jared.gonet@yukonu.ca) AND [caitlynn.beckett@yukonu.ca](mailto:caitlynn.beckett@yukonu.ca)

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**CLASS DAYS & TIMES:** Tuesdays and Thursdays, 9:00 am -10:20 am

**CLASS LOCATION:** CNIM M111 (Centre for Northern Innovation in Mining)

**ZOOM LINK:** <https://yukonu-ca.zoom.us/j/3586717396>

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## **COURSE DESCRIPTION**

This combined, interdisciplinary course will merge the learning objectives of the FNGA 209 Intergovernmental Relations course - i.e. intergovernmental negotiations, co-management, land claims, and treaties - with a focused lens on the special topic of mining and resource management in Northern Canada. In other words, we will explore the themes of Indigenous rights, free, prior and informed consent (FPIC), co-governance, intergovernmental negotiations, land claims, environmental regulation, resource legislation, activism, and anti-colonial alternatives to extractivism using specific examples of mining in Yukon and across Northern Canada.

Each week, we will welcome a guest speaker with expertise and experience in a variety of backgrounds, including activists, community leaders, politicians, industry representatives, scientists, academics, and Elders.

Guest presentations will be followed by facilitated discussions based on the guest presentations and supplementary reading or other types of media (i.e. videos, podcasts, news and magazine articles etc.).

## **COURSE PREREQUISITES AND/OR CO-REQUISITES**

Registration in Yukon University/University of Alberta BSc Environmental and Conservation Science (ENCS) Northern Systems Major; OR registration in Yukon University BA Indigenous Governance Major; OR consent of the Instructors.

For students enrolled in the Yukon University BA Indigenous Governance Major, prerequisites for this course include one of: FNGA 100, FNGA 101, or HIST 140; AND one of POLI 101 or POLI 201.

## **LEARNING OUTCOMES**

Upon successful completion of this course students will be able to do the following:

- Describe topical northern resource management issues and associated challenges.
- Understand the ecological and socio-political dimensions of these issues and challenges.

- Describe intergovernmental relations as it pertains to mining through the lens of co-management, self-governance, and treaty obligations.
- Analyze the evolving nature of the mining industry and regulation - specifically addressing how extractive processes can foster or impede intergovernmental relationships within the context of Indigenous rights and title, UNDRIP, land claim agreements and ongoing litigation in Yukon and Canadian courts.
- Recognize different worldviews and underlying knowledge systems, and understand associated mining/land use strategies, priorities, and governance structures.
- Reflect on and identify values and practices that promote meaningful and progressive relationships between and within governments, administrations, communities, and individuals associated with mining.
- Honour and advance the application and benefit of Indigenous ways-of-knowing in the ongoing evolution of intergovernmental relations and environmental resource management
- Gain confidence in critical thinking, writing, discussion, and research skills

## **COURSE FORMAT**

This course is offered twice a week on Tuesdays and Thursdays from 9:00 - 10:20 am. Classes will be delivered as a mixture of lectures, guest presentations, facilitated discussions, and participatory in-class activities. Students are expected to read, watch, and/or listen to weekly assigned materials and to be prepared for discussions and other in-class activities. Student-led discussions of required materials will form important components of the class and of student evaluation.

NOST 229/RENR 473 is a hi-flex course. Students registered for online participation (i.e. are not based on the Ayamdigut campus) are welcome to participate online (via. video live stream) or in-person. Students who are registered for in-person courses (i.e. are based on the Ayamdigut campus) are expected to come to class in person. If unwell, all students are encouraged to stay home and participate via Zoom, if able.

Please note, email and frequent internet access are integral to this course. The Instructors will communicate with you through your YukonU email and Moodle. Using online tools and resources is a required part of this course, and regular email and Moodle communication is expected.

## **COURSE REQUIREMENTS AND EVALUATION**

All assignments in the course must be completed to pass the course. All assignments should be submitted via the course Moodle. Assignments are due before midnight on the day indicated for each assignment and are considered late if not received by this time. After this time, late assignments will be deducted 10% per day. Detailed assignment instructions and deadlines will be posted on Moodle.

There are no exams in this course.

The requirements for students registered in either RENR 473 or NOST 229 are different, reflecting the difference in course level expectations. Rubrics for the grading of specific assignments (i.e. participation, class facilitation, and final assignments) will be provided via Moodle. Student's overall course grade will be determined as follows:

### **RENR 473**

	<b>Percent</b>
1. Attendance and Participation	25
2. Thematic Reflections	20
3. Facilitation of Class Discussion	25
4. Final Assignment (RENR only)	30
Total	100%

### **NOST 229**

	<b>Percent</b>
1. Attendance and Participation	25
2. Thematic Reflections	30
3. Facilitation of Class Discussion	25
4. Self-Evaluation (NOST only)	20
Total	100%

### **1. Attendance and Participation - 25% (RENr/NOST)**

Attendance at class lectures is mandatory and a participation mark will be assessed based on attendance and participation in discussions. A breakdown of how attendance and participation will be evaluated will be provided via Moodle.

Participation is critical in a course considering governance around mining. Students should be engaged in class discussion and come prepared, having gone over weekly course materials. Students should also create space for other students to participate through respectful engagement.

If students have difficulties participating, please reach out to the instructors for other arrangements or accommodations.

***Missing guest lectures without excuse will be notable in assessing the attendance and participation mark.***

### **2. Thematic Reflections - (20% RENr / 30% NOST)**

Using the journal platform on the course Moodle, you will record your thoughts, questions, and reflections regarding weekly readings, learning materials, guest lectures, and discussions. This journal space is yours to reflect on your critical thinking practice and to make connections between course themes, real-world examples, and personal experiences. The structure of the journal space and further instructions will be described in more detail on Moodle. Thematic reflections will be due following the completion of each module (see dates in the course outline below).

### **3. Facilitated Discussions - 25% (RENr/NOST)**

Each student must lead a discussion on a weekly theme/topic. Students may be assigned into pairs or groups depending on the number of students in the course. See the course outline below for weekly themes/topics. Based on course material (readings, podcasts, videos, guest lectures, instructor presentations etc.) students will prepare a series of guiding questions and/or reflective activities that create space for people to voice their thoughts on the weekly materials and themes. Further instructions and a grading rubric for facilitated discussions will be posted on Moodle. In addition, Instructors will provide examples of how to set up and facilitate a discussion.

#### **4. a) Final Assignment - 30% (RENR 473 students only)**

Students in RENR 473 will complete a final assignment based on several options (see below). If you have an idea for a final assignment that does not align with the options outlined below, you can present your idea to the Instructors for approval. Creative ideas for alternative final assignment approaches are welcome. All final assignments should fulfil the following requirements:

- 1000-2000 words, or an equivalent length in an audio/visual form (10-15 min.)
- 8-15 references - which can include academic references, news media, government reports, community publications, advocacy work, Elders, Indigenous knowledge/story, interviews etc.
- Submit a draft of your preliminary ideas and outline for the final assignment to Instructors, who will provide feedback and advice

RENR 473 students will present their final assignment to the class (5 min. each) on the last day of classes (Dec. 10). More detailed assignment instructions, examples, deadlines, and rubrics will be provided via Moodle.

#### **RENR 473 Final Assignment Options:**

##### **a. YESAB or Yukon Water Board submission**

Consider a mining project and create a submission to the public registries of either the Yukon Environmental and Socio-Economic Assessment Board or the Yukon Water Board. For inspiration, research examples of previous submissions from individual community members, Indigenous governments, non-profit organizations, and industry bodies.

##### **b. Position paper or project**

Consider one of the topics presented by guest speakers and present your own position on that topic, using references, evidence (in various forms), and personal reflection. Creativity in the presentation of your position, and your reasoning for that position, is encouraged. Consider creating an infographic, zine, short podcast/video, or presenting your position using alternative platforms.

##### **c. Technical or research project**

Do a traditional literature review or research project on a mining issue. Research topics could include (but are not limited to): the effects of mining on specific species, land and water use planning in the context of mining, treaty rights in mining, economic effects of mining, or analysis of mining policy/legislation. Creativity in the presentation of your research is encouraged. Consider creating an infographic, zine, short podcast/video or presenting your research findings using alternative platforms.

**d. Advocacy/activism campaign or intervention**

Outline an advocacy or activism campaign related to a particular mining project, policy or practice. Details of your campaign could include: funding options, partners, planning steps, key messages and ideas, and dissemination/media strategies. Creativity in the presentation of your campaign is encouraged. Consider creating an infographic, zine, short podcast/video, or presenting your campaign using alternative platforms.

**4. b) Self Evaluation - 20% (NOST 229 students only)**

At the end of the semester, NOST 299 students will complete a self-evaluation process that will include a reflection on their progress, their thoughts on the overall themes and learning outcomes of the course, and a review of their own engagement in course materials and lectures. Instructions and a rubric for the self-evaluation process will be provided via the course Moodle.

**Assignment of grades**

The total numerical score will be converted to a grade on Yukon University's letter grading system (for both Yukon U and UAlberta students):

<b>Letter grade</b>	<b>Percentage</b>
A+	95-100
A	86-94
A-	80-85
B+	75-79
B	70-74
B-	65-69

C+	62-64
C	58-61
C-	55-57
D	50-54
F	0-49

## **COURSE WITHDRAWAL INFORMATION**

Students should refer to the YukonU calendar (<https://www.yukonu.ca/calendar>) and the UAlberta calendar (<https://calendar.ualberta.ca>) for important dates, including course withdrawal deadlines.

## **TEXTBOOKS AND LEARNING MATERIALS**

There is no required textbook for this course. Please see the course Moodle for required weekly learning materials. The course Moodle will also be used to share assignment instructions, reference materials, grading, and course announcements.

## **ACADEMIC INTEGRITY**

### **Yukon University Academic Standards and Regulations**

Students are expected to contribute toward a positive and supportive environment and are required to conduct themselves in a responsible manner. Academic misconduct includes all forms of academic dishonesty such as cheating, plagiarism, fabrication, fraud, deceit, using the work of others without their permission, aiding other students in committing academic offences, misrepresenting academic assignments prepared by others as one's own, or any other forms of academic dishonesty including falsification of any information on any Yukon University document.

Please refer to [YukonU Academic Regulations & Procedures](#) for further details about academic standing and student rights and responsibilities.

### **University of Alberta Academic Integrity and Code of Student Behaviour**

The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic



honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarise themselves with the provisions of the Code of Student Behaviour and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

All students at the University of Alberta are subject to the [Code of Student Behaviour](#). Please familiarise yourself with it and ensure that you do not participate in any inappropriate behaviour as defined by the Code. Key components of the code include the following statements:

30.3.2(1) No Student shall submit the words, ideas, images or data of another person as the Student's own in any academic writing, essay, thesis, project, assignment, presentation or poster in a course or program of study.

30.3.2(2) c. No Student shall represent another's substantial editorial or compositional assistance on an assignment as the Student's own work.

## **PROFESSIONALISM AND CLASSROOM RULES OF ENGAGEMENT**

Students are expected to attend all lectures and labs, be engaged and courteous in all course activities, and to be on time for class. Please do not use cellular phones during class. Laptops are permitted for note taking and in-class work; however, please do not use laptops in class for non-class-related activities. While in computer labs, students are expected to refrain from using the computers to engage in non-class-related activities (e.g. Facebook, etc.).

## **ELECTRONIC DEVICES**

See 'professionalism' above.

## **RECORDING OF LECTURES, LABS, ETC.**

Audio or video recording, digital or otherwise, of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Student or instructor content, digital or otherwise, created and/or used within the context of the course is to be used solely for personal study, and is not to be used or distributed for any other purpose

without prior written consent from the content author(s).

Please note that some classes in the B.Sc. Northern ENCS Program may be recorded using web conferencing software, and links to recordings may be posted on the class website.

## ACADEMIC ACCOMMODATION

Yukon University is committed to providing a positive, supportive, and barrier-free academic environment for all its students. Students experiencing barriers to full participation due to a visible or hidden disability (including hearing, vision, mobility, learning disability, mental health, chronic or temporary medical condition), should contact [Accessibility Services](https://www.yukonu.ca/student-life/learning-matters/accessibility-services) (<https://www.yukonu.ca/student-life/learning-matters/accessibility-services>) for resources or to arrange academic accommodations: [access@yukonu.ca](mailto:access@yukonu.ca).

## COURSE OUTLINE

This course outline may be subject to change. Particularly, with several guest speakers attending, the Instructors may need to adapt the schedule to accommodate guests. Please pay close attention to the course Moodle and to your YukonU email for schedule changes and updates.

Week	Date	Topic
1	Thurs, Sep. 5	<b>Course overview and Opening Circle</b> <ul style="list-style-type: none"><li>• Introductions, positionality etc.</li><li>• Expectations, assignments and grading</li><li>• Re-writing Yukon Mineral Legislation</li></ul>
<i>Module 1: History of Mining and Colonialism in Northern Canada</i>		
2	Tues, Sep. 10	<b>Guest Presentation: Dr. Lianne Leddy</b> <ul style="list-style-type: none"><li>• Colonial histories of mining and Indigenous resistance to mining</li></ul>
3	Thurs, Sep. 12	<b>Guest Presentation: Dr. Arn Keeling</b> <ul style="list-style-type: none"><li>• History of mining and colonialism in Northern Canada</li></ul>
4	Tues, Sep. 17	<b>Facilitated Discussion:</b> Instructors, Jared and Caitlynn

<b>Due date</b>	<b>Wed, Sep. 18</b>	<b>Thematic Reflection - Module 1</b>
<i>Module 2: Indigenous Rights and Northern Mining: Legal Frameworks, Consent and Impact Assessment</i>		
5	Thurs, Sep. 19	<b>Guest Presentation: Dr. Warren Bernauer and Elder Joan Scottie</b> <ul style="list-style-type: none"> <li>• Impact assessment and consent for mining</li> <li>• Inuit resistance and alternatives for consent and development</li> </ul>
6	Tues, Sep. 24	<b>Guest Presentation: Dr. Sophie Thériault</b> <ul style="list-style-type: none"> <li>• Mineral law and regulation in Canada</li> <li>• Indigenous Rights and settler mineral legislation</li> </ul>
7	Thurs, Sep. 26	<b>Facilitated Discussion:</b> Student facilitators and Instructors
<b>Due Date</b>	<b>Fri, Sep. 27</b>	<b>Thematic Reflection - Module 2</b>
<i>Module 3: Anti-Extractivist Activism in Canada and Abroad</i>		
8	Tues, Oct. 1	<b>Guest Presentation: Jamie Kneen (MiningWatch) and Kayla Brehon (Yukon Conservation Society)</b> <ul style="list-style-type: none"> <li>• Key concerns are for activists engaged in mining</li> <li>• How extractivism in the Canadian North is connected to extraction and injustice elsewhere</li> </ul>
9	Thurs, Oct 3	<b>Facilitated Discussion:</b> Student facilitators and Instructors
<b>Due Date</b>	<b>Fri, Oct 4</b>	<b>Thematic Reflection - Module 3</b>
<i>Module 4: Community and Cultural Impacts of Mining</i>		
10	Tues, Oct. 8	<b>Guest Presentation: Elders Mary Maje, Dorothy Smith and Anne Maje Raider (Liard Aboriginal Women's Society)</b> <ul style="list-style-type: none"> <li>• Ongoing social, cultural and economic impacts of mining on Indigenous communities, particularly women</li> <li>• Kaska worldview and mining</li> </ul>
11	Thurs, Oct 10	<b>Facilitated Discussion:</b> Student facilitators and Instructors
<b>Due Date</b>	<b>Fri, Oct 11</b>	<b>Thematic Reflection - Module 4</b>
<i>Module 5: Environmental Impacts and Regulation</i>		
12	Tues, Oct 15	<b>Guest Presentation: TBD</b> <ul style="list-style-type: none"> <li>• Cumulative environmental consequences of mining</li> </ul>

		<ul style="list-style-type: none"> <li>• Environmental impact review and licensing processes</li> <li>• Environmental regulation and compliance of mines</li> <li>•</li> </ul>
13	Thurs, Oct 17	<b>Facilitated Discussion:</b> Student facilitators and Instructors
<b>Due Date</b>	<b>Fri, Oct 18</b>	<b>Thematic Reflection - Module 5</b>
<i>Module 6: Industry Best Practices and Approaches to Co-Management</i>		
14	Tues, Oct 22	<b>Guest Presentation: Brian Hagerty (Snowline Resources) and Yukon Seed and Reclamation (FNNND)</b> <ul style="list-style-type: none"> <li>• Industry approaches to working with Indigenous rights holders</li> <li>• Industry approaches to co-management</li> <li>• Indigenous government approaches to coordination with industry</li> </ul>
15	Thurs, Oct 24	<b>Facilitated Discussion:</b> Student facilitators and Instructors
<b>Due Date</b>	<b>Fri, Oct 25</b>	<b>Thematic Reflection - Module 6</b>
<i>Module 7: The Economics of Northern Mining: Jobs, Profits, and Infrastructure</i>		
16	Tues, Oct 29	<b>Guest Lecture: TBD</b> <ul style="list-style-type: none"> <li>• Impact and benefit agreements (IBAs)</li> <li>• Benefit distribution and economic injustice</li> <li>• Where does mining money go?</li> </ul>
17	Thurs, Oct 31	<b>Facilitated Discussion:</b> Student facilitators and Instructors
<b>Due Date</b>	<b>Fri, Nov. 1</b>	<b>Thematic Reflection - Module 7 AND Draft Outlines/Ideas for Final Assignment (RENr 473 students only)</b>
<i>Module 8: Mining, Land Use Planning, and Resource Governance Negotiations</i>		
18	Tues, Nov. 5	<b>Guest Presentation: Minister John Stricker, Energy, Mines, and Resources, Yukon Government</b> <ul style="list-style-type: none"> <li>• Mining and Land Use Planning</li> <li>• Negotiating Mineral Governance in Yukon</li> </ul>
19	Thurs, Nov. 7	<b>Facilitated Discussion:</b> Student facilitators and Instructors
<b>Due Date</b>	<b>Fri, Nov. 8</b>	<b>Thematic Reflection - Module 8</b>
	Tues, Nov. 12	Reading Week - NO CLASSES
	Thurs, Nov. 14	Reading Week - NO CLASSES

<i>Module 9: Mine Reclamation in the North</i>		
20	Tues, Nov. 19	<b>Guest Presenters: Krystal Isbister and Jody Inkster</b> <ul style="list-style-type: none"> <li>• The state of mine reclamation in the North</li> <li>• Changing the objectives of reclamation</li> <li>• Community-based strategies for reclamation</li> </ul>
21	Thurs, Nov. 21	<b>Facilitated Discussion:</b> Student facilitators and Instructors
<b>Due Date</b>	<b>Fri, Nov. 22</b>	<b>Thematic Reflection - Module 9</b>
<i>Module 10: Alternatives to Extractivism in North Canada</i>		
22	Tues, Nov. 26	<b>Guest Presentation: Gillian Stavely (Dena Kayeh Institute)</b> <ul style="list-style-type: none"> <li>• Alternatives to Mining</li> <li>• Conservation and Indigenous Economies</li> </ul>
23	Thurs, Nov. 28	<b>Facilitated Discussion:</b> Student facilitators and Instructors
<b>Due Date</b>	<b>Fri, Nov 29</b>	<b>Thematic Reflection - Module 10</b>
<i>Module 11: Mining Futures: Indigenous Knowledge and Self-determination</i>		
24	Tues, Dec. 3	<b>Guest Presentation: Nicole Tom (First Nation of Nacho-Nyäk Dun)</b> <ul style="list-style-type: none"> <li>• Indigenous governance of mining</li> <li>• Indigenous Knowledge and changing approaches to extraction</li> </ul>
25	Thurs, Dec. 5	<b>Facilitated Discussion:</b> Student facilitators and Instructors
<b>Due Date</b>	<b>Fri, Dec 6</b>	<b>Thematic Reflection - Module 11</b> <b>AND</b> <b>Final Assignment (RENR 473 students only)</b>
26	Tues, Dec. 10	<b>Course Wrap Up and Closing Circle</b> <ul style="list-style-type: none"> <li>• Presentation of RENR 473 Final Assignments</li> <li>• Review of Self-Evaluation Process (NOST 229)</li> <li>• Review of key themes and closing circle</li> </ul>
<b>Due Date</b>	<b>Fri, Dec. 13</b>	<b>Self-Evaluation (NOST 229 students only)</b>