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Application for a Grant

Identification			
This page will be made available to selection committee members and external assessors.			
Funding opportunity Insight Development Grant			
Joint or special initiative			
Application title Towards Social and Economic Prosperity: Political Legitimacy in Northern Indigenous Governance			
Applicant family name Irlbacher-Fox		Applicant given name Stephanie	Initials
Org. code 1480111	Full name of applicant's organization and department University of Alberta Canadian Circumpolar Institute (Edmonton)		
Org. code 1480111	Full name of administrative organization and department University of Alberta Canadian Circumpolar Institute (Edmonton)		
Scholar type	Regular <input checked="" type="radio"/>	New <input type="radio"/>	Research Group
If New, specify category	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/> 4 <input type="radio"/> 430-2
Does your proposal require a multidisciplinary evaluation?			Yes <input type="radio"/> No <input checked="" type="radio"/>
Does your proposal involve human beings as research subjects? If "Yes", consult the <i>Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans</i> and submit your proposal to your organization's Research Ethics Board.			Yes <input checked="" type="radio"/> No <input type="radio"/>
Does your proposal involve activity that requires a permit, licence, or approval under any federal statute; or physical interaction with the environment? If 'Yes', complete Appendices A and B.			Yes <input type="radio"/> No <input checked="" type="radio"/>
	Year 1	Year 2	Total
Total funds requested from SSHRC	<u>38,980</u>	<u>35,115</u>	<u>74,095</u>



Family name, Given name
Irlbacher-Fox, Stephanie

Participants

List names of your team members (co-applicants and collaborators) who will take part in the intellectual direction of the research. Do not include assistants, students or consultants.

Role

Co-applicant

Collaborator

Family name

Given name

Initials

Org. code

Full organization name

Department/Division name

Role

Co-applicant

Collaborator

Family name

Given name

Initials

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Full organization name

Department/Division name



Research Activity

The information provided in this section refers to your research proposal.

Keywords

List keywords that best describe your proposed research or research activity. Separate keywords with a semicolon.

Indigenous governance; Indigenous peoples; oral tradition; Aboriginal policy; self government; self government implementation;

Priority Areas - Priority area(s) most relevant to your proposal.

Northern Communities: Towards Social and Economic Prosperity
Aboriginal Research

Disciplines - Indicate and rank up to 5 disciplines that best correspond to your proposal.

Rank	Code	Discipline	If "Other", specify
1	62806	Government and Public Administration	
2	60218	Social Anthropology	
3	61402	Community Development	
4			
5			

Areas of Research

Indicate and rank up to 3 areas of research related to your proposal.

Rank	Code	Area
1	310	Northern development
2	240	Indigenous peoples
3	180	Environment and Sustainability

Temporal Periods

If applicable, indicate up to 2 historical periods covered by your proposal.

From	To
<p>Year</p> <p>1970 BC AD</p> <p>_____ ○ ●</p> <p>_____ ○ ○</p>	<p>Year</p> <p>2014 BC AD</p> <p>_____ ○ ●</p> <p>_____ ○ ○</p>



Family name, Given name
Irlbacher-Fox, Stephanie

Research Activity (cont'd)

Geographical Regions

If applicable, indicate and rank up to 3 geographical regions covered by or related to your proposal. Duplicate entries are not permitted.

Rank	Code	Region
1	1140	Northern Canada
2	1000	North America
3	8000	Antarctic and Arctic

Countries

If applicable, indicate and rank up to 5 countries covered by or related to your proposal. Duplicate entries are not permitted.

Rank	Code	Country	Prov./ State
1	1100	CANADA	NT
2			
3			
4			
5			

Statement of Alignment

The Northwest Territories is currently faced with myriad challenges occasioned by the many pressures and conditions resulting from its unique circumstances: a large Indigenous population; regulatory and political restructuring resulting from processes such as land claims, self government and devolution negotiations; and ongoing challenges related to governance of a small population over a huge and strategically important territory. Small Indigenous communities in particular are struggling to meet the demands occasioned both by crisis and opportunity. This research project will assist the community of Deline in understanding how using culturally based governance practices can be achieved in institutional arrangements where authority is shared with the State, by working with the community to critically analyze a case study where the community has attempted to do just that. The community considers its governance tools—specifically the powers invested under the land claim and self government agreements—as essential to securing its cultural, social and economic future. The project will contribute to developing an approach within the community for determining ways by which using cultural practices within governing institutions can enhance political legitimacy, thereby creating more stable and functional institutions. This will enhance the ability of the community to develop its own best practices with respect to culturally relevant governance. For the community of Deline, about to embark on implementing a self government agreement which will see all of its community government institutions—municipal, land claim and self government—rolled into one organization, the project will contribute to existing and ongoing work related to institutional development planning. With respect to both social and economic development, a precursor to success is stable and functional governance institutions. The academic foundation of this research will therefore allow the community to move beyond practical and functional aspects of this type of research to understand how community dynamics, relationships and wellness play a central role in creating stable institutions. The project will contribute to further developing the expertise of a trusted scholar who works in the community and is based in the North, and to strengthen connections with southern institutions through the hiring of a PhD or MA student to assist in the research.

The research is also identified as being aligned with the SSHRC's Aboriginal Research Priority area. The project will contribute to the participation of Elders in the community leading a project in collaboration with the PI. Importantly, the focus of the research (on a foundational oral tradition of the community) will be a focus for the development of relationships between community members through a story about the land, reaffirming connection with the land as well as each other. In this process, intergenerational knowledge transmission will play a large role in the project, as youth will be welcomed to research workshops and to participate in information dissemination activities. This will expose the youth to research processes and allow them to engage critically with both Elders and researchers on both the subject matter and the process in which they are participants. Organizations in the community, such as the Land Corporation and the First Nation stand to benefit from the products of the research and the impetus for engagement of Elders and youth in a research project that will contribute positively to the self government implementation planning process.



Family name, Given name

Irlbacher-Fox, Stephanie

Revisions to Previous Application

This section may be used to outline revisions made to a previously submitted Insight Development Grants application. See instructions for additional information.



Family name, Given name

Irlbacher-Fox, Stephanie

Summary of Proposed Research

The summary of your research proposal should indicate clearly the problem or issue to be addressed, the potential contribution of the research both in terms of the advancement of knowledge and of the wider social benefit, etc.

This project will focus on the community of Deline, Northwest Territories, a community of 600 Dene people situated on the Southwestern shore of Great Bear Lake. A group of Deline Elders wish to publish an academic book that describes their philosophy of Dene governance and have asked me to work with them to achieve this goal. An orienting oral tradition of Deline Got'ine (the people of the place where the waters flow) is the Waterheart story, or Tudzi. It describes the journey of a man to the heart of Great Bear Lake. The journey centres around the teachings of the lake's heart, teachings recognized by the people the people as foundational laws of governance. Over several years, the Elders worked with various government departments to apply this philosophy of governance to the Great Bear Lake Watershed Management Plan (GBLWMP), part of the land management approach undertaken in the context of the Sahtu Comprehensive Land Claim. However, owing to its comprehensiveness, the GBLWMP has not been implemented by the legal authorities charged with its care, primarily due to the complexity of managing from an ecological approach rather than one predicated on narrowly defined areas of legal and regulatory responsibility.

This project will involve the researcher and a graduate student working with the Elders to develop a detailed description of the Waterheart story, of which versions exist in the public domain. It will trace the process through which the Waterheart teachings were integrated into the GBLWMP, and the points at which its implementation foundered, and why. Through interviews with Elders and government officials, and examination of primary and secondary sources, the case study will be analyzed to develop an understanding of how government law and policy can facilitate and obstruct Indigenous governance approaches. It will also provide a case study of how political legitimacy can be achieved and fostered by developing institutional arrangements rooted in the cultural practices, values and principles of Indigenous communities.

Drawing on literature examining land claim implementation, Northern resource co-management, Indigenous governance, and Indigenous institutional development, this project promises to illuminate ways in which Northern Indigenous communities can move forward in developing authentic forms of governance that are viewed as, and function as, politically legitimate forms of governance, that address their interests through fora in which cooperative working relationships with the Canadian state are required. It is anticipated that the research will shed light on essential characteristics of cooperative engagement that can assist both communities and government policy makers in developing policy and creating circumstances where ethical and sustainable governance structures for Northern Indigenous communities can develop and flourish.

Objectives

This research is aimed at 1) developing a detailed description of the Waterheart story in formats useable and accessible by both the community (in the original Slavey Dene language) and for academic purposes; 2) understanding and describing how the principles and practices of Dene governance contained within the Waterheart story are expressed within the Great Bear Lake Watershed Management Plan (GBLWMP); 3) determining the extent to which the principles and practices of Dene governance are compatible, or not, with the legal, regulatory and policy bases and approaches to management of the Great Bear Lake Watershed across federal, territorial and co-management departments and agencies; 4) describing how the case study of the GBLWMP is instructive for policy makers and Indigenous communities with respect to how Indigenous principles and practices of governance, central to political legitimacy in an Indigenous context, are and may be applied to governance authorities under land claim and self government arrangements, and through cooperative processes between Indigenous communities and the State.

Context

The community of Deline has been negotiating self government since 1993, and is near completion of its Final Self Government Agreement. The community has been undertaking an intense period of work in preparation for implementing the self government agreement, including institutional assessment and planning, and culture, language and knowledge research (Deline Land Corporation 2010). Key goals of self government include restoration of governance authority to the community in practice, and implementing that authority through practices that have cultural match (Begay, Cornell and Kalt 1998), to promote stability during a phased-in approach to taking on increased authorities (Consilium Inc., 2010). The challenge of moving from principle to practice in the context of taking on authorities structured through agreements with non-Indigenous governments requires understanding Dene governance principles and territorial government legal and policy bases, and thinking through the potential points of compatibility between the two in practice. The Great Bear Lake Watershed Management Plan (GBLWMP) provides a case study for understanding possible facilitating and obstructing factors for achieving such compatibility. An effort that required the cooperation of a variety of government departments and the community's Elders through a formal Working Group, the plan gained significant and sincere support within government departments and agencies, but ultimately failed to be fully implemented by those same players. The factors for this failure will form part of the focus of this study, as will the factors that allowed for the plan to be partially incorporated into the draft Sahtu Land Use Plan (2010).

An initial investigation into this case study reveals a variety of factors at play motivating the development of the plan; widespread support among resource managers and the community; and its ultimate failure to be fully implemented in the face of myriad and distinct authorities—legal, regulatory, funding and policy responsibilities. To fully understand the scope and complexity of this situation, this project is situated within several related literatures on Dene peoples and their governance traditions (Osgood 1932; Rushforth 1977; Dene Nation 1984; Abel 1993; Ryan 1995; Blondin 1990, 1999; Helm 2000). Studies on the Dene peoples are rich with observations of Dene culture and governance, providing a solid ethnographic context from which to draw in understanding the nuances of Dene cultural practice and the place of the Waterheart story within a broader Dene cultural understanding. Other literatures that will foreground this study include analysis of Indigenous and Northern governance; self government and its implementation; and, Northern co-management. Each of these literatures have much insight to draw on. For example with respect to understanding governance and its role in current and future healing of communities from colonization (Warry 1997; Borrows 2002; Alfred

1999, 2005, 2009; Adelson 2001; Kirmayer and Valaskakis 2009), and in particular how the specific situation in the Northwest Territories has resulted in governance practices shaped in part by a combination of a significant federal government presence, now receding in favor of the Government of the Northwest Territories, and the settlement of land claim and self government agreements (Asch 1985; 1997; Dacks 1990; 2004; Abele and Prince 2003; Kulchyski 2006; Slowey 2009; Irlbacher-Fox 2009). Literature on self government in Canada and case studies of co management that develop critical insight into the complex interplay of power and Indigenous *versus* scientific knowledge in resource management and governance (Berkes, 1999; Scott 2001; Spader and Feit 2004; Nadasdy 1999, 2005; Natcher *et al* 2005; Carlsson and Berkes 2005; White 2006, 2008). Analysis of how self government and land claims are faring with respect to their implementation will be instructive with respect to understanding factors that may obstruct effective implementation planning and efforts and may shed light on the extent to which cultural practice has been or has had the potential to be integrated in the approach to implementation (Dacks 2004; Irlbacher-Fox and Mills 2007; Belanger 2008). From the United States a specific literature looking at ways in which social and economic progress results from contexts where ‘cultural match’ is found between institutional and cultural practice offers significant insight of relevance to this project and will provide a foundational theoretical approach to understanding what and whether conditions must exist to promote stable governance (Cornell and Kalt 1989, 2003; Jorgensen 2007).

This project will contribute to each of those literatures primarily by providing an in-depth and nuanced study of Indigenous governance in the context of current land claim and self government arrangements within the Sahtu land claim region of the Northwest Territories, Canada. From this study, insight can be drawn which may be brought to bear on studies of self government and land claim implementation and Indigenous governance generally, concerned with ways in which Indigenous peoples may see institutional expression of Indigenous cultural and governance values and practices. To date, the last study of this kind in the NWT relating to governance resulting in scholarly book-length publication was completed with the Tlicho Dene of Lac LaMarte (Ryan 1995) with a focus on Dene traditional justice practices. While various organizations in the Northwest Territories have undertaken traditional governance research (Beaufort-Delta Self Government Office 2002; Zoe 2009) these have resulted in limited publications, with energy focused instead on institutional development. It will likely complement studies on co-management practices in Northern Canada (Scott 2001; White 2006, 2008) by adding to literature on how co-management approaches utilized outside of co-management institutions proper may or may not work outside of legally mandated formal co-management institutions.

This research moves beyond that which I have conducted with the community of Deline for the past ten years, first on self government which has resulted in scholarly publications (Irlbacher-Fox 2009; Irlbacher-Fox and Gibson 2010), as well as analyses of Treaty and self government implementation (Irlbacher-Fox 2008; Irlbacher-Fox and Mills 2007). That research focused more on the mechanics of self government negotiation and land claim agreement implementation, as well as research into the institutional capacity of the community (SSHRC Grant 2007). This research moves beyond mechanics and into an innovative approach aimed at understanding how potential authorities could be implemented in ways that develop institutional capacity while integrating Dene understandings, values and practices into that institutional development. My hope is that it will provide a well-researched and detailed understanding of both Deline Got’ine understandings of governance principles, and broaden a shared understanding between the community, researchers, and academia of how Dene governance practices and principles may be operationalised in a respectful way through the institutional arrangements designed by the community under self government.

This research project was initiated by the Elders of Deline who advise the self government team in negotiations. In 2009 after the publication of the book *Finding Dahshaa*, the Elders approached me to work with them to understand and record their knowledge about Dene governance. During Summer of 2011 we met to discuss options for this project, resulting in the project described in this application, and a research agreement and protocol developed with the assistance of translator Jane Modeste. Alfred Taniton and Leo Modeste are the senior members of this group who led this initiative. Elders working with this project will also include Bella Modeste, Alfred J Kenny, and Dolphus Mendo. Others may participate depending on resources available. They have stated that they wish to see a scholarly book published from this project as they wish to share this knowledge beyond the community.

Methodology

This project will be occur in three stages. The first will consist of understanding the background of the cultural context of the Deline Got'ine Dene through discussion with Elders and a review of academic sources to develop a general understanding of the land, cultural practices and governance context (Helm 2000; Shavishinsky 1994; Rushforth and Chisholm 1991; Watkins 1977; Asch 1986; Ryan 1995). The second will involve oral tradition research undertaken with participating Elders acknowledged in the community as having detailed knowledge of the Waterheart story and advising the community on self government negotiations (Denzin *et al.* 2008), as well as talking with Elders and government officials about the Great Bear Lake Watershed Management Plan Working Group process, to understand the role, purpose and impact of structuring a watershed management plan around a foundational Deline Got'ine governance principles and values. The third state will involve analysis of both the Waterheart oral tradition and its use in the GBWLMP to determine what factors existed to facilitate and obstruct the use of the GBWLMP, and to what extent the use of Deline Got'ine governance principles were relevant to these factors. The analysis will be grounded in the concepts and principles drawn from the work of the Harvard Project on American Indian Economic Development (Jorgensen 2007) . While that body of research began with the purpose of determining why some communities and not others enjoyed economic success, its initial conclusions drew a direct line between practices of Indian Nation's 'sovereignty' and their ability to realize economic benefit. In the course of that research, 'cultural match' was identified as a key factor in the levels of success enjoyed by tribes exercising governance authority—a concept taken up by research into conceptual frameworks for Indigenous governance (Jorgensen 2007; Begay, Cornell and Kalt 1998). The concept of cultural match references Indigenous understandings and practices of cultural norms grounding political legitimacy, at individual, collective or community and institutional levels. Theoretically, legitimate political institutions and practices ground stable functioning of Indigenous institutions over the long term. While this is a pre-cursor for economic success, it is arguably a pre-cursor for social and political stability and success as well. Federal government controls have been cited as destabilizing factors in the lives of Canadian Indigenous communities (Auditor General of Canada 2003), for example through the *Indian Act* which imposed what is often cited as an illegitimate and alien form of governance on Indigenous peoples (Coulthard, 2007; Alfred 1999, 2005; Ladner and McCrossan 2009; Green 2007). An exploration of the extent to which the political legitimacy required for institutional stability within the community of Deline can be accommodated by the shared institutional arrangements facilitating cooperation between the community and the state with respect to governance will form the central theoretical question of this inquiry. Through this inquiry, I hope to contribute to developing further understanding dimensions of political legitimacy within Dene principles and practices of governance. In addition, this inquiry will contribute to refining the concept of cultural match with respect to Dene in a Northern land claim and self government context, and provide a detailed analysis of how cultural match can or cannot function within

the context of self government and land claim arrangements and associated legal and policy frameworks in the Northwest Territories. This will expand the notion of how political legitimacy is central to the stability within an Indigenous cultural context for governing institutions in small communities that have wide ranging responsibilities for social, political and economic development central to the lives of residents.

STAGE ONE: Objectives: The first stage will involve comprehensive background literature search and review which will inform the context of the project. Over the years in Deline, Elders have participated in numerous research projects, contributing valuable knowledge about the land and governance. This part of the research will also involve working with local translators to locate older versions of the Waterheart story that have been digitized and stored in the community. **Activities:** This contextual and historical information gathering project will involve community based knowledge mobilization through a workshop. **Purpose:** The workshop will bring together Elders of the research team and youth for three days to 1) review the historical information gathered and develop a governance timeline with the community, and 2) review a key older version of the story in the presence of youth and Elders and discuss its relationship to versions the Elders tell. **Outcomes:** This process will establish and document a shared understanding of the context for the project and the relevance of the case study in question as a window onto how Dene governance may function in practice in the context of shared authority with governments. The approach to the project, involving the broader community beyond the Elders, and maintaining the research project as a site of intergenerational cultural knowledge conforms to accepted practices of critical Indigenous research methods.

STAGE TWO: Objectives: The second stage will involve intensive work with Elders to document and understand the Waterheart story. A classic shamanic journey, the Waterheart story is several hours long depending on the storyteller, and its elements reference significant bodies of cultural and land-based knowledge—information about places on the land and their significance, and spiritual and cultural concepts connected with complex belief systems and practices. Thus the story can be seen as a core of a wider body of knowledge that informs Dene principles and practices of governance. **Purpose:** The task for researchers in this stage is to record the details of the story, and then understand the various streams of contextual knowledge bound up in the references within the story. Elders will be relied upon to focus on those streams of knowledge most relevant to the focus of this study. Elders will also be interviewed, as well as government officials, about the GBLWMP working group process with a focus on how the group came to understand and reach consensus on how the Waterheart story would work for the basis of a management plan for the watershed. **Activities:** Through a series of workshops open to the community and engaging in particular with youth, and one-on-one and group interviews with Elders, information will be shared, translated and transcribed. How the information will be organized will be determined in consultation with the Elders; it is anticipated that it will be organized based on the Waterheart story, with each core element being more fully developed by indicating the specific knowledge referenced by the various motifs and events, and characters in the story. These discussions will take place over a series of months in consultations with Elders and subject to their availability. **Outcomes:** The process will result in a documented account of the working group process for the GBLWMP; oral and written documentation of the Waterheart story and its cultural knowledge underpinnings in formats accessible to both the community and the researchers.

STAGE THREE: Activities: The third stage will involve analyzing the data gathered and corroborating findings with the Elders through two workshops designed for that purpose, then meeting with Elders to review drafts of the scholarly products from the research project. A workshop will then be held to

present the project to the community, under the guidance of the Elders. ***Purpose and Objectives:*** the purpose of this stage is to provide the Elders and community with an understanding of how their cultural knowledge will be treated in the analysis, and how it will be portrayed beyond the community.

Outcomes: these activities will result in broad knowledge within the community on the conclusions drawn from the project, and an understanding of how the findings can inform future governance practices and cooperation with other governments in institutional arrangements. Feedback from the community will be integrated into final drafts of community and scholarly publications about the project.

Research process and protocols: Interviews will consist of a series of open-ended questions developed in partnership with translators and Elders. Interviews will be digitally recorded with permission; hand written or flipchart notes will be taken. Group discussions will be recorded digitally or by video as directed by the Elders. Usual permission forms including confidentiality permissions and conditions will be signed by Elders. All original materials collected in the course of the research will be governed by a research agreement reached by the Elders guiding the research and myself; it is anticipated that ownership will remain with the community. Both community and scholarly publications will be credited to both the researcher and the participating Elders. Youth involvement will also be acknowledged as appropriate.

Process and Timelines

June 2012 – July 2012

Literature review and development of historical background timeline; location of Waterheart stories in community digital archives; selection of stories for review by Elders with translator and researcher; Initial interviews with Elders.

August 2012

First Workshop – review of timeline and Waterheart story with Elders and youth; Schedule and conduct follow up interviews with Elders.

September 2012

Intensive interviews: the Waterheart Story

Intensive interviews: foundational knowledge

October 2012– January 2013

Interviews with Elders and government officials about the GBLWMP Working Group;

Gathering of documentation on the GBLWMP and its implementation/lack of implementation.

February – June 2013

Drafting of Waterheart story in English;

Analysis, drafting of scholarly articles for review with Elders;

Follow up interviews.

July 2013

Workshops to review materials, solicit feedback

August – December 2013

Integrate feedback into products.

January 2014

Final workshop with Elders to review community and scholarly publications/products.

Submit manuscripts for publication.

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Family name, Given name

Irlbacher-Fox, Stephanie

Knowledge Mobilization Plan

This section should include an overall plan, a plan for engaging the appropriate audiences, the objectives of the knowledge mobilization activities and a schedule for achieving the activities. See instructions for additional information.

Purpose: The KMP will guide the production of publicly available information about the project, its primary research, and its results.

Community: Knowledge will be mobilized within the community of Deline; among Dene peoples in the Northwest Territories; for youth and particularly integration into social studies and Northern Studies curriculum in the local school; and across academia in the fields of Indigenous studies; Indigenous governance, Aboriginal politics and anthropology. Specifically, regular updates will be provided to the community. Information will be recorded and preserved on digital audiotape; as a written version of the Waterheart story. Youth will be invited to develop materials based on workshops and working with the Elders for upload to community web pages and YouTube, for example on the self government web site and Facebook page. Any video recordings and maps drawn by Elders or other materials produced by participants will remain with the community.

Academic: At least one academic journal article will result from the project and an academic book will be published. These will be disseminated across academia through the usual means. Potential journals for publication include "Arctic," "Anthropologica," the "Canadian Journal of Political Science," and the "American Indian Quarterly."

Timeline: A communications plan will be developed at the outset of the research project to ensure widespread knowledge and engagement. Regular updates of the project will be provided monthly. Community overview pamphlets or web-based pages will be produced quarterly in consultation with research participants. Academic products will be produced during April--June of 2014. The researcher and an Elder will give a conference paper on the project's initial findings during 2013, likely at the "International Association of Arctic Social Sciences" or at the annual "Canadian Political Science Association Meeting."

Finally, extension aspects of the project will be developed.



Family name, Given name

Irlbacher-Fox, Stephanie

Intended Outcomes of Proposed Activities

Elaborate on the potential benefits and/or outcomes of your proposed research and/or related activities.

Scholarly Benefits

Indicate and rank up to 3 scholarly benefits relevant to your proposal.

Rank	Benefit	If "Other", specify
1	Knowledge creation/intellectual outcomes	
2	Enhanced theory	
3	Enhanced research collaboration	

Social Benefits

Indicate and rank up to 3 social benefits relevant to your proposal.

Rank	Benefit	If "Other", specify
1	Cultural outcomes	
2	Social outcomes	
3	Enhanced professional practice	

Audiences

Indicate and rank up to 5 potential target audiences relevant to your proposal.

Rank	Audience	If "Other", specify
1	Aboriginal Peoples	
2	NGO and community organizations	
3	Provincial/territorial government	
4	Federal government	
5	Academic sector/peers, including scholarly associations	



Family name, Given name

Irlbacher-Fox, Stephanie

Expected Outcomes Summary

Describe the potential benefits/outcomes (e.g., evolution, effects, potential learning, implications) that could emerge from the proposed research and/or other partnership activities.

The potential outcomes of this research are varied. For the priority area of Northern social and economic prosperity, the outcomes have significant potential. Currently, land claim and self government agreements are in various phases of negotiation and implementation. Leaders are currently faced with the daunting task of implementing such agreements in ways that respond to both the current and anticipated future fiscal and economic realities, and the needs of communities to engage in large scale healing and opportunity creation for youth. The impact of colonization policies such as residential schools have destabilized Northern communities. At the same time, the demands of land claims, self government, and burgeoning resource extraction activities require leaders to make decisions that respond simultaneously to conflicting and contradictory demands such as healing and economic development, cultural development and employment, etc. The need to create stable, culturally relevant organizations exists in all Northern communities. A major outcome of this research for the North would be to develop a method for understanding how cultural practice can be integrated into institutional development efforts.

Within the community itself, the outcomes relate to developing research capacity in a way that requires leadership of the Elders in leading this project and in a way that engages youth and ensures cultural transmission. At the heart of the instability suffered by many communities is the broken relationships resulting from people being removed from their families and lands. Restoring those relationships will provide the basis for restoring stability to communities and their institutions. Cultural practices must be seen to be shared and understood by all in the community, and all must understand the critical role each plays in their development and use. Relationship restoration through shared purpose and work will be one of the methodological approaches of this research. The research is centered on the lake which sustains the community, and connects that source to the institutions that will sustain the community in other ways into the future. Recognizing and appreciating the relevance of cultural knowledge to a sustainable future will assist in strengthening and restoring relationships within the community.

The project will produce a significant original contribution to the literature on Northern and Indigenous governance, in a way that centers the knowledge and expertise of the Elders in the community. Clearly the Elders, in approaching a non-Indigenous researcher, feel the responsibility to document their knowledge and engage with it in a way that will support their youth as they take on the burden of leadership. The project will assist them in rebuilding relationships and confidence in the community through establishing the importance of cultural practice in shaping governance norms into the future.

Finally, there is a capacity-building and extension aspect to this pilot project. This program has a fundamental goal of building the community's capacity to address issues. This adaptive approach provides a methodological framework, an 'ethical space', in which university-based researchers and indigenous peoples can work together to integrate cultural practice into institutions for social and economic prosperity. If this approach has merit, and is perceived as useful in the communities, then the extension aspect of this project will best be undertaken by those most impacted by the results---the community members themselves. Therefore, we anticipate that the design will be implemented and further developed in future projects and in other communities seeking to operationalize institutional arrangements for their self-government systems.

Research Team and Training

A. Description of the Research Team

The research team will consist of the Principal Investigator, a graduate student, a Translator, and Elders from the community of Deline. The Elders are selective in who they will work with to share their knowledge. They have developed a relationship with the Principal Investigator over the last ten years and requested this work be completed by her in collaboration with them. The PI has been accepted by the community after a long period of working for them on self government negotiations and related projects. The Elders who are involved in the research are recognized within the community as knowledge holders relating to Deline Got'ine governance, the Waterheart story, and knowledge of Great Bear Lake.

The Elders have agreed to work with a graduate student selected by the Principal Investigator who will work under the direction of the Elders and Principal Investigator.

The Principal Investigator in consultation with the Elders will be responsible for the overall intellectual direction of the research. The PI will make decisions about the research focus, logistical issues around timing and data gathering, recording and use.

Principal Investigator: Stephanie Irlbacher-Fox has ten years of experience working in the community of Deline on self-government negotiations, land claim implementation, NWT devolution negotiations and related files. She has academic affiliations with the University of Toronto and the University of Alberta. Her relationship with the community is unique and rooted in her proven track record of both scholarly achievements and undertaking and completing complex technical and advisory roles within the community over a ten year period. The PI will contribute her knowledge of the research process and experience in research in Deline and with Elders to guide the overall implementation of the project and its products.

Translator: Based in Deline, **Jane Modeste** is a professional translator who has worked for over 3 decades on simultaneous oral translation, and written English-Slavey translation. She has extensive experience working on academic research as well as community based research, and is the main translator for the Deline self government team. She has extensive knowledge and experience translating complex legal and technical information in the areas of governance and resource management.

Four of the Elders—**Leon Modeste, Alfred Taniton, AJ Kenny, and Dolphus Mendo**—advise the self government negotiations team in the community of Deline. Experienced subsistence hunters, they are considered experts in Dene governance, Treaty making and diplomacy. The fifth Elder, **Bella Modeste**, is known for her knowledge of the Waterheart story and Great Bear Lake. She is a skilled artisan and subsistence land user. All of the Elders speak Slavey as their first language and do not discuss Dene governance in English terms, relying on a translator to explain the concepts in a nuanced and detailed way.

Time Commitments: It is estimated that this research will require approximately 5 weeks of the Elders time over a two year period. It will require ten weeks of the translator's time over that same period. The PI will work with the Elders as a group and through one-on-one interviews, and in workshops with youth. It is estimated that this project will require approximately ten months of the PI's time over the two year period of this project. This will include ten weeks working with Elders and translator, and an additional 7.5 months reviewing information, conducting analyses, travel, and writing, all of which will be spread over two years. The PI is currently PI on a Partnership Development Grant focused on

establishing the institutional structures for the Dechinta Centre for Research and Learning. At the start of the Deline project, the PDG grant will be in its second year, and have a fully functioning communications and research structure, given the extent of planning and process development that are being completed in its first year. Requirements of the PI's time on that grant will be approximately 1.5 months per year (spread out over the year) for each of 2012 and 2013, as the grant involves a committee of academics overseeing the work of administrative staff and up to two graduate students.

B. Description of Student Training Strategies

The graduate student selected to work on this project will be at the MA or PhD level in a Political Science, an Indigenous Governance program, or a related discipline. The student will be expected to live in the community for at least 2-3 months, to gain an in-depth understanding of the community and Dene principles and practices of governance. It is expected that the student will contribute to or publish scholarly output associated with the project. The student would go to the community after completing one year of course-based learning at their home institution. A brief stay in Yellowknife to consult archives and assist with conducting interviews with government officials will be required. The student will be responsible for arranging logistics associated with the research in the community, and working with Elders to determine usefulness of existing archival material in the community. The student will be responsible for archiving new materials produced during the project, and for implementing the communications plan, working with youth and producing the regularly scheduled updates and disseminating those. The student will be expected to travel to at least one conference with an Elder to present research results. Their role in the research project will function as the 'fieldwork' portion of their studies, and position them to gain experience in working in small Indigenous communities, working with Indigenous Elders, and understanding community protocols and dynamics around research.



Family name, Given name
Irlbacher-Fox, Stephanie

Funds Requested from SSHRC

For each budget year, estimate as accurately as possible the research costs that you are asking SSHRC to fund through a grant. For each Personnel costs category, enter the number of individuals to be hired and specify the total amount required. For each of the other categories, enter the total amount required.

	Year 1		Year 2	
	No.	Amount	No.	Amount
Personnel costs				
Student salaries and benefits/Stipends				
Undergraduate				
Masters				
Doctorate	1	16,100	1	12,500
Non-student salaries and benefits/Stipends				
Postdoctoral				
Other	5	10,000	5	10,000
Travel and subsistence costs		Year 1		Year 2
Applicant/Team member(s)				
Canadian travel		2,590		1,825
Foreign travel				
Students				
Canadian travel		3,290		3,790
Foreign travel				
Other expenses				
Professional/Technical services		6,000		6,000
Supplies				
Non-disposable equipment				
Computer hardware		0		0
Other		1,000		1,000
Other expenses (specify)				
		0		0
Total		38,980		35,115

BUDGET JUSTIFICATION

Personnel Costs (Yr 1: \$16,100 Student; \$10,000 Elders; Yr 2: \$12,500 Student; \$10,000 Elders)

The personnel costs make up the majority of funds being requested. The student position is rated at a PhD level in terms of stipend; the wage is determined in accordance with the University of Alberta's collective agreement. One student will be recruited to work with this project on a part-time basis over 2 years, as follows:

Year 1: 8 months at the 2011-2012 rate for a TAP B trust-funded appointments:

12 hrs/wk: Award \$878.25 + Salary \$1,021.25 + Benefits \$102.13 for a total of \$2,001.63 per month x 8 months = \$16,013.04 (rounded to \$16,100)

Year 2: 6 months at the 2011-2012 rate + 4% merit increase for TAP B trust-funded appointment:

12 hrs/wk: Award \$878.25 + Salary \$1,021.25 + Benefits \$102.13 for a total of \$2,001.63 per month x 6 months = \$12,009.78 + 4% increase (\$480.39) = \$12,490.17 (rounded to \$12,500)

Five Elders will be the experts providing the knowledge on which the project is based. It is estimated that 5 weeks or 25 days of their time will be supported by this project funding. The honoraria/fee is established at \$80 per day. This rate of pay is low and reflects the community's (Elders') contribution to the project in terms of time commitment.

Year 1: \$80 per day x 25 days = \$2,000 x 5 Elders = \$10,000

Year 2: \$80 per day x 25 days = \$2,000 x 5 Elders = \$10,000

Travel and Subsistence Costs (Year 1: \$5,880; Year 2: \$5,615)

Travel costs are estimated on the basis of 1 flight per PI (from Yellowknife) and student (from Edmonton) per year. (Other funding to support travel to the community two or three times per year for the PI, and twice per year for the student is being sought from other sources; e.g., the student will apply for funding from the Canadian Circumpolar Institute for support of fieldwork).

A return ticket from Edmonton to Yellowknife averages \$600; a return ticket from Yellowknife to Deline is \$1300. Other funds for each of the PI and student will contribute toward the cost of accommodation or room and board. Typically, billeting in the community can be arranged for \$75 per night. It is anticipated that a house or apartment may be rented during the three month summer stay for the student (that expenses is being covered from other sources). The University of Alberta per diem is \$45. Ground transportation for the student includes transportation to and from the Edmonton International Airport.

In year two, an additional \$500 has been earmarked to support student travel to an academic conference. Additional conference funding will be sought from other sources (e.g., the student will apply for a conference travel grant from the Canadian Circumpolar Institute).

Year 1:

Principal Investigator: 12 days/10 nights accommodation for fieldwork

Airfare Yellowknife-Deline = \$1,300 + Accommodations 10 nights @ \$75 = \$750 + Meals/per diem for 12 days @ \$45 per day = \$540 = total \$2,590

Student: 12 days/10 nights accommodation for fieldwork

Airfare: Edmonton-Yellowknife-Deline return = \$ 1,900+ Accommodations 10 nights @ \$75 = \$750 + Meals/per diem for 12 days @ \$45 per day =\$540 + Ground Transportation \$100 = total 3,290

Year 2:

Principal Investigator: 5 days / 4 nights accommodation

Airfare Yellowknife-Deline = \$1,300 + Accommodations 4 nights @ \$75 = \$300 + Meals/per diem for 5 days @ \$45 per day =\$225 = total \$1,825

Student: 12 days/10 nights accommodation for fieldwork

Airfare: Edmonton-Yellowknife-Deline return = \$ 1,900+ Accommodations 10 nights @ \$75 = \$750 + Meals/per diem for 12 days @ \$45 per day =\$540 + Ground Transportation \$100 = total 3,290

Conference Support: \$500 toward airfare

Professional Expenses (Year 1: \$6,000; Year 2: \$6,000)

Professional expenses will be used to pay for the translator on this project. It is estimated that she will require 50 days of work, owing to the fact that she will be with the Elders and translating simultaneously, then work on translating additional materials into English and working with the PI on terminology issues. She will be required to attend meetings with the Elders and then review recordings as well as review other archival materials. The translator charges a rate of \$400 per day.

Funding from this grant application in both year one and year two will support 15 days worth of work: 15 x \$400 = \$6,000. Additional funding will be sought to support her work with the project (10 days in each of years 1 and 2), through the Government of the Northwest Territories Department of Education.

Non-disposable Equipment (\$1000- Year One; \$1000 --Year Two)

For years one and two, it is anticipated that production of research materials, communications updates, and publications (e.g., producing color maps, web page layouts) will require funding, as will office supplies such as printer cartridges, paper, etc.



Do not photocopy this page.

Internal use	CID (if known)
886389	124023

Identification
Only the information in the Name section will be made available to selection committee members and external assessors. Citizenship and Statistical and Administrative Information will be used by SSHRC for administrative and statistical purposes only. Filling out the statistical and Administrative Information section is optional.

Name			
Family name	Given name	Initials	Title
Irlbacher-Fox	Stephanie		Dr.

Citizenship - Applicants and co-applicants must indicate their citizenship status by checking and answering the applicable questions.

Citizenship status	<input checked="" type="radio"/> Canadian	<input type="radio"/> Permanent resident since (yyyy/mm/dd)	<input type="radio"/> Other (country)	Have you applied for permanent residency?
		_____	_____	<input type="radio"/> Yes <input type="radio"/> No

Statistical and Administrative Information

Birth year	Gender	Permanent postal code in Canada (i.e. K2P1G4)	Correspondence language	Previous contact with SSHRC? (i.e. applicant, assessor, etc.)
1971	<input checked="" type="radio"/> F <input type="radio"/> M	X1A2N7	<input checked="" type="radio"/> English <input type="radio"/> French	<input checked="" type="radio"/> Yes <input type="radio"/> No

Full name used during previous contact, if different from above
Stephanie Irlbacher Fox

Contact Information
The following information will help us to contact you more rapidly. Secondary information will not be released by SSHRC without your express consent.

Primary telephone number				Secondary telephone number			
Country code	Area code	Number	Extension	Country code	Area code	Number	Extension
1	867	9200849		1	867	4454553	
Primary fax number				Secondary fax number			
Country code	Area code	Number	Extension	Country code	Area code	Number	Extension
1	867	9200852					
Primary E-mail stephaniefox@theedge.ca							
Secondary E-mail							

Personal information will be stored in the Personal Information Bank for the appropriate program.

Checked
Web CV
2012/02/01



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Family name, Given name

Irlbacher-Fox, Stephanie

Current Address Use only if you are not affiliated with a department at a Canadian university. (If you are affiliated with a department at a Canadian university, the department's mailing address will be used.) If you wish to use another address, specify it under the Correspondence Address.			Correspondence Address Complete this section if you wish your correspondence to be sent to an address other than your current address.		
Address PO Box 962			Address PO Box 962		
City/Municipality Yellowknife			Prov. / State NT	Postal/Zip code X1A2N7	
Country CANADA			Country CANADA		
Temporary Address If providing a temporary address, phone number and/or E-mail, ensure that you enter the effective dates.			Permanent Address in CANADA		
Address			Address PO Box 962		
City/Municipality			Prov./ State	Postal/Zip code	
Country			Country CANADA		
Start date (yyyy/mm/dd)	End date (yyyy/mm/dd)		Temporary telephone/fax number		
			Country code	Area code	Number Extension
Temporary E-mail					



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Family name, Given name

Irlbacher-Fox, Stephanie

Research Expertise (optional)

The information provided in this section refers to your own research expertise, not to a research proposal. Filling out the following 4 sections is optional. This page will not be seen by selection committee members and external assessors. This section will be used for planning and evaluating programs, producing statistics, and selecting external assessors and committee members.

Areas of Research

Indicate and rank up to 3 areas of research that best correspond to your research interests as well as areas where your research interests would apply. Duplicate entries are not permitted.

Rank	Code	Area
1	240	Indigenous peoples
2	310	Northern development
3	320	Politics and government

Temporal Periods

If applicable, indicate up to 2 historical periods covered by your research interests.

From	To
<p>Year</p> <p>_____ 1492 BC AD</p> <p>_____ <input type="radio"/> <input checked="" type="radio"/></p> <p>_____ <input type="radio"/> <input type="radio"/></p>	<p>Year</p> <p>_____ 2006 BC AD</p> <p>_____ <input type="radio"/> <input checked="" type="radio"/></p> <p>_____ <input type="radio"/> <input type="radio"/></p>

Geographical Regions

If applicable, indicate and rank up to 3 geographical regions covered by your research interests. Duplicate entries are not permitted.

Rank	Code	Region
1	1140	Northern Canada
2	8000	Antarctic and Arctic
3	1000	North America

Countries

If applicable, indicate and rank up to 5 countries covered by your research interests. Duplicate entries are not permitted.

Rank	Code	Countries	Prov./ State
1	1100	CANADA	NT
2	1200	UNITED STATES	
3	3103	ICELAND	
4	8001	GREENLAND (DENMARK)	
5	3419	RUSSIA (RUSSIAN FEDERATION)	



Family name, Given name

Irlbacher-Fox, Stephanie

Curriculum Vitae

Language Proficiency

	Read	Write	Speak	Comprehend aurally	Other languages
English	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
French	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Work Experience

List the positions, academic and non-academic, you have held beginning with the current position and all previous positions in reverse chronological order, based on the start year.

Current position		Start date (yyyy/mm)
Assistant Professor		2011/1
Org. code	Full organization name	
1350911	University of Toronto	
Department/Division name		
Political Science		
Position type	<input type="radio"/> Tenured <input type="radio"/> Tenure-track	<input checked="" type="radio"/> Non-tenure <input type="radio"/> Non-academic
Employment status	<input type="radio"/> Full-time <input checked="" type="radio"/> Non-salaried <input type="radio"/> Part-time <input type="radio"/> Leave of absence	
Position	Start date (yyyy/mm)	End date (yyyy/mm)
Assistant Professor	2011/1	
Org. code	Full organization name	
1350911	University of Toronto	
Department/Division name		
Dalla Lana School of Public Health		
Position	Start date (yyyy/mm)	End date (yyyy/mm)
Adjunct professor	2011/9	
Org. code	Full organization name	
1480111	University of Alberta	
Department/division name		
Canadian Circumpolar Institute		
Position	Start date (yyyy/mm)	End date (yyyy/mm)
Self-employed	2004/7	
Org. code	Full organization name	
1	Fox Consulting	
Department/Division name		
Proprietor		

Personal information will be stored in the Personal Information Bank for the appropriate program.

Web CV



Family name, Given name

Irlbacher-Fox, Stephanie

Work Experience (cont'd)

Position		Start date (yyyy/mm)	End date (yyyy/mm)
Student		2000/7	2005/7
Org. code	Full organization name		
9121109	University of Cambridge		
Department/Division name			
Scott Polar Research Institute			
Position		Start date (yyyy/mm)	End date (yyyy/mm)
Lecturer		1997/7	
Org. code	Full organization name		
1	Aurora College		
Department/Division name			
Academic Studies			
Position		Start date (yyyy/mm)	End date (yyyy/mm)
Director		1997/7	2000/7
Org. code	Full organization name		
1	Beaufort Delta Self Government Negotiations Office		
Department/Division name			
Self Government Negotiations			
Position		Start date (yyyy/mm)	End date (yyyy/mm)
Researcher		1997/1	1997/4
Org. code	Full organization name		
1	NWT Legislative Assembly		
Department/Division name			
Caucus Research			
Position		Start date (yyyy/mm)	End date (yyyy/mm)
Federal government employee		1995/7	1996/7
Org. code	Full organization name		
1	Canadian Polar Commission		
Department/Division name			
Yellowknife Office			



Family name, Given name

Irlbacher-Fox, Stephanie

Academic Background				
List up to 5 degrees, beginning with the highest degree first and all others in reverse chronological order, based on the start date.				
Degree type	Degree name	Start date (yyyy/mm)	Expected date (yyyy/mm)	Awarded date (yyyy/mm)
Doctorate	PhD Polar Studies	2001/10		2005/04
Disc. code	Discipline	Did SSHRC support enable you to get this degree?		
70000	Interdisciplinary Studies	<input checked="" type="radio"/> Yes <input type="radio"/> No		
Org. code	Organization			
1	University of Cambridge			
Country ENGLAND				
Degree type	Degree name	Start date (yyyy/mm)	Expected date (yyyy/mm)	Awarded date (yyyy/mm)
Master's	Master of Arts	1994/09		1997/04
Disc. code	Discipline	Did SSHRC support enable you to get this degree?		
62802	Comparative Politics	<input type="radio"/> Yes <input checked="" type="radio"/> No		
Org. code	Organization			
1480111	University of Alberta			
Country CANADA				
Degree type	Degree name	Start date (yyyy/mm)	Expected date (yyyy/mm)	Awarded date (yyyy/mm)
BA Gen.	Bachelor of Arts	1989/09		1994/06
Disc. code	Discipline	Did SSHRC support enable you to get this degree?		
62800	Political Science	<input type="radio"/> Yes <input checked="" type="radio"/> No		
Org. code	Organization			
1480111	University of Alberta			
Country CANADA				
Degree type	Degree name	Start date (yyyy/mm)	Expected date (yyyy/mm)	Awarded date (yyyy/mm)
Disc. code	Discipline	Did SSHRC support enable you to get this degree?		
		<input type="radio"/> Yes <input type="radio"/> No		
Org. code	Organization			
Country				
Degree type	Degree name	Start date (yyyy/mm)	Expected date (yyyy/mm)	Awarded date (yyyy/mm)
Disc. code	Discipline	Did SSHRC support enable you to get this degree?		
		<input type="radio"/> Yes <input type="radio"/> No		
Org. code	Organization			
Country				

Personal information will be stored in the Personal Information Bank for the appropriate program.



Family name, Given name

Irlbacher-Fox, Stephanie

Credentials

List up to 6 licences, professional designations, awards and distinctions you have received and feel would be the most pertinent to the adjudication of your application. List them in reverse chronological order, based on the year awarded.

Category	Name	Source or Country	Duration (Months)	Value / Year awarded
Academic Prize	ARCUS Award for Arctic Research Excellence	Federal Government UNITED STATES	12	\$500 2003
Graduate Scholarship	SSHRC Doctoral Fellowship	Federal Government CANADA	12	\$19,000 2003
Graduate Scholarship	SSHRC Federalisms and Federations Program	Federal Government CANADA	12	\$6,000 2003
Graduate Bursary	Cambridge Commonwealth Trust Fellowship	University ENGLAND	36	\$20,000 2000
Graduate Scholarship	Magdalene Donner Studentship, N. American Studies	University ENGLAND	36	\$140,000 2000
Fellowship	Major Scholar, Magdalene College	University ENGLAND	36	\$5,000 2000

Research Expertise

The information provided in this section refers to your own research expertise, not to a research proposal.

Keywords

List keywords that best describe your areas of research expertise. Separate keywords with a semicolon.

Indigenous peoples; Canadian Aboriginal policy; Aboriginal self government; Northwest Territories politics; Arctic politics; political theory and Indigenous rights

Disciplines

Indicate and rank up to 5 disciplines that best correspond to your research interests. Duplicate entries are not permitted.

Rank	Code	Discipline	If Other, specify
1	70000	Interdisciplinary Studies	
2	60218	Social Anthropology	
3	62818	Political Thought and Political Theory	
4	99999	Other	Indigenous Studies
5			



Family name, Given name

Irlbacher-Fox, Stephanie

Funded Research

List up to 8 grants or contracts you have received from SSHRC or other sources. List them in reverse chronological order, based on the year awarded. If you are not the applicant (principal investigator), specify that persons' name.

Org. code 3010325	Full name of funding organization Social Sciences and Humanities Research Council of Canada	Year awarded (yyyy) 2010	Total amount (CAN\$) \$168,000
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Role Applicant	Completion status <input type="checkbox"/> Complete
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Project title Building Economic and Social Prosperity: Connecting a Northern University Vision Through Dechinta Bush University

Applicant's family name	Applicant's given name	Initials
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Org. code 1	Full name of funding organization Indian and Northern Affairs Canada	Year awarded (yyyy) 2009	Total amount (CAN\$) \$50,000
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Role Applicant	Completion status <input checked="" type="checkbox"/> Complete
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Project title Northern Governance Policy Research Conference

Applicant's family name	Applicant's given name	Initials
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Org. code 3010325	Full name of funding organization Social Sciences and Humanities Research Council of Canada	Year awarded (yyyy) 2009	Total amount (CAN\$) \$76,650
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Role Applicant	Completion status <input checked="" type="checkbox"/> Complete
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Project title Northern Governance Policy Research Conference

Applicant's family name	Applicant's given name	Initials
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Org. code 3010747	Full name of funding organization Canadian Institutes of Health Research	Year awarded (yyyy) 2009	Total amount (CAN\$) \$20,000
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Role Applicant	Completion status <input checked="" type="checkbox"/> Complete
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Project title Northern Governance Policy Research Conference - Post Conference Engagement

Applicant's family name	Applicant's given name	Initials
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Family name, Given name
Irlbacher-Fox, Stephanie

Funded Research (cont'd)

Org. code 3010747	Full name of funding organization Canadian Institutes of Health Research	Year awarded (yyyy) 2009	Total amount (CAN\$) \$25,000
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Role Applicant	Completion status <input checked="" type="checkbox"/> Complete
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Project title NWT Mental Health Stakeholders Workshop

Applicant's family name	Applicant's given name	Initials
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Org. code 3010325	Full name of funding organization Social Sciences and Humanities Research Council of Canada	Year awarded (yyyy) 2008	Total amount (CAN\$) \$40,000
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Role Applicant	Completion status <input type="checkbox"/> Complete
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Project title Preparing for Deline Self Government: Mapping the Enabling/Disabling Environment

Applicant's family name	Applicant's given name	Initials
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Org. code 3010325	Full name of funding organization Social Sciences and Humanities Research Council of Canada	Year awarded (yyyy) 2007	Total amount (CAN\$) \$40,000
----------------------	--	-----------------------------	----------------------------------

Role Applicant	Completion status <input checked="" type="checkbox"/> Complete
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Project title The Dene Moose Hide Tanning Project

Applicant's family name	Applicant's given name	Initials
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Org. code 1	Full name of funding organization Walter and Duncan Gordon Foundation	Year awarded (yyyy) 2005	Total amount (CAN\$) \$40,000
----------------	--	-----------------------------	----------------------------------

Role Co-applicant	Completion status <input checked="" type="checkbox"/> Complete
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Project title Dene Laws and History Community Based Research

Applicant's family name Deline First Nation	Applicant's given name Deline Land Corporation	Initials
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1. Research Contributions (2006-2012)

Refereed Publications

2010 **Irlbacher-Fox, Stephanie** and Ginger Gibson. “Scoping Potential for Developing Northern Institutional Capacity: the 2009 Northern Governance Policy Research Conference”, in *Pimatisiwin: A Journal of Aboriginal and Indigenous Community Health* 8(1) (Summer) 2010. (pp 151-170).

2009. **Irlbacher-Fox, Stephanie**. *Finding Dahshaa: Self Government, Social Suffering and Aboriginal Policy in Canada*. Vancouver: UBC Press.

2009 Peter Schweitzer, **Stephanie Irlbacher-Fox**, Larry Kaplan and Yvon Csonka. “Arctic Social Indicators: Cultural Integrity and Vitality”, in Arctic Social Indicators Report. Copenhagen: Sustainable Development Working Group, Arctic Council.

2008. **Irlbacher-Fox, Stephanie**. April 2008. “Justice Authorities in Self-Government Agreements: The Importance of Conditions and Mechanisms of Implementation and Making Structural Changes in Criminal Justice”, in John Whyte (Ed.) *Moving Towards Justice: Legal Traditions and Aboriginal Justice*. Saskatoon: Purich. (pp. 130-141)

2007 **Irlbacher-Fox, Stephanie** with Stephen J. Mills. “Living up to the Spirit of Modern Treaties? Implementation and Institutional Development”, Art of the State IV: Canada’s North. Montreal: Institute for Research on Public Policy.

2011. In Press. **Irlbacher-Fox, Stephanie**, Jackie Price and Elana Wilson Rowe. “Women’s Participation in Decision Making: Human Security in the Canadian Arctic”, In Gunnhild Hoogenson, Dawn Bazeley (Eds), *Human Security in the Arctic*. London: Earthscan Press.

2011. **Irlbacher-Fox, Stephanie**. Under Contract, 2011. “The Use of Temporal Characterizations to Justify the Ongoing Dispossession of Indigenous Peoples”, in Sandra Tomsons and Lorraine Mayer (Eds.) *Aboriginal Rights: Critical Dialogues*. Toronto: Oxford University Press.

2. Other Refereed Contributions

Conference Publications

Elana Wilson, **Stephanie Irlbacher-Fox** and Jackie Price. 2006. “Human Security in the Arctic: A New Perspective on Gender and Rights?” in *Conference Proceedings: 3rd Northern Research Forum – The Borderless North*. Oulu, Finland, October 5-7, Steffanson Arctic Institute: Akureyri, Iceland. (pp. 208-218)

Irlbacher-Fox, Stephanie. 2006. “Governance in Canada’s Northwest Territories: Emerging Institutions and Governance Issues”, Main Paper for Plenary on Arctic Governance, in *Conference Proceedings: 3rd Northern Research Forum*, Yellowknife, September 2005. Steffanson Arctic Institute: Akureyri, Iceland. (pp. 1-7)

Conference Papers

Irlbacher-Fox, Stephanie. June 2011. “Dene Land Attachment”, International Congress of Arctic Social Sciences. University of Akureyri, Akureyri, Iceland.

Irlbacher-Fox, Stephanie. September 2010. “Indigenous Peoples’ Human Rights and Social Suffering”. Invited Lead Presenter, Trudeau Foundation Annual Policy Conference, Saskatoon, Saskatchewan September 2010.

Irlbacher-Fox, Stephanie. December 2009. “Self Government in the Arctic”, ArcticNet Annual Meeting, Victoria, BC, Canada.

Irlbacher-Fox, Stephanie. July 2009. “Self Government and Social Suffering”, 14th International Congress on Circumpolar Health, Yellowknife, NT, Canada.

Irlbacher-Fox, Stephanie. February 2008. “Cultural Vitality and Impact Assessment”, International Association of Impact Assessment Conference Cultural Impact Assessment: Beyond the Biophysical. Yellowknife, NT, Canada.

Irlbacher-Fox, Stephanie and Stephen J. Mills. October 2007. “Living up to the Spirit of Modern Treaties? Implementation and Institutional Development”, Art of the State IV: Canada’s North. Institute for Research on Public Policy, Montebello, PQ.

Irlbacher-Fox, Stephanie. June 2006. “Historic Injustice and Present Suffering.” Canadian Political Science Association Annual Meetings, York University, Toronto, Ontario. Session A9: Political Theory/Canadian Politics Joint Session.

Irlbacher-Fox, Stephanie. June 2006. “Self Government Rights vs. Self Government Agreements”. Canadian Political Science Association Annual Meetings, York University, Toronto, Ontario. Session A2: Canadian Politics.

Irlbacher-Fox, Stephanie. March 2006. “Are Self Government Agreements Meaningful? Conditions and Mechanisms of Implementing Rights”, in *Moving Towards Justice: Aboriginal and Canadian Legal Traditions*. Regina, First Nations University of Canada and Saskatchewan Institute of Public Policy.

2. Other Research Contributions

2010. **Irlbacher-Fox, Stephanie.** Review of Laurence J. Kirmayer, and Gail Guthrie Valaskakis, eds., *Healing Traditions: The Mental Health of Aboriginal Peoples in Canada*. Vancouver: UBC Press, 2008. Indigenous Peoples Issues & Resources. Boulder, Colorado.

[URL:http://indigenouspeoplesissues.com/index.php?option=com_content&view=article&id=4044](http://indigenouspeoplesissues.com/index.php?option=com_content&view=article&id=4044)
(February 22, 2010).

2010. **Irlbacher-Fox, Stephanie.** Review of Zellen, Barry D., *Arctic Boom, Arctic Doom: The Geopolitics of Climate Change in the Arctic*. New York: Praeger Publishing, 2009. In *Arctic* (Vol 63, No.2), 241-243 Stephanie Irlbacher-Fox

2010. **Irlbacher-Fox, Stephanie**. Review of Aly-Kassam, Karim. *Biocultural Diversity and Indigenous Ways of Knowing: Human Ecology in the Arctic*. Calgary: University of Calgary Press, 2009. In *The Northern Review*, Spring 2010, Whitehorse: Yukon College. 2010. Southcott, Chris and **Stephanie Irlbacher-Fox**. *Changing Northern Economies*. Edmonton: Northern Development Ministers Forum Secretariat.

2009. Fondahl, Gail and **Stephanie Irlbacher-Fox**. *Indigenous Governance in the Arctic*. New York: Arctic Governance Project. <http://www.arcticgovernance.org/indigenous-governance-in-the-arctic.4667323-142902.html>

Irlbacher-Fox, Stephanie. 2008. "Alaska Native Claims Settlement Act", in Donald Fixico (ed.), *Treaties With American Indians: An Encyclopedia of Rights, Conflicts, and Sovereignty*, Vol III. New York: ABC Clío. (698-699)

Irlbacher-Fox, Stephanie. 2008. "Gwich'in Comprehensive Land Claim", in Donald Fixico (ed.), *Treaties With American Indians: An Encyclopedia of Rights, Conflicts, and Sovereignty*, Vol. II. New York: ABC Clío. (400-401)

Irlbacher-Fox, Stephanie. 2008. "Treaty Eleven", in Donald Fixico (ed.), *Treaties With American Indians: An Encyclopedia of Rights, Conflicts, and Sovereignty*, Vol. II. New York: ABC Clío. (391-392)

Irlbacher-Fox, Stephanie, and the Fort Providence Metis Council. 2007. *Since 1921: The relationship between the Dehcho Metis and Canada*. Yellowknife: Artisan Press.

Irlbacher-Fox, Stephanie and Stephen Mills. 2007. *Fairness Across Generations: Resource Revenue Sharing and Devolution in the Canadian North*. Background Paper for the 1st Northern Policy Forum, Fort Good Hope, NWT. June 2007. Toronto: The Walter and Duncan Gordon Foundation. Abele, Frances, with contributions from **Irlbacher-Fox, Stephanie**, Thierry Rodon, and Chris Turnbull. 2006. *Policy Research in the North: A Discussion Paper*, Toronto: Walter and Duncan Gordon Foundation.

3. Most Significant Research Contributions

2009. *Finding Dahshaa* (UBC Press, 2009) is my most significant research contribution to date. It was nominated for the Donald Smiley Prize (Canadian political Science Association) and the Aboriginal Book Prize (Canadian Historical Association). It has been adopted as a core course text in both undergraduate and graduate programs at programs such as the Indigenous Governance Program at the University of Victoria, Carleton School of Public Policy, University of Winnipeg Aboriginal Governments Program, and many others. It has received favourable reviews in journals such as the *Canadian Journal of Political Science*, the *American Indian Quarterly*, *Arctic*, and others. Its success and relevance is due in part to its interdisciplinary approach, and theoretical structure which engages with theories drawn from anthropology, political theory, political philosophy, and sociology.

2005* **Irlbacher-Fox, Stephanie**. 2005. *Self Government Negotiations in the NWT, Canada: Time, Reality, and Social Suffering*. PhD Thesis Submitted and Accepted by the Scott Polar Institute, Department of Geography, Faculty of Earth Sciences, University of Cambridge, Cambridge, England.

4. Career Interruptions and Special Circumstances

I have experienced work slowdowns over the past 5 years due to the birth of my second son who was born in August 2007. Between 2007 and 2009 I continued with employment as a consultant, and as an unpaid independent scholar, on a reduced (half-time) basis. Stephanie Irlbacher-Fox

5. Contributions to Training

Since graduating I have not held a full time position at a University, as I live in Yellowknife where there is no university. However, since 2006 I have taught two courses each year at the local Aurora College in Yellowknife, with enrolment averaging about 20 students per class. Currently I am supervising a Masters Student from the University of Akureyri doing his Masters Degree in Polar Law. Through my SSHRC Dechinta Bush University Grant, I currently have one PhD Student of Politics from the University of Edinburgh working with me on the project for its duration. This Spring I will hire an MA student to work with us on that project as well. Being resident in Yellowknife, I am often called on by colleagues to assist their students in the field who are working in Yellowknife; generally there are 3-4 students each year who I meet with regularly during their fieldwork duration in Yellowknife.