

## Carleton University

GINS 4090c – “Indigenous Peoples and Self-Determination: Bottom-Up Tools of Resistance”  
(Honours Seminar)

**Fall 2022**

**Class Time:** Fridays 11:35-2:25 pm

**Modality:** In-person Seminar, Paterson Hall, Room 240

**Pre-requisite:** Fourth year students of the BGINs Program

**Instructor:** Dr. Viviane Weitzner

**Email:** VivianeWeitzner@cunet.carleton.ca

**Office Hours:** Fridays 3–4 pm (tbc), Dunton Tower, Room 2128

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### **Territorial Acknowledgment:**

We acknowledge the sacred, unceded territory of the Algonquin Nation on which Carleton University operates, and *Omàmiwininiwag* stewardship of this land.

We are grateful and honoured to have the opportunity to enjoy, work in and learn from this territory.

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**Course Description:** This seminar takes a deep dive into the concept, right and practice of “self-determination” from the perspective of Indigenous peoples. Privileging texts, video and testimony that highlight the voices of Indigenous peoples, we will explore what self-determination means for Indigenous peoples, and why it is the principal demand and guiding concept in Indigenous people’s struggles towards fulfilling their collective life projects. We will examine the voices of youth, women, Elders and Indigenous leadership globally to come to a deep understanding of the complexity underpinning self-determination as defined by Indigenous peoples themselves, and the challenges of upholding this right in practice. Our exploration will privilege bottom-up tools Indigenous peoples have developed to resist the imposition of models of development that undermine self-determination, including Indigenous-to-Indigenous strategizing, revitalization of Indigenous law and autonomous law-making, counter-mapping, and taking to the streets, among other tools. And we will examine the mismatches in defining and practicing self-determination as defined by Indigenous peoples themselves, with the tools, mechanisms and possibilities put forward by states, corporations, and non-governmental organizations – including around free, prior and informed consent. We will look particularly at attempts to uphold and implement the United Nations Declaration on the Rights of Indigenous Peoples including in Canada, and recent analysis on self-determination developed by international mechanisms such as the Inter-American Commission on Human Rights.

Students will be active participants in this class. I will leave some flexibility to adjust course materials to respond to student’s specific interests, and design activities that involve active participation through group discussions, debates, and potential group work. Aside from weekly short assignments to prepare for the seminar, the evaluation will include a final project where I will give students the option of producing a final written paper, or going beyond the written form to include video, audio interviews, illustrations—or a combination—potentially using [cuPortfolio](#).

**Learning Outcomes:**

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

1. Listen actively for and examine Indigenous perspectives on ‘development’, self-determination and sovereignty.
2. Identify patterns of dispossession and threats to Indigenous Territories and rights globally and analyse diverse tools of resistance and redress at the local, national and international levels.
3. Acknowledge and value Indigenous life projects, resilience, revitalization and resurgence.
4. Reflect on your own positionality in relation to the rights and life projects of Indigenous peoples, and the ethics of undertaking research with Indigenous peoples.

**Evaluation Methods (see detailed explanations below):**

- 8 out of 10 ‘pieces’ (2.5 % each): 20%
- Final research paper/project: 60% [Part I - Topic description, modality (analytical paper, cuPortfolio, other), and preliminary list of key references/sources (10%); Part II - Key arguments/draft outline, updated references list (10%); Part III - final paper/project (40%)].
- 1 presentation of class materials with key questions to spark discussion: 10%
- Attendance and active participation in seminar discussions: 10%

**Required Course Materials:** Available on Brightspace in Contents by week (most are embedded in this syllabus).

**Teaching Methods:**

Each seminar will be designed around key questions or themes, and will be loosely divided into four moments:

1. Introduction of the theme, key questions and select Indigenous perspectives drawing out also links with relevant issues and events taking place nationally and internationally highlighted in the media (Viviane)
2. Presentation of the week’s readings/video/course materials (Select students)
3. Talking circles: Small group and/or class discussions (all)
4. Wrap up and brief context for next week’s topic and readings (Viviane).

This will be modified slightly when we have guest speakers.

**Please note:** This is an honours seminar, and my hope is to hone your active listening skills and to engage in collective discussions and joint learning. I will not be preparing and distributing class notes or PowerPoints. I also encourage these active listening skills beyond the classroom and invite you to bring to our discussions relevant radio, music, art, documentary, media stories among other narratives and sources that pique your interest and complement our topics.

On **Fridays** (tbc – might change to Mondays) after our seminar I will post the next week’s short ‘**piece**’ assignment. This ‘**piece**’ will outline some key questions, or a particular task that will help guide your engagement with the week’s readings or viewings and prepare you for in-class

discussions on Friday. You will be required to submit your 'piece' by Thursday at 5 pm (you may submit it earlier).

### **Details on the Evaluations:**

#### **'Pieces': 20% (8 x 2.5 %)**

**Due Dates: Sept 15, Sept 22, Sept 29, October 6, October 13, November 3, November 10, November 17, November 24, December 1**

There will be 10 short 'pieces' related to the readings, of which you will be required to submit 8 (you can submit all 10 if you wish, but I will select your top 8 for grading purposes). These pieces will vary each week and will be designed to help guide your close reading of the texts, and critical thinking about the issues underpinning our course. I will review your pieces for quality and provide short comments. Grading will be based on a very simple rubric (0-unsatisfactory incomplete; 1-needs work/not fully fleshed out; 2-good/met minimum criteria specified in the piece instructions). You will also get feedback from peers during the class discussions, enabling further reflection on your responses.

#### **Participation: 20%**

The participation mark is based on:

- **1 (max 15-minute) seminar presentation of class materials identifying key questions to spark discussion (10%).** I will upload to Brightspace some guidelines to help you prepare your presentations.
- **Attendance and active participation in seminar discussions (10%).**

#### **Final Paper/Project: 60%**

- Part I - Topic selection, modality, key references/sources: 10% **(Due October 21)**
- Part II - Draft outline, key arguments, updated list of references/sources: **10% (Due November 14)**
- Part III - Final Paper/Project: 40% **(Due December 9)**

You will select a key Territory, People, region, project or perhaps sector/topic (e.g., conservation, extractives, 'green technology', agriculture, climate crisis) that interests you, and investigate this through the lens of self-determination and resistance as defined by the peoples affected. This is an opportunity for you to dive deeper into the issues we outline in this course, privileging intergenerational and gendered perspectives; the type of effects the encountering of Indigenous perspectives and actions produce in relation with the dominant societies' perspectives and actions; and the various tools of resistance employed and their effects. It is also an opportunity to think about your own positionality with regards to working with Indigenous peoples or allied organizations.

You will have the option of a) writing an analytical paper (12-15 pages), or b) producing creative outputs that go beyond the written form, and that include visual and audio media, blogging, illustration and other potentials potentially using cuPortfolio should this be intriguing to you. I would also consider group projects, should students be interested in working collaboratively.

I will upload to Brightspace guidelines to help with your final project including resources for choosing a topic, citations styles, inclusive language criteria, inclusive Indigenous perspectives, etc. In addition, you will have access to a special ‘learning bundle’ addressing library research and Indigenous Peoples that will review the types of sources you could consider in undertaking your research. You can also review previous projects students have undertaken on cuPortfolio and decide whether this is something you would like to try out either individually, or as a group project. A support person will be available to support you technologically as you develop your cuPortfolio project. More details about these options will be provided in the guidelines.

### **Communications with me:**

For any questions regarding course contents and assignments, I will set up a discussion forum on Brightspace for questions and answers. For all other inquiries, I am available by email and will respond within office hours, Monday to Friday, 9-5 pm. I will generally respond that same day. You can also set up an appointment and/or drop by to see me during my office hours.

### **Assignments:**

Please save your file as a .DOCX or .DOC (and no other format) before you upload—note that our assignment forms on Brightspace will accept no other file format. Make sure that your file functions properly prior to upload and submission: file corruption is something that happens at the user’s end before uploading to Brightspace. Files that are unreadable are not grounds for an extension and will be deemed late.

### **Late Assignments:**

In this class, all ‘pieces’ and final project assignments (Part I, II and III) are due by 5 pm on the due date. Please note, I will allow 3 ‘grace’ days for late submissions of 24 hours each. In other words, you may submit three assignments a day late, without penalty. Once a student uses all 3 grace days, any assignment s/he submits late receives an automatic zero. Special consideration may be given if you are dealing with a protracted medical or similar issue for which you can provide documentation.

### **Attendance:**

Regular attendance and active participation is vital to securing a passing grade in this course. During each of our meetings, I will take attendance. If you must leave class early or come in late, you will get credit for that part of the class you attended. Substantially late arrivals or early exits will be recorded.

## Calendar and Readings:

Week	Date	Topic and Pre-Class Materials (Readings/Viewings) <i>All materials are required except for suggest readings – noted as SR</i>	Deadlines/ Other info
<b>Part I: Situating our conversations/context-setting – from place outwards</b> <u>Key questions:</u> Why focus on Indigenous self-determination and bottom-up tools of resistance? Where are we learning/whose land are we on? What are some grounded views on self-determination, sovereignty and territorial defense from this territory?			
1	Friday, Sept. 9	<b>Topic: Overview</b> Situating my approach to the seminar and choice of materials, and how it fits with Carleton University's Indigenous Initiatives Strategy. Review of course outline and key questions we will be exploring, and their importance at this moment of global crises. Student introductions, and distribution of in-class presentations.  Carleton University Strategic Initiatives Committee. 2020. <a href="#">Kinàmàgawin (Learning Together)</a> Indigenous Strategy Final Report. Carleton University Strategic Initiatives Committee. May.  Convention on Biological Diversity (CBD). 2006. <a href="#">The concept of indigenous peoples. Secretariat of the Permanent Forum on Indigenous Issues.</a> UNEP/CBD/WS-CB/LAC/1/INF/1, 16 November 2006.  <b>SR:</b> International Working Group for Indigenous Affairs (IWGIA). <a href="#">The Indigenous World 2022</a> . IWGIA: Copenhagen.	
2	Thursday, Sept. 15	<b>Assignment</b>	<b>Due: Piece 1</b>
	Friday, Sept. 16	<b>Topic: Unceded Algonquin Territory/Tools of Resistance</b>  Guest Talk by Phil/Macho Commonda, Algonquin member of the Kitigan Zibi Anishnabeg Community  <i><b>Bio:</b> Macho/Phil Commonda is a proud Algonquin from the Kitigan Zibi Anishnabeg Community with family ties to the Algonquins of Barrier Lake Community as well. He graduated from the Environmental Biology degree program from Nipissing University in April of 2020. For the last decade Macho has been achieving his Post-Secondary goals while working within the Indigenous Centers of Carleton University, Algonquin College, Canadore College and Nipissing University. Macho is part of Carleton University's Center for Indigenous Initiatives team as the Algonquin Community Liaison Officer and brings his Algonquin perspective to the Anako team.</i>  <b>Readings:</b> TBD (Macho will share materials) Pasternak, Shiri. 2017. <i>Grounded Authority: The Algonquins of Barriere Lake against the State</i> . University of Minnesota Press. Chapter 3: Jurisdiction from the Ground Up, Pp. 77-98. Chapter 5: "They're clear-cutting our way of life", Pp. 126-149. Chapter 6: The Trilateral Agreement is Born, Pp. 150-160.	
<b>Part II: Indigenous lifeways and self-determination – Foundations</b> <u>Key questions:</u> How do Indigenous Peoples see the world and all its relations? What are some perspectives on self-determination? What are the links between self-determination, autonomy and sovereignty?			

<b>3</b>	<b>Thursday, Sept. 22</b>	<b>Assignment</b>	<b>Due: Piece 2</b>
	<b>Friday, Sept. 23</b>	<p><b>Topic: Collective Lifeways and Self-Determined Development – Perspectives from Nicaragua, Canada, China, Colombia, Ecuador, Peru, Africa</b></p> <p>Ashish Kothari, Ariel Salleh, Arturo Escobar, Federico Damaria and Alberto Acosta. 2019. <i>Pluriverse: A Post-Development Dictionary</i>. New Delhi: Tulika Books.</p> <p>“Buen Vivir,” Chuji, Monica, Grimaldo Rengido, Eduardo Gudynas, pp. 111-114.</p> <p>“Minobimaatisiwin,” McGregor, Deborah, pp. 240-243.</p> <p>“Kawak Sacha,” Gualinga, Patricia, pp. 223-226.</p> <p>“Hurai,” Hou, Yuxin, pp.203-205.</p> <p>“Sentipensar,” Botero, Patricia, pp. 302-305.</p> <p>“Life Projects,” Blaser, Mario, pp. 234-237.</p> <p>“Ubuntu,” Le Grange, Lesley, pp. 323-326.</p> <p>Cunningham, Myrna. 2010. “<i>Laman laka: Our Indigenous Path to Self-Determined Development.</i>” In <i><a href="#">Towards an Alternative Development Paradigm: Indigenous Peoples Self-Determined Development</a></i>, Tauli-Corpuz, Victoria, Leah Enkiwe-Abayao and Raymond de Chavez (eds). Baguio City: Tebtebba Foundation, pp. 89-115.</p>	
<b>4</b>	<b>Thursday, Sept. 29</b>	<b>Assignment</b>	<b>Due: Piece 3</b>
	<b>Friday, Sept. 30:</b>	<p><b>Topic: Self-Determination – Perspectives from Canada, USA, New Zealand, IACHR Report</b></p> <p><b>(In class video)</b> Video (79 mins): “<a href="#">The future of Indigenous Self-Governance and Self-Determination</a>”, Roundtable discussion organized by the Harvard Kennedy School with participation by:</p> <ul style="list-style-type: none"> <li>Hon. Oren Lyons (Onondaga) Chief &amp; Faithkeeper, Onondaga Indian Nation</li> <li>Angela R. Riley (Citizen Potawatomi Nation) Professor of Law, UCLA School of Law</li> <li>Hon. Joe Williams (Ngati Pukenga, Waitaha, Tapuika) Justice, New Zealand Court of Appeal</li> <li>Hon. Jody Wilson-Raybould (We Wai Kai Nation) Minister of Justice &amp; Attorney General, Member of Parliament, Canada</li> </ul> <p><b>(home viewing)</b> Video (9 Mins): Elsa Stamatopoulou, “<a href="#">Historic Significance of the Right to Self-Determination/Indigenous Peoples Rights</a>,” Institute for the Study of Human Rights, Columbia University.</p> <p>Video (10:35 mins) <a href="#">Expert Responds</a>: Sheryl Lightfoot, Canada Research Chair in Global Indigenous Rights and Politics, Associate Professor in Political Sciences, the School of Public Policy and Global Affairs and Indigenous Studies</p>	

		Inter-American Commission on Human Rights (IACHR). 2021. <a href="#">Right to Self-Determination of Indigenous and Tribal Peoples</a> . Organisation of American States. Pp. 3-9.	
5	Thursday, October 6	Assignment	Due: Piece 4
	Friday, October 7 NO CLASS  Audio Clip	<p><b>Topic: Autonomy, Semi-Autonomy, Fragmented Sovereignty</b></p> <p>Moore, Sally Falk. "Law and Social Change: The Semi-Autonomous Social Field as an Appropriate Subject of Study." <i>Law &amp; Society Review</i> 7, no. 4 (1973): 719–46. <a href="https://doi.org/10.2307/3052967">https://doi.org/10.2307/3052967</a>.</p> <p>Sieder, Rachel. 2019. "Legal Pluralism and Fragmented Sovereignties: Legality and Illegality in Latin America." In <i>Routledge Handbook of Law and Society in Latin America</i>, edited by Rachel Sieder, Karina Ansolabehere, Tatiana Alfonso. Routledge. Pp. 51-65.</p>	<p>Audio Clip- NO CLASS</p> <p>Library Bundle</p>
<p style="text-align: center;"><b>Part III: Research with Indigenous Peoples</b>  <u>Key questions:</u>  <i>How can I use my own positionality as a researcher (whether on the inside or the outside) to support Indigenous self-determination and life projects?</i></p>			
6	Thursday, Oct. 13	Assignment	Due: Piece 5
	Friday, Oct 14	<p><b>Topic: Research with Indigenous Peoples</b></p> <p><i>Research by and for Indigenous Peoples</i>  Tuihawai Smith, Linda. 2012. <i>Decolonizing Methodologies: Research and Indigenous Peoples</i>, Second Edition. Zed Books.  Introduction, Pp. 1-19  Chapter 11: "Choosing the Margins: The Role of Research in Indigenous Struggles for Social Justice," Pp. 198-217</p> <p><b>SR:</b> Chapter 6: The Indigenous Peoples' Project: Setting a New Agenda, Pp. 111-126.  <b>SR:</b> Wilson, Shawn. 2008. <i>Research is Ceremony: Indigenous Research Methods</i>. Halifax and Winnipeg: Fernwood publishing.  "The Elements of an Indigenous Research Paradigm," pp, 62-77.</p> <p><i>Engaged Research with Indigenous Peoples</i>  Hernandez Castillo, Aida and Suzi Hutchings. 2019. "Introduction". In <i>Transcontinental Dialogues: Activist Alliances with Indigenous Peoples of Canada, Mexico and Australia</i>, Aida Hernandez Castillo, Suzi Hutchings and Brian Noble, eds. Tucson: The University of Arizona Press., pp. 3-33.</p> <p><b>SR:</b> Kirsch, Stuart. 2018. <i>Engaged Anthropology: Politics Beyond the Text</i>, California: University of California Press.  (Chapter 1) "How political commitments influence research: Back stage in the OK Tedi Case, Papua New Guinea," Pp. 20-49.  <b>SR:</b> Rappaport, Joanne. 2020. <i>Cowards Don't Make History: Orlando Fals Borda and the Origins of Participatory Action Research</i>. Durham: Duke University Press.  (Chapter 7) "Fals Borda's Legacy," Pp. 197-231.</p>	Engagement Bundle
7	Friday,	Autonomous Work on Projects	NO CLASS

	<b>Oct 21 NO CLASS</b>	<b>Assignment -</b> Final Project Part I - Topic selection, modality (analytical paper, cuPortfolio, other) and preliminary ideas/list of key references/sources	<b>Due: Final Project Part I (10%)</b>
<p align="center"><b><i>Part IV: Tools of Resistance, Revitalization and Resurgence</i></b></p> <p align="center"><b><u>Key questions:</u></b></p> <p><i>What is “resistance” from Indigenous Perspectives? What tools have Indigenous Peoples used towards upholding self-determination? What instruments and mechanisms for upholding self-determination exist (locally, nationally, regionally and internationally), and what experience have Indigenous Peoples had with these?</i></p>			
<b>8</b>	<b>Thursday, Nov. 3</b>	<b>Assignment</b>	<b>Due: Piece 6</b>
	<b>Friday, Nov. 4</b>	<p><b>Topic: Refusal</b></p> <p>Simpson, Audra. 2014. <i>Mohawk Interruptus: Political Life Across the Borders of Settler States</i>. Durham: Duke University Press.</p> <p>Chapter 1: “Indigenous Interruptions: Mohawk Nationhood, Citizenship and the State,” Pp. 1-36.</p> <p>Chapter 5: “Borders, Cigarettes and Sovereignty,” Pp. 115-146.</p> <p><b>SR:</b> Chapter 6: “The Gender of the Flint: Mohawk Nationhood and Citizenship in the Face of Empire,” Pp. 147-176.</p>	
<b>9</b>	<b>Thursday, Nov. 10</b>	<b>Assignment</b>	<b>Due: Piece 7</b>
	<b>Friday, Nov. 11</b>	<p><b>Topic: International Advocacy, UNDRIP – <i>Harnessing Minimum Standards</i></b></p> <p>Guest Talk: Elizabeth Logue, Justice Canada, “UNDRIP implementation in Canada – Challenges and Opportunities.”</p> <p><b>Bio:</b> <i>Elizabeth is of Algonquin /Irish decent (Kitigan Zibi Anishnabe First Nation). Over her more than 20 years as a federal public servant she has worked on building networks between Indigenous and non-Indigenous communities, governments and organizations, federal, provincial and territorial governments and working to find creative solutions and bringing ideas to life. She is Director, Consultation and Engagement, UN Declaration on the Rights of Indigenous Peoples Act Implementation. Previous to this she was Director of Partnerships and Coordination in Lands and Economic Development supporting the work of the National Indigenous Economic Development Board and Director of Inuit Relations at Crown-Indigenous Relations and Northern Affairs. Highlights of her career include work on the Kelowna Accord, Aboriginal Veterans Scholarship Fund, on Comprehensive Community Planning, the transfer of the Igloo Tag for the certification of Inuit Art, work on the establishment of the Inuit-Crown partnership Committee and work on the Advisory Committee for the permanent Arctic Gallery at the Canadian Museum of Nature. Elizabeth also has trained in theatre and has been a member of the Ottawa based Shakespeare company called A company of Fools as well as the one show wonder Aboriginal Theatre Company Code Red. She is also an Arts festival producer and performer. She lives on unceded Algonquin Anishnabe territory in Wakefield, Quebec along the Te-nagàdino-zibi with her husband Alasdair and two children Calum 15 and Mairi 13.</i></p> <p>United Nations Declaration on the Rights of Indigenous Peoples - <a href="#">UNDRIP</a></p>	



		<p>Engle, Karen. 2010. <i>The Elusive Promise of Indigenous Development: Rights, Culture, Strategy</i>. Durham: Duke University Press.</p> <p>“Introduction,” Pp. 1-16.</p> <p>Chapter 3: “International Institutions and Indigenous Advocacy since 1980: Self-Determination Claims,” Pp. 67-99.</p> <p>Anaya, James. 2009. “The right of Indigenous Peoples to Self-Determination in the Post-Declaration Era.” In <i>Making the Declaration Work: The United Nations Declaration on the Rights of Indigenous Peoples</i>, edited by Claire Charters and Rodolfo Stavenhagen, Pp. 184-198. Copenhagen: IWGIA.</p>	
10	Monday, Nov. 14	Assignment - Final Project: Part II - Draft outline, key arguments, updated list of references/sources	Due: Final Project Part II (10%)
	Thursday, Nov. 17	Assignment	Due: Piece 8
	Friday, Nov. 18	<p><b>Topic: FPIC and ESIA – Indigenous law-making; Indigenous-led Assessment</b></p> <p>Doyle, Cathal. 2019. “Introduction: A Global Overview of the Context and Content of FPIC Protocols.” In <i>Free, Prior and Informed Consent Protocols as Instruments of Autonomy: Laying Foundations for Rights-Based Engagement</i>. INFOE, ENIP, edited by Andy Whitmore and Helen Tugendhat, Pp. 12-31. INFOE, ENIP.</p> <p>Lightfoot, Sheryl. 2020. “<a href="#">Indigenous Laws and Governance in Indigenous Self-Developed FPIC Protocols</a>.” An Expert Contribution to the “Implementing Consent for Mining on Indigenous Lands” project for the B.C. First Nations Energy and Mining Council.</p> <p><a href="#">Gibson, Hoogeveen, and MacDonald. 2018. Impact Assessment in the Arctic: Emerging Practices from Indigenous-Led Review</a>. Pp. 6-18.</p>	
11	Thursday, Nov. 24	Assignment	Due: Piece 9
	Friday, Nov. 25	<p><b>Topic: CARTOGRAPHY – Indigenous Cartography/counter-mapping</b></p> <p><b>Guest Talk (tbd) -Carleton Mapping Unit</b></p> <p>Caquard, Sébastien, Annita Lucchesi, Daviken Studniki-Gizbert, Leah Temper and Thomas McGurk. 2019. <i>Using maps as a weapon to resist extractive industries on Indigenous territories</i>. <i>The Conversation</i>. April 22.</p> <p><a href="https://www.culturalsurvival.org/publications/cultural-survival-quarterly/defending-miskito-reefs-maps-and-gps-mapping-sail-scuba">https://www.culturalsurvival.org/publications/cultural-survival-quarterly/defending-miskito-reefs-maps-and-gps-mapping-sail-scuba</a>  <a href="https://ogimaamikana.tumblr.com/">https://ogimaamikana.tumblr.com/</a>  <a href="https://www.landmarkmap.org/">https://www.landmarkmap.org/</a></p>	
12	Thursday December 1	Assignment	Due: Piece 10
	Friday, December 2	<p><b>Topic: Revitalization and Resurgence</b></p> <p>Borrows, John. 2018. “Earth-Bound: Indigenous Resurgence and Environmental Reconciliation.” In Asch, Michael, John Borrows and James</p>	

		<p>Tully (2018). <i>Resurgence and Reconciliation: Indigenous-Settler Relations and Earth Teachings</i>. Toronto: University of Toronto Press, pp. 49-82.</p> <p>Simpson, Leanne Betasamosake. 2017. <i>As We Have Always Done: Indigenous Freedom through Radical Resistance</i>. University of Minnesota Press.</p> <p>“Introduction,” Pp. 1-10</p> <p>One: “Nishnaabeg Brilliance as Radical Resurgence Theory,” Pp. 11-25.</p>	
13	Friday, December 9	<p><b>Topic: Summing Up/Evaluation</b></p> <p><b>Assignment</b> – Final Paper/project</p>	<p><b>Due:</b></p> <p><b>Part III -</b></p> <p><b>Final Project</b></p> <p><b>(40%)</b></p>

## Carleton Policies

**Statement on Plagiarism:** The University Academic Integrity Policy defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” This includes reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations. Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings without appropriate acknowledgement;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one’s own; and
- failing to acknowledge sources through the use of proper citations when using another’s work and/or failing to use quotations marks.

Plagiarism is a serious offence that cannot be resolved directly by the course’s instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of “F” for the course.

**Statement on Student Mental Health:** As a University student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. Here is a list that may be helpful:

**Emergency Resources (on and off campus):** <https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

**Carleton Resources:**

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

**Off Campus Resources:**

- Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
- Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

**Statement on Pandemic Measures:** It is important to remember that COVID is still present in Ottawa. The situation can change at any time and the risks of new variants and outbreaks are very real. There are [a number of actions you can take](#) to lower your risk and the risk you pose to those around you including being vaccinated, wearing a mask, staying home when you're sick, washing your hands and maintaining proper respiratory and cough etiquette.

- **Feeling sick?** Remaining vigilant and not attending work or school when sick or with symptoms is critically important. If you feel ill or exhibit COVID-19 symptoms do not come to class or campus. If you feel ill or exhibit symptoms while on campus or in class, please leave campus immediately. In all situations, you should follow Carleton's [symptom reporting protocols](#).
- **Masks:** Masks are no longer mandatory in university buildings and facilities. However, we continue to recommend masking when indoors, particularly if physical distancing cannot be maintained. We are aware that personal preferences regarding optional mask use will vary greatly, and we ask that we all show consideration and care for each other during this transition.
- **Vaccines:** While proof of vaccination is no longer required to access campus or participate in in-person Carleton activities, it may become necessary for the University to bring back proof of vaccination requirements on short notice if the situation and public health advice changes. Students are strongly encouraged to get a full course of vaccination, including booster doses as soon as they are eligible and submit their booster dose information in [cuScreen](#) as soon as possible. Please note that Carleton cannot guarantee that it will be able to offer virtual or hybrid learning options for those who are unable to attend the campus.

All members of the Carleton community are required to follow requirements and guidelines regarding health and safety which may change from time to time. For the most recent information about Carleton's COVID-19 response and health and safety requirements please see the [University's COVID-19 website](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact [covidinfo@carleton.ca](mailto:covidinfo@carleton.ca).

**Requests for Academic Accommodations:** You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

- **Pregnancy obligation:** write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist.
- **Religious obligation:** write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details [click here](#).
- **Academic Accommodations for Students with Disabilities:** The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made.
- **Survivors of Sexual Violence:** As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/equity/sexual-assault-support-services>
- **Accommodation for Student Activities:** Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation will be provided to students who compete or perform at the national or international level. Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

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

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

**Final grades:** Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

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