

FSYM 1611-B
Canadian/Indigenous Relations
1:30 p.m – 3:30 p.m Friday

I General Information

Instructor: Dr. K.C. Fitzpatrick
On-line Office Hours: Tuesdays 1:30 to 3:30 via Big Blue Button

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All email communication is to be via official Carleton university e-mail accounts and/or cuLearn, not personal e-mails.

II Course Description

- Content – I would like to begin the course description with an acknowledgement that the class will be held on Algonquin Anishnaabe traditional territory and express my personal gratitude for the opportunity to teach and work in such a beautiful place and at such an exciting time. The First Year Seminar course is centered on the themes of reconciliation and decolonization. The focus of the course will be on the post-1969 era; but will necessarily include the continuous reference to the ongoing social and historical context of Canadian colonialism and Indigenous resistance and resurgence. Located in the political science discipline, the class will focus on key topic areas of politics and governance and the intersections of race, class and gender.
- Aims – The course is intended to provide an in-depth and holistic sharing/learning opportunity for the professor, the students, guest speakers and participating community members. As a first year seminar, it is designed

to serve as an introduction to Canadian/Indigenous relations and provide students with the skills and knowledge necessary to support further learning in this emerging field. Students will be introduced to Indigenous voice and vision through the written materials and audio-visual productions of important and influential Indigenous authors, artists and scholars. Students will learn about the lived reality of North American /Indigenous relations with an aim towards renewing the treaty relationship and restoring just relationships of mutual respect, self-determination and political accommodation.

- Objectives - Students will learn to critically interrogate our shared experience of colonialism and gain the intellectual skills and emotional integrity necessary to confront, understand and transform past and present unjust relations of domination and inequality. Students will be encouraged to follow their own interests and develop their own voice through class assignments and discussions including: participation in class seminars and forums, preparation of critical reflection papers on the required readings, the production of independent research papers as outlined in the course outline. The purpose of education is emancipation and wisdom is knowledge put into action. Students will learn what it means to move in the world with a good heart and a good mind, cultivating the skills, empathy and resiliency required of all those who study and work in this field.

III Course Format

This course will be delivered in a blended format with both synchronous and asynchronous elements to provide a range of learning experiences for students. The synchronous aspect will be the weekly 2-hour on-line office hours held by the professor on Tuesdays 1:30 – 3:30 and the weekly Big Blue Button 2-hour seminars held on Friday afternoons 1:30 – 2:30. The asynchronous portion will be in the form of pre-recorded Kaltura lectures on the class topic of the week and the opportunity to contribute to weekly on-line forum discussions as set out by the professor.

IV Learning Objectives and Ongoing Goals

- Understanding the foundations of Canadian/Indigenous relations as they have evolved over time within the context of Canadian colonialism and Indigenous resistance and resurgence
- Building and developing critical and analytical thinking and communication skills both orally and in written form.
- Building and strengthening critical reflection skills both in dialogue with others and in written work.

- Supporting and encouraging independent thought and original voice as well as developing academic research skills and methodologies
- Developing empathy for and understanding of each other and our mutual responsibilities as students learning about historical and contemporary colonialism
- Decolonizing our minds, bodies and spirits with the purpose and intent of renewing our relations with Indigenous peoples and nations.

V Texts

Course Texts: There are no required texts for this class.

Required Readings available on Reserve through ARES and/or through the MacOdrum Library Digital Catalogue directly. Supplementary audio-visual content will be uploaded into the cuLearn platform.

VI Evaluation at a Glance

- **20% Book Report due Monday Oct. 5, 2020**
- **15% 1st Set of 3 Reading Reflections due on Friday Oct. 23, 2020**
- **15% 2nd Set of 3 Reading Reflections due Friday Dec. 4, 2020**
- **25% Independent Research Paper due Friday Nov. 27, 2020**
- **25% Class Participation in Seminars and Forums**

VII Evaluation in detail

Section #1 Course Components and Assessments

Course Component #1:

Book Report

Students are invited to find a book of interest by an Indigenous Author from Turtle Island and write a 4 - 5 page report including the following:

1. An introduction describing the title and main contents of the book, as well as an explanation as to why the book was chosen
2. A Discussion of the type of book selected (novel, biography, autobiography, single author academic text, edited volume of academic articles, poetry)

- collection, graphic novel, visual and/or photographic art collection or any other equivalent form approved by the Professor) and an assessment of the pros and cons of this literary form
3. A critical analysis of the subject matter; main themes and ideas explored by the author and an explanation as to why they are important in general and to the student in particular
 4. A statement of what was learned from reading the book, including critical reflections on themes and ideas encountered and the lasting impacts the material had on the student's intellectual development
 5. A conclusion, including thoughts on further reflections and questions raised by the material as well as suggestions for further readings on the subject.

The Book Report will be due on Friday, Monday Oct. 5, 2020

Course Component # 2

Reading Reflection Papers (1st Set of three (5% each))

Required length of each Reading Reflection Paper:

1 – 2 pages each double spaced (total 3 – 6 pages)

- The Reflection papers will require the student to write a reading response addressing the main themes and ideas of each selected reading from a class topic of choice. The readings for the first set of reflection papers must be chosen from the first 6 weeks of class topics.
- Students will be expected to clearly articulate their own ideas and positions on the topic and relate it back to the reading in a critical and comprehensive manner. Students will be expected to use critical and analytical skills to identify and critique the main arguments of each reading selection and develop their own thesis with supporting arguments on the topic under discussion.
- The reflection papers are not meant to be simple summaries of the material, but must demonstrate a clear understanding and critique of the respective positions/perspectives of the chosen authors and how these ideas influenced and informed their own conclusions regarding the issues under discussion.

The 1st set of Reading Reflections is due Friday Oct. 23

Course Component #3

Reading Reflection Papers (2nd Set of three (5% each))

Same as above: Readings chosen from class topics weeks 7 – 12.

The second set of Reading Reflections is due on Friday Dec. 4, 2020

Course Component #4

Independent Research Paper

Students are to write an 8 – 10 page Independent Research Paper on a class topic of their choice. The paper must include both the required and supplemental readings as well as 10 additional sources. Student's may use web-based materials and resources but students are required to go further and use library resources and databases. The sources can be varied; books, chapters in books, academic journal articles, newspapers and magazine articles as well as web-sources, but at least **4 of the additional 10 sources must be academic** (i.e. peer-reviewed academic texts and/or academic journal articles).

The Research paper is not simply a summary of content; it must engage the student's critical and analytical skills and begin with a clear statement of purpose and intent. The discussion paper is an opportunity for the student to learn about a topic and then compose a paper that allows for the expression of personal voice, thoughts, ideas and reflections.

In order to facilitate this process the following structure is highly recommended: Thesis (a clear, simple and direct statement of the main idea) three supporting thoughts/arguments; a counter-argument (what is left out or excluded by the Thesis; a counter-to the counter or synthesis; wherein the student incorporates and transcends an opposite point of view and a strong conclusion. More detailed discussion of this type of structure will be gone over in class and there will be plenty of opportunity for additional guidance from the professor, both in class and during office hours.

The general rubric that will be used to evaluate the research papers is as follows:

- 1) Thesis clarity and originality (5%)
- 2) Structure and Organization (5%)
- 3) Critical and analytical thought + use of academic concepts (5%)
- 4) Quality and Quantity of Research + use of evidence and citations (5%)

- 5) Writing quality and competence, including sentence structure, grammar, spelling and proper/consistent citation style. (5%)

The Independent Research Paper is due on Friday Nov. 27, 2020

Course Component #5

Class Participation in weekly BBB Seminars and Forums

Part A) Weekly Seminars: Students will be expected to complete all required reading in order to fully participate in the weekly scheduled Big Blue Button meetings. During each meeting, an inner circle of 3 to 4 students, will be responsible for leading class discussion and preparing discussion questions in conjunction with the Professor. Those in the outer circle will be responsible for engaging with the material orally presented by the inner circle and to join in the free flow of conversation and discussion between all participants.

Part B) Weekly Forum Discussions: A weekly pre-recorded Kaltura capture lecture will be posted as well as a weekly discussion question relevant to the class topic at hand. Students will be required to enter their comments throughout the week and enter into debates/discussions with their peers. While it will not be necessary to join all forum groups, participation grades will depend on student engagement levels as well as the quality of comments and posts.

Attendance will be taken at each Friday seminar, but the **participation grade is not assigned by attendance alone. The participation grade** will reflect the critical contributions of the student to the overall success of the class and **will be assessed at the discretion of the Professor.** Students will be expected to attend all classes and engage in structured activities such as experiential exercises, group work and class debates and use this material/experiences in their oral/written contributions to the class as a whole.

Class participation grades will be assessed at the end of term

Submission of Assignments and Late Penalties

***All Assignments must be submitted through the cuLearn System as scheduled in the course outline. Email submission is not permitted.**

Late Submission of Work:

There will be a mandatory late penalty for any papers/assignments of **a one-third letter grade per day late**, i.e. a paper grade A is downgraded to A- the first late day, followed by B+ the next etc., and assignments more than 1 week late will not be accepted. Valid medical documentation and prior approval by the Professor are required for any term work extensions.

VII Class Schedule and Required Readings

Required Readings available through the ARES system and/or MacOrdum Digital Library Catalogue

Audio-visual supplementary material will be available through the cuLearn system.

Week # 1: Sept. 9 - 11: Opening: Introductions and Course Overview
Big Blue Button Seminar: Fri. Sept. 11

No Readings

Week #2: Sept. 14 – 18 - Locating ourselves on Anishnaabe Aki
Big Blue Button Seminar: Fri. Sept. 18

Required Reading:

Lynn Gehl, (2014), *“Learning about the Algonquin Land Claims Through My Debwewin Journey”* chap. 1 in Lynn Gehl, *The Truth that Wampum Tells: My Debwewin on the Algonquin Land Claims Process*, (Fernwood Publishing: Halifax and Winnipeg) pp. 3 – 20.

Supplemental:

Video: Simon Brascoupe – Algonquin/Mohawk Art and Story-Telling

<https://nac-cna.ca/en/video/simon-brascoupe-indigenous-arts-storytelling>

Week #3: Sept. 21 – 25 - Positionality: Settler Colonialism in Canada
Big Blue Button Seminar Fri. Sept. 25

Required Reading:

Eva Mackey, (2016) *“Introduction: Settler Colonialism and Contested Homelands”*, pp. 2 – 20 in Eva Mackey, *Unsettling Expectations: Land Rights Settler States of Feeling and Decolonizing Strategies* (Halifax: Fernwood Press)

Supplemental

Video: Colonization Road

<https://gem.cbc.ca/media/firsthand/season-2/episode-9/38e815a-00b9abca4fc>

**Week #4: Sept. 28 – Oct. 2 -The Canada Problem and the Indian Act
Big Blue Button Seminar Fri. Oct. 2**

Required Reading:

John L. Tobias, (1991), "*Protection, Civilization and Assimilation: An Outline History of Canada's Indian Policy*" in J.R. Miller) ed. *Sweet Promises: A Reader in Indian/White Relations in Canada* (Toronto: University of Toronto Press)

Supplemental

Video: Wab Kinew: 8th Fire Series: Episode 1: History Walk

https://www.youtube.com/watch?v=cb9f2L2u_IQ

**Week #5: Oct. 5 – 9 - Nation to Nation Treaty Relations
Big Blue Button Seminar Fri. Oct. 9**

Required Reading:

Sharron Venne (2007), "*Treaties Made in Good Faith*" Chap. 1 in Natives and Settlers Now and Then: Historical Issues Current Perspectives on Treaties and Land Claims in Canada (ed. Paul W. Depasquale) (The University of Alberta Press: Edmonton) pp. 1 – 7

Supplemental

Film: Alanis Obomsawin – Trick or Treaty?

https://www.nfb.ca/film/trick_or_treaty/

**Week #6: Oct. 12 – 16 - Indigenous Resistance and Resurgence
Big Blue Button Seminar Fri. Oct. 12**

Required Reading:

Alfred Taiaiake and Jeff Corntassel (2005) "*Being Indigenous: Resurgences against Contemporary Colonialism: Government and Opposition*: vol. 40 (4) pp. 597 – 614

Supplemental

Video – The Oka Crisis and a Legacy of Resistance

<https://gem.cbc.ca/media/firsthand/season-1/episode-6/38e815a-00955a0afc8>

**Week#7: Oct. 19 – 23 – Indigenous Women: The Heart of the Nation
Big Blue Button Seminar Fri. Oct. 23**

Required Reading:

Cora J. Voyageur (2016), “*First Nation Women in Canada*” in Visions of the Heart: Issues Involving Aboriginal Peoples in Canada, 4th edition, David Long and Olive Patricia Dickason (eds.) (Oxford: Oxford University Press,) pp. 127 – 151

Supplemental

Video: The Highway of Tears

<https://www.cbsnews.com/video/highway-of-tears-3/#x>

Week #8 Oct. 26 –30 -----Fall Reading Break -----No Classes

**Week #9: Nov. 2 – 6 - UNDRIP: Indigenous Peoples Human Rights
Big Blue Button Seminar Fri. Nov. 6**

Required Reading:

Paul Haverman, (2016) *Indigenous Peoples and Rights in Michael Goodhart (ed.) Human Rights Politics and Practice 3rd Edition* (Oxford: Oxford University Press) chap. 19, pp. 333 – 351

Supplemental

Video: UNDRIP and Canada’s Relationship to Indigenous Peoples

<https://www.youtube.com/watch?v=-Tq7Mnlavqs>

Week #10: Nov. 9 – 13 - The Circle of All Creation: Honouring Mother Earth

Required Reading,

Deborah McGregor, (2016) “*All My Relations*” in Visions of the Heart: Issues Involving Aboriginal Peoples in Canada, 4th Edition, David Long and Olive Patricia Dickason,(eds.) (Oxford: Oxford University Press) chap. 2, pp. 21 – 50

Supplemental

Video: Mother Earth Water Walkers

<https://www.youtube.com/watch?v=-bULGfHUKXc>

**Week #11 – Nov. 16 – 20 - Economics and Ecology: Locality and Sustainability
Big Blue Button Seminar Fri. Nov. 20**

Required Reading:

Laura Hall, (2008) “The Environment of Indigenous Economies: Honouring the Three Sisters and Recentring Haudenosaunne Ways of Life” in *Lighting the Eighth*

Fire: The Liberation, Resurgence and Protection of Indigenous Nations, (Winnipeg Arbeiter Ring Publishing) pp. 149 – 160

Supplemental

Film: Angry Inuk

<https://www.youtube.com/watch?v=85Ns94DWAQ8>

**Week #12: Nov. 23 – 27 - Storying Reconciliation
Big Blue Button Seminar Fri. Nov. 27**

Required Reading:

Kelly Aguiree, (2015) “*Telling Stories: Idle No More, Indigenous Resurgence and Political Theory*” in Elaine Coburn, (ed.) More Will Sing Their Way to Freedom: Indigenous Resistance and Resurgence (Halifax: Fernwood Publishing) Chap. 8, pp. 184 – 201

Supplemental

Video: First Contact

<https://www.tvos.org/video/documentaries/first-contact-ep-1>

Week#13: Closing: Conclusion and the Path Forward

List of Experiential Learning Opportunities:

These are suggested as Extra-Curricular Activities for Students: Engage individually or with Friends: Explore your World and Have Fun, !

1. Kairos Blanket Exercise and Facilitator Training
2. Carleton Library Research Tools and Methods
3. Culture Nights at Wabano and/or Odawa
4. Kitigan Zibi Cultural Centre
5. Pikwaknagan Sports and Culture Programs
6. Tee Pee Teachings (Carleton U)
7. INAC Library and Archives Guided Tour
8. Isketow and Kumik Lodges with Traditional Teaching
9. Carleton Art Gallery Exhibits and Archives
10. Museum of History First Peoples’ Hall; Guided Tour

11. The National Art Gallery of Canada; and Guided Tour
12. National Library and Archives Research Guided Tour
13. Carleton University's Centre of Indigenous Initiatives
14. Carleton University's Equity Office
15. University of Ottawa's Indigenous Resources Centre

***** Students are encouraged to explore local resources and learning opportunities and share knowledge and/or ideas with Prof and classmates*****

IX Accommodations during COVID

Due to COVID, instructors will not request or require a doctor's note when students seek accommodation for missed term work or exams due to illness. Instead, students will be asked to complete the self-declaration form available here: <https://carleton.ca/registrar/wp-content/uploads/COVID-19 Self-declaration.pdf>

X Academic Accommodations

Pregnancy

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Religious obligation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Students with Disabilities

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC 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 your instructor as soon as possible 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 is 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: carleton.ca/sexual-violence-support

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 must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

For more information on academic accommodation, please contact the departmental administrator or visit: students.carleton.ca/course-outline

Plagiarism

The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- 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;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

Plagiarism is a serious offence which cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct 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 may include a mark of zero for the plagiarized work or a final grade of "F" for the course.

More information on the University's Academic Integrity Policy can be found at:

<https://carleton.ca/registrar/academic-integrity/>

Intellectual property

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).