

**Carleton University**  
**Department of Political Science**  
**Winter 2020**  
**<https://carleton.ca/polisci/>**

FSYM 1611-B  
Canadian/Indigenous Relations  
Time: Tuesday 8:35 – 11:25  
Please confirm location on Carleton Central

Instructor: Dr. KC Fitzpatrick  
[Kathlean.fitzpatrick@carleton.ca](mailto:Kathlean.fitzpatrick@carleton.ca)  
Office Hours Tuesdays, 1:30 – 2:30  
RM. Loeb 647  
Telephone: 613-520-2600 ext. 4129

### **Course Description and Learning Objectives**

I would like to begin the course description with an acknowledgement that the class will be held on Algonquin Anishnaabee 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 theme(s) of reconciliation and reference to the Summary Report and Calls to Action form a key component of the course content. It is intended to provide an in-depth and holistic sharing/learning opportunity for the professor, the students, guest speakers and participating community members. 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. The purpose and the intent of the class is to further critical analysis of key topic areas in Canadian/Indigenous relations and the project of reconciliation (for settlers) and resurgence/liberation for Indigenous peoples and Nations.

Students will be encouraged to follow their own interests and develop their own voice through an emphasis on independent study and seminar group participation. There is a purposeful emphasis on individual choice and self-determination and it is

a responsibility that all students are expected to take seriously so they may develop their knowledge and skills within the scope and content of the structure provided by the over-arching vision/purpose of the course as laid out in this course outline. The course outline is intended to serve as a reference and information tool for students. Please read carefully and address any questions or concerns to the professor who will happily and enthusiastically welcome your feedback and suggestions. Thank you to all students for joining the class; know that you can approach the professor with any matter of concern and I know we will build a great experience together! Have fun and enjoy!

## **Section #1 Course Components, Requirements and Evaluations:**

### **Course Component #1:**

#### **25% Presentation**

The small group discussion class is designed as a student lead seminar with each presentation team, in co-operation with the professor, taking leadership responsibility for the class and will bring materials to share with classmates including presentation summary, discussion questions and annotated bibliography.

- **10% Critical Analysis:** Each team will be required to write a **brief (1 – 2) page Presentation Summary** composed from the **required and supplementary** readings for the relevant class. Hard copies of the presentation summary will be distributed in class to fellow students on the day of the presentation.
- **10% Oral Presentation:** The presentation itself will include **an oral critical analysis of the assigned reading material and approximately 15-20 minutes each presenter;** Power Point and/or Google Slides presentation are optional, but not required. Students are reminded of the importance of the oral tradition and the different ways of thinking and being that different technologies produce. (Even writing vs. typing causes the intellectual self to see, understand and remember in different ways!) Don't be afraid to be creative and innovative, have fun and be confident, competent and interesting. The presentation team will also provide discussion questions (selected from the text and original) and lead the subsequent Q & A session with the class.
- **5% Independent Class Contribution** with annotated bibliography will comprise **three (3) additional sources** on the class topic. Team members are expected to conduct independent research and select books, book chapters, journal articles, and/or websites of interest and any other materials of relevance to share with the class. **The annotated bibliography**

**consists of a 1 paragraph executive summary of the source referenced and brief explanation of why it was chosen for the class.**

## **Course Component #2:**

### **25% Book Report**

Students are invited to find a book of interest by an Indigenous Author from Turtle Island and write a 5 – 6 page report including:

1. Why they choose this particular book/author
2. The type of book selected (novel or academic text) and an explanation/discussion of why this particular form was chosen. (i.e. features and benefits; as well as a critical analysis of its limitations)
3. A critical analysis of the subject matter, main themes and ideas explored by the author and reasons why they are important
4. What was learned from reading the book, critical reflections and lasting impressions and finally;
5. Concluding remarks, questions and directions for further learning. The Book Report will be due after the class after reading week; **Class 7, Feb. 25, 2020.**

## **Course Component #3**

### **25% Final Essay**

Students are to write an 8 - 10 page Final Essay on a class topic of their choice. The paper must include both the required and supplemental readings as well as 10 additional sources. A good place to start is the notes and references for that chapter in the Visions of the Heart Text + independent class contributions from class-mates presentations; 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 Final essay 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 Final Essay will be due at end of Class #12, March 31, 2020.**

#### **Course Component #4**

##### **25% Class Participation**

The participation grade will include class required class attendance. Missing one or two classes is understandable; but students are reminded of their responsibilities to their classmates to come to class. **Participation is not graded by attendance alone; sharing knowledge is required and will be assessed.** This class is a seminar and it is each student's responsibility to contribute to class discussion, share knowledge and demonstrate original thought and critical thinking in response to the reading materials and class discussions. **Each class individual students will be called upon to give oral evidence that the required and supplemental reading has been completed through question and answer interaction with the instructor and class presenters.**

Participation grades will also be inclusive of student engagement with guest speakers, experiential exercises and random pop quizzes that may be employed to test student's knowledge of required readings. **The professor also may require students to produce reading reflections, if students consistently fail to do the necessary preparatory work to fully participate as an active member of the class.** The quality and quantity of the student's knowledge of main arguments, key concepts and relevant facts of required and supplemental reading materials will be recorded in the attendance and participation records. **All absences must be documented by either a medical note or a letter explaining the absence.** The participation grade will also reflect the level of student engagement and the quality of contributions to the class to be evaluated at the discretion of the professor.

##### **Late Submission of Work and Late Penalty Policy:**

Papers/assignments must be submitted in class to the Instructor on the day they are due. **The School of Indigenous and Canadian Studies drop-box is intended to collect late assignments only and assignments will be marked late; even if they are date stamped the day the assignment is due.** The drop-box rule is intended to avoid students skipping class in order to finish assignments on the day the assignment is due. **Students may request extensions, but extensions will be granted at the discretion of the professor. All requests for extensions must be made in written form well in advance of the due date. In general, extensions will not be granted, as this is unfair and unjust to the rest of the class, only in the cases of documented medical conditions or extreme extenuating circumstances will extensions be considered.** Time management is key to success in life and a great skill to practice and develop while at university.

**Late penalties are one-third letter grade per day late**, i.e. a paper grade B+ is downgraded to B the first late day, followed by B- the next etc. **Papers more than 1 week late will not be accepted without a prior extension being granted by the instructor.** Valid medical excuses only accepted for term work extensions.

## **Section #2: Class Schedule: Lecture Topics and Required Readings**

**Required Reading Taken From the Required Text Book; Supplemental Readings available through the ARES system and/or from the MacOrdum Library Reserve Holdings**

**Required Textbook: (2016) Visions of the Heart: Issues Involving Aboriginal Peoples in Canada 4<sup>th</sup> edition (eds.) David Long and Olive Patricia Dickason**

### **Class # 1: Tues. Jan. 7: Introduction/Overview**

Required Reading:

David Long, "Introduction" in Visions of the Heart, pp. xviii – xxxi

And

Honouring the Truth, reconciling for the Future: Summary of the Final Report of the Truth and Reconciliation Commission (2015) The Truth and Reconciliation Report of Canada: Winnipeg

### **Class #2: Tues. Jan. 14: Locating ourselves on Anishnaabe Aki**

NFB Film: Matt Lemay "The Great River Documentary"

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.

### **Class #3: Tues. Jan. 21: The Full Circle of Creation: Inter (National) Relations**

Required Reading

Deborah McGregor, (2016) "*All My Relations*" chap. 2, pp. 21 – 50, in Visions of the Heart

Supplemental Reading:

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

#### **Class #4: Tues: Jan. 28: Settler Colonialism in Canada**

##### Required Reading

David Newhouse and Yale Belanger, (2016) “*The Canada Problem*” chap. 3, pp. 51 – 78, in *Visions of the Heart*

##### Supplemental 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)

#### **Class #5 – Tues: Feb. 4: The Treaty Relationship: Mutual Responsibility and Respect**

##### 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 Reading:

Leroy Little Bear, (2004) “Aboriginal Paradigms, Implications for Relationship to Land and Treaty-Making” in Kerry Wilkins (ed.) *Advancing Aboriginal Claims: Visions/Strategies/Directions* (Purich Publishing: Saskatoon, Sask.)

#### **Class #6 – Tues. Feb. 11: Rebuilding: Families and Child Welfare**

##### Required Reading

Kim Anderson and Jessica Bell (2016) “Foundations: First Nation and Metis Families”, Chap. 5 in *Visions of the Heart*

##### Supplemental Reading

Cindy Blackstock et. Al. (2006) *Reconciliation in Child Welfare: Touchstones of Hope and Indigenous Children, Youth and Families*, Ottawa: First Nations Family Caring Society of Canada

#### **Feb. 17 – 21 – Reading Week – No Classes**

#### **Class #7: Tues. Feb. 25: First Nations Women: The Heart of the Nation**

Required Reading:

Cora J. Voyaguer, (2016) "*First Nations Women in Canada*", chap. 6 pp. 127 – 152, in *Visions of the Heart*

Supplemental Reading:

Sonja John, (2015) "Idle No More – Indigenous Activism and Feminism", *Theory and Action*, vol. 8, issue #4

**Class #8: Tues. March 3: Language as the Ground of Identity and Survival**

Required Reading:

Mary Jane Norris, (2016) "*Aboriginal Languages in Canada: Generational and Community Perspectives on Language Maintenance, Loss and Revitalization*", chap. 9, pp. 209 - 240 in *Visions of the Heart*

Supplemental Reading:

Leanne Simpson, (2011) "*GDI-NWENINAA: Our Sound Our Voice*" in Leanne Simpson, (2008) *Dances on Turtle's Back: Stories of Nishnaabeg Recreation and a New Emergence*, chap. 3, pp. 49 - 64

**Class #9: Tues. March 10 – Indigenizing Education –Walking in Both Worlds**

Required Reading:

Jan Hare and Sara Florence Davidson, (2016) "Learning from Indigenous Knowledge in Education" Chap. 10 in *Visions of the Heart*

Supplemental Reading:

Marie Battiste, (2013) "Possibilities of Educational Transformations" Chap. 10 in Marie Battiste (2013) *Decolonizing Education: Nourishing the Learning Spirit*, (Purich Publishing: Vancouver) pp. 175 - 192

**Class# 10: Tues. March 17: The Failing Criminal Justice System**

Required Reading:

Lisa Montcalm, (2016) "The Failed Foreign System of Criminal and the Problem of Canada", Chap. 14, in *Visions of the Heart*, pp. 351 – 373.

Supplemental Reading:

Emma LaRocque, (1997) "Re-examining Culturally Appropriate Models in Criminal Justice Applications", in Michael Ash, ed. *Aboriginal Treaty Rights in Canada*, (Vancouver: University of British Columbia Press)

**Class #11: Tues. March 24: Indigenous in the City: Challenges of Urbanization**

Required Reading

Kevin FizMaurice and Don McCaskill, (2016) Aboriginal Communities in the City: Reflections along the Path to Self-Government, Chap. 13 in Visions of the Heart

Supplemental Reading:

Brock Pitawanakwai, (2008) Bimaadziwin Oodenaang: A Pathway to Urban Nishnaabe Resurgence, Chap. 10 in Lighting the Eight Fire: The Liberation, Resurgence and Protection of Indigenous Nations, ed., Leanne Simpson (Arbeiter Ring Publishing: Winnipeg) pp. 161 - 174

**Class #12: Tues. March 31: Truth, Art and Reconciliation**

Required Reading:

Jonathan Dewar, (2016) “*Art and Reconciliation*”, chap. 11, pp. 263 – 290, in Visions of the Heart

Supplemental Reading

Jeff Corntassel, (2009) “Indigenous Story-Telling and Community Approaches to Reconciliation”, English Studies in Canada, Vol. 35, issue #1

**Class #13: Tues. April 7<sup>th</sup> – Conclusion and Review – Feast and Give-Way**

Required Reading:

David Newhouse and David Long, (2016) Chap. 15, Reconciliation and the Way Forward, pp. 374 – 388, in Visions of the Heart

**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\*\*\***

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## **Academic Accommodations**

### **Requests for Academic Accommodation**

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

#### **Pregnancy obligation**

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](http://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](http://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf)

### **Academic Accommodations for 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](mailto: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. [carleton.ca/pmc](http://carleton.ca/pmc)

### **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](https://carleton.ca/sexual-violence-support)

### **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 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](https://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.

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).

### **Submission and Return of Term Work**

Papers must be submitted directly to the instructor according to the instructions in the course outline and will not be date-stamped in the departmental office. Late assignments may be submitted to the drop box in the corridor outside B640 Loeb. Assignments will be retrieved every business day at **4 p.m.**, stamped with that day's date, and then distributed to the instructor. For essays not returned in class please attach a **stamped, self-addressed envelope** if you wish to have your assignment returned by mail. Final exams are intended solely for the purpose of evaluation and will not be returned.

### **Grading**

Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

Percentage	Letter grade	12-point scale	Percentage	Letter grade	12-point scale
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1

### **Approval of 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 an instructor may be subject to revision. No grades are final until they have been approved by the Dean.

### **Carleton E-mail Accounts**

All email communication to students from the Department of Political Science will be via official Carleton university e-mail accounts and/or cuLearn. As important course and University information is distributed this way, it is the student's responsibility to monitor their Carleton and cuLearn accounts.

### **Carleton Political Science Society**

"The Carleton Political Science Society (CPSS) has made its mission to provide a social environment for politically inclined students and faculty. By hosting social events, including Model Parliament, debates, professional development sessions and more, CPSS

aims to involve all political science students at Carleton University. Our mandate is to arrange social and academic activities in order to instill a sense of belonging within the Department and the larger University community. Members can benefit through our networking opportunities, academic engagement initiatives and numerous events which aim to complement both academic and social life at Carleton University. To find out more, visit us on Facebook <https://www.facebook.com/CarletonPoliticalScienceSociety/> and our website <https://carletonpss.com/>, or stop by our office in Loeb D688!"

**Official Course Outline**

The course outline posted to the Political Science website is the official course outline.