

FYSM 1611 O  
Inuit-Canada Relations: Policy Change  
Wednesdays and Fridays, 10:35 a.m. – 12:00 p.m.  
Nunavut Sivuniksavut, Year 2 Classroom

I General information

Instructor: Matthew Zammit-Maempel

Office Hours: Offered in person after class, as well as virtually on Slack

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II Course description

Much of the context of Inuit-Canada relations has been determined by policies. Many of these policies were developed about Inuit without Inuit. This course is a seminar that will examine Inuit-Canada relations, especially using examples from the last 20 years to present, with a focus on recent policy change in Canada. Through various case studies, mini lectures, discussions, and assignments, we will develop analytical skills for understanding policy from the perspectives of Inuit and from the Government of Canada (largely federal-level), and we will practice using a toolkit for contributing to policy change. This seminar aims to generate interest in policy and politics and it is designed in an interactive format. It aims to explore how to understand, interpret, and explain multiple positions to nuanced policy issues. Our objectives will be to have mini lectures to introduce frameworks for discussion; have class discussion about key policy issues that Inuit in Canada face, using the concepts introduced in readings and mini lectures; and complete assignments that use practical skills for influencing policy like drafting written interventions, writing briefing notes, and providing verbal briefings on topics that affect Inuit.

III Course format

This course will be taught in person at the Nunavut Sivuniksavut building in the Year 2 classroom. Each class, you can generally expect to have a short lecture, an open class discussion about the themes of the day, and a learning activity. The course is framed around how policy is made and looking at Inuit-specific case studies for each of the five stages of the policy cycle. Chicago Manual of Style is the citation guide that should be used for this course.

IV Learning outcomes

By the end of this class, students should be able to:

- Understand current context of Inuit-Canada relations, the major actors, and the policies or actions that impacted Inuit-Canada relations.
- Describe the stages of the policy cycle, identify what stage of the cycle a given policy may be at, and describe elements of your practical toolkit available to make change.

- Formulate different viewpoints on the same issue and assess benefits and drawbacks of different views.

## V Texts

Texts and readings will be made available on Brightspace for students to access. This will include mandatory readings that will be discussed in class, and optional readings for those looking to explore subjects in a deeper way. You do not need to purchase any textbooks for this course.

## VI Evaluation at a glance

Assignment	% of Final Grade	Due Date
In-class quiz (Self-evaluation)	0%	Wed. September 10
Reflection on Inuit policy article	10%	Friday September 19
Intervention	10%	Wed. October 15
Practice Briefing Note	10%	Friday October 24
Final Briefing Note	20%	Wed. November 19
Final Presentation	20%	Wed. November 26 and Friday Nov. 28
Participation	30%	Throughout term

## VII Evaluation in detail

### **In-class quiz (Self Evaluation): 0% of grade, due Wednesday September 10.**

This is an ungraded assignment with no preparation needed. It will be done during class time. Students will answer a short set of questions to review their current knowledge of Inuit-Canada relations and policy and provide themselves with a starting point. Students will also share what issues or policies they want to see changed and what is important to them.

### **Reflection on Inuit policy article: 10% of grade, due Friday September 19<sup>th</sup>**

Students will select a policy article or document, read it, and write a reflection of around 500 words that answers prompting questions. Students should use their own experiences and knowledge to guide their reflection, as well as the definition of “what is policy” we learned the week prior.

### **Intervention: 10% of grade, due Wednesday October 15.**

In this assignment, students will draft a written intervention, which will be submitted for grading. The goal of a written intervention is to make a short statement—usually made in a formal meeting—that clearly and concisely shares the priorities, message, and recommendations or solutions to the issue being discussed, in line with the rules of the forum. Students may have the opportunity to read their intervention during class (not graded) to simulate real-life scenarios.

**Practice Briefing Note: 10% of grade, due Friday October 24**

Using a template briefing note, students will be tasked with researching, analyzing, then writing a briefing note on the scenario provided to them. The purpose of this practice briefing note is to become familiar with the format, explore ways to communicate information concisely, and receive feedback before the final briefing note to build on this commonly used skill.

**Briefing Note: 20% of grade, due Wednesday November 19**

Using the same template students used the month prior, you will be tasked with researching, analyzing, and writing a concise briefing note on a key issue.

**Presentation: 20% of grade, due Wednesday November 26 or Friday November 28**

This assignment will be to prepare a presentation or “verbal briefing” for the class. In this mock simulation, students will deliver their verbal briefing and will be prepared to answer questions. It will be important to choose the most important messages you want to get across, since a successful presentation will cover the main details at a high-level and specifics can be answered in follow-up questions.

**Participation: 30% of grade, assessed throughout this course**

Class participation is key to engaging with the themes of the course and interacting with the material and case studies. Prompting questions will be offered throughout the course and students are encouraged to take part in the discussion. To achieve a high mark in this portion, students should engage in many of the classes by contributing to group discussions (small group or full group), providing thoughts, opinions, answers, and questions on content.

- Note on Generative AI and Chat GPT: Chat GPT and similar apps are prohibited from being used to generate content for any of the graded assignments above. Students must use their own words when writing their assignments. The reading list on Brightspace is designed to be manageable each week and provide a range of different types of materials (articles, reports, books, podcasts, and videos), so the use of summarizing tools or apps is not required.
- Students are prohibited from reusing work previously submitted to another course.
- Late assignments: Each student has up to 5 late days allowed total for this class on assignments, with no penalty. You can choose if and when you need this flexibility when submitting an assignment and do not need to report it in advance or provide reasons. To be specific, you have a maximum of 5 late days total for all assignments combined in this course during this semester i.e. if you submit Assignment #1 two days late, you only have three late dates left that you can choose to use for the rest of the term if you need. Assignments that are submitted after students have used up their 5 late days may not be accepted and may receive a grade of zero. For any exemption circumstances that go above this, it is important that the student reach out to the instructor before the deadline or as soon as possible.

## VIII Course schedule

### **Week 1: Wednesday September 3 and Friday September 5 - - NO CLASS BOTH DAYS**

Nunavut Sivuniksavut Student Orientation Week

### **Week 2: Wednesday September 10 and Friday September 12: Introduction: Course and Context**

Introduction to Course: Why understand the system? What is Policy?

Inuit-Canada Relations: To understand the context, we will look at institutions, actors, and ideas.

- Federal Government 101 and policy focal points (who are the actors?)
- Inuit Treaty Organizations and other Inuit policy focal points (who are the actors?)

#### READINGS:

Indian and Northern Affairs Canada. "Canada's Relationship with Inuit: A History of Policy and Program Development." 2008. [https://publications.gc.ca/collections/collection\\_2010/ainc-inac/R3-82-2008-eng.pdf](https://publications.gc.ca/collections/collection_2010/ainc-inac/R3-82-2008-eng.pdf)

*Read the Executive Summary, which is pages v-xii (8 pages total).*

CBC News. "Sen. Murray Sinclair: How can Canadians work toward reconciliation." YouTube video. 6:58. March 23, 2018. <https://www.youtube.com/watch?v=j2Lv21Ktz84>

TVO Today. "NDN POV: Has Canada achieved reconciliation?" YouTube. 7:13. April 18, 2024. [https://www.youtube.com/watch?v=psp\\_Kqx4jic](https://www.youtube.com/watch?v=psp_Kqx4jic)

### **Week 3: Wednesday September 17 and Friday September 19 -- NO CLASS BOTH DAYS**

#### ***Reflection Assignment***

Work on your graded reflection assignment. Details on Brightspace.

Work on your assigned readings in Brightspace.

*Deadline for reflection assignment on Friday September 19.*

### **Week 4: Wednesday September 24 and Friday September 26**

#### **Overview of the Policy Cycle**

*Admin Note: Class time is from 10:00am to 12:00pm on Sept 24 and Sept 26 (start 30 mins earlier both days)*

Explaining the 5 Stages of the Policy Cycle:

- Agenda Setting;
- Policy Formulation;
- Policy Adoption;
- Policy Implementation;
- Policy Evaluation

### **Week 5: Wednesday Oct. 1 and Friday October 3**

#### **Setting the Agenda and Designing the Policy**

*Admin note: Class time is from 10:00am to 12:00pm on Sept 29 and Oct 3 (start 30 mins earlier both days)*

In Week 6, we will start by reviewing Stage 1 of Policy Cycle: Agenda-setting. How do problems arise and get on the radar? We will also look at Stage 2 of Policy Cycle: Policy Formulation.

**Week 6: Friday October 10**

**Designing the Policy (Continued)**

**NO CLASS on Wednesday October 8 – NS@40 Event**

On Friday October 10, we will review Stage 2 of Policy Cycle: Policy Formulation (continued): When reviewing how policy is designed, we will highlight how interventions made at this stage can influence the direction of the policy.

**Week 7: Wednesday October 15 and Friday October 17**

**It's Decision Time: Policy Adoption**

Stage 3 of Policy Cycle: Policy Adoption: We will look at the role that politics plays for the federal government during the policy adoption phase and look at the use of protest to influence policy.

*Deadline for written intervention assignment on Wednesday October 15.*

**Week 8: Wednesday October 22 and Friday October 24**

**Let's Go and Do it: Policy Implementation**

Stage 4 of the Policy Cycle: Policy Implementation. This week, we will look at how policies are carried out.

*Deadline for Practice Briefing Note is Friday October 24.*

**Week 9: Wednesday October 29 and Friday October 31 – NO CLASS BOTH DAYS**

**Cultural Week for NS Students**

**Week 10: Wednesday November 5 and Friday November 7**

**What Have We Done? Policy Evaluation**

This week, we will review the fifth, final, and often under-prioritized phase of the policy cycle: evaluation. A key part of this discussion will be around what gets changed if a policy is not working the way it was intended to and what happens when a policy is terminated.

**Week 11: Wednesday November 12 and Friday November 14**

**Towards a Co-Developed Partnership Model**

This week, we will examine the Inuit-Crown Partnership Committee (ICPC) and the Inuit Nunangat Policy as a case study to understand what co-development means, where in the policy cycle it can take place, the potential far reaching effects.

**Week 12: Wednesday November 19 and Friday November 21: Putting all the Pieces Together**

This week, we will review a policy from start to finish using each step of the policy cycle to understand what happened.

*Deadline for Briefing Note on Wednesday November 19.*

**Week 13: Wednesday November 26 and Friday November 28**

This week we will spend class time for presentations on both days.

*Deadline for In-class Presentation is Wednesday, November 26.*

**Week 14: Wednesday December 3 and Friday December 5**

Dreaming Big: Future opportunities for Inuit-Canada relations.

Debrief final assignment outcomes

Course Recap

## **Political Science Course Outline Appendix**

### **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:

#### **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/>

ood2Talk: 1-866-925-5454, <https://good2talk.ca/>

The Walk-In Counselling Clinic: <https://walkincounselling.com>

**Academic consideration for medical or other extenuating circumstances:** Students must contact the instructor(s) of their absence or inability to complete the academic deliverable within the predetermined timeframe due to medical or other extenuating circumstances. For a range of medical or other extenuating circumstances, students may use the online self-declaration form and where appropriate, the use of medical documentation. This policy regards the accommodation of extenuating circumstances for both short-term and long-term periods and extends to all students enrolled at Carleton University.

Students should also consult the [Course Outline Information on Academic Accommodations](#) for more information. Detailed information about the procedure for requesting academic consideration can be found [here](#).

**Pregnancy:** 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 accommodation regarding a formally-scheduled final exam, please contact Equity and Inclusive Communities (EIC) at [equity@carleton.ca](mailto:equity@carleton.ca) or by calling (613) 520-5622 to speak to an Equity Advisor.

**Religious obligation:** 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 [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, please request your accommodations for this course through the [Ventus Student Portal](#) 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*). Requests made within two weeks will be reviewed on a case-by-case basis. For final exams, the deadlines to request accommodations are published in the [University Academic Calendars](#). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally scheduled exam (if applicable).

**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 its 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.

#### PETITIONS TO DEFER

Students unable to write a final examination because of illness or other circumstances beyond their control may apply within **three working days** to the Registrar's Office for permission to write a deferred examination. The request must be fully supported by the appropriate documentation. Only deferral petitions submitted to the Registrar's Office will be considered. [See Undergraduate Calendar, Article 4.3](#)

#### 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). Permissibility of submitting substantially the same piece of work more than once for academic credit. If group or collaborative work is expected or allowed, provide a clear and specific description of how and to what extent you consider collaboration to be acceptable or appropriate, especially in the completion of written assignments.

#### WITHDRAWAL WITHOUT ACADEMIC PENALTY

Please reference the [Academic Calendar](#) for each term's official withdrawal dates

#### OFFICIAL FINAL EXAMINATION PERIOD

Please reference the [Academic Calendar](#) for each term's Official Exam Period (may include evenings & Saturdays or Sundays)

**For more information on the important dates and deadlines of the academic year, consult the [Carleton Calendar](#).**

#### GRADING SYSTEM

The grading system is described in the Undergraduate Calendar section [5.4](#).

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.

#### ACADEMIC INTEGRITY

Academic integrity is an essential element of a productive and successful career as a student. Students are required to familiarize themselves with the university's [Academic Integrity Policy](#).

#### 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:

- any submission prepared in whole or in part, by someone else, including the unauthorized use of generative AI tools (e.g., ChatGPT);
- reproducing or paraphrasing portions of someone else's published or unpublished material, 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 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.

**RESOURCES (613-520-2600, phone ext.)**

Department of Political Science (2777)	B640 Loeb
Registrar's Office (3500)	300 Tory
Centre for Student Academic Success (3822)	4 <sup>th</sup> floor Library
Academic Advising Centre (7850)	302 Tory
Paul Menton Centre (6608)	501 Nideyinàn
Career Services (6611)	401 Tory