

**Carleton University**  
**Department of Political Science**  
<http://carleton.ca/polisci/>

**FALL 2020**

**PSCI 4206-A/5100F**

**Indigenous Politics of North America**

**9:30 a.m – 11:30 p.m Friday**

**This course will be held remotely on-line**

## **I General Information**

Instructor: Dr. K.C. Fitzpatrick

On-line Office Hours: Tuesday 10:30 to 12:30 via Big Blue Button

Phone # 613-240-2810

Email: [Kathlean.fitzpatrick@carleton.ca](mailto:Kathlean.fitzpatrick@carleton.ca)

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

## **II Course Description**

- **Content:** The main theme of this course is a comparative analysis of settler/indigenous relations on turtle island and will be inclusive of a variety of nation to nation relationships, both historical and contemporary. Being located on unceded Anishnaabe Algonquin territory, it is my intent to ground the course in local and Canadian theory and practice while also including peoples and voices from across Turtle Island. As a social science course at

the 4<sup>th</sup> year and master's level, students will be expected to engage in critical analysis of the inter-section(s) of race, gender and class dynamics in North American/Indigenous relations and identities. As the course is situated in the discipline of political science, an emphasis will be placed upon political theory, politics, governance and public policy choices and responsibilities.

- Aims - This course is intended as an in-depth and holistic sharing/learning opportunity for students and participating community members and guest speakers. 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. The purpose of education is emancipation and wisdom is knowledge put into action. 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 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 class is intended to be student centric and student driven with the Professor acting mainly as guide, mentor, and facilitator of peer to peer learning through sharing of knowledge and lived experience. 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 10:30 – 12:30 and the weekly Big Blue Button 2-hour seminars held on Friday mornings 9:30 – 11:30. 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 Outcomes and Ongoing Goals**

- 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.**

## VI Evaluation at a Glance

- **20% Book Report due Monday Oct. 5, 2020**
- **15% 1<sup>st</sup> Set of Reading Reflections due on Friday Oct. 23, 2020**
- **15% 2<sup>nd</sup> Set of 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

### Course Component #1: Book Report

**Required length of Book Report:**

PSCI 4206: 4 – 5 pages

PSCI 5100F: 5 – 6 pages

Students are invited to find a book of interest by an Indigenous Author from Turtle Island and write a 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 - 1<sup>st</sup> Set of Reading Reflection Papers**

### **Required length of each Reading Reflection Paper:**

PSCI 4206: 2 – 3 pages each double spaced (total 6 – 9 pages) of your choice of 2 out of 3 required readings per topic

PSCI 5100F: 3 - 4 pages each double spaced (total of 9 – 12 pages) of all three required readings per topic

- 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 different authors and how these ideas influenced and informed their own conclusions regarding the issues under discussion.

**The first set of Reading Reflections is due Friday Oct. 23**

## **Course Component #3 – 2<sup>nd</sup> Set of Reading Reflections**

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**

**Required length of the Independent Research papers is:**

PSCI 4206: 12 – 15 pages double spaced

PSCI 5100F: 15 – 18 pages double spaced

**The Research Paper is intended to develop independent research and writing skills to a university standard.** Research topics will be fairly open, but must be broadly chosen from the themes and subjects identified in the list of weekly class topics. **Students are strongly advised to submit their research topics along with an outline and bibliography by the end of October.** The structure and scope of the paper remain the responsibility of the student, but must include an identifiable thesis statement, clearly defined terms and concepts, at least 3 distinct supporting arguments, a counter-argument and a conclusion.

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: Participation in 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.

**\*\*\* Undergrad students are required to read any 2 of the 3 Required Readings listed for each Seminar Topic, Grad students all three articles and be prepared to participate in BBB meetings and/or Forum Discussion groups each week, as this will greatly inform individual participation grades. \*\*\***

**Class Participation grades will be awarded at the end of the 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**

**Week #1: Sept 9 - 11 Opening: Course Overview/Admin and Sharing Circle**

**Big Blue Button Seminar Friday Sept. 11**

**No Readings**

**Week #2: Sept. 14 - 18: Locating Ourselves on Anishnaabe- Aki Course:**

## **Big Blue Button Seminar Friday Sept. 18**

### **Required Readings:**

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

Jamie Tomiak (2016) "*Unsettling Ottawa: Settler Colonialism, Indigenous Resistance and the Politics of Space*" Canadian Journal of Urban Research, vol. 25, No. 1

Thomas King, (2012) Chap. 1 "*Forget Columbus*" in *The Inconvenient Indian: A curious account of Native People in North America* (Double Day Canada)

## **Week 3: Sept. 21 – 25: Positionality: Settler Colonialism on Turtle Island**

### **Big Blue Button Seminar Fri. Sept. 25**

#### **Required Readings:**

Roxanne Dunbar, (2014) "*The Culture of Conquest*" in *An Indigenous Peoples History of the US* chap. 2 (Boston: Beacon Press Books) pp. 32 – 44

Paulette Regan, (2010), "*An Unsettling Pedagogy of History and Hope*" in Paulette Regan, *Unsettling the Settler Within: Indian Residential Schools, Truth Telling and Reconciliation in Canada* (Vancouver: UBC Press) Chap. 1 pp. 19 - 53

Eva Mackey, (2016) "*Introduction: Settler Colonialism and Contested Homelands*" pp. 2 – 26, in *Unsettled Expectations: Uncertainty, Land and Settler Decolonization*, (Fernwood Publishing: Halifax and Winnipeg)

## **Week 4: Sept. 28 – Oct. 2 - Indigenous Resistance and Resurgence:**

### **Big Blue Button Seminar – Fri. Oct. 2**

#### **Required Reading:**

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

Karyn Recollett, , (2015) "*Glyphing decolonial love through urban flash mobbing and walking with our Sisters*" *Curriculum Inquiry* 45 (1) pg. 129 - 145

Glen Coulthard (2014) "*For the Land: the Dene Struggle for Self-Determination*" in Glen Coulthard, *Red Skin White Masks: Rejecting the Colonial Politics of Recognition*, (Minnneapolis: University of Minnesota Press) Chap. 2, pp. 51 – 78

### **Week 5: Oct. 5 – Oct. 9 - Indigenous Ways of Knowing and Being**

#### **Big Blue Button Seminar Fri. Oct. 9**

##### **Required Readings:**

Leroy Little Bear, (2000) "*Jagged World-Views Colliding*", in (ed.) Marie Battiste, *Reclaiming Indigenous Voice and Vision*, (Vancouver: UBC Press) pp. 77-85,

Zoe Todd, (2016) "*An Indigenous Feminist's Take on the Ontological Turn: "Ontology is Just Another Word for Colonialism"*", *Journal of Historical Sociology*, vol. 29, issue #1 DOI: 10.1111/johs.12124

Margaret Kovach, (2005) "*Emerging from the Margins: Indigenous Methodologies*" in *Research as Resistance and Critical Indigenous and Anti-Oppressive Approaches*, Leslie Brown and Susan Strega eds. (Toronto: Canadian Scholars Press/Women's Press) pp. 19 - 36

### **Week 6 : Oct. 12 – 16 - Nation to Nation: Treaty Relations**

#### **Big Blue Button Seminar Fri. Oct. 16**

##### **Required Readings:**

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

John Burrows, (2002) *Wampum at Niagara: The Royal Proclamation, Canadian Legal History and Self-Government*” in Michael Ash (ed.) Aboriginal Treaty Rights in Canada (Vancouver: UBC Press) pp. 155 - 72

Sharron Venne, (2007) Chap. 1 “*Treaties made in Good Faith*”, in Natives and Settlers Now and Then: Historical Issues Current Perspectives on Treaties and Land Claims in Canada (ed., Paul. W. Depasquale) pp. 1 - 7

**Week 7: Oct. 19 – Oct. 23 - “Indian Affairs” Comparative Colonialism in NA  
Big Blue Button Seminar Fri. Oct. 23**

**Required Readings:**

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 on Indian White Relations in Canada (University of Toronto Press,

Lawrence Hauptman, (1992) “*Congress, Plenary Power, and the American Indian 1870 – 1992*” in Oren Lyons et. Al, eds. Exiled in the Land of the Free: Democracy, Indian Nations and the U.S. Constitution (Sante Fe: Clear Lights Publishers

Rodolfo Stavenhagen, (2000) “*Indigenous Movements and Politics in Mexico and Latin America: the Return of the Native*” in (ed.) Curtis Cook and Juan D. Lindau, Aboriginal Rights and Self-Government, (McGill-Queen’s Press: Montreal and Kingston) pp. 72 - 100

**Week 8 No Classes: Fall Reading Break Oct. 26 - Oct. 30**

## **Week 9: Nov. 2 – 6 - UNDRIP and Indigenous Self Determination**

### **Big Blue Button Seminar Fri. Nov. 6**

#### **Required Readings:**

Jeff Corntassel, (2008) “*Towards Sustainable Self-Determination: Rethinking the Contemporary Indigenous Rights Discourse*” *Alternatives: Global, Local, Political*, Vol. 33, Issue #1 pp. 105 - 132

Paul Havemann, (2016), “*Indigenous Peoples and Rights*”, in Michael Goodhart, (ed.) Human Rights Politics and Practice, 3<sup>rd</sup> Edition. (Oxford, Oxford University Press) pp. 334 - 351

Joyce Green, (2014) “*From Colonialism to Reconciliation Through Indigenous Human Rights*” in (ed. Joyce Green) Indivisible: Indigenous Human Rights (Fernwood Publishing: Halifax and Winnipeg) pp. 18 - 34

## **Week 10: Nov. 9 - 13: (Home)Economics & Ecology: Locality and Sustainability**

### **Big Blue Button Seminar Fri. Nov. 13**

#### **Required Reading:**

Laura Hall (2008) “*The Environment of Indigenous Economies: Honouring the Three Sisters and Recentring Haudenosaunee Ways of Life*”, in Leanne Simpson (ed.) Lighting the Eighth Fire: The Liberation, Resurgence and Protection of Indigenous Nations, (Winnipeg: Arbeiter Ring Publishing) pp. 149 - 160

Deborah McGregor (2016), “*All My Relations*” in Visions of the Heart: Issues Involving Aboriginal Peoples in Canada 4<sup>th</sup> Edition, David Long and Olive Patricia Dickason (ed.,) pp. 21 - 50

Kathy L. Hodgson-Smith and Nathalie Kermoal, (2016) “*Community-Based Research and Metis Women’s Knowledge in Northwestern Saskatchewan*” in Living on the Land,

Indigenous Women's Understanding of Place (eds.) Nathalie Kermoal & Isabel Altamirano-Jimenez ), Chap.6, pp. 139 - 168

**Week 11: Nov. 16 – Nov. 20 - Indigenous Women: The Heart of the Nation**

**Big Blue Button Seminar Fri. Nov. 20**

**Required Reading:**

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

R.Kuokkann (2008) "*Globalization as Racialized, Sexualized Violence: The Case of Indigenous Women*" *International Feminist Journal of Politics*" vol. 10, pp. 216 - 23

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

**Week 12: Nov. 23 – Nov. 27: Storying Reconciliation: Possibilities and Limits**

**Big Blue Button Seminar Fri. Nov. 27**

**Required Readings:**

Jeff Corntassal, (2009) *Indigenous Story-Telling and Community Approaches to Reconciliation*", *English Studies in Canada*, vol. 35, issue #1

Kiera L. Ladner (2009) "*Take 35: Reconciling Constitutional Orders*" Chap. 11, in (ed.) Annis Mary Timpson, First Nations, First Thoughts: The Impact of Indigenous Thought in Canada, (Vancouver: UBC Press) pp. 279 – 300

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

## **Week 13: Nov. 30 - Dec. 4: Closing: Conclusions and the Path Forward**

List of Potential Experiential Learning Opportunities in the Community:

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. Pikwagnagan Sports and Culture Programs
6. Tee Pee Teachings (Carleton University and University of Ottawa)
7. INAC Library and Archives Guided Tour
8. Isketow and Kumik Lodges with Traditional Teaching
9. Canoe Teachings (Carleton University and Ottawa University)
10. Museum of History First Peoples' Hall Guided Tour
11. National Library and Archives Research Guided Tour

### **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](https://carleton.ca/registrar/wp-content/uploads/COVID-19_Self-declaration.pdf)

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## **X Academic Accommodations**

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

### 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: [carleton.ca/sexual-violence-support](http://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](http://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).

