

**Indigenous Activism on Turtle Island: Take That, Colonialism!**  
**PSCI 4206A/PSCI 5100F**

GENERAL INFORMATION		
<b>Instructors</b> Gabriel Maracle	<b>E-mail:</b> gabrielmaracle@cunet.carleton.ca	<b>Course Schedule:</b> Tuesdays 11:35AM-2:25PM
<b>Course type:</b> In-person seminar	<b>Lecture Location:</b> Confirm location on Carleton Central	<b>Office Hours:</b> Tuesdays 2:35PM-3:35PM

## COURSE DESCRIPTION

This course will trace the history and context of Indigenous activism in what is now called Canada. This course is based on Indigenous studies' multidisciplinary approach to understanding the long history of Indigenous activism. We will explore various critical points in history, as well as relevant contexts and histories. Additionally, this course counters the narrative of Indigenous people as passive victims and will examine Indigenous people as active agents in their own stories and lives. This is **not** an introductory course to the topic of Indigenous studies or Indigenous-settler relations.

## COURSE FORMAT

This course will be delivered in person, keeping the health and safety of the students in mind. As this is an upper-year honours seminar students are expected to read and engage with the material. There will be a lecture at the beginning of most sessions, but students will lead and participate in the seminar discussions for the remainder of the class.

## LEARNING OUTCOMES

By the end of the course, students will be able to:

1. **Understand** the history of Indigenous activism in Canada
2. **Apply a** critical analytical lens to Indian policy and understand its historical and contemporary impacts
3. **Create** a seminar presentation and lead their peers in discussion
4. **Synthesize** academic and grey literature
5. **Organize** their work and chosen topics in a way to conduct research efficiently

## COURSE MATERIALS

Weekly readings will be available free of charge on Brightspace. The readings consist of both academic and grey literature. There is no textbook. There are podcast episodes or videos as part of some of the week's materials. There is no assigned textbook for this course.

## ASSIGNMENTS

All written assignments must **be double-spaced** and in **Times New Roman 12-point font**. This is a fourth-year honours seminar. As this is a fourth year/graduate level class, **citation style** will be personal preference.

You will be expected to submit properly edited assignments free of spelling, grammar, punctuation, and citation errors. Equally important to your writing are diction and syntax. All course assignments must be submitted to the Brightspace learning platform.

Extensions for assignments will be granted on a case-by-case basis. The maximum amount of time that can be granted for an extension is **7-days**. Late assignments will be deducted **10% per day** from the deadline to a maximum of **20%**. **Anything beyond will not be marked and automatically failed.**

**All assignments are due on Tuesdays at midnight.**

	ASSIGNMENT	WEIGHT	DUE DATE
1	Truth and Reconciliation <b>OR</b> Temagami/N'Daki Menan Colloquium	15%	October 15, 2025
2	Final Essay	25%	December 2, 2025
3	Leading a Seminar	30%	Throughout the term
4	Participation	30%	Throughout the term

**ASSIGNMENT 1:** Truth and Reconciliation Reflection **OR** Camp Wanapitei – 15%

**DUE DATE:** October 11, 2025

September 30<sup>th</sup>, 2025 is the National Day of Truth and Reconciliation. It is a day of reflection and discussion around the impacts of Indian Residential Schools, and how colonization is a continual presence in Canadian life. Given that Ottawa is Canada's capital, there are plenty of events going on across the city that are a part of this event. You will be expected to attend one of these events.

You will describe what type of event you have attended, what was the main focus or activity. This is an opportunity to reflect on your own experiences and understanding of what reconciliation means, and how this event reflects or shapes your understanding of Canada. You are also expected to discuss who this event is for: is it for Canadians or is it for Indigenous people?

**OR**

From September 25<sup>th</sup>, 2025 to September 28<sup>th</sup>, you will attend the Temagami/N'Daki Menan Colloquium at Camp Wanapitei in Northern Ontario. The Temagami/N'Daki Menan Colloquium is an interdisciplinary

academic conference and land based learning experience that broadly explores the socio-ecological relations between people and place as well as Indigenous-led efforts to reclaim history and culture. This four-day event focuses on the history and contemporary issues related to Indigenous self-determination and relations to land and water in n'Dakimenan, the traditional territory of the Temagami First Nation (TFN) and Teme Augama Anishinaabe (TAA) in Northern Ontario.

The Colloquium brings together senior undergraduate and graduate students, as well as faculty, staff and alumni, from Trent University, the University of Toronto, Carleton University, York University, Nipissing University and more. We join knowledge keepers and leaders of the TFN and TAA, as well as experienced trip leaders and members of the extended Camp Wanapitei community, to share and enjoy the lands and waters of n'Dakimenan. Ceremony and storytelling play a central role. Other activities include canoeing, walking, swimming, hiking, campfires, film screenings, poetry readings, music jams and a square dance on the Saturday night. Participants stay in Camp Wanapitei camp cabins, or in the Wanapitei Chateau.

You will describe what type of event you have attended, what was the main focus or activity. This is an opportunity to reflect on your own experiences and understanding of the event and connect to the broader project of reconciliation.

This assignment should be **3-5 pages**.

**ASSIGNMENT 2:** Final Essay - 25%

**DUE DATE:** December 2, 2025

This assignment is the culmination of the course themes, topics and the work that you've done. Indigenous activism is something that takes many different forms and shapes. It can manifest itself in art exhibitions and community-led talks. The final essay will provide you with three different options to focus on.

Using the course's themes, ideas, and concepts, you will need to critically analyze the issue, topic or idea that you have focused on. Because no event or topic exists in a vacuum, you will need to frame the event in connection to other moments of Indigenous activism discussed in the course.

Undergraduate students enrolled in **PSCI 4206B** are expected to write **15 pages**

Graduate students enrolled in **PSCI 5100** are expected to write **20 pages**

This essay requires a minimum of **10-12 sources**.

### **OPTION 1: Indigenous Event**

You will be expected to attend an Indigenous-led event for this first assignment. There are frequently Indigenous events occurring in the city, from those based in the community. At Carleton University, over ZOOM, to the hills of Parliament. You will write a summary of the event, describing the event's focus, an available number of attendees, notable speakers, the location (including if it was in-person, online, or both), and what you thought of the event and topic. Attending an event related to Truth and Reconciliation is not appropriate for this assignment. Using the course's themes, ideas, and concepts,

you will need to critically analyze the issue, topic or idea that you have focused on. Because no event or topic exists in a vacuum, you will need to frame the event in connection to other moments of Indigenous activism discussed in the course.

### **OPTION 2: Camp Wanapitei Experience**

Reflecting on your experiences with Camp Wanapitei, discuss and frame that within the broader context of Indigenous activism. There is a long history of Indigenous and academic collaboration, and Indigenous and non-Indigenous allyship, to further Indigenous issues. Highlight and discuss some examples of this collaboration through the numerous presentations and histories discussed at Camp Wanapitei. Using the course's themes, ideas, and concepts, you will need to critically analyze the issue, topic or idea that you have focused on. Because no event or topic exists in a vacuum, you will need to frame the event in connection to other moments of Indigenous activism discussed in the course.

### **OPTION 3: Research Essay**

This is a standard research essay. You should choose a topic that is related to the course. This could include discussing a specific issue or topic that is related to your presentation. Your essay will also need to provide recommendations to different levels of government, policy makers, and lawmakers related to the issues raised during the event and suggestions on how to ensure these issues are addressed holistically. Finally, you will need to develop a strategy to make the wider public aware of the event's issues, contexts, consequences, and legacies.

### **ASSIGNMENT 3: Leading a Seminar – 30%**

**DUE DATE:** Weeks 5 through Week 11

This assignment will expect you to lead your peers in a presentation and discussion during the seminar.

Seminar leaders will be required to deliver a **60-90 minute** presentation on a topic related to the course. This will include covering the week's topic and discussing the readings related to the week. You will need to create a PowerPoint presentation to guide you through your seminar presentation. Afterward, the students will lead their peers in a **60-90 minute** seminar discussion. This will require you to generate discussion questions and be familiar with the week's readings.

Depending on the size of the course, there may be multiple pairs or teams that will be leading a given section. As such, times will be adjusted to reflect the number of presenters. Students will be expected to submit discussion questions and the PowerPoint presentation as part of the submission for this assignment. The PowerPoint slides need to be submitted on the Friday before the actual presentation.

### **ASSIGNMENT 4: Participation – 30%**

**DUE DATE:** Week 2 to Week 12

Learning is not a spectator sport and this is a seminar. You are expected to attend each class, complete the week's course materials and be ready to discuss them. This will be assessed throughout the course, but in particular in engaging with your peers when they are leading their seminar. Simply attending class

while not substantially contributing to the classroom discussions will not result in a passing mark for this assignment. There is no substitute for this assignment.

## WEEKLY SCHEDULE

Week 1. 20th Century Indigenous Organizing **September 9, 2025**

Duncan McCue · CBC. "What Does It Take for Aboriginal People to Make the News? | CBC News." CBC, January 29, 2014. <https://www.cbc.ca/news/indigenous/what-it-takes-for-aboriginal-people-to-make-the-news-1.2514466>.

Duarte, Marisa Elena. "Connected Activism: Indigenous Uses of Social Media for Shaping Political Change." *Australasian Journal of Information Systems* 21 (July 19, 2017).

Barker, Adam J. "'A Direct Act of Resurgence, a Direct Act of Sovereignty': Reflections on Idle No More, Indigenous Activism, and Canadian Settler Colonialism." *Globalizations* 12, no. 1 (January 2, 2015): 43–65.

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Week 2. Red Power and the Constitution Express **September 16, 2025**

Indian Chiefs of Alberta. "Citizens Plus," June 1970. 188-211

Salée, Daniel, and Carole Lévesque. "Canada's Aboriginal Policy and the Politics of Ambivalence: A Policy Tools Perspective." In *Sharing the Land, Sharing a Future*, edited by David Newhouse and Katherine A Graham, 424–447. Winnipeg, Manitoba: University of Manitoba Press, 2021.

Feltes, Emma, and Sharon Venne. "Decolonization, Not Patriation: The Constitution Express at the Russell Tribunal." *British Columbia Studies*, no. 212 (Winter 2021): 65–102.

*Dancing Around the Table, Part One*. Documentary. National Film Board of Canada, 1987.  
[https://www.nfb.ca/film/dancing\\_around\\_the\\_table\\_1/](https://www.nfb.ca/film/dancing_around_the_table_1/).

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Week 3. Oka and the Royal Commission on Aboriginal Peoples **September 23, 2024**

Alfred, Taiaiake, and Lana Lowe. "Warrior Societies in Contemporary Indigenous Communities." A Background Paper Prepared for the Ipperwash Inquiry. Victoria, British Columbia: University of Victoria, May 2005.

Wilkes, Rima, Catherine Corrigan-Brown, and Danielle Ricard. "Nationalism and Media Coverage of Indigenous People's Collective Action in Canada." *American Indian Culture and Research Journal* 34, no. 4 (January 1, 2010): 41–59.

*Kanehsatake: 270 Years of Resistance*. Documentary. National Film Board of Canada, 1993.  
[https://www.nfb.ca/distribution/film/kanehsatake\\_270\\_years\\_of\\_resistance](https://www.nfb.ca/distribution/film/kanehsatake_270_years_of_resistance)

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Week 4. Truth and Reconciliation in Canada

**September 30, 2024**

Dewar, Jonathan. "Chapter 17: The Art of Healing and Reconciliation: From Time Immemorial Through RCAP, The TRC, and Beyond." In *Sharing the Land, Sharing a Future*, edited by David Newhouse and Katherine A Graham, 54-##. University of Manitoba Press, 2020.

Mudde, Laura. "Framing the Truth and Reconciliation Commission Process in Canada: A Media Analysis of Settler Colonial Rhetoric and Colonial Denial, 2003-2016." *Journal of Critical Race Inquiry* 7, no. 2 (October 28, 2020): 46–73.

Stanton, Kim. "Canada's Truth and Reconciliation Commission: Settling the Past?" *International Indigenous Policy Journal* 2, no. 3 (August 29, 2011).

Harp, Rick. "Indigenous Current Affairs: The Rot of Reconciliation in Canada." Media Indigena. <https://mediaindigena.libsyn.com/the-rot-of-reconciliation-in-canada-ep-279>.

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**Indigenous Event Assignment Due**

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Week 5. Indigenous Governance in the 21<sup>st</sup> Century

**October 7, 2025**

Junger, Robin M., and Timothy John Murphy. "A Thunderbolt Decision on Métis Rights: Daniels v Canada (Indian Affairs and Northern Development)." *Aboriginal Bulletin*. Toronto: McMillan LLP, April 2016.

Russell, Hayley. "Unequal Under the Law: Indigenous Originalism and the Living-Tree Approach within Canadian Constitutional Jurisprudence." *Mapping Politics*, no. 9 (2018): 112–19.

Union of British Columbia Indian Chiefs. "Tsilhqot'in Nation v. British Columbia: Plain Language Version." Vancouver, B.C: Union of British Columbia Indian Chiefs, June 27, 2017.

*This Land Is Our (Title) Land*. The Agenda with Steve Paikin. Toronto, Ontario: TVO, 2015. <https://www.youtube.com/watch?v=3wl650YzgGc>.

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Week 6. Women and Girls Activism

**October 14, 2025**

Barker, Joanne. "Gender, Sovereignty, and the Discourse of Rights in Native Women's Activism." *Meridians: Feminism, Race, Transnationalism* 7, no. 1 (2006): 127–61.

McIvor, Sharon. "Aboriginal Women's Rights as 'Existing Rights.'" *Canadian Woman Studies*, n.d.

Watson, Kaitlyn. "Missing and Murdered Indigenous Women: The Role of Grassroots Organizations and Social Media in Education." *Canadian Woman Studies* 33, no. 1 & 2 (2019 2018): 7.

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**Truth and Reconciliation OR Temagami/N'Daki Menan Colloquium Due**

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**FALL BREAK**

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**Week 7. 2-Spirit and Indigiqueer Activism****October 28, 2025**

Ellasante, Ian Khara. "Radical Sovereignty, Rhetorical Borders, and the Everyday Decolonial Praxis of Indigenous Peoplehood and Two-Spirit Reclamation." *Ethnic and Racial Studies* 44, no. 9 (July 15, 2021): 1507–26.

Giroux, Dalie. "LGBTQ Issues as Indigenous Politics: Two-Spirit Mobilization." In *Queer Mobilizations: Social Movement Activism and Canadian Public Policy*, edited by Manon Tremblay, 20. Vancouver ; Toronto: UBC Press, 2015.

*Two Spirit People Are Reclaiming Their Land—and Their Identity | Transnational*. Transnational. Vice News, 2021. <https://www.youtube.com/watch?v=nIDDOcDE7Ag>.

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**Week 8. Land and the Environment****November 4, 2025**

Hume, Rebecca, and Kevin Walby. "Framing, Suppression, and Colonial Policing Redux in Canada: News Representations of the 2019 Wet'suwet'en Blockade." *Journal of Canadian Studies* 55, no. 3 (December 1, 2021): 507–40.

Reed, Graeme, Nicolas D. Brunet, Sheri Longboat, and David C. Natcher. "Indigenous Guardians as an Emerging Approach to Indigenous Environmental Governance." *Conservation Biology* 35, no. 1 (February 2021): 179–89.

Canadaland. "Landback, Then What?" Canadaland. Accessed November 22, 2023. <https://www.canadaland.com/podcast/772-landback-then-what/>.

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**Truth and Reconciliation Day Reflection Assignment Due**

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**Week 9. Public Space and Memory****November 11, 2025**

Spicer, Christina. "Set in Stone? Monuments, National Identity & Sir John A. Macdonald." *Leviathan* 11, no. 1 (2020): 34–37.

Clark, Brad. "#Unsettling Canada 150, One Tweet at a Time: How Indigenous Leaders Use Twitter to Resist and Reframe Mainstream News in Canada." In *Power Shift? Political Leadership and Social Media*, edited by Richard Davis and David Taras, 167–86. New York: Routledge, 2020.

McHutchion, Benjamin. "Colonial Statues as Memorial Contact Zones: Macdonald, Cornwallis and Statue Removal in Canada." *Sculpture Journal* 31, no. 1 (March 2022): 55–74.

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Week 10. Art and Activism

November 18, 2025

Ansloos, Jeffrey, Ashley Caranto Morford, Nicole Santos Dunn, Lindsay DuPré, and Riley Kucheran. "Beading Native Twitter: Indigenous Arts-Based Approaches to Healing and Resurgence." *The Arts in Psychotherapy* 79 (July 2022)

Nixon, Lindsay. "A Culture of Exploitation: 'Reconciliation' and the Institutions of Canadian Art." A Yellowhead Institute Special Report. Toronto, Ontario: Yellowhead Institute, August 2020.

Knockabout Media. "A New Way of Seeing." <https://knockaboutmedia.com/podcasts/among-equals/>.

Kent Monkman - *Miss Chief Eagle Testickle*. McMichae Canadian Art Collection  
<https://youtu.be/C12tA1qYRzg?si=RfknE2V5U1GL8jiX>

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Week 11. UNDRIP and Global Allyship

November 25, 2025

Desai, Chandni. "Disrupting Settler-Colonial Capitalism: Indigenous Intifadas and Resurgent Solidarity from Turtle Island to Palestine." *Journal of Palestine Studies* 50, no. 2 (April 2, 2021): 43–66.

Gray, Kevin. "Change by Drips and Drabs or No Change at All: The Coming UNDRIP Battles in Canadian Courts," n.d.

Lane, Temryss MacLean. "The Frontline of Refusal: Indigenous Women Warriors of Standing Rock." *International Journal of Qualitative Studies in Education* 31, no. 3 (March 16, 2018): 197–2142+.

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Week 12. Pretendians and Indigenous Identity

December 2, 2025

Foster, Brett. "Indigenous Identity Fraud Summit opens with denunciations, statements of solidarity." May 14, 2024 <https://www.cbc.ca/news/indigenous/indigenous-identity-fraud-summit-winnipeg-1.7204030>

Leo, Geoff. "Disputed History." October 12, 2022 <https://www.cbc.ca/newsinteractives/features/mary-ellen-turpel-lafond-indigenous-cree-claims>

Maclaurin, Stephanie, and Damien Lee. "Customary Adoption Is a Legitimate Basis of Indigenous Citizenship - The Globe and Mail," October 30, 2023, sec. Opinion.  
<https://www.theglobeandmail.com/opinion/article-customary-adoption-is-a-legitimate-basis-of-indigenous-citizenship/>.

*The Pretendians | The Passionate Eye | CBC Gem*, 2022. <https://gem.cbc.ca/the-passionate-eye>.

**Final Essay Due**



## **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