

**PSCI 3013A**  
**Indigenous Politics of Turtle Island**

| GENERAL INFORMATION                   |                                                                     |                                                       |
|---------------------------------------|---------------------------------------------------------------------|-------------------------------------------------------|
| <b>Instructors</b><br>Gabriel Maracle | <b>Email:</b><br>gabrielmaracle@cunet.carleton.ca                   | <b>Lecture Schedule:</b><br>Tuesdays 11:35 AM-14:25PM |
| <b>Course type:</b><br><b>Lecture</b> | <b>Lecture Location:</b><br>Confirm location on Carleton<br>Central | <b>Office Hours:</b><br>Tuesdays 10:00AM-11:00AM      |

## **COURSE DESCRIPTION**

This course is on Indigenous politics and issues in Canada. The course frames Indigenous people as navigating complex issues in modern and innovative ways. The course uses the social determinants of health to organize case studies, including self-government and self-determination, economic development, housing and homelessness, justice, environmental concerns, healthcare and education. This course will allow students to deepen their understanding of Indigenous issues through the lens of policy, activism, advocacy and community organization.

## **COURSE FORMAT**

This course is a three-hour lecture that will be given in person. However, considering the ever-shifting world we live in, things can change.

## **LEARNING OUTCOMES**

1. **Understand** key concepts and ideas in Indigenous Politics
2. **Critically Analyze** Indigenous approaches to self-government and self-determination
3. **Use** the theoretical approaches of two-eyed seeing in approaching Indigenous issues
4. **Discuss** a variety of political issues that are central to Indigenous politics
5. **Hone** academic research and writing skills

## **COURSE MATERIALS**

Required: Swiffen, Amy, and Joshua Ben David Nichols, eds. 2024. *Indigenous Peoples and the Future of Federalism*. University of Toronto Press. \$36.95

You can purchase this book from the Carleton Bookstore or through [University of Toronto Press](#)  
It is also available at the [Carleton Library](#)

*Additional required and recommended readings can be found online through the course Ares reserve or through Carleton's MacOdrum Library.*

## ASSIGNMENT FORMAT

All assignments need to be submitted to Brightspace by midnight of the due date. All written assignments must be (or have):

- Double-spaced
- 12-point font
- Submitted as a word document or pdf
- Chicago-style citation
- Properly formatted bibliography
- Consistent use of the academic voice
- Edited for grammar, spelling and syntax
- Any submissions that do not abide by these formats will be automatically failed.
- Any suspected use of Artificial will result in a zero, subsequent use will be referred to the Chair of the Department.
- All assignments are due at **11:59PM**

## EVALUATIONS-AT-GLANCE

|   | ASSIGNMENT              | WEIGHT | DUE DATE   |
|---|-------------------------|--------|------------|
| 1 | Positionality Statement | 10%    | Week 2     |
| 2 | Proposal                | 15%    | Week 4     |
| 3 | Political Analysis      | 10%    | Week 6     |
| 4 | Midterm                 | 10%    | Week 7     |
| 5 | 10-Minute Presentation  | 10%    | Weeks 9-11 |
| 6 | Briefing Note           | 25%    | Week 12    |
| 7 | Final                   | 20%    | TBD        |

## EVALUATIONS

### 1. Positionality Statement

Indigenous pedagogies and knowledges are rooted in understanding the background and stories we bring to the teaching environment. In this short assignment, students will discuss where they come from, what degree they are pursuing, and what knowledge and experiences they have about Indigenous peoples and politics.

This assignment **must** use the academic voice, but does not require sources. The assignment should be between 400-500 words.

### 2. Proposal

This is the basis for the **Briefing Note and 10-minute Presentation**. You will be expected to discuss the subject and scope of your assignment, along with a brief discussion of how this

assignment relates to the themes and ideas of the course. This portion should be no longer than **one-page**.

### **3. Political Analysis**

This assignment or issue will be based on your proposal and the final assignments, the briefing note and the presentation. In this assignment, you will analyze a political issue or initiative within Canada. You will look at how the municipal/provincial/federal government discusses and talks about a given issue. You will then look at how a local Indigenous community or government talks about the issue. You will be expected to provide analysis on and discuss what key terms and ideas each government or organization uses to frame [?] the issue, as well as where official governmental and Indigenous framings [?] align and differ. You are expected to use sources directly from the organizations. **This assignment should be between three-four pages.**

### **4. Midterm**

There will be a midterm in the last half of the class before fall break.

### **5. 10-Minute Presentation**

For this presentation, you will discuss your preliminary analysis and recommendations that come from your briefing note. The key difference between this and your briefing note is that you will have to discuss a communications strategy to raise public awareness of the issue and how to mobilize popular support for addressing the issue (social media campaigns, logos, catch-phrases, celebrity endorsements, etc). The evaluation will include content of the presentation, how the presentation is formatted and presentation style. **These will be held from Weeks 9 through 12 at the beginning of the class.**

### **6. Briefing Note**

A briefing note is a synthesized summary and argument document. It is crafted by policy analysts and researchers for senior policy analysts, managers, assistant deputy ministers, ministers and chief executive officers.

A briefing note follows a typical in-house format that will be provided to you, and uses academic or professional language. It provides a summary of a situation, the context around it, and a condensed argument or series of recommendations. A critical piece of a briefing note is that it is **brief**. For this assignment, the briefing note cannot be more than **three pages**, including citations.

### **7. Final Exam**

## COURSE SCHEDULE

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                              |
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| <b>Week 1:</b> September 15, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Indigenous Knowledge and Indigenous Politics |
| <ol style="list-style-type: none"> <li>1. Youngblood Henderson, James [Sákéj]. 2024. "Chapter 1: Creating Inclusive Canadian Federalism." In Indigenous Peoples and the Future of Federalism, edited by Amy Swiffen and Joshua Ben David Nichols. University of Toronto Press.</li> <li>2. Tuck, Eve, and K Wayne Yang. "Decolonization Is Not a Metaphor." Decolonization: Indigeneity, Education &amp; Society 1, no. 1 (2012): 1–40</li> </ol>                                                                                                                                                                                                                                        |                                              |
| <b>Week 2:</b> September 22, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Self-Governance and Devolution of Services   |
| <ol style="list-style-type: none"> <li>1. Asch, Michael. 2024. "Chapter 2: Consent and the Resolution of Political Relationships Between Indigenous People and the Canadian State." In Indigenous Peoples and the Future of Federalism, edited by Amy Swiffen and Joshua Ben David Nichols. University of Toronto Press.</li> <li>2. Minister of Justice and Attorney General of Canada. "Principles Respecting the Government of Canada's Relationship with Indigenous Peoples." The Canvas. Ottawa, Ontario: Department of Justice Canada, 2018.</li> </ol> <p><b>Positionality Statement Due</b></p>                                                                                  |                                              |
| <b>Week 3:</b> September 29, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | The Politics of Reconciliation               |
| <ol style="list-style-type: none"> <li>1. Christie, Gordon. 2024. "Chapter 3: Struggles Against Domestication: The United Nations Ont He Rights of Indigenous Peoples and Constitutional Pluralism." In Indigenous Peoples and the Future of Federalism, edited by Amy Swiffen and Joshua Ben David Nichols. University of Toronto Press.</li> <li>2. Carleton, Sean. "'I Don't Need Any More Education': Senator Lynn Beyak, Residential School Denialism, and Attacks on Truth and Reconciliation in Canada." Settler Colonial Studies 11, no. 4 (2021): 466–86. <a href="https://doi.org/10.1080/2201473X.2021.1935574">https://doi.org/10.1080/2201473X.2021.1935574</a>.</li> </ol> |                                              |
| <b>Week 4:</b> October 6, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Indigenous Nations and Urban Realities       |
| <ol style="list-style-type: none"> <li>1. Swiffen, Amy. 2024. "Chapter 7: Treaty Federalism, The Canadian Charter of Rights and Freedoms, and Section 25 as a Bridge across Legal Cultures." In Indigenous Peoples and the Future of Federalism, edited by Amy Swiffen and Joshua Ben David Nichols. University of Toronto Press.</li> <li>2. Dorries, Heather. "INDIGENOUS URBANISM AS AN ANALYTIC: Towards Indigenous Urban Theory." International Journal of Urban and Regional Research 47, no. 1 (2023): 110–18.</li> </ol> <p><b>Proposal Due</b></p>                                                                                                                              |                                              |

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| <b>Week 5:</b> October 13, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Health and Wellness                                   |
| <ol style="list-style-type: none"> <li>1. Fletcher, Christopher, Mylène Riva, Marie-Claude Lyonnais, Annie Baron, Ida Saunders, Melody Lynch, and Marie Baron. "Epistemic Inclusion in the Qanuilirpitaa? Nunavik Inuit Health Survey: Developing an Inuit Model and Determinants of Health and Well-Being." <i>Canadian Journal of Public Health</i> 115, no. S1 (January 2024): 20–30.</li> <li>2. Mashford-Pringle, Angela, and Denise Webb. "Appraising Canada's 1979 Indian Health Policy: Informing Co-development of Distinctions-based Indigenous Health Legislation." <i>Canadian Public Administration</i> 66 (2023): 62–77.</li> </ol> <p><b>Political Analysis</b></p> |                                                       |
| <b>Week 6:</b> October 20, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | The Ring of Fire and Economic Development             |
| <ol style="list-style-type: none"> <li>1. Beaton, Ryan. 2024. "Chapter 8: Positivism and Pluralism: The Legal Imagination of Sovereignty in Indigenous-State Relations." In <i>Indigenous Peoples and the Future of Federalism</i>, edited by Amy Swiffen and Joshua Ben David Nichols. University of Toronto Press.</li> <li>2. Lajoie-O'Malley, Alana, Kelly Bronson, and Gwendolyn Blue. "'Consent' as Epistemic Recognition: Indigenous Knowledges, Canadian Impact Assessment, and the Colonial Liberal Democratic Order." <i>Social Studies of Science</i> 53, no. 4 (2023): 545–71.</li> </ol>                                                                              |                                                       |
| <b>Reading Week: October 26-30</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                       |
| <b>Week 7:</b> November 3, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Indigenous Understandings of Housing and Homelessness |
| <ol style="list-style-type: none"> <li>1. Forchuk, Cheryl, Kevin Dickins, and Deborah Corring. "Social Determinants of Health: Housing and Income." <i>Healthcare Quarterly</i> 18, no. SP (January 14, 2016): 27–31.</li> <li>2. Thistle, Jessie. "Indigenous Definition of Homelessness in Canada." Toronto: Canadian Observatory on Homelessness Press, 2017.</li> </ol> <p><b>Midterm</b></p>                                                                                                                                                                                                                                                                                  |                                                       |
| <b>Week 8:</b> November 10, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Understanding Indigenous Approaches to Justice        |
| <ol style="list-style-type: none"> <li>1. Chartrand, Larry, and Kanatase Horn. "A Report on the Relationship between Restorative Justice and Indigenous Legal Traditions in Canada." Ottawa, Ontario: Department of Justice Canada, October 2016.</li> <li>2. Jassar, Sunam. "Access to Justice as a Social Determinant of Health: The Basis for Reducing Health Disparity and Advancing Health Equity of Marginalized Communities." <i>Windsor Yearbook of Access to Justice</i> 37, no. 1 (May 16, 2022): 359–76.</li> </ol>                                                                                                                                                     |                                                       |

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| <b>Week 9:</b> November 17, 2026                                                                                                                                                                                                                                                                                                                                   | Emergency Management and Climate Change          |
| 1. Foster-Sanchez, Maia, and Tara K. McGee. “It’s Not the Beds, It’s the People’: Building Capacity to Better Host First Nation Evacuations in Northeast Ontario, Canada.” International Journal of Disaster Risk Reduction 112 (October 2024): 104791.<br><a href="https://doi.org/10.1016/j.ijdrr.2024.104791">https://doi.org/10.1016/j.ijdrr.2024.104791</a> . |                                                  |
| <b>Week 10:</b> November 24, 2026                                                                                                                                                                                                                                                                                                                                  | Education and Indigenous Modernities             |
| 1. Aldag, John. “Braiding Learning and Healing: A Pathway to Improving Graduation Rates and Successful Outcomes for Indigenous Students.” Report of the Standing Committee on Indigenous and Northern Affairs. 44th PARLIAMENT, 1st SESSION, May 2024.                                                                                                             |                                                  |
| <b>Week 11:</b> December 1, 2026                                                                                                                                                                                                                                                                                                                                   | Child Welfare and Colonialism                    |
| 1. Blackstock, Cindy. “Did They Really Close or Just Morph Into Child Welfare?” Indigenous Law Journal 6, no. 1 (2007).<br><br>2. First Nations Child & Family Caring Society. “Reformed Approach to Child and Family Services.” Ottawa, Ontario: First Nations Child & Family Caring Society, June 2024.                                                          |                                                  |
| <b>Week 12:</b> December 8, 2026                                                                                                                                                                                                                                                                                                                                   | The Politics of Indigenous Identity Verification |
| 1. No readings<br><br><b>Briefing Note Due</b>                                                                                                                                                                                                                                                                                                                     |                                                  |

## **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/safety/resources/>

#### **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/>

Good2Talk: 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                      |