

**CARLETON UNIVERSITY
INSTITUTE OF INTERDISCIPLINARY STUDIES
(INDIGENOUS STUDIES)**

**INDG 2015/ANTH 2815/SOC 2810
FALL 2025**

INDIGENOUS RELATIONALITIES, KINSHIPS, AND KNOWLEDGES

Instructor: Shenella Charles

Office Hours: Mondays 10:00am-11:00am by appointment, Fridays 10:00am-11:00am by appointment.

Email: ShenellaCharles@cunet.carleton.ca

TA: TBA

Office Hours:

Email:

Course schedule: Fridays 11:35am-1:25pm

Pre-requisites & Precluded Courses: Second-year standing or permission of the Indigenous Studies program.

Course Description and Objectives:

This course engages several aspects of Indigenous kinships, relationalities and knowledges. Drawing on Indigenous Studies, Environmental Studies, Anthropology, and History we will explore conceptions of kinships, Indigenous ways of knowing, storytelling, and relationality. It centers Indigenous worldviews and ways of being and doing. We examine how these worldviews shape social interactions between Indigenous and non-Indigenous societies. Topics covered include Indigenous cosmologies, knowledges, water, land, and re-framing human and non-human relationships.

This course is taught in-person. Brightspace will be used for the following aspects of the courses: accessing all uploaded course materials; submission and grading of written assignments; discussion board; uploading of PowerPoint slides; announcements; email; assignment guidelines.

Course Content:

The topics we will be discussing in this course are difficult and will elicit a variety of emotions. This course deals with issues of colonization some readings and other content in this course address topics that some students may find distressing and/or traumatizing. I will aim to forewarn

students about especially disturbing content, and I expect everyone in our classroom to help to create an atmosphere of mutual respect, sensitivity, equity, and inclusivity.

Email Policy

Email should be used to ask your Instructor very specific and, for the most part, administrative questions (e.g. “Can I make an appointment to see you?” or “May I have an extension?”). More complex matters require a conversation either in office hours or by appointment. I will try to answer your email within 48 hours. I will respond over the weekend only if I consider the matter to be urgent. Emails should be polite and properly addressed and signed by the sender.

Reading (s)/Textbook (s): There are no textbooks for this course. All readings are available online through Brightspace.

Learning Outcomes

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

1. **Describe** Indigenous perspectives of kinship.
2. **Identify** how identities, differing worldviews and knowledge systems have shaped relations between Indigenous peoples and non-Indigenous peoples.
3. **Understand** the potential of co-creating and mapping emergent knowledges, resources, and places, that is not only situated in oral histories and traditions of Indigenous peoples but in contemporary stories and storytelling.
4. **Acknowledge** the diversity, complexity and mobility of Indigenous peoples and their local specific knowledge, politics, and economic landscapes.
5. **Reflect** on their own relationality and the importance of acknowledging that relationality to facilitate better relations with Indigenous peoples.

Course Requirements & Methods of Evaluation:

In accordance with the Carleton University Undergraduate Calendar Regulations, the letter grades assigned in this course will have the following percentage equivalents:

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|--------------|---------------------------------|----------------|-------------|
| A+ = 90-100 | B+ = 77-79 | C+ = 67-69 | D+ = 57-59 |
| A = 85-89 | B = 73-76 | C = 63-66 | D = 53-56 |
| A - = 80-84 | B - = 70-72 | C - = 60-62 | D - = 50-52 |
| F = Below 50 | WDN = Withdrawn from the course | DEF = Deferred | |

Summary and Details of Course Requirements

| Title of Assignment | Value | Due date |
|---------------------------|-------|---------------------------------------|
| 1. Reading Reflection | 10% | 19 th September at 11:59pm |
| 2. Documentary Analysis | 10% | 16 th October at 11:59pm |
| 3. In-Class Analysis | 15% | 30 th October in class. |
| 4. Research Paper Outline | 15% | 10 th November at 11:59pm |
| 5. Research Paper | 30% | 5 th December at 11:59pm |
| 6. Participation | 20% | Weekly |

Deadlines and Penalties:

Late assignments require prior notification of impending lateness. Without proper documentation, all late work will be assessed at a penalty of 3 percentage points per day of lateness. I will accommodate and support students who need an extension for an assignment and grant extensions if the circumstances warrant such consideration. **Extension requests must be submitted via email to your instructor by 4:00pm the day before the assignment is due. Assignments submitted more than seven (7) days past the deadline will not be accepted**

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.

Citation Style

The Chicago author-date citation style (17th edition) is to be used in the assignments and papers of this course.

1. Reflection on the assigned readings

Description: Each student will write a short two-page reflection (double-spaced, approximately 500 words) on that week's readings.

This reflection is a conceptual and analytical response to the readings. It should clearly and concisely outline the basic point of each of that week's readings and what impressions or lingering questions the student took away from the readings. These reflections must show that you have completed the readings, clearly understood them, and are prepared to engage with the material. This includes analytical concepts, key questions and issues relating to the argument and the types of sources on which the argument is based, and the implications of the argument. Reflections are should not be just summaries of the readings. They must engage with the assigned material and should not be based on personal stories or anecdotes. Footnotes are required for this assignment.

Due dates: The week when this assignment is due is clearly marked in the syllabus.

Method of submission: Please submit to Brightspace.

Value: 10%

2. Documentary Analysis

Description: Each student will write a short two-page analysis (double-spaced, approximately 500 words) on the documentary *The Amazon in Danger*.

Students will reflect on key themes and concepts in the documentary, select two aspects of the documentary and discuss how they are connected to the themes of the course. Students are required to cite lectures and readings to support their key points.

Due dates: The week when this assignment is due clearly marked in the syllabus.

Method of submission: Please submit to Brightspace.

Value: 10%

3. In-class analysis of the week's readings (40 minutes)

Description: Once during the semester students will write an in-class, open-book analysis of that week's readings in response to a question given out by your instructor.

This short test will be written during class time and will be based on the readings that students were expected to complete for that day. Students will have 40 minutes to complete it.

Appropriate arrangements will be made for students who require accommodation for timed test-taking.

Due date: The week when this will take place is clearly marked in the syllabus.

Submission: Students will have a window of time during class to write and submit their analysis to their instructor.

Value: 15%

4. Research Paper Outline

Description: Students will be required to write a 750-word outline that is the basis for the final term paper.

The outline should include their research questions and proposed thesis statement. I expect students to have a defined set of research questions and to demonstrate that they have done some initial reading on their chosen subject. Your outline should reference at least three sources that you have consulted in your initial research and clearly demonstrate how they are related to your chosen topic. Additionally, your outline should be structured around your questions and any tentative hypotheses you might have. I strongly discourage outlines that are scattered, and which do not demonstrate that you have begun to think seriously about your topic. So, for example, an outline that begins with the words "I think I want to write about Indigenous kinship in

Canada...” or “I’m interested in Indigenous knowledges...” is going to be far too vague and broad to result in either a good outline or, ultimately, a worthwhile term paper.

Due date: The week when this assignment is due is clearly marked in the syllabus.

Submission: Please submit to Brightspace.

Value: 15%

5. Term paper

Description: Students are required to submit a final, research-based term paper, due on the last day of class. The length of this assignment is approximately 8-10 pages double-spaced, approximately 2,000-2,500 words. Guidelines for the term paper will be distributed early in the semester. Students should consult your instructor/TA to get the go-ahead for their essays and keep in regular contact to ensure that their papers will meet the requirements for this assignment. Students may write on any topic of relevance to the course. Essays on topics deemed to fall outside the purview of the course will receive a failing grade.

Due date: The week when this assignment is due is clearly marked in the syllabus.

Method of submission: Please submit to Brightspace.

Value: 30%

6. Attendance and Participation in Tutorials and Lecture Discussions

Attendance in lectures and tutorials and demonstration of adequate preparation (this means having completed all or most of the readings) are **mandatory**. Students should be prepared to participate in weekly discussions in the lecture and tutorials. Tutorials will run from **12th September to 28th November**.

Participation is about more than just attendance; this component of the grade seeks to measure the extent to which students really immerse themselves in the course material. The course will also include a voluntary online discussion board. Constructive and respectful participation in this forum can also count towards engagement, however, your participation will primarily be assessed through lecture and tutorial discussions.

Due date: Tutorial attendance taken weekly; lecture attendance taken randomly (but frequently); engagement in tutorials, lectures, office hours and online discussions assessed weekly.

Value: 20%

Regulations, Accommodations, Plagiarism, Etc.

University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university’s website, here:

<https://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/>

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

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** for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send your ***Letter of Accommodation*** 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*).

For Religious Obligations:

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: www.carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

For 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: www.carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

For 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 where 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: www.carleton.ca/sexual-violence-support

Accommodation for Student Activities:

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

Academic Consideration for Short-term incapacitation:

“Short-term incapacitation” is illness, injury, or other extenuating circumstances beyond your control that can disrupt your ability to meet your academic obligations for five or fewer days. Depending on the circumstances, you may need to temporarily step away from your studies in order to take proper care of yourself.

If you are missing coursework or midterm work due to short-term incapacitation, you can contact your instructor(s) directly to request academic consideration. You are not required to submit a medical note if your absence lasts five or fewer days. If your instructor(s) requests that you provide supporting documentation, complete the [self-declaration form](#). Instructors have the right

to determine appropriate consideration at their discretion.

Plagiarism

Plagiarism is the passing off of someone else's work as your own and is a serious academic offence. For the details of what constitutes plagiarism, the potential penalties and the procedures refer to the section on Instructional Offences in the Undergraduate Calendar. Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy (See <https://carleton.ca/registrar/academic-integrity/>). The Policy is strictly enforced and is binding on all students. Academic dishonesty in any form will not be tolerated. Students who infringe the Policy may be subject to one of several penalties.

AI generated tools

The use of AI generated tools is not permitted. Any use of generative AI tools to produce assessed content is considered a violation of academic integrity standards.

What are the Penalties for Plagiarism?

A student found to have plagiarized an assignment may be subject to one of several penalties including but not limited to: a grade of zero, a failure or a reduced grade for the piece of academic work; reduction of final grade in the course; completion of a remediation process; resubmission of academic work; withdrawal from course(s); suspension from a program of study; a letter of reprimand.

What are the Procedures?

All allegations of plagiarism are reported to the faculty of Dean of FASS and Management. Documentation is prepared by instructors and departmental chairs. The Dean writes to the student and the University Ombudsperson about the alleged plagiarism. The Dean reviews the allegation. If it is not resolved at this level, then it is referred to a tribunal appointed by the Senate.

Assistance for Students:

Academic and Career Development Services: <https://carleton.ca/career/>

Writing Services: <http://www.carleton.ca/csas/writing-services/>

Peer Assisted Study Sessions (PASS): <https://carleton.ca/csas/group-support/pass/>

Important Information:

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).

- Students must always retain a hard copy of all work that is submitted.

- 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.

- Carleton University is committed to protecting the privacy of those who study or work here (currently and formerly). To that end, Carleton's Privacy Office seeks to encourage the implementation of the privacy provisions of Ontario's Freedom of Information and Protection of Privacy Act (FIPPA) within the university.

- In accordance with FIPPA, please ensure all communication with staff/faculty is via your Carleton email account. To get your Carleton Email you will need to activate your MyCarletonOne account through Carleton Central. Once you have activated your MyCarletonOne account, log into the MyCarleton Portal.

- Please note that you will be able to link your MyCarletonOne account to other non-MyCarletonOne accounts and receive emails from us. However, for us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid MyCarletonOne address. Therefore, it would be easier to respond to your inquiries if you would send all email from your connect account. If you do not have or have yet to activate this account, you may wish to do so by visiting <https://students.carleton.ca/>

Statement on 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-andcrisis/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: 343-3065550, <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-counsellingservices/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

- **Indigenous student health and support:**
- 24 Hour Residential School Crisis Line: 1-866-925-4419
- The Centre for Indigenous Support and Community Engagement (counselling, cultural programming, and medicine lodge):
<https://carleton.ca/indigenous/cisce/students/studentresources/>

INDG 2015 Fall 2025 Topics, Readings, and Due Dates Chart

| Week dates | Weekly lecture topic | Weekly Readings | Assignment due dates |
|------------------------------|----------------------|---|----------------------|
| Week 1: 3-6 September | Introduction | <ul style="list-style-type: none"> • Native-Land.ca Our home on native land • Yuria Celidwen and Dacher Keltner, “Kin relationality and ecological belonging: a cultural psychology of Indigenous transcendence”, <i>Frontiers in Psychology</i>., 19 October 2023. Volume 14 – 2023, 1-13. • Callison, Camille, Ann Ludbrook, Victoria Owen, and Kim Nayyer. 2021. “Engaging Respectfully With Indigenous Knowledges: Copyright, Customary Law, and Cultural Memory Institutions in Canada”. <i>KULA: Knowledge Creation, Dissemination, and Preservation Studies</i> 5 (1), 1-15. | |
| Week 2: 9-13 September | Storytelling | <ul style="list-style-type: none"> • Archibald, Jo-ann, and Q’um Q’um Xiiem. “Indigenous Storytelling.” In <i>Memory</i>, edited by Philipp Tortell, Mark Turin, and Margot Young 233–42. Peter Wall Institute for Advanced Studies, 2018, 233-241. • Krawec, Patty. Creation: “How We Got Here” in <i>Becoming Kin: An Indigenous Call to Unforgetting the Past and Reimagining Our Future</i>, Minneapolis, MN: Broadleaf Books, 2022, 25-40. • Grandmother Moon with Jan Longboat https://www.youtube.com/watch?v=sexeCj3LeZ4 | |

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| Week 3: 15-19 September | Indigenous Kinships: All my relations | <ul style="list-style-type: none"> Norton, Marcy. "The Chicken or the Iegue: Human-Animal Relationships and the Columbian Exchange." <i>The American Historical Review</i> 120, no. 1 (2015): 28–60. Baker, Janelle Marie. "Do Berries Listen? Berries as Indicators, Ancestors, and Agents in Canada's Oil Sands Region." <i>Ethnos</i> 86, no. 2 (2021): 273–94. Whyte, Kyle Powys. "Time as Kinship." Chapter. In <i>The Cambridge Companion to Environmental Humanities</i>, edited by Jeffrey Cohen and Stephanie Foote, Cambridge Companions to Literature. Cambridge: Cambridge University Press, 202, 39–55. | Reading Reflection Assignment: Due Friday 19th September @ 11:59pm |
| Week 4: 23-27 September | Indigenous Kinships: Implications and responsibilities towards Indigenous knowledges | <ul style="list-style-type: none"> Tynan, Lauren. "What Is Relationality? Indigenous Knowledges, Practices and Responsibilities with Kin." <i>Cultural Geographies</i> 28, no. 4 (2021): 597–610. Isaac, Gwyneira, Klint Burgio-Ericson, Lea McChesney, Adriana Greci Green, Karen Kahe Charley, Kelly Church, and Renee Wasson Dillard. "Making Kin Is More than Metaphor: Implications of Responsibilities toward Indigenous Knowledge and Artistic Traditions for Museums." <i>Museum Anthropology</i>, 2024, 1-17. | |
| Week 5: 30 September- 4 October | Contemporary struggles: Territory | <ul style="list-style-type: none"> "Indigenous Land Rights in Brazil: Challenges and Barriers to Land Demarcation." In <i>Indigenous Amazonia, Regional Development and Territorial Dynamics</i>. Switzerland: Springer International Publishing AG, 2020, 39-59. Communities fend off attacks as officials study Brazil's anti-Indigenous land rights bill (mongabay.com) | |

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| | | <ul style="list-style-type: none"> • Amnesty International reports 'ongoing violations' of human rights on Wet'suwet'en territory CBC News • “Removed from our land for defending it: Criminalization, Intimidation and Harassment of Wet'suwet'en land Defenders”, wetsuweten-report.pdf (amnesty.ca), 10-12 and 19-23. • Bulkan, Janette. ““Original Lords of the Soil”? The Erosion of Amerindian Territorial Rights in Guyana.” <i>Environment and History</i> 22, no. 3 (2016): 351–91. | |
| Week 6: 6-10 October | Contemporary Struggles: Fighting Back | <ul style="list-style-type: none"> • Documentary Screening in Class: <i>The Amazon in Danger</i> The Amazon in danger - Indigenous peoples and their struggle for the rainforest DW Documentary (youtube.com) • Vega, Ailén, James Angus Fraser, Maurício Torres, and Rosamaria Loures. “Those Who Live like Us: Autodemarcations and the Co-Becoming of Indigenous and Beiradeiros on the Upper Tapajós River, Brazilian Amazonia.” <i>Geoforum</i> 129 (2022): 39–48. • We Will Never Trade What is Sacred: Pariri Indigenous Association Cultural Survival • Sieged by mining and megaprojects, the Munduruku push for land rights in the Amazon (mongabay.com) • Movimento-Ipereg-Ayu-Brazil.pdf (equatorinitiative.org) | |
| Week 7: 13-17 October | Mapping as Reclamation? | <ul style="list-style-type: none"> • Hirt, Irene, and Bernard Debarbieux. “Indigenous Mapping: Reclaiming Territories, Decolonizing Knowledge.” In <i>The Politics of Mapping</i>. United States: John Wiley & Sons, Incorporated, 2022, 155-185. | Documentary Analysis Assignment Due Friday |

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| | | <ul style="list-style-type: none"> McGurk, Thomas J, and Sébastien Caquard. “To What Extent Can Online Mapping Be Decolonial? A Journey throughout Indigenous Cartography in Canada.” <i>The Canadian Geographer</i> 64, no. 1 (2020): 49–64. | 17th October @ 11:59pm |
| Week 8: 20 st -25 th October | Reading Week: No Classes or Tutorials | | |
| Week 9: 27-30 October-1st | Environmental Crisis: Indigenous Foodways | <ul style="list-style-type: none"> Liddell, Jessica, Sarah Kington, and Catherine E McKinley. “‘We Live in a Very Toxic World’: Changing Environmental Landscapes and Indigenous Food Sovereignty.” <i>Studies in Social Justice</i> 16, no. 3 (2022): 571-90. McNally, Michael D. “Where Food Grows on the Water: Manoomin/Wild Rice and Anishinaabe Peoplehood.” In <i>Native Foodways</i>, 73–98. United States: State University of New York Press, 2021, 73-98. The Food and Water Challenges of Guyana's Indigenous Communities - Caribbean Investigative Journalism Network (cijn.org) | In-Class Analysis: Friday 30th October during lecture time. |
| Week 10: 4-8 November | Environmental Crisis: Extractivism | <ul style="list-style-type: none"> Winton, Alexandra, and Joella Hogan. “It’s Just Natural: First Nation Family History and the Keno Hill Silver Mine.” In <i>Mining and Communities in Northern Canada</i>, 1st ed., Calgary: University of Calgary Press, 2015, 87-116. Nachet, Louise, Caitlynn Beckett, and Kristina Sehlin MacNeil. 2022. “Framing Extractive Violence as Environmental (in)Justice: A Cross-Perspective from Indigenous Lands in Canada and Sweden.” <i>The Extractive Industries and Society</i> 12: 100949-, 1-10. Astrid B. Stensrud, “Water as a Resource and a Being: Water Extractivism and Life Projects | |

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| | | in Peru” in <i>Indigenous Life Projects and Extractivism: Ethnographies from South America</i> . Springer International Publishing, 2019, 143-164. | |
| Week 11: 10-14 November | Indigenous Knowledges: Caring for our relations | <ul style="list-style-type: none"> Hernandez, Jessica. 2022. <i>Fresh Banana Leaves: Healing Indigenous Landscapes through Indigenous Science</i>. Huichin, unceded Ohlone land aka Berkeley, California: North Atlantic Books, 69-97. Hernandez, Jessica, Julianne Meisner, Lara A Jacobs, and Peter M Rabinowitz. “Re-Centering Indigenous Knowledge in Climate Change Discourse.” <i>PLOS Climate</i> 1, no. 5 (2022): e0000032-, Gagnon, Valoree S. “‘WATER AND ALL MY RELATIONS’: REIMAGINING INDIGENOUS WATER JUSTICE FOR SEVEN GENERATIONS.” <i>Human Organization</i> 82, no. 3 (2023): 274–87. | Research Paper Outline Due on Monday 10th November@ 11:59pm |
| Week 12: 17-21 November | Visit to Carleton Art Gallery | <ul style="list-style-type: none"> Martin, L. (2017). Anger and Reconciliation: A Very Brief History of Exhibiting Contemporary Indigenous Art in Canada. <i>Afterall: A Journal of Art, Context, & Enquiry</i>, 43 (1), 102–115. A Visual History of Contemporary Indigenous Art: the collection of the Indigenous Art Centre. By David, J. (September 12, 2018). National Gallery of Canada. Indigenous Art on a Global Stage By Igloliorte, H. (May 10, 2019). Inuit Art Quarterly | |
| Week 13: 24-28 November | Weaving Knowledges and Future Relationalities | <ul style="list-style-type: none"> Gavin Woodburn and Henry Lickers, “Three-Eyed Seeing in Science: Weaving Knowledge Systems”. Carleton University Collaborative Indigenous Learning Bundles | |

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| | | <ul style="list-style-type: none"> Arquette, Mary, Maxine Cole, Katsi Cook, Brenda LaFrance, Margaret Peters, James Ransom, Elvera Sargent, Vivian Smoke, and Arlene Stairs. "Holistic Risk-Based Environmental Decision Making: A Native Perspective." <i>Environmental Health Perspectives</i> 110, no. suppl 2 (2002): 259–64. Alexander, Steven M, Jennifer F Provencher, Dominique A Henri, Lushani Nanayakkara, Jessica J Taylor, Albana Berberi, Jed Immanuel Lloren, Jay T Johnson, Myrle Ballard, and Steven J Cooke. "Bridging Indigenous and Western Sciences in Freshwater Research, Monitoring, and Management in Canada." <i>Ecological Solutions and Evidence</i> 2, no. 3 (2021), 1-19/ Henri, Dominique A, Jennifer F Provencher, Ella Bowles, Jessica J Taylor, Jade Steel, Carmen Chelick, Jesse N Popp, et al. "Weaving Indigenous Knowledge Systems and Western Sciences in Terrestrial Research, Monitoring and Management in Canada: A Protocol for a Systematic Map." <i>Ecological Solutions and Evidence</i> 2, no. 2 (2021), 1-9. | |
| Week 14 1-5 December | No lecture or Tutorial: Solo writing time | Students will spend the time usually dedicated to lecture and discussion group working on their research paper. | Research Paper Due on Friday 5th December @ 11:59pm |