

Carleton University

Department of Sociology and Anthropology

Winter 2026

ANTH 2610

Studies in Indigenous People of North America: Issues in Anthropological Research

- **Algonquin Ottawa**

In person, on Tuesdays 2:35pm-5:25pm

Location: Please see Brightspace

Instructor: Algonquin Knowledge Carrier: Monique Manatch (ICMI)

Office Hours: By appointment

Email: moniquemanatch@cmail.carleton.ca

Overview

The containment of —the Indigenous People of North America as a distinct area of anthropological knowledge was central to the founding of anthropology as a discipline, and especially to the subfield of cultural anthropology, as it developed in North America since the turn of the 20th century. The official subtitle of the course, —Issues in Anthropological Research, reflects the continued intertwinement of disciplinary —issues and its studies of Indigenous peoples. But no issue has arisen within the discipline that rivals the transformations wrought by Indigenous movements to take back control over their lives, knowledges and territories from settler-colonial states and allied institutions, including universities. This Indigenous resurgence has forced the discipline of anthropology to transform, especially with respect to anthropologists' research relationships with and, often, as Indigenous people, but it has not yet (as far as we know) led to a substantial reconfiguration of anthropology's role in the university and the particular circumstances that make anthropological teaching and learning in the university possible.

In our particular circumstances, at Carleton, what fundamentally makes our teaching and learning possible is the unceded, unsundered Algonquin land our offices, classrooms, and ICT infrastructure occupy. Before we can begin to imagine what this means for everything we do here, we must first understand what it means in itself. What is Algonquin territory? Why is it unceded? And what the heck is —Canada's Capital University, not to mention Canada's capital, doing here? The answers to these questions are simultaneously extremely simple and profoundly complex, depending on how you approach them. Our goal in this course is to learn how to approach them with respect and hope for a future in which this Algonquin territory is again subject to Algonquin law.

Learning outcomes (at least 3):

1. A clear understanding of the history of the Algonquin Nation
2. A clear understanding of the contemporary presence of the Algonquin Nation in Ottawa
3. An appreciation of Algonquin arts and culture.

Assignments and grading

There are three main assignments for this course. The first one, due the Friday before reading week, is to compose your own land acknowledgement for significant activities taking place in Algonquin territory. You may compose a brief formal acknowledgement with supplementary

background information or a longer reflection, either way totaling approximately 500-600 words. The second assignment, due the last day of class is a group presentation on the sustained Algonquin presence in Ottawa as demonstrated in a particular location, of which you will research the history, present concerns or conflicts, and possible futures. The final assignment builds on the first two as well as the course readings and lectures to articulate, in the format of your choice (text, audio, visual), a decolonized future for the Ottawa area. It is nominally a take-home exam, so references, integrated into the work, or attached as an addendum will be required. More details about each home exam, so references, integrated into the work, or attached as an addendum will be required assignment will be posted to the course Brightspace page over the course of the semester. The first assignment will be worth 25% of your grade. The group project and the final will each be worth 30%. The remaining 15% of your grade comes from attendance and participation as described below...

Attendance and participation

Attendance is mandatory, not only because there will be ideas and material presented in class that will not be replicated in the assigned readings nor otherwise available online, but because the point at which Indigenous and anti-oppressive non-Indigenous educational models intersect is in the practice of active listening, and in cultivating the capacity to engage in respectful dialogue on the basis of a shared framework of knowledge that is built, collectively, not given from above. We can only do this when we are together in class. That said, we understand that health, stress, and transit make it so it is not always possible to make it to class. Of the 11 instructional days after the first introductory class, attending 10 constitutes perfect attendance, 9 a 90%, and so on. When adding attendance into the calculation of your final grade I reserve the right to round up a point or two for those students who participate actively, respectfully and thoughtfully in class discussion.

In addition to in-class participation, students are required to research and post two locations in the National Capital Region of Algonquin or Indigenous significance including history, contemporary relevance, or art. These locations can be posted on the Google map made available on Bright Space. A 500 word explanation of each location will accompany the posting. This map will ultimately act as the resource for selecting a location for the group presentations. Time will be set aside for discussion in class.

Required readings and other media

All the required materials for this course will be available on the course Brightspace page at least two weeks before the relevant class meeting. Readings, audio-recordings, videos are all required and *not* to be shared or distributed outside of the class unless otherwise specified. The one required book, Bonita Lawrence's Fractured Homeland, can be accessed as an e-book through the Carleton library website and ARES.

Equity and Inclusion in Learning

This class represents a substantial and even risky effort to do the anthropology of North America differently. To start with it decenters anthropological expertise to engage in a practice of effortful, collective learning about the reality of living, working and teaching on unceded Algonquin territory. This work will be pursued in conversation with Instructor and Algonquin Knowledge Carrier Monique Manatch as well as others in the Algonquin community..

This means to equally appreciate the attention of those listening when you are speaking and appreciate the courage of those speaking when you are listening. It means to assume neither that your peers share your life and educational experience nor that they don't. What we will share is the space we make together to learn, perhaps a bit less comfortably than we are accustomed to, and it is everyone's responsibility to protect and honor that space. This is especially so as the seemingly abstract —space of our dialogue is also an actual place—a not-insignificant spot of unceded Algonquin territory where the Rideau River briefly escapes the colonial infrastructure of the Rideau Canal.

Lectures and Guest Lectures

Because people are busy, yet generous of their time when they have it, the exact schedule of our field-trips, guest lectures, and the format for their delivery, will be in flux. In order to maximize the possibility of your learning from our guests, please expect to be flexible as the schedule of readings and prof-led lectures changes to accommodate them.

Division of labor

Thanks to a collaborative Memorandum of Understanding between the Department of Sociology and Anthropology, the Indigenous Environmental Knowledge Institute, and Indigenous Cultures and Media Innovations, this course respects both university regulations and Algonquin protocol. Monique Manatch is responsible for the course in terms of required reading, assignments, learning outcomes, grading, etc. She is obligated to the university and to you as university students. Monique is also responsible for the course in terms of direct and indirect sharing of Algonquin knowledge and protocol. She is obligated to the host community. Most questions about the course—organization, grading, readings, expectations, complaints—should be directed to Monique Manatch the instructor of record.

Preliminary schedule of readings (and listenings):

Tuesday Jan 6, 2026: Introductions and welcome to the course

Jan 13, 2026: Formal opening—Where is Algonquin territory? Algonquin Elder Albert Dumont Opening ceremony and Poetry discussion.

Readings/Listenings: Bonita Lawrence (2012), Fractured Homeland, pp. 1-37; Kirby Whiteduck (2009), —Our Majestic Forests: An Aboriginal View of Algonquin Park,|| in Algonquin Park: The Human Impact.

Jan 20, 2026: Albert Dumont Guest Lecture on Zoom
Readings/Listening: TBA

Jan 27, 2025: Stories of dispossession and resistance
Readings: Lawrence (2012) pp.38-82; Greg Sarazin (1989) —Algonquins South of the Ottawa: 220 Years of Broken Promises,|| in Drumbeat: Anger and Renewal in Indian Country.

Feb 3, 2026: Ottawa River archaeology Randy Boswell Lecture (Tentative)
Readings: Pilon and Boswell (2015) —Below the Falls||; Randy Boswell Op-eds (2018; 2021)

Feb 10, 2026: Lynn Gehl – remote lecture tentative The Algonquin land claim
Readings: Lawrence (2012) pp.83-129; Lynn Gehl (2003) —The Rebuilding of a Nation||; Hafez (2021) —Algonquin Anishinabeg vs. The Algonquins of Ontario||

Groups set for place-based assignment

Friday Feb 13, 2026
Land acknowledgement assignment due by midnight

Feb 16-20, 2026: READING WEEK--No class

Feb 24, 2026: Simon Brascoupe lecture
Unsettling Ottawa Readings/Listenings: Julie Tomiak (2016) —Unsettling Ottawa; Andrew Crosby (2021) —(Re)Mapping Akikodjiwan; William Commanda (2009) —An Urgent Message to Queen Elizabeth III||

March 3, 2026: Gloria Bell Remote lecture tentative– Wampum Belts – Readings from Eternal Sovereigns TBA

March 10, 2026: Algonquin Futures 2
Readings/Listenings: Lawrence (2012), pp. 278-301; Kyle Powys-White (2017), —Our Ancestors Dystopia Now,||; Moose Moratorium docs

March 17, 2026:*lace-based presentations in class*

March 24, 2026: *Place-based presentations in class*

March 31, 2026: *Place-based presentations in class*

April 7, 2026 Algonquin Elder Albert Dumont presentation and closing ceremonies.

April 24, 2026: *Final assignment—Algonquin Futures—due by midnight*

Additional Information

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

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	

Academic 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:

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances, are outlined on the Academic Accommodations website (students.carleton.ca/course-outline).

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*).

*The deadline for contacting the Paul Menton Centre regarding accommodation for February/March examinations is **February 1, 2026** and **March 15, 2026** for April examinations.

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>

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.

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:

Mental Health: As a 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. For more information, please consult <https://wellness.carleton.ca/>

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/>.

WINTER TERM 2026 – Important Dates and Deadlines

December 29, 2025

- Deadline for course outlines to be made available to students registered in full winter and early winter term courses.

January 5, 2026

- University reopens
- Winter term begins. Full winter and early winter classes begin.

January 9, 2026

- Last day for registration and course changes (including auditing) in early winter courses.

January 13, 2026

- OSAP deferral deadline.

January 16, 2026

- Last day for registration and course changes (including auditing) in full winter and late winter courses.
- Last day to withdraw from early winter courses with a full fee adjustment.
- Graduate students who have not electronically submitted their final thesis copy to Graduate Studies will not be eligible to graduate in winter 2026.

January 23 -
February 1, 2026

- Full fall and late fall term deferred final examinations will be held.

January 31, 2026

- Last day to withdraw from full winter courses and the winter portion of fall/winter courses with a full fee adjustment.

February 1, 2026

- Last day to request Formal Examination Accommodations for Feb/Mar final examinations from the Paul Menton Centre for Students with Disabilities.
- Last day for academic withdrawal from early winter courses.

February 6, 2026

- Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in early winter term undergraduate courses, before the official Feb/Mar final examination period.

February 13, 2026

- Last day of early winter classes.
- Last day for final take-home examinations to be assigned in early winter courses.
- Last day that can be specified by an instructor as a due date for term work for early winter courses.
- April examination schedule available online.

February 16, 2026

- Statutory holiday. University closed.
- Deadline for course outlines to be made available to students registered in late winter courses.

February 16-20, 2026

- Winter break, no classes.

February 21 -
March 1, 2026

- Final examinations in early winter undergraduate courses will be held.

February 23, 2026

- Late winter classes begin.

February 27, 2026

- Last day for registration and course changes (including auditing) in late winter courses.

March 1, 2026

- Last day for receipt of applications for admission to an undergraduate degree program for the fall/winter session from applicants whose documents originate outside Canada or the United States.
- Last day for receipt of applications for admission from candidates who wish to be guaranteed consideration for financial assistance (including Carleton fellowships, scholarships and teaching assistantships) administered by Carleton University.
- Last day for receipt of applications for admission to an undergraduate program for the summer term.

March 6, 2026

- Last day to withdraw from late winter term courses with a full fee adjustment.

March 13-15, 2026

- Early winter undergraduate deferred final examinations will be held.

March 15, 2026

- Last day for academic withdrawal from full winter, late winter, and fall/winter courses.
- Last day to request Formal Examination Accommodations for April full winter, late winter, and fall/winter final examinations from the Paul Menton Centre for Students with Disabilities.

March 25, 2026

- Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in full winter term or fall/winter undergraduate courses, before the official April final examination period

April 1, 2026

- Last day for graduate students to submit their supervisor-approved thesis, in examinable form to the department.
- Last day for receipt of applications from potential spring (June) graduates.
- Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in late winter term undergraduate courses, before the official final examination period

April 3, 2026

- Statutory holiday. University closed.

April 8, 2026

- Classes follow a Friday schedule.
- Last day that can be specified by an instructor as a due date for term work for full winter and late winter courses.
- Last day for final take-home examinations to be assigned.
- Last day of full winter, late winter, and fall/winter classes.
- Winter term ends.

April 9-10, 2026

- No classes or examinations take place.

April 11-23, 2026

- Final examinations in full winter, late winter, and fall/winter courses will be held.

April 23, 2026

- All final take-home examinations are due on this day.

May 1, 2026

- Last day for receipt of applications for undergraduate internal degree transfers to allow for registration for the summer session.