



Parliamentary Precinct, [H. Belden & Co. Illustrated Historical Atlas](#) (1879)

## CDNS 3000

### Producing Knowledge

*What does “being here” mean for you?*

Seminar/Workshop

Mondays 11:35-14:25

Dunton Tower 1216

Instructor: Rebecca Clare Dolgoy

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## Course Description:

What is *good* work? What is *ethical* work? What makes work *meaningful*? How can we individually and collectively communicate arguments, ideas, and findings? In *Producing Knowledge* we will find ways of responding to these questions by exploring the “why”, “what”, and “how” questions of qualitative methods, and to focus the concepts and skills acquired throughout their education and experiences to date on a particular critical question: What does “being here” mean for you?

We have been asked by our colleagues at MacOdrum Library to respond to the [H. Belden & Co. Illustrated Historical Atlas](#) (1879). Students will be supported and mentored as they develop a high-quality piece of well-researched work in response to one page/image/map/element of the atlas. Students may choose to write an essay (max. 1250 words) but they are also invited to produce critique in a different format (e.g. visual essay, interview(s), podcast, film/video, digital curatorial project). Students will have the opportunity to *publish* their work on the MacOdrum Library website. Where additional mentorship or evaluation is required, specific arrangements will be made.

As we move through the course’s three parts – problematizing, preparing, producing –students will produce material that will be useful for their final projects. The course is designed to be both a seminar and workshop. In the seminar portion of the course we will work with texts, images, films, and host guest speakers/panels. In the workshop portion of the course we will practice various methodological approaches to gathering, interpreting, and conveying different knowledges. The course is also designed to be cuPortfolio-based to allow students to document their learning/experience, submit work that uses a variety of media, and make connections between the various course activities. Rather than a standard midterm/final/essay format, students will be expected to produce regular reflections, and complete small tasks throughout the term. There will be regularly scheduled portfolio check-in points (Classes: 4, 7, 12, and December 17). Students will be instructed on how to use cuPortfolio and templates for some of the assignments will be provided.

## Course Objectives/Aims

This course has three main aims:

1. *To help students grasp ethical, material, and structural approaches to research while at the same time developing a project that is ready to be communicated to a wider public:* The assignments are structured to be iterative to help students build towards a viable final project.
2. *To help students cultivate their own voices in speech and in writing:* While the course is designed to help students prepare their own critical piece of work, emphasis is placed on active and sustained participation and presence in the class.
3. *To help students develop critical and analytical skills that will be useful for them outside the classroom:* The course is devoted to engaging with ethical and practical considerations that inform both research and other professional activities. The course also emphasizes the importance of structuring and communicating ideas.

## Learning Outcomes

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

1. Articulate a nuanced understanding of “ethical”, “good”, and “meaningful” work.
2. Produce a thoughtful response to object to the Belden Atlas.
3. Demonstrate a consideration of the ethical, critical, and rigorous approaches to research.
4. Display skills they have cultivated in terms of collaboration and public engagement.
5. Practice reflexivity in their work and incorporate it in their outlook.

## Required Readings/Material

A week-by-week schedule of required material is available in this syllabus (appendix 1) and on cuLearn. Where possible, all material will be posted on cuLearn through AERES. An online version of the H. Belden & Co. Illustrated Historical Atlas (1879) may be found via a link on the MacOdrum Library (<https://library.carleton.ca/find/maps/online-maps/illustrated-historical-atlas-county-carleton-including-ottawa>)

A list of additional reading and other critical material that might be helpful is available in this syllabus (appendix 2). Please feel free to bring additional material (e.g. texts, images, videos) that you think is helpful to my attention and to the attention of your colleagues.

### **Assignments/Evaluation**

A short description of each of assignment may be found in the syllabus. Detailed briefs of each assignment can be found on cuLearn. Should the need arise, updated briefs will be distributed in class and made available on cuLearn.

### **Participation: 10%:**

The quality of comments, listening, general presence, and support of other students will be factored into the participation mark. The grade will be assigned at the end of term.

### **Portfolio Check-Ins: 40% (4 Check-Ins at 10% each)**

- **Portfolio Check-In 1: 10% (due October 1, Class 4)**
  - Set up My Portfolio
  - Reflection on “good work”
  - Photo essay on a place in Ottawa (5 photos with captions and a brief introduction)
- **Portfolio Check-In 2: 10% (due October 29, Class 7)**
  - Response to “space, place, maps”
  - Reflection on selected image/map from Belden Historical Atlas
  - Digital Scrapbook of material on selected image/map (10 entries)
- **Portfolio Check-In 3: 10% (due December 3, Class 12)**
  - Project plan
  - Reflection on ethics
  - Short literature review
- **Portfolio Check-In 4: 10% (due by 11:59 pm on Monday December 17)**
  - Final reflection (on the course and on “what does good work mean for you”)

### **Presentations: 20%**

- **“What does good work mean for you?”: 5%:** Each student will make one Powerpoint slide or PDF that they will upload to cuLearn before the beginning of Class 2. The instructor will assemble them in one file and each student will be expected to speak for 5-7 minutes about their slide during the workshop portion of the class.
  - Due: September 17 (Class 2)
  - *In the instance that the student registers for the course after the second class they will have the opportunity to give a presentation at a later date.*
- **Presenting your project: 5%:** Students will give short presentations (7 minutes) on their final projects.
  - Due: November 26 (Class 11)
- **Leading the Class discussion (e.g. presenting on an article, moderating a panel/discussion): 10%:** Students will either work alone or in groups and will be responsible for leading a seminar discussion either by presenting on one of the readings or moderating a panel. There is a Powerpoint/slide presentation component to leading the discussion.
  - Due: At various points throughout the term. The schedule of presentations will be finalized during the second class.

### **Final Project: 30%: Monday December 17**

Students will produce a “response object” (e.g. 1250-word essay, photo essay with critical texts, set of interviews/podcast, visual response) to either an image or a map from the [H. Belden & Co. Illustrated Historical Atlas](#) (1879).

**Policy on submitting work, deadlines/late submission**

If you know that you will need an extension or accommodation please contact the instructor before the as soon as possible. Late assignments will be penalized at 1% per day. The maximum deduction for any assignment is 15%.

**Policy on excursions/field trips**

CDNS 3000 will take place at Carleton. Our only “field trips” will be to MacOdrum Library. All sessions will take place during normal class hours with the exception of Class 5, Critical Toponymies (a presentation by Jean-Luc Fournier and a workshop). Details (date, time, place) will be determined and communicated in the early part of the term. Additional activities/readings will be made available for those who cannot participate in that session.

**Academic Integrity**

*The following texts are adapted from Carleton’s academic integrity and equity policies. For more details see the Academic Integrity Policy: <https://carleton.ca/secretariat/wp-content/uploads/Academic-Integrity-Policy.pdf>*

**Plagiarism:** Plagiarism is a very serious academic offence. It occurs when someone tries to pass anyone else’s work as their own. It occurs when a student either a) directly copies more than one or two sentences of another’s written work without acknowledgement; or b) closely paraphrases the equivalent of a short paragraph or more without acknowledgement; and c) borrows, without acknowledgement, any ideas in a clear and recognized form, in such a way, as to present them as the student’s own thoughts, where such ideas, if they were the student’s own would contribute to the merit of his or her work. Instructors who suspect plagiarism are required to submit the paper and supporting documentation to the Department Chair, who will refer the case to the Dean.

**Resubmission of Work:** Because of the nature of the final project you may have questions about re-submitting your work. Prior approval of the instructor must be obtained if you intend to submit work that has previously or concurrently been submitted, in whole or in part, for credit in any other course.

**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:

**Pregnancy obligation**

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: [carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf](https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf)

**Religious obligation**

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: [carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf](https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf)

**Academic Accommodations for Students with Disabilities**

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting

accommodation from PMC, meet with your instructor as soon as possible to ensure accommodation arrangements are made. [carleton.ca/pmc](https://carleton.ca/pmc)

### **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 is survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: [carleton.ca/sexual-violence-support](https://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>

For more information on academic accommodation, please contact the departmental administrator or visit: [students.carleton.ca/course-outline](https://students.carleton.ca/course-outline)



**Appendix 1:**  
**Course Schedule (includes readings and other material)**  
***Mondays 11:35-14:25 (unless otherwise indicated)***

**CLASS 1, SEPTEMBER 10: INTRODUCTIONS**

**Material:** Syllabus, cuPortfolio,

**Activities:** introductions, discussion, going through the syllabus, setting up cuPortfolio, library visit

**CLASS 2, SEPTEMBER 17: WHY QUESTIONS**

**Material:**

Kirby, Sandra L., Lorraine Greaves, and Colleen Reid, "Why do Research?", in *Experience Research Social Change: Methods Beyond the Mainstream* (Peterborough: Broadview Press, 2006), pp. 11-27.

Smith, Linda Tuhiwai, "Research Through Imperial Eyes", in *Decolonizing Methodologies: Research and Indigenous Peoples* (New York: Zed Books, 1999), pp. 42-57.

**Activities:** presentations on "good work", watch "The danger of a single story" (Chimamanda Ngozi Adichie)

**Due:** Assignment/presentation "What does good work mean for you?"

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**PART I: PROBLEMATIZING**

**CLASS 3, SEPTEMBER 24: MAPS? MAPPING? (session at MacOdrum Library)**

**Material:**

H. Belden & Co., "Historical Sketch of the County of Carleton",  
<[http://ia600506.us.archive.org/12/items/cihm\\_12020/cihm\\_12020.pdf](http://ia600506.us.archive.org/12/items/cihm_12020/cihm_12020.pdf)>, pp. i-iv

Decolonial Atlas: <<https://decolonialatlas.wordpress.com>>  
(pay particular attention to the material on Canada/Ontario)

Craig, Raymond B, "Cartography and Decolonization", in *Decolonizing the Map: Cartography from Colony to Nation*, edited by James R. Akerman, (Chicago: The University of Chicago Press, 2017), pp. 11-72.

**Activities:** Monica Ferguson and her colleagues will offer an introduction to the Library's map collection

**CLASS 4, OCTOBER 1: SPACE & PLACE**

**Material:**

De Certeau, Michel, "Walking in the City (chapter VII)", in *The Practice of Everyday Life*, trans. by Steven Rendall, (Berkeley: University of California Press, 1984), pp. 91-110.

Massey, Doreen, "A Global Sense of Place", in *Space, Place and Gender* (Cambridge: Polity, 1994), 146-156.

Tuan, Yi-Fu, "Introduction" and "Experiential Perspective", in *Space and Place: The Perspective of Experience*, (Minneapolis: The University of Minnesota Press, 1977).

Maddougall, Brenda, "Space and Place within Aboriginal Epistemological Traditions: Recent Trends in Historical Scholarship", *The Canadian Historical Review*, 98.1, (2017), pp. 64-82.

**Due:** Portfolio Check-In 1

## **CLASS 5, TBD: CRITICAL TOPONYMIES**

### **Material:**

Armstrong, G.H., "Preface", in *The Origin and Meaning of Place Names in Canada* (Toronto: The Macmillan Company of Canada Limited, 1930), pp. n/a. (eBook available: <http://www.pgdpCanada.net>)

CBC, "Original Indigenous Place Names in Manitoba", 2017: <http://www.cbc.ca/news/canada/manitoba/indigenous-place-names-manitoba-1.3968249>

Di Gangi, Peter (Algonquin Nation Secretariat), *Toponymical Imperialism in Quebec, 1911-1928*, September 9, 2010: [http://www.algonquinnation.ca/?page\\_id=268](http://www.algonquinnation.ca/?page_id=268)

Everett-Green, Robert, "How My Neighbourhood Looks and Sounds in Ojibway", *Globe and Mail*, 2015 (updated 2018): <http://www.theglobeandmail.com/news/national/how-my-neighbourhood-looks-and-sounds-in-objibway/article23793202/>

Jenish, D'arcy, "Mapman of Temagami", *Legion Magazine*, 2006: <https://legionmagazine.com/en/2006/05/mapman-of-temagami/>

**Activities:** a lecture and workshop with Jean-Luc Fournier

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## **PART II: PREPARING**

### **CLASS 6, OCTOBER 15: WRITING WORKSHOP: RESEARCH QUESTIONS AND STRUCTURING RESPONSES**

**Material:** tbd.

**Activities:** presentation by TA from the Writing Services/Centre for Student Academic Support, pitch workshop

**Notes:** Please bring your project worksheet (it will be provided in advance)

**NO CLASS ON OCTOBER 22**

### **CLASS 7, OCTOBER 29: ETHICS PROTOCOLS AT CARLETON**

#### **Material:**

Carleton University: Policy on the Responsible Conduct of Research (PDF pp. 1-9).

Tri-Council Policy Statement (2014): Chapter 1 (pp. 5-12), Chapter 9 (pp. 109-138), Chapter 10 (pp. 139-150).

Webinar with Dr John M.H. Kelly (Co-Director of the Centre for Indigenous Research Culture, Language and Education at Carleton), and Laure-Lee Balkwill (Policy Analyst, Secretariat on Responsible Conduct of Research) Research Involving First Nations, Inuit and Métis People of Canada (May 10, 2012):

<https://www.youtube.com/watch?v=zR61Gf1XH2A&t=1285s#https://www.youtube.com/watch?v=zR61Gf1XH2A&t=1285s>

**Activities:** instructor-led discussion, student presentations, workshop with CUREB form (using examples that engage with place)

**Due:** Portfolio Check-In 2

## **CLASS 8, NOVEMBER 5: REFLEXIVITY/POSITIONALITY/SITUATING THINKING ABOUT ETHICS**

### **Material:**

Kovacs, Margaret, "Situating Self, Culture, and Purpose in Indigenous Inquiry", in *Indigenous Methodologies: Characteristics, Conversations, and Contexts* (Toronto: University of Toronto Press, 2009), pp. 109-120.

*Students might also want to look at: Prologue (pp. 3-8), Introduction (pp. 9- 22), Conclusion (pp. 174-179), Epilogue (pp. 179-184)*

England, Kim, "Getting Personal: Reflexivity, Positionality, and Feminist Research", *The Professional Geographer: Forum and Journal of the Association of American Geographers*, 46. 1 (February 1994), pp. 80-89.

**Activities:** student-moderated virtual discussion (via cuLearn), instructor-led in class discussion, discussion with graduate students about ethics in their own work

## **CLASS 9, NOVEMBER 12: AT THE LIBRARY**

**Material:** tbd.

**Activities:** library workshop led by research librarian, Martha Attridge Bufton, and a visit with the Carleton archives led by Monica and her colleagues

## **PART III: PRODUCING**

## **CLASS 10, NOVEMBER 19: WORKING WITH.... (People, Places, and "Things"/Objects)**

### **Material:**

Clark, Dylan, "The Raw and the Rotten: Punk Cuisine," *Ethnology*, 43(1), 2004, pp. 19–31.

Hugill, David, "What is a Settler Colonial City?", *Geography Compass*, 11(5), 2017.

Larson, Mary, "Steering Clear of the Rocks: A Look at the Current State of Oral History Ethics in the



Digital Age”, *Oral History Review*, 40.1 (2013), pp. 36-49.

Sheftel, Anna and Stacey Zembrzycki, “Introduction”, *Oral History Off the Record: Toward an Ethnography of Practice*, ed. by Anna Sheftel and Stacey Zembrzycki, Basingstoke: Palgrave Macmillan, 2013, pp. 1-19.

Simon, Roger I, "The terrible gift: Museums and the possibility of hope without consolation", *Museum management and curatorship*, 21.3 (2006), pp. 187-204.

*Other material tbd.*

**Activities:** students will moderate a panel of visitors who will speak with us about their research (e.g. methodological approaches, ethics). Confirmed visitors include: Trina Cooper-Bolam, Sarah Gelbard, David Hugill, and Heather Leroux. Other visitors may be joining us.

## **CLASS 11, NOVEMBER 26: PRESENTATIONS**

### **Material:**

Msimang, Sisonke, “If a story moves you, act on it” (TED Talk, 2016)  
[https://www.ted.com/talks/sisonke\\_msimang\\_if\\_a\\_story\\_moves\\_you\\_act\\_on\\_it](https://www.ted.com/talks/sisonke_msimang_if_a_story_moves_you_act_on_it)

**Activities:** student presentations (7 minutes per presentation) and discussion

**Due:** Short presentations on final projects

## **CLASS 12, DECEMBER 3: “PLACEMAKING’ WORKSHOP” (Collaboration, Co-creation)**

### **Material:**

Dolgoy, Rebecca, Sarah Gelbard, and Amanda Montague, “But What About the Library?”, *Spacing*, 47 (National Issue). 2018. (*Forthcoming*, <http://spacing.ca>)

Smith, Pam Sandlian, “What to Expect from Libraries in the 21<sup>st</sup> Century” (TED Talk, 2013)  
<https://www.youtube.com/watch?v=fa6ERdxyYdo>

**Activities:** Sarah Gelbard and Amanda Montague will lead a workshop

**Due:** Portfolio Check-In 3

**Final projects and Portfolio Check-In 4 are due on Monday December 17.**

## Appendix 2

### Selected Bibliography/Reading/Viewing List

#### Methodologies

- Barker, Derek. 2004. The Scholarship of Engagement: A Taxonomy of Five Emerging Practices. *Journal of Higher Education Outreach and Engagement*, 9 (2), 123-137.
- Cross, Nigel. 2006. *Designerly Ways of Knowing*. Basel: Birkhäuser.
- High, Steven. 2014. *Oral History at the Crossroads: Sharing Life Stories of Survival and Displacement*. Vancouver: UBC Press.
- Denzin, Norman K, Yvonna Lincoln, and Linda Tuhiwai Smith. 2008. *Handbook of Critical and Indigenous Methodologies*. Los Angeles, CA: Sage.
- Jay, Gregory. 2010. The Engaged Humanities: Principles and Practices for Public Scholarship and Teaching. *Journal of Community Engagement and Scholarship*, 3 (1), 51.
- Kirby, Sandra L., Lorraine Greaves, and Colleen Reid. 2006. *Experience Research Social Change: Methods Beyond the Mainstream*. Peterborough: Broadview Press.
- Kovach, Margaret. 2010. *Indigenous Methodologies: Characteristics, Conversations, and Contexts*. Toronto: University of Toronto Press.
- Mau, Bruce, and Jennifer Leonard. 2004. *Massive Change*. New York, NY: Phaidon Press Limited.
- Nagy Hesse-Biber, Sharlene (ed.). 2006. *Handbook of Feminist Research: Theory and Praxis*. Thousand Oaks, CA: Sage.
- Rose, Gillian. 2016. *Visual Methodologies: An Introduction to Researching with Visual Materials (4<sup>th</sup> Edition)*. London: Sage.
- Saukko, Paula. 2003. *Doing Research in Cultural Studies: An Introduction to Classical and New Methodological Approaches*. London: Sage.
- Silverman, David (ed). 2011. *Qualitative Research (3<sup>rd</sup> Edition)*. London: Sage.

#### Indigenous and Canadian Studies

- Asch, Michael. 2014. *On Being Here to Stay: Treaties and Aboriginal Rights in Canada*. Toronto: University of Toronto Press.
- Barker, Adam. J. 2009. The Contemporary Reality of Canadian Imperialism: Settler Colonialism and the Hybrid Colonial State. *The American Indian Quarterly*, 33 (3), 325-351.
- Battell Lowman, Emma, Adam J. Barker. 2015. *Settler: Identity and Colonialism in 21st Century Canada*. Halifax & Winnipeg: Fernwood Publishing.
- Battiste, Marie. 2011. *Reclaiming Indigenous Voice and Vision*. Vancouver: UBC Press.
- Bociurkiw, Marusya. 2011. *Feeling Canadian: Television, Nationalism, and Affect*. Waterloo: Wilfrid Laurier University Press.
- Borrows, John. 2005. "Crown and Aboriginal Occupations of Land: A History and Comparison." Report commissioned by the Canadian Ministry of the Attorney General.
- Chambers, Iain, Lidia Curti. 1996. *The Post-colonial Question: Common Skies, Divided Horizons*. London: Routledge.
- Coates, Ken. 2015. *#IdleNoMore and the Remaking of Canada*. Regina: University of Regina Press.
- Coulthard, Glen Sean. 2014. *Red Skin White Masks: Rejecting the Colonial Politics of Recognition*. Minneapolis, MN: University of Minnesota Press.
- Henderson, Jennifer, Pauline Wakeham. 2013. *Reconciling Canada: Critical Perspectives on the Culture of Redress*. Toronto: University of Toronto Press.
- Kamboureli, Smaro, and Robert Zacharias (eds). 2012. *Shifting the Ground of Canadian Literary Studies*. TransCanada Series. Waterloo: Wilfrid Laurier University Press.
- Lawrence, Bonita. 2012. *Fractured Homeland: Federal Recognition and Algonquin Identity in Ontario*. Vancouver: University of British Columbia Press.
- Lonetree, Amy. 2012. *Decolonizing Museums: Representing Native America in National and Tribal Museums*. Chapel Hill, NC: University of North Carolina Press.
- Mackey, Eva. 2002. *The House of Difference: Cultural Politics and National Identity in Canada*. Toronto:

- University of Toronto Press.
- Mackey, Eva. 2016. *Unsettled Expectations: Uncertainty, Land and Settler Decolonization*. Halifax: Fernwood Publishing.
- Manuel, Arthur, Grand Chief Ronald M. Derrickson. 2015. *Unsettling Canada: A National Wake-Up Call*. Toronto: Between the Lines.
- Neatby, Nicole, Peter Hodgins. 2012. *Settling and Unsettling Memories: Essays in Canadian Public History*. Toronto: University of Toronto Press.
- Opp, James, Walsh, John. 2010. *Placing Memory and Remembering Place in Canada*. Vancouver: UBC Press.
- Phillips, Ruth. 2011. *Museum Pieces: Toward the Indigenization of Canadian Museums* (Vol. 7). Montreal: McGill-Queen's Press-MQUP.
- Regan, Paulette. 2010. *Unsettling the Settler Within: Indian Residential Schools, Truth Telling, and Reconciliation in Canada*. Vancouver: UBC Press.
- Simpson, Leanne Betasamosake. 2011. *Dancing On Our Turtle's Back: Stories of Nishnaabeg Re-creation, Resurgence and a New Emergence*. Winnipeg: Arbeiter Ring Publishing.
- Sugars, Cynthia, Eleanor Rose Ty. 2014. *Canadian Literature and Cultural Memory*. Oxford: Oxford University Press.
- Truth and Reconciliation Commission of Canada. 2015. *Canada's Residential Schools: The Legacy (Volume 5)*. The Final Report Of The Truth And Reconciliation Commission Of Canada. Truth and Reconciliation Commission of Canada.
- Truth and Reconciliation Commission of Canada. 2015. *What We Have Learned: Principles of Truth and Reconciliation*. Winnipeg: CreateSpace Independent Publishing Platform.
- Tuck, Eve, K Wayne Yang. 2012. "Decolonization is Not a Metaphor: Decolonization: Indigeneity, Education, & Society, 1(1).

#### **Online Sources: Maps/Cartography/Canada/Ottawa**

- Algonquins of Ontario: <http://www.tanakiwin.com/algonquins-of-ontario/our-proud-history/>
- H. Belden & Co., "Historical Sketch of the County of Carleton":  
[http://ia600506.us.archive.org/12/items/cihm\\_12020/cihm\\_12020.pdf](http://ia600506.us.archive.org/12/items/cihm_12020/cihm_12020.pdf)
- Decolonial Atlas: <https://decolonialatlas.wordpress.com>
- Historical Atlas of Canada: Online Learning Project:  
<http://www.historicalatlas.ca/website/hacolp/index.htm>
- Library and Archives Canada: Maps, Charts and Architectural Plans Collection: A Search Guide:  
<http://www.bac-lac.gc.ca/eng/discover/maps-charts-plans/Pages/maps-charts-architectural-plans.aspx>
- National Capital Commission: <http://ncc-ccn.gc.ca>
- Natural Resources Canada (NRCAN)L Geographical Names in Canada  
<https://www.nrcan.gc.ca/earth-sciences/geography/place-names/10786>
- Natural Resources Canada (NRCAN): National Topographic System Maps:  
<https://www.nrcan.gc.ca/earth-sciences/geography/topographic-information/maps/9767>
- Ontario.ca: The Algonquin Land Claim: <https://www.ontario.ca/page/algonquin-land-claim>
- Open Canada: <https://www.opencanada.org/features/the-politics-of-maps/>

#### **Other Useful Links:**

- Carleton University Writing Services: <https://carleton.ca/csas/writing-services>