



COURSE OUTLINE (v.2.0)

ADVANCED TOPICS IN GEOGRAPHY: INDIGENOUS ENVIRONMENTAL ACTIVISM

Meeting Time: Wednesdays--2:30-5:20 PM, MacLaurin Building D110

Office Hours: Mondays and Thursdays, 10:30 AM-12:00 PM or by appointment, in-person and virtually

Office Location: David Turpin Building B306 and via Zoom

Contact: dsmiles@uvic.ca

COURSE DESCRIPTION

In this course, we will critically analyze Indigenous activism in environmental contexts, its root causes, and the outlook of such acts into the future. We will begin exploring the ways in which colonization has wrought tremendous changes to Indigenous environments. We then will turn our attention to the role of Indigenous environmental activism amidst the rise of Indigenous activism in the 1960s and 1970s, moving to the efforts of Indigenous nations and communities in the 1980s, 1990s and 2000s to secure and assert rights related to the environment. We then return to the current upswelling of Indigenous environmental activism, contemplating what this may mean for the environment, including both humans and more-than-human kin. Finally, we conclude this course by looking towards Indigenous conceptions of the future of their natural and political environments and what they might look like in an era of climate crisis. This course will utilize unique activities to evaluate and reinforce course concepts, including the simulated production of a podcast series as the main activity for this class.

We will be spending some time outdoors for some class meetings; I will let you know ahead of time when this happens. Please be prepared for outdoor class and for potential (limited exposure) to the elements.

KEY THEMES: Indigenous geographies, Indigenous environmental history, settler colonialism, activism, Indigenous futures

REQUIRED TEXTS:

We do not have a textbook in this course. I feel that there is not a single textbook that can authoritatively speak on the subject of Indigenous environmental activism, and at any rate, I do not want to burden you with extra financial cost for a textbook that we would use very infrequently. I would much rather highlight the work of Indigenous scholars and activists who are deeply engaged with this work. Therefore, our required texts will consist of journal articles, book chapters, zines and other publications written primarily by Indigenous authors and communities. I will post all required and supplemental media/readings on Brightspace.

LEARNING OUTCOMES

Students will:

- Apply geographic and historical concepts and methods to examine the rise and growth of Indigenous environmental activism over the last 50 years.
- Assess their own place in the world, how it might change as a result of climate change/climate crisis, and how Indigenous viewpoints and methodologies might help mitigate these effects or allow for adaptation to take place.
- Define settler colonialism, define indigeneity, and understand the relationship between the two.
- Understand the history of environmental changes in the United States and Canada, and how they have affected Indigenous peoples
- Identify and discuss processes of global climate change and their effects on Indigenous peoples
- Understand the ways that processes of climate change and environmental injustice have harmed and continue to harm Indigenous communities

EVALUATION

Grade Breakdown	%
Podcast Production	50
Participation Roles	25
Final Presentation and Reflection	25

Podcast Production (50% of grade)

Over the course of our time together this term, you will be placed into small groups of 4-6 students, and will begin the process of creating a podcast surrounding Indigenous environmental activism in more general contexts, as well as surrounding our time together as a class. Each group will focus on 'producing' one episode of the potential podcast, including selecting a topic, doing research on the topic, creating a script, and potentially recording some elements of the podcast. We also will spend time editing and producing the podcast during the semester. This will be broken down into smaller assignments, such as creating an episode pitch, logging your production, curating a list of sources, etc. We will discuss this more at length during our second class meeting.

Participation Roles (25% of grade)

Besides the lectures, we will also devote time towards discussing the readings and lectures in class, in a seminar-style setting. Students should come to class prepared and ready to discuss and contribute to the larger discussion.

I recognize that for some students, "in-person" participation may be anxiety inducing and difficult to do in a large class setting. Therefore, there are alternative ways for students to show that they are engaging with the course material and the lectures/guest lectures without having to do so in a way that can make

them uncomfortable. Based on practices done by Dr. Max Liboiron (Memorial University), these alternatives take the form of class participation roles—such volunteering to be an official note taker for a given class, developing seminar discussion questions, e-mailing an author of a text with your reaction to their writing, and other activities. I will discuss these roles more in detail in class.

Final Presentation and Reflection (25% of grade)

During the last class meeting, each podcast group will present the work they've done on their episode so far, as well as exploring the broader themes they've been investigating in their work. Each student will also complete a reflection on what they've learned during our time together in the course, to be submitted to me.

GRADING SYSTEM

As per the Academic Calendar:

Grade	Grade point value	Grade scale	Description
A+ A A-	9 8 7	90-100% 85-89% 80-84%	Exceptional, outstanding and excellent performance. Normally achieved by a minority of students. These grades indicate a student who is self-initiating, exceeds expectation and has an insightful grasp of the subject matter.
B+ B B-	6 5 4	77-79% 73-76% 70-72%	Very good, good and solid performance. Normally achieved by the largest number of students. These grades indicate a good grasp of the subject matter or excellent grasp in one area balanced with satisfactory grasp in the other area.
C+ C	3 2	65-69% 60-64%	Satisfactory , or minimally satisfactory . These grades indicate a satisfactory performance and knowledge of the subject matter.
D	1	50-59%	Marginal Performance. A student receiving this grade demonstrated a superficial grasp of the subject matter.
F	0	0-49%	Unsatisfactory performance. Wrote final examination and completed course requirements; no supplemental.
N	0	0-49%	Did not write examination or complete course requirements by the end of term or session; no supplemental.

GEOGRAPHY DEPARTMENT INFO

- Geography Department website: uvic.ca/socialsciences/geography/
- Geography Department Chair: geogchair@uvic.ca
- Geography Undergraduate Advising: geogadvising@uvic.ca

BRIGHTSPACE

We will have a Brightspace page for the course, where you can find a schedule and download the readings for each week. Additionally, I will provide a “Q & A” discussion forum on Brightspace for students to talk to me and each other about any questions they may have about the readings.

So, if this applies to you, as it likely will to everyone this semester, consult the **Course Q&A discussion** in Brightspace and use the search function. I check and respond to these messages regularly and you may find that I’ve already addressed your question. If you don’t find an answer, post your question to the discussion board. Your classmates may provide an answer before me.

The Course Q&A discussion is not appropriate for questions about your grade, illness, etc. In those situations, an e-mail is the best way to contact me. I will typically check and reply to e-mails and messages in the discussion boards every **24 hours on school days, but please allow up to 48 hours.**

POLICY ON LATE ASSIGNMENTS

Late take-home work is subject to a 10% penalty per day late. So, for example, if an assignment is due on Wednesday, if a student turns it in the following Wednesday, it will be subject to a 70% points penalty. The final assignment will also be subject to a late penalty—we will discuss this in class towards the end of the semester. **In-class work cannot be made up except in extenuating circumstances.**

POLICY ON ATTENDANCE

Attendance is very vital. You will do best in the course if you are attending class meetings and engaging with the material. If you miss classes, it will be more difficult for you to receive a good grade in the course, as you’ll be missing key insights and discussions that can help you do a good job in your reflections/midterm/final project. It also goes a long way towards building a community in the classroom!

Of course, emergencies and other things come up, and I am quite understanding of this. We have both in-person and Zoom options to attend class if you can’t make it to campus, but if you cannot attend at all for a given reason, please reach out to me—I am usually quite willing to excuse absences. If you don’t let me know, this is OK too, but my policy is to allow up to 2 unexcused absences in a term without it affecting a student’s grade.

If you have 3 or more absences without letting me know beforehand or soon afterward, you cannot earn a grade higher than a B- (70%) in the course, regardless of your performance in the rest of the course.

MASK POLICY

Per B.C. provincial public health policy and UVic policy, you are **no longer required to wear a mask in class, however you are highly encouraged to do so. Please be respectful of your classmates if they choose to continue to wear a mask.** The policy on masks in this class will always reflect current provincial and University policy.

ACADEMIC INTEGRITY

It is every student's responsibility to be aware of the university's policies on academic integrity, including policies on **cheating, plagiarism, unauthorized use of an editor, multiple submission, and aiding others to cheat.**

UVic Policy on Academic Integrity: web.uvic.ca/calendar/undergrad/info/regulations/academic-integrity.html

Specific Policies for this course:

- **Assignments:** You must complete all assignments yourself, without any external help or communication, unless the instructions specifically say something else.
Your written assignments should be your own original work. You should follow a consistent citation style (e.g. MLA, APA, Chicago) to cite the ideas and words of your research sources. You are free to ask a trusted person to proofread your assignments before you turn them in. This also goes for using any University writing resources. Limited editing of your assignments is permitted but the overwhelming majority of what you turn in must be your own.
- **Reusing past work:** In general, you are prohibited in University courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss this with me before submitting it.
- **Collaboration and informal peer-review:** The course includes several opportunities for collaboration with your classmates. While study groups and peer-review of written work is encouraged, remember that copying answers is not permitted. If you're unsure about a particular situation, please feel free to ask me ahead of time.

If you have any questions or doubts, talk to me. For more information, see uvic.ca/learningandteaching/cac/index.php.

ACCESSIBILITY

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a documented disability or health consideration that may require accommodations, please feel free to approach me and/or the Centre for Accessible Learning (CAL) as soon as possible (uvic.ca/services/cal/). The CAL staff is available by appointment to assess specific needs, provide referrals, and arrange appropriate accommodations. The sooner you let us know your needs, the quicker we can assist you in achieving your learning goals in this course.

POSITIVITY AND SAFETY

The University of Victoria is committed to promoting, providing and protecting a positive and safe learning and working environment for all its members.

SEXUALIZED VIOLENCE PREVENTION AND RESPONSE AT UVIC

UVic takes sexualized violence seriously, and has raised the bar for what is considered acceptable behaviour. We encourage students to learn more about how the university defines sexualized violence and its overall approach by visiting uvic.ca/svp. If you or someone you know has been impacted by sexualized violence and needs information, advice, and/or support please contact the sexualized violence resource office in Equity and Human Rights (EQHR). Whether or not you have been directly

impacted, if you want to take part in the important prevention work taking place on campus, you can also reach out:

Where: Sexualized violence resource office in EQHR; Sedgewick C119

Phone: 250.721.8021

Email: svpcoordinator@uvic.ca

Web: uvic.ca/svp

COURSE EXPERIENCE SURVEY (CES)

I value your feedback on this course. There will be two opportunities to provide feedback—the first opportunity will take place around Week 7 and will provide an opportunity for you to give feedback on the course so far—this will help me to make adjustments going forward. Additionally, towards the end of term, as in all other courses at UVic, you will have the opportunity to complete an anonymous survey regarding your learning experience (CES). The survey is vital to providing feedback to me regarding the course and my teaching, as well as to help the department improve the overall program for students in the future. The survey is accessed online and can be done on your laptop, tablet, or mobile device. I will remind you and provide you with more detailed information nearer the time but please be thinking about this important activity during the course.

WEEKLY CALENDAR

WEEK	DATE	Topics:
1	January 10 th (Online Asynchronous Class)	Syllabus, introduction to settler colonialism and the environment—historical perspectives (Colonization to early 20th century) ASYNCHRONOUS CLASS Readings: This syllabus! Englert, Sai. "Settlers, Workers, and the Logic of Accumulation by Dispossession." <i>Antipode</i> (2020).
2	January 17 th	Settler colonialism and the environment II: Indigenous dystopias (1940-1970) <i>Guest Lecture: Hayden Nelson, University of Kansas</i> Readings: Francis W. Kaye, "Little Squatter on the Osage Diminished Reserve: Reading Laura Ingalls Wilder's Kansas Indians," <i>Great Plains Quarterly</i> 20, no. 2 (Spring 2000): 123-140. Cynthia Culver Prescott, <i>Pioneer Mother Monuments: Constructing Cultural Memory</i> (Norman: University of Oklahoma Press, 2019), pp. 3-48.

3	January 24 th	<p>Red Power and the Environment <i>Guest Lecture: Marissa Weaselboy (Shoshone), UVic Geography</i></p> <p>Readings:</p> <p>Brugge, Doug, and Rob Goble. "The history of uranium mining and the Navajo people." <i>American Journal of Public Health</i> 92, no. 9 (2002): 1410-1419.</p> <p>The Red Nation Podcast: "History of the American Indian Movement"</p>
	January 24 th	Last day to add courses for Spring Term
4	January 31 st	<p>Indigenous Sovereignty and the Environment (1970-2000) <i>Guest Lecture: Heather Evans, CBC</i></p> <p>Nesper, Larry. <i>The walleye war: The struggle for Ojibwe spearfishing and treaty rights</i>. U of Nebraska Press, 2002. (Selected sections)</p> <p>Gilio-Whitaker, Dina. <i>As long as grass grows: The indigenous fight for environmental justice, from colonization to Standing Rock</i>. Beacon Press, 2019. (Selected sections)</p>
5	February 7 th	<p>Environmental Racism & Environmental Justice Episode Pitches due by 11:59 PM on February 7th <i>Guest Lecture: Dr. Heather Castleden, University of Victoria</i></p> <p>Readings:</p> <p>Castleden, H., Bennett, E., Pictou Landing Native Women's Group, Lewis, D., & Martin, D. (2017). "Put It Near the Indians": Indigenous Perspectives on Pulp Mill Contaminants in Their Traditional Territories (Pictou Landing First Nation, Canada). <i>Progress in Community Health Partnerships: Research, Education, and Action</i>, 11(1), 25-33.</p> <p>Lewis, D., Francis, S., Francis-Strickland, K., Castleden, H., & Apostle, R. (2021). If only they had accessed the data: Governmental failure to monitor pulp mill impacts on human health in Pictou Landing First Nation. <i>Social Science & Medicine</i>, 288, 113184.</p>
6	February 14 th	Indigenous Environmental activism case study #1: Pipelines Group Check-Ins (10 sources on bibliography due by today)

		<p>Readings:</p> <p>McCreary, T.A. and Milligan, R.A., 2014. Pipelines, permits, and protests: Carrier Sekani encounters with the Enbridge Northern Gateway project. <i>cultural geographies</i>, 21(1), pp.115-129.</p> <p>Greaves, W. and Lackenbauer, W., 2019. <i>First Nations, LNG Canada, and the Politics of Anti-Pipeline Protests</i>. Canadian Global Affairs Institute.</p> <p>Temper, L., 2019. Blocking pipelines, unsettling environmental justice: from rights of nature to responsibility to territory. <i>Local Environment</i>, 24(2), pp.94-112.</p> <p>The Red Nation, "Fighting for Our Lives: #NoDAPL in Historical Context"</p>
7	February 21st	NO CLASS-Reading Break!
8	February 28th	<p>Indigenous environmental activism, case study #2: Indigenous Cultural Resource Management/Protection ZOOM CLASS—Dr. Smiles in Buffalo, New York <i>Guest Lecture: Andrew Hinshelwood, Northwest Archaeological Assessments</i></p> <p>Readings:</p> <p>TBD</p>
	February 29th	Last day to drop Spring Term courses without penalty of failure
9	March 6th	<p>Indigenous environmental activism, case study #3: British Columbia Group Check-Ins (25-30 bibliography entries due today)</p> <p>Reading:</p> <p>Blomley, Nicholas. "'Shut the Province Down': First Nations Blockades in British Columbia, 1984-1995." <i>BC Studies: The British Columbian Quarterly</i> 111 (1996): 5-35.</p> <p>Roy, Susan. "'I live off this land': Tahltan women and activism in northern British Columbia." <i>Women's History Review</i> 28, no. 1 (2019): 42-56.</p> <p>For The Wild Podcast episode on Fairy Creek</p>

10	March 13 th	<p>Anthropocene/Climate Crisis—Human Dimensions First Script Drafts Due 3/17/24</p> <p>Readings:</p> <p>Whyte, Kyle. "Our ancestors' dystopia now: Indigenous conservation and the Anthropocene." (2016).</p> <p>CBC Podcast: Storytelling/Storylistening on Climate Adaptation</p>
11	March 20 th	<p>Indigenous Climate Adaptation and Mitigation Second Scripts Drafts Due 3/24/24</p> <p><i>Outdoor Nature walk w/Indigo Underwood and Dr. Smiles walking lecture (UVic Geography) during first half of class</i> <i>Guest Lecture—Annita Lucchesi, Sovereign Bodies Institute during second half of class</i></p> <p>Readings:</p> <p>Cameron, Emilie S. "Securing Indigenous politics: A critique of the vulnerability and adaptation approach to the human dimensions of climate change in the Canadian Arctic." <i>Global environmental change</i> 22, no. 1 (2012): 103-114.</p> <p>Whyte, Kyle Powys. "Indigenous women, climate change impacts, and collective action." <i>Hypatia</i> 29, no. 3 (2014): 599-616.</p> <p>Tribal Adaptation Menu Team. 2019. Dibaginjigaadeg Anishinaabe Ezhitwaad: A Tribal Climate Adaptation Menu. Great Lakes Indian Fish and Wildlife Commission, Odanah, Wisconsin</p> <p>BCAFN Report: Cultural Rights of First Nations and Climate Change</p> <p>Falanruw, Marjorie VC. "Canaries of Civilization: Small Island Vulnerability, Past Adaptations and Sea-Level Rise." <i>Indigenous Knowledge for Climate Change Assessment and Adaptation</i> [Nakashima, D., I. Krupnik and J. Rubis (eds.)]. Cambridge University Press, UNESCO, Cambridge (2018): 247-253.</p>
12	March 27 th	<p>Indigenous (Environmental) Futurisms</p> <p><i>Guest Lecture: Dr. Jason Corwin, State University of New York at Buffalo</i></p> <p>Readings:</p>

		<p>Whyte, Kyle. "Indigenous climate change studies: Indigenizing futures, decolonizing the Anthropocene." <i>English Language Notes</i> 55, no. 1 (2017): 153-162.</p> <p>Todd, Z. (2017). Fish, Kin, and Hope: Tending to water violations in amiskwaciwâskahikan and Treaty Six Territory. <i>Afterall: A Journal of Art, Context and Inquiry</i> 43(1): 102-107.</p>
13	April 3 rd	Course Wrap-Up and Final Presentations
	Final	<u>Podcast materials and reflections due 4/24 by 11:59 PM Pacific</u>

DISCLAIMER

The above schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances. Any changes will be communicated to students ahead of time and will not result in extra burden to students.

FACULTY FEEDBACK AND RESPONSE TIME:

The following list will give you an idea of my intended availability throughout the course.

Grading and Feedback:

Most assignments are small and will usually be graded within a few days. For any larger assignments, you can generally expect feedback within **7 days**.

E-mail:

I will typically respond to e-mails within **24 hours on school days, but please allow up to 48 hours. I do not mind being e-mailed on the weekends, but I do ask that you reserve this to emergencies/urgent situations only.**

Office Hours:

I will offer office hours in person, and virtually through Zoom. **Please attend office hours if you have questions and are able to attend—doing so will help me to get to know you better as a student and can allow me to provide more one-on-one help with course concepts.**

OTHER TOPICS

Email/In-Person Decorum:

Professional communication is expected at all times; I will always treat you with respect in my communications, so we ask that you do the same. Feel free to address me by my first name in e-mail communications or in person (i.e. Dear Deondre), but **please do address me by name**. If you want to use an honorific, “Dr. Smiles” works fine in all communications.

When e-mailing me, please include “GEOG 491” in the subject line so that I know it is regarding class. The exception is if you are messaging me on Brightspace, it will automatically let me know.

DISCUSSION, COMMUNICATION AND WRITING GUIDELINES

The following are general expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** Written assignments should have a professional tone. For discussions and other communication there is no need to act as if you were writing a research paper, but you should still remember to write using good grammar, spelling, and punctuation. If you want feedback on your writing, I am always happy to provide it.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online or in-person. **Homophobic, racist, xenophobic and sexist language is not tolerated in my class. If you are in violation of this policy, I will ask you to meet with me in office hours to discuss your conduct in class. A second violation will result in my recommendation that you drop the class.**
- **Electronics usage:** The use of personal laptops or tablets for note-taking purposes is permitted and encouraged. Doing anything on your laptops and/or tablets that is not related to class is discouraged. The use of your phone during class is also discouraged. If I find that you are extremely distracted during class, I will likely reach out to you for a chat about what we can do to make sure you are more 'present' in class.
- **Backing up your work:** Please make sure you are saving your work! Technical issues can happen with computers and I don't want you to lose any work that you have spent time and effort on. I highly recommend saving your work in multiple places, such as an external hard drive, the 'cloud', a flash drive, etc.

NOTE:

A note to remind you to take care of yourself. Do your best to maintain a healthy lifestyle this semester by eating well, exercising, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone.

Counselling Services - *Counselling Services can help you make the most of your university experience. They offer free professional, confidential, inclusive support to currently registered UVic students.* uvic.ca/services/counselling/

Health Services - *University Health Services (UHS) provides a full service primary health clinic for students, and coordinates healthy student and campus initiatives.* uvic.ca/services/health/

Centre for Accessible Learning - *The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations* uvic.ca/services/cal/. *The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.*

Elders' Voices - *The Office of Indigenous Academic and Community Engagement (IACE) has the privilege of assembling a group of Elders from local communities to guide students, staff, faculty and administration in Indigenous ways of knowing and being.*
uvic.ca/services/indigenous/students/programming/elders/index.php

