



COURSE OUTLINE (v1.2)

ADVANCED TOPICS IN GEOGRAPHY: CRITICAL INDIGENOUS GEOGRAPHIES

Meeting Time: Tuesdays—4:30-7:20 PM, MacLaurin Building D111

Office Hours: Mondays and Thursdays, 1-3 PM (In-Person), Tuesdays, 1-3 PM (Zoom)

Office Location: B306 David Turpin Building, and Zoom

Contact: dsmiles@uvic.ca

We acknowledge and respect the lək'wəŋən peoples on whose traditional territory the university stands and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day.

COURSE DESCRIPTION

This survey-based course will engage deeply with contemporary scholarship surrounding critical Indigenous geographies, with a focus on scholarship written within, and about 'Canada', and 'British Columbia' in particular. A secondary focus will be on scholarship that centres the works of writers and thinkers who engage with concepts of space, place, and resurgence from an Indigenous femme/queer/two-spirit lens. Course engagement will be primarily through seminar discussions co-led by the instructor and students.

KEY THEMES: Indigenous geographies, human-environment interactions, Indigenous resurgence

REQUIRED TEXT(S)

We do not have a textbook in this course. I feel that there is not a single textbook that can authoritatively speak about Indigenous geographies, 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:

- Understand the contributions that Indigenous scholars and community members have made to the discipline of Geography
- Understand how structures of power intersect with Indigenous relationships to space and place
- Be able to articulate the ways in which Indigenous epistemologies can unsettle existing hierarchies of power in space/place
- Gain further insight into how modes of Indigenous geographical thinking can lead to the resurgence of Indigenous ways of being and knowing

EVALUATION

| Grade Breakdown | % |
|---|-----------|
| Seminar Facilitation (2 classes, 15% each) | 30 |
| Context Paper | 30 |
| Final Project | 40 |

Seminar Facilitation (30%):

As we are working towards co-learning and co-creating a generative space together in this seminar, you will be asked to take some responsibility in helping discuss course concepts and ideas that are expressed in the readings we will be covering. 2-3 students will sign up to lead/facilitate our seminar discussions for each class this term; you will be responsible for giving a short talk on the readings, including your responses and analysis of the themes and concepts being covered, and will generate questions/discussion points for the class to use in the subsequent conversation. I will base my marks on clarity of ideas and student engagement. **You must sign up for 2 classes to get full credit for this!**

Context Paper (30%):

Around the midpoint of the term, you will be asked to write a 10-12 page context paper, in which you will engage with your understanding and analysis of concepts and themes during the first part of the course. What I am looking for here is for you to show me how you've engaged and thought about the ideas we've been discussing in class, as well as how it's shaped your thinking around the theme of Indigenous geographies.

Final Project (40%):

For the final assignment in our course, you will have the choice of doing one of two things:

Term Paper: You may write a term paper (approx. 20-25 pages) on a selected topic related to the course. This paper should demonstrate a high level of engagement and research of the given topic; in general, I recommend viewing this as the first draft of a potential journal manuscript.

Creative Project: You may create a creative project that engages with a selected topic related to the course—this project should be able to convey an advanced level of engagement and research of the given topic, I am happy to discuss ideas and potential projects with you throughout the semester.

You must complete the final paper/project to pass the course, failure to do so will result in a grade of N being assigned.

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

BRIGHTSPACE

We will have a Brightspace page for the course, where you can find a schedule and download the readings for each week.

POLICY ON LATE ASSIGNMENTS

Late work may be subject to a penalty of 20% per business day late if it is submitted late without a valid reason. For example, if your context papers are due on a Tuesday, and you submitted it the following Sunday, you would lose 60% of the points (Wednesday-Friday).

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 work for this class. It also goes a long way towards building a community in the classroom, which is important for a smaller graduate seminar.

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. Excessive absenteeism may result in a meeting between you and I to see if you should continue in the course.

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.**

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

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

- **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.

- **Use of AI:** We will discuss the use of AI, early in the course. In general, in a specialized course such as this, using AI will probably not be as beneficial as you might think. It is also fairly easy for me to detect AI usage and I design assignment questions to be difficult to answer using AI—but, AI *can* be useful for helping to outline ideas when writing, among other things—so we will work through how to use it in an academically ethical manner.
- **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.

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.

INFO FOR INDIGENOUS STUDENTS:

The office of Indigenous Academic & Community Engagement is available to Indigenous students at the University. All Indigenous students are encouraged to make use of IACE's resources and services.

Office hours (First Peoples' House)

Monday-Friday 8:30 a.m. - 4:30 p.m.

This includes: IACE, student lounge, computer room and shared lunch room.

Closed for lunch 12:00 p.m. - 1:00 p.m

Meet with an IACE staff member

If you would like to meet with an IACE staff member at the First Peoples House, you can come by and talk to the IACE receptionist in FPH Room 140 or call or email the staff member ahead to

make appointment at iceservices@uvic.ca or 250-853-3730.

What IACE does:

IACE's primary responsibility is supporting Indigenous students, but the office has also taken on many other roles, such as:

- Managing the [First Peoples House](#)
- Building and supporting Indigenous partnerships
- Ensuring that Indigenous content and ways of knowing are included in UVic curriculum and events
- Support Indigenous student success
- Provide counseling services to Indigenous students

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

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

RESOURCES FOR INTERNATIONAL STUDENTS

The University of Victoria offers a number of resources to support international students as they pursue their studies. UVic's [International Centre for Students](#) is the primary office supporting international students on campus at the university-wide level and provides various supportive program through the [UVic Global Community Initiative](#), including a Mentorship Program and Conversation Partner Program. For academic advising-related questions, students in the Geography Department are also encouraged to meet with the Geography Undergraduate Advisor (geogadvising@uvic.ca) as well as an academic advisor in the [Academic Advising Centre](#) early in their studies to help map out a plan to declare a major and complete university

program requirements. Other resources include the [Centre for Academic Communication](#) and the [Math and Stats Assistance Centre](#). International students are also encouraged to contact the International Student Liaison in Geography (Prof. CindyAnn Rose-Redwood, cindyann@uvic.ca), who can assist in making connections with other international and domestic students in the Geography Department and share opportunities for getting involved in departmental activities more broadly.

COURSE EXPERIENCE SURVEY (CES)

I value your feedback on this course. 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 | |
|------|------|--|
| 1 | 9/12 | <p>Course intro and “So, what <i>are</i> Indigenous Geographies?”— Indigenous conceptions of space and place</p> <p>Reading:</p> <p>Coombes, Brad, Jay T. Johnson, and Richard Howitt. "Indigenous geographies I: Mere resource conflicts? The complexities in Indigenous land and environmental claims." <i>Progress in Human Geography</i> 36, no. 6 (2012): 810-821.</p> <p>Coombes, Brad, Jay T. Johnson, and Richard Howitt. "Indigenous geographies II: The aspirational spaces in postcolonial politics— reconciliation, belonging and social provision." <i>Progress in Human Geography</i> 37, no. 5 (2013): 691-700.</p> <p>Coombes, Brad, Jay T. Johnson, and Richard Howitt. "Indigenous geographies III: Methodological innovation and the unsettling of participatory research." <i>Progress in Human Geography</i> 38, no. 6 (2014): 845-854.</p> |
| 2 | 9/19 | <p>“Big G-geographies”—the colonial heritage of Geography</p> <p>Readings:</p> <p>Curley, Andrew, and Sara Smith. "Against colonial grounds: Geography on Indigenous lands." <i>Dialogues in Human Geography</i> 10, no. 1 (2020): 37-40.</p> |

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| | | <p>De Leeuw, Sarah, and Sarah Hunt. "Unsettling decolonizing geographies." <i>Geography Compass</i> 12, no. 7 (2018): e12376.</p> <p>Howitt, Richard, and Sue Jackson. "Some things do change: Indigenous rights, geographers and geography in Australia." <i>The Australian Geographer</i> 29, no. 2 (1998): 155-173.</p> <p>Koopman, Sara. "Beware: Your research may be weaponized." <i>Annals of the American Association of Geographers</i> 106, no. 3 (2016): 530-535.</p> <p>Wainwright, Joel. <i>Geopiracy: Oaxaca, militant empiricism, and geographical thought</i>. Springer, 2012 (Chapters 1-4)</p> |
| | 9/22 | <i>Last day to add Fall Term courses</i> |
| 3 | 9/26 | BC Indigenous Public Service talk online/FPH and debrief discussion |
| 4 | 10/3 | <p>Indigenous Geographies of ‘Canada’ and ‘British Columbia’</p> <p>Daigle, Michelle. "Awawanenitakik: The spatial politics of recognition and relational geographies of Indigenous self-determination." <i>The Canadian Geographer/Le Géographe Canadien</i> 60, no. 2 (2016): 259-269.</p> <p>Egan, Brian, and Jessica Place. "Minding the gaps: Property, geography, and Indigenous peoples in Canada." <i>Geoforum</i> 44 (2013): 129-138.</p> <p>Pasternak, Shiri, Deborah Cowen, Robert Clifford, Tiffany Joseph, Dayna Nadine Scott, Anne Spice, and Heidi Kiiwetinepinesiik Stark. "Infrastructure, jurisdiction, extractivism: keywords for decolonizing geographies." <i>Political Geography</i> 101 (2023): 102763.</p> <p>Robertson, Sean. "'Thinking of the land in that way': Indigenous sovereignty and the spatial politics of attentiveness at Skwel'kwel'welt." <i>Social & Cultural Geography</i> 18, no. 2 (2017): 178-200.</p> |
| 5 | 10/10 | <p>"Why do you keep making those damn maps, nephew?" — Indigenous cartographies</p> <p>Readings:</p> <p>Louis, Renee M. Pualani. "Indigenous cartographies and mapping abundance." <i>Environment and Planning F</i> (2023): 26349825231168864.</p> |

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| | | <p>Lucchesi, Annita Hetoevêhotohke'E. "'Indians don't make maps': Indigenous cartographic traditions and innovations." <i>American Indian Culture and Research Journal</i> 42, no. 3 (2018): 11-26.</p> <p>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/Le Géographe Canadien</i> 64, no. 1 (2020): 49-64.</p> <p>Rose-Redwood, Reuben, Natchee Blu Barnd, Annita Hetoevêhotohke'E. Lucchesi, Sharon Dias, and Wil Patrick. "Decolonizing the map: Recentring Indigenous mappings." <i>Cartographica: The International Journal for Geographic Information and Geovisualization</i> 55, no. 3 (2020): 151-162.</p> |
| 6 | 10/17 | <p>"Auntie energy": Indigenous Feminisms, space, and place:</p> <p>Readings:</p> <p>Goeman, Mishuana. "(Re) Mapping Indigenous Presence on the Land in Native Women's Literature." <i>American Quarterly</i> 60, no. 2 (2008): 295-302.</p> <p>Goeman, Mishuana. <i>Mark my words: Native women mapping our nations</i>. U of Minnesota Press, 2013 (Selected Chapters).</p> <p>Zaragocin, Sofia. "Gendered geographies of elimination: Decolonial feminist geographies in Latin American settler contexts." <i>Antipode</i> 51, no. 1 (2019): 373-392.</p> |
| 7 | 10/24 | <p>Indigenous queer/Two-Spirit Geographies, part 1</p> <p>Readings:</p> <p>Ellasante, Ian Khara. "Radical sovereignty, rhetorical borders, and the everyday decolonial praxis of Indigenous peoplehood and Two-Spirit reclamation." <i>Ethnic and Racial Studies</i> 44, no. 9 (2021): 1507-1526.</p> <p>Picq, Manuela L. "Decolonizing indigenous sexualities: Between erasure and resurgence." (2019).</p> <p>Radcliffe, Sarah A. "Geography and indigeneity II: Critical geographies of indigenous bodily politics." <i>Progress in Human Geography</i> 42, no. 3 (2018): 436-445.</p> |
| 8 | 10/31 | <p>Indigenous queer/Two-Spirit Geographies, part 2</p> |

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| | | <p>Readings:</p> <p>Hunt, S. and Holmes, C., 2015. Everyday decolonization: Living a decolonizing queer politics. <i>Journal of lesbian studies</i>, 19(2), pp.154-172.</p> <p>Rosenberg, Rae. "Psychic geographies of queer multiculturalism: Reading Fanon, settler colonialism and race in queer space." <i>Environment and Planning D: Society and Space</i> 39, no. 6 (2021): 1129-1146.</p> <p>Johnston, Lynda. "Intersectional feminist and queer geographies: A view from 'down-under'." <i>Gender, Place & Culture</i> 25, no. 4 (2018): 554-564.</p> |
| | 10/31 | <i>Last day to drop Fall Term courses without penalty of failure</i> |
| 9 | 11/7 | <p>"Research is a four letter word"—Geographic research with Indigenous communities</p> <p>Readings:</p> <p>Frantz, Klaus, and Richard Howitt. "Geography for and with indigenous peoples: indigenous geographies as challenge and invitation." <i>GeoJournal</i> 77 (2012): 727-731.</p> <p>Leeuw, Sarah de, Emilie S. Cameron, and Margo L. Greenwood. "Participatory and community-based research, Indigenous geographies, and the spaces of friendship: A critical engagement." <i>The Canadian Geographer/Le Géographe canadien</i> 56, no. 2 (2012): 180-194.</p> <p>Johnson, Jay T., Garth Cant, Richard Howitt, and Evelyn Peters. "Creating anti-colonial geographies: Embracing indigenous peoples' knowledges and rights." <i>Geographical Research</i> 45, no. 2 (2007): 117-120.</p> <p>Louis, Renee Pualani. "Can you hear us now? Voices from the margin: Using indigenous methodologies in geographic research." <i>Geographical research</i> 45, no. 2 (2007): 130-139.</p> <p>Richmond, Chantelle, Brad Coombes, and Renee Pualani Louis. "Making space for Indigenous intelligence, sovereignty and relevance in geographic research." In <i>The Routledge Handbook of Methodologies in Human Geography</i>, pp. 83-93. Routledge, 2022.</p> <p>Smiles, Niiyokamigaabaw Deondre. "7 Decolonial Methods." <i>Key Methods in Geography</i> (2023): 116.</p> |

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| 10 | 11/14 | <p>“Fish are friends, not food! Well, maybe they’re food too?” — more-than-human geographies</p> <p>Readings:</p> <p>Baker, Janelle Marie. 2020. “Do Berries Listen? Berries as Indicators, Ancestors, and Agents in Canada’s Oil Sands Region.” <i>Ethnos</i>.</p> <p>Kanngieser, Anja and Zoe Todd. 2020. “From Environmental Case Study to Environmental Kin Study.” <i>History and Theory</i>. 59 (3): 385-393.</p> <p>Todd, Zoe. 2018. “Refracting the State Through Human-Fish Relations: Fishing, Indigenous Legal Orders and Colonialism in North/Western Canada.” <i>Decolonization: Indigeneity, Education & Society</i> 7(1): 60-75.</p> <p>Watts, Vanessa. 2013. “Indigenous Place-Thought and Agency amongst Humans and Non-Humans (First Woman and Sky Woman Go on a European World Tour!).” <i>Decolonization: Indigeneity, Education & Society</i>. 2 (1): 20-34.</p> |
| 11 | 11/21 | <p>“You are your ancestors’ wildest dreams come true”—Indigenous resurgence in space and place</p> <p>Readings:</p> <p>Mitchell, Audra. "Revitalizing laws,(re)-making treaties, dismantling violence: Indigenous resurgence against ‘the sixth mass extinction’." <i>Social & Cultural Geography</i> 21, no. 7 (2020): 909-924.</p> <p>Rivera, Isaac. "Towards accountable digital geographies." <i>Dialogues in Human Geography</i> (2023): 20438206231177080.</p> <p>Waziyatawin. <i>What Does Justice Look Like?</i> (Selected chapters)</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> |
| 12 | 11/28 | <p>“So, where do we go now?”—Indigenous futurisms and geographies</p> <p>Readings:</p> <p>Johnson, Jay, and Soren C. Larsen. "A deeper sense of place." <i>Stories and Journeys of Indigenous-Academic</i></p> |

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| | | <p><i>Collaboration</i> (2013).</p> <p>Paperson, La. "A ghetto land pedagogy: An antidote for settler environmentalism." In <i>Land Education</i>, pp. 127-142. Routledge, 2017.</p> <p>Rivera, Isaac, Sarah Elwood, and Victoria Lawson. "Portraits for change: Refusal politics and liberatory futures." <i>Environment and Planning D: Society and Space</i> 40, no. 4 (2022): 627-645.</p> <p>Simpson, Leanne Betasamosake. 2014. "Land as pedagogy: Nishnaabeg intelligence and rebellious transformation." <i>Decolonization: Indigeneity, Education & Society</i> 3(3): 1-25.</p> |
| Final | TBA | Final Papers/Projects Due |

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 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:

Please allow 7-14 days for marking of assignments.

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.

Drop-In 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 always expected; I will always treat you with respect in my

communications, so I 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 591” 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.
- There will be opportunities for collaborative work in class. Any disputes or conflicts among members of a group of an academic nature (i.e. workload, participation) that are escalating without signs of resolving should be brought to me immediately—do not attempt to resolve these disputes yourself.
- 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