



GEOGRAPHY 101 - A01
UNIVERSITY OF VICTORIA
Spring TERM 2023
Deondre Smiles, Ph.D.

COURSE OUTLINE (1.0)
INDIGENOUS ENVIRONMENTAL ACTIVISM
(Offered as part of the Clayoquot Sound Field School)

Office Hours: Immediately after class, and during evenings 6:30 PM in common room @ Tofino Hostel

Contact: dsmiles@uvic.ca

We acknowledge and respect the ~~the~~ / / peoples on whose traditional territory the university stands and the Songhees, Esquimalt and ~~at~~ E %o } %o o • Á Z } • Z] • š } Œ] o Œ o š] } v • Z] %o continue to this day.

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 ~~the~~ non-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.

KEY THEMES: Indigenous geographies, environmentalism, activism, environmental futures

LEARNING OUTCOMES

In this course, students will:

- x Apply geographic and historical concepts and methods to examine the rise and growth of Indigenous environmental activism over the last 50 years.
- x 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.
- x Define settler colonialism, define indigeneity, and understand the relationship between the two.
- x Understand the history of environmental changes in the United States and Canada, and how they have affected Indigenous peoples
- x Identify and discuss processes of global climate change and their effects on Indigenous peoples
- x Understand the ways that processes of climate change and environmental injustice have harmed and continue to harm Indigenous communities

EVALUATION

Term Project Podcast Production	40%
Participation Roles	25%
Final Presentation and Reflection	35%

Podcast Production (40% of grade)

During the course of our 10 days together, you will be placed into small groups of 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. Because of the constraints of the course, we will not produce the podcast on site, but I will solicit interest in editing and producing the podcast on an optional basis after the semester. We will discuss this more at length during our first 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, "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. Best 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 as volunteering to be an official note taker for a given class, developing seminar discussion questions, emailing 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 (35% of grade)

During the last day of class, 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 short 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+	9	90-100%	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.
A	8	85-89%	
A-	7	80-84%	

B+

B

B-

B

B77w 0.8% Td ()Tj -1.06 -74.2hi

B73w 0.8% Td ()Tj -1.06 -74.2hi

POLICY ON ATTENDANCE

As we are in a field school environment, attendance is mandatory. Any absences without any notice may result in points being docked from the participation portion of your grade.

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 your course instructor. For more information, see uvic.ca/learningandteaching/cac/index.php

- x Assignments: You must complete all assignments yourself, without any external help or communication, unless the instructions specifically say something else.
- x 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.
- x 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.

x 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 it

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

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 accessible 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

Day	DATE	
1	1/14	<p>Syllabus; intro to podcasting; introduction to settler colonialism and the environment—historical perspectives (Colonization to early 20th century)</p> <p>Readings:</p> <p>This syllabus!</p> <p>Englert, Sai. "Settlers, Workers, and the Logic of Accumulation by Dispossession." <i>Antipode</i> (2020).</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 chapters)</p>
2	1/15	<p>Settler colonialism and the environment // Indigenous dystopias (1940-1970)</p> <p>Readings:</p> <p>Ahtone, Tristan. 2019. "When conservation provides a cover for anti-Indigenous sentiments." <i>High Country News</i></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 chapters)</p>

3	1/16	<p>Red Power and the Environment</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>
4	1/17	<p>Indigenous Sovereignty and the Environment (1970-2000)</p> <p>Readings:</p> <p>Nesper, Larry. <i>The walleyewar: 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, 2011. (Selected sections)</p>
5	1/18	<p>Indigenous Environmental activism case study #1: DAPL</p> <p>Readings:</p> <p>Estes, Nick. <i>Our history is the future: Standing Rock versus the Dakota Access Pipeline, and the long tradition of indigenous resistance</i>. Verso, 2019. (Selected sections)</p>
6	1/19	<p>Indigenous environmental activism, case study #2: Indigenous Cultural Resource Management/Protection</p> <p>Readings:</p> <p>Carr, Tish, Laura S. Kenefic, and Darren J. Ranco. "Wabanaki Youth in Science (WaYS): A tribal mentoring and educational program integrating traditional ecological knowledge and western science." <i>Journal of Forestry</i> 115, no. 5 (2017): 480-483.</p> <p>Carroll, Clint. "Native enclosures: Tribal national parks and the progressive politics of environmental stewardship in Indian Country." <i>Geoforum</i> 53 (2014): 344-350.</p>
7	1/20	<p>Indigenous environmental activism, case study #3: British Columbia—Clayoquot Sound, Unis'tot'ən, and Fairy Creek</p>

The above schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances.

NOTE: