



COURSE OUTLINE

TOPICS IN GEOGRAPHY—INDIGENOUS GEOGRAPHIES

Meeting Time: Tuesdays and Wednesdays—1:30-2:50 PM, Cornett Building B143

Office Hours: Mondays 1:00 PM to 2:00 PM in person and virtually; or by appointment

Office Location: B310 David Turpin Building and zoom

Contact: Lawrenceignace@uvic.ca

NOTE ON COURSE DELIVERY: This is an **IN-PERSON** course. All course activities will occur in-person and slides will be posted on Brightspace the day before class. Classes will not be recorded. I will be available via Zoom during office hours to accommodate students who may be feeling ill or cannot physically be on campus for a given meeting. Zoom details will be available in Brightspace. If there are circumstances that prevent you from consistently attending the in-person meetings, please talk to me during the first week of class to discuss arrangements.

Territorial Acknowledgement: *We acknowledge and respect the lək'wəṇən peoples on whose traditional territory the university stands and the Songhees, Esquimalt and W̱SÁNEĆ peoples whose historical relationships with the land continue to this day.*

COURSE DESCRIPTION

There has been no shortage of research and academic writing done on Indigenous communities and Nations. More recently there has been growth in scholarship in Geography and related disciplines written by Indigenous peoples and communities themselves. In this course, we will delve into the Indigenous scholarship, to get a closer look at the ways in which geographic thinking and Indigenous worldviews are not only compatible but are seeking ways forward for Indigenous thought and resurgence of Indigenous peoples/communities. These skills will also be applied through relevant course work and discussion.

KEY THEMES: Indigenous geographies, Indigenous knowledge systems

Acknowledgements: *I would like to acknowledge my mother Ruby Ignace, Dr. Carmen Wong and Dr. Natalie Ban people that believed in me. When you have people that believe in you there is nothing you cannot accomplish. I would also like to thank those that have contributed to the course before me.*

REQUIRED TEXT(S)

There is no textbook for this course as there is not a single textbook that can cover the breadth and depth of Indigenous geographies. We will showcase the work of Indigenous scholars and practitioners who are deeply engaged with this work. Therefore, our required texts will consist of journal articles, book chapters, zines, videos 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 have made to the discipline of Geography and Indigenous research over the last several decades
- Understand the intersections between aspects of Indigenous existence and geographical concepts
- Be able to articulate current trends and apply learnings within Geography and outside as to how Indigenous viewpoints relate to them
- Be able to think critically about future directions in Geography and how these directions/trends can intersect with Indigenous existence and resurgence

CLASS RECORDING

Regular in-person attendance is a requirement of this course. Basic class recordings are offered with the intention to supplement (but not replace) regular in-person attendance in this course. Classes can involve difficult and controversial issues. Recording classes can be an impediment to certain types of sharing and learning. More generally, many faculties do not permit recordings where participants have not been informed about the recording.

You may not record your class without express permission from the instructor. This prohibition does not apply to students whose accommodation plan includes making class recordings for their own purposes.

EVALUATION

Grade Breakdown	%
Weekly Reflections/Field Notes	30
Participation	25
Project Proposal	10
Final Project	35

Weekly Reflections (30%)

Each week, you will be asked to write a 2 to 3 page (maximum of 3 pages, double-spaced) reflection. What is being sought is your reflections and thoughts on what was covered in class that week. These reflections are meant to be a means of seeing your progression within the course —as long as you are completing them to the best of your ability, you will do well. These reflections will be submitted on Brightspace. **Writing reflections will not be due during the first week of the class, the reading break or the final week of the course.**

Participation (10% attendance, 15% active participation = 25%)

Attendance will be taken at the beginning of each class. Besides the lectures, we will also devote some 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 and group work. The expectation is for you to contribute to discussions.

Project Proposal (10%)

The project proposal is meant to assist students in coming up with a final paper or product idea. It will be at this point a determination will be made if this is an individual or group project. Further details will be discussed in class and shared prior to submission. The due date will be **November 13, 2026** end of day.

Final Paper (35%)

The final assignment in this course will be the final paper/project, which will be due end of day **December 2, 2026**. This assignment, which will be based on a topic chosen by the student or group, will critically engage with the chosen topic and will seek to generate unique and/or interesting insights that the student(s) uncovers through their research. The hope is that an innovative paper or product will be produced. If writing a paper is not your forte, you may choose to pursue a project, such as an artistic endeavor or other form of knowledge production (poster). These options will also need to be of high quality and demonstrate an equal level of effort.

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
A	8	85-89%	
A-	7	80-84%	

			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 article links for the readings for each week. The goal will be to have each week's 'module' uploaded and ready for download/reading by Thursday of the preceding week—meaning, for Week 2, you can expect to have materials ready to go by the Thursday of Week 1, etc.

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 submits it on 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.

POLICY ON ATTENDANCE

Attendance is vital as some materials will only be presented in class. You will do best in the course if you are attending class and engaging in the material. If you miss too many classes, it will be difficult for you to receive a good grade, as you will miss key insights and discussions. I do will be taking attendance, and this will contribute to your overall participation.

If you have a genuine reason for being unable to complete work on time, then some flexibility is possible—please let me know and we can talk about it. If there are other circumstances, please let me know as there is flexibility to make accommodations.

**Repeated absences without any communication may result in a lowering of your participation 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 me, your course instructor. For more information, see uvic.ca/learningandteaching/cac/index.php.

Specific Policies for this course:

Use of Generative AI

Please be advised that in this course you are not authorized to use any form of generative AI. In order to successfully complete course activities, generative AI is not required nor welcomed. Students should not make any use of generative AI tools such as ChatGPT, Grammarly, among others that use AI for content generation and editing. The purpose of this course is for you to explore your own learning and develop your final project ideas and topic. These ideas should be yours, and not those of generative AI. If your final project topic is such that you think using generative AI is appropriate, please talk to me far in advance of the due date for the final assignment. The following are other considerations in terms of the use of generative AI.

- AI runs counter to Indigenous knowledge systems and worldviews by extracting, stealing and/or misinterpreting community stories, sacred living histories, Indigenous languages, and written texts by Indigenous and non-Indigenous writers without free, prior and informed consent.
- This course seeks to foster students' personal, intellectual, and spiritual growth and our embodied connections and responsibilities to the histories and knowledges shared. The use of Generative AI for creating assignments actively harms this growth.

- Relying on AI for writing and analysis in assignments prevents deep engagement, the ongoing development of critical thinking, and authentic personal reflection on topics that are important to the future of Indigenous nations and communities.
- The development of Generative AI is deeply destructive to the environment and relies on consuming massive amounts of electricity and fresh water for cooling data centres, the use of toxic rare-earth minerals, and accelerating carbon emissions.
- On the Island, we support those who shut down the plans for a data center in Nanaimo and we stand in solidarity with the self-determining authority of the Seminole Nation, Muscogee Creek Nation, and other Indigenous nations and peoples who have banned AI data centres from their territories.
- **Assignments:** Your written assignments should be your own original work and should follow a consistent citation style (e.g. APA) to cite the ideas and words of your research sources. You are encouraged to have someone proofread your work before you turn it 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.

ACCESSIBILITY

Students with diverse learning styles and needs are welcome within this course. If you have a documented disability or health consideration that may require accommodation, 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 accommodation. 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. If there are concerns or questions, please feel free to speak with me.

SEXUALIZED VIOLENCE PREVENTION AND RESPONSE AT UVIC

UVic takes sexualized violence seriously, 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)

Course feedback is highly valuable for both of us and the future of the 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.

WEEKLY CALENDAR

WEEK	DATE		Due Dates
1	9/9	Syllabus Day and Introduction to Class Reading: This course outline.	
2	9/15 & 9/16	What Are Indigenous Geographies and Positionality?	Week 2 – Reflection

		Reading: King, J. (2023) Indigeneity, Positionality, and ethical space: Navigating the in-between of Indigenous and settler academic discourse. <i>Papers on Postsecondary Learning and Teaching</i> . 6:36-48 – Sept 15 th Ignace, L. (2026) Chapter 1 (Dissertation) – Introduction – Sept 15th Herman. (2008) Reflections on the importance of indigenous geography. <i>American Indian Culture and Research Journal</i> – Sept 16th	Sept 17th
3	9/22 & 9/23	Indigenous Knowledge Systems and Traditional Knowledge Readings: McGregor. (2021). Indigenous Knowledge Systems in Environmental Governance in Canada. <i>KULA: Knowledge Creation, Dissemination, and Preservation Studies</i> , 5(1). doi:10.18357/kula.148 – Sept 22 Whyte, K. (2018). What do Indigenous Knowledges Do for Indigenous Peoples? In <i>Traditional Ecological Knowledge</i> pp.57-82 – Sept 22 Ignace L, Johnson A, Johnson M, Kabanak K, and Ban NC. (In Review). An Indigenous approach to transforming Cumulative Effects Assessment and Management: Lhù'ààn Mân Ku Dań/Kluane First Nation's Knowledge Map [In Review]. <i>People and Nature</i> – Sept 23 Ignace, L. et al. (2023) "Researcher's Responsibilities for Upholding Rights". <i>Science</i> – Sept 23	Week 3 – Reflection Sept 24th
	9/25	Last day for adding courses that begin in the first term	
4	9/29 – No class (National Day Truth and Reconciliation) & 9/30	'Other' Geographies, Decolonial Geographies Readings: Curley, A, and Smith S. (2020) "Against colonial grounds: Geography on Indigenous lands." <i>Dialogues in Human Geography</i> 10, no. 1. p37-40. – Sept 30 Hunt, Sarah. (2014) Ontologies of indigeneity: The politics of embodying a concept. <i>Cultural geographies</i> 21, no. 1:27-32. – Sept 30 Hunt, Dallas, and Stevenson S. (2017) "Decolonizing geographies of power: Indigenous digital counter-mapping practices on Turtle Island." <i>Settler Colonial Studies</i> 7, no. 3 p372-392. – Sept 30	Week 4 – Reflection Oct 1st
		Feminist Indigenous Geographies	Week 5 –

5	10/6 & 10/7	<p>Readings:</p> <p>Todd, Z. (2016) An Indigenous Feminist's Take on the Ontological Turn: 'Ontology' is just Another word for Colonialism. <i>Journal of Historical Sociology</i>. 29(1) – Oct 6</p> <p>Goeman, Mishuana R. (2009) Notes toward a Native feminism's spatial practice." <i>Wicazo Sa Review</i> 24, no. 2:169-187. – Oct 6</p> <p>Dorries, H. (2020). Beyond Safety: Refusing Colonial Violence Through Indigenous Feminist Planning. <i>Journal of Planning Education and Research</i>. 1-10. – Oct 7</p>	Reflection Oct 8th
6	10/13 & 10/14	<p>Self-Determination and Non-Contiguous' Indigenous Geographies</p> <p>Readings:</p> <p>Chapter 1, Chang, David A. (2016) <i>The world and all the things upon it: Native Hawaiian geographies of exploration</i>. U of Minnesota Press – Oct 13</p> <p>Smith, Jen Rose. (2021) "Exceeding Beringia": Upending universal human events and wayward transits in Arctic spaces." <i>Environment and Planning D: Society and Space</i> 39, no. 1:158-175. – Oct 13</p> <p>Loong, S, Manby, A and McConnell, F. (2025) Re-thinking self-determination: colonial and relational geographies in Asia. <i>Territory, Politics, Governance</i>. 13:7, 901-919. – Oct 14</p> <p>Depending on weather one of these sessions will be held at Cardboro Bay. – Aim for Oct 14th dependent on weather.</p>	Week 6 – Reflection Oct 15th
7	10/20 & 10/21	<p>Indigenous Cartographies</p> <p>Readings:</p> <p>'Gendered Geographies and Narrative Markings' in Goeman, Mishuana. <i>Mark my words: Native women mapping our nations</i>. U of Minnesota Press, 2013. – Oct 20</p> <p>Lucchesi, Annita Hetoevèhotohke'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. – Oct 20</p> <p>Lowan-Trudeau, G. (2021) Mapping as Resistance: Decolonizing Indigenizing Journalist Cartography. <i>Media + Environment</i>. 3(1). – Oct 21</p>	Week 7 – Reflection Oct 22nd

8	10/27 & 10/28	Contact Zones between Indigenous geographies and Geography Readings: Louis, Renee Pualani. (2007) Can you hear us Now? Voices from the Margin: Using Indigenous Methodologies in Geographic Research. <i>Geographical Research</i> . 45(2):130-139 – Oct 27 Wong, C., et al. (2020) Towards Reconciliation: Ten Calls to Action for Natural Scientists working in Canada. <i>FACETS</i> . – Oct 28 Reid, AJ. et al. (2021) “Two Eyed Seeing”: An Indigenous Framework to transform fisheries research and management. <i>Fish and Fisheries</i> . 22:243-261. – Oct 28	Week 8 – Reflection Oct 29th
	10/31	Last day to drop Fall Term courses without penalty of failure	
9	11/3 & 11/4	Indigenous Counter-Mapping Readings: Louis, Renee Pualani, Jay T. Johnson, and Albertus Hadi Pramono. "Introduction: Indigenous cartographies and counter-mapping." <i>Cartographica: The International Journal for Geographic Information and Geovisualization</i> 47, no. 2 (2012): 77-79. – Nov 3 Wainwright, Joel, and Joe Bryan. "Cartography, territory, property: postcolonial reflections on indigenous counter-mapping in Nicaragua and Belize." <i>cultural geographies</i> 16, no. 2 (2009): 153-178. – Nov 3 Daigle, M. (2016). Awananenitakik: The spatial politics of recognition and relational geographies of Indigenous self-determination. <i>The Canadian Geographer</i> . 60(2):259-269 – Nov 4	Week 9 – Reflection Nov 6th
10	11/9 - 11/13	READING BREAK—No class 11/10 & 11/11 – Remembrance Day	Project Proposal Due – Nov 13th
11	11/17 & 11/18	Indigenous Science, Technology and Society Readings: Selections from <i>Native Science</i> (Gregory Cajete, 2000) – Nov 17 Chaulk, K., et al. 2025 Bridging, Braiding, and Weaving Indigenous and Western Science to Understand and Make Predictions about Weather and Climate Change. <i>Ecology and Evolution</i> . – Nov 18	Week 11 – Reflection Nov 19th

		Selections from <i>Pollution is Colonialism</i> (Max Liboiron, 2021) – Nov 18	
12	11/24 & 11/25	Indigenous Food Systems and Health Geographies Readings: Selections from <i>Indigenous Science and Food Sovereignty Report</i> (Canadian Council of Academies, 2026) – Nov 24 Richmond, Chantelle. "The relatedness of people, land, and health: stories from Anishinaabe Elders." <i>Determinants of indigenous peoples' health: Beyond the social</i> (2018): 167-185. – Nov 25 Richmond, Chantelle AM, and Katie Big-Canoe. "The geographies of Indigenous health." In <i>Routledge handbook of health geography</i> , pp. 179-188. Routledge, 2018. – Nov 25 Guest Lecturer: TBA	Week 12 – Reflection Nov 26th
13	12/1 & 12/2	Indigenous Resurgence and Transformation Readings: Ignace, L. 2023 Transformative Governance of Cumulative Effects through an Indigenous Outlook – Dec 1 12/2 - Last Class: Class Potluck	Week 13 – Reflection Dec 3rd
Finals	TBA	Final Papers/Projects Due	Dec 2, 2026 – End of day

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.

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.**

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 expected at all times; I will always treat you with respect in my communications. Please include “GEOG 318” 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.

NOTE:

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.*

Centre for Academic Communication – *If you are in need of assistance with writing projects, please utilize the* [Centre for Academic Communication](#). *The CAC can assist with:*

- *Understanding assignment instructions*
- *Essay structure and flow (overall cohesion and clarity)*
- *Sentence-level clarity (grammar, word choice, punctuation)*
- *Argument (thesis statement, evidence, logic)*
- *Oral presentations*
- *Oral communication skills (pronunciation, intonation, etc.)*
- *Listening and note-taking skills*
- *Critical reading skills*

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