

**University of Victoria
Course Outline**

**Geography 391 A04 Topics in Geography: Indigenous Geographies of Vancouver Island
Winter Session – Second Term 2018**

Instructor: Dr. Nicholas XEMFOLTW Claxton

Email Address: nickclax@uvic.ca

Class Time: Wednesdays 6:30pm-9:20pm, Cornett Bldg. B107

Office Hours: Wednesdays 4:30pm-6:00pm, MacLaurin Bldg. A268 or by appointment

Course Description:

This course introduces students to the complexity, diversity, depth and significance of Indigenous geographies of Vancouver Island. Viewpoints characteristic to local Straits Salish First Nations will be emphasized. The course will begin with an introduction to the pre-colonial Indigenous world, and then move through contact and colonization, and then concludes with an elaboration on possibilities for the future and struggles for Indigenous peoples.

Course Objectives:

- To gain a critical understanding of key concepts related to Indigenous peoples and histories on Vancouver Island
- To examine the role of colonialism and colonial policies related to land and Indigenous peoples on Vancouver Island
- To become more aware and gain a deeper understanding of Indigenous realities on Vancouver Island
- Actively engage with and relate new understandings and concepts to your own academic and personal interests

Course Evaluation:

Participation	15%
Mid-Term Exam – Feb 21, 2018	20%
BC First Nation Poster Session – March 28, 2018	25%
Leading a Seminar – Due according to topic	20%
Reflexive Paper – Due April 4, 2018	20%

1. Participation – attendance, and engagement with class and with presenters etc.

2. Exam Feb 21 – Will be a mixture of multiple choice, short answer and longer answer.

3. BC First Nations Poster Session

RESEARCH OF A SPECIFIC FIRST NATION of BC - Due March 28 (25%)

The purpose of this assignment is to research a specific First Nation will be presented in the form of a poster.

<p>Organization & development of the poster</p> <ul style="list-style-type: none"> • The lay-out is visually pleasing and easy to read • The images support the content • The poster is conference presentation quality 	/10
<p>Thoroughness of research</p> <p>In addition to the poster, your three page summary should give consideration to, but not be limited to:</p> <ul style="list-style-type: none"> • Human Geography <ol style="list-style-type: none"> 1. Community 2. Culture 3. Economy 4. Etc. • Physical Geography of the Territory • The relationship between them • Include a list of resources 	/10
<p>Presentation & Discussion</p> <p>In a five minute oral presentation:</p> <ul style="list-style-type: none"> • Provide an overview of the nation that reflects the thoroughness of research • Discuss how this information is relevant to topics in Geography (broadly). 	/5
<p>Instructor's comments:</p>	/25

LEADING A SEMINAR - Due according to topic (20%)

Working in groups of 3-4, you will lead a 30 minute seminar based on the weekly topic and required reading for the day of your presentation. You will be expected to use creative ways to engage the class in your topic and promote critical thinking and conversation.

The seminar will be evaluated by the instructor:

Engaging in meaningful discussion (10%): The seminar will need to engage the group in meaningful discussion/conversation/activities related to the topic. You are encouraged to utilize various resources (video clips, etc.) to support/complement your presentation. The main goal of the presentation is to critically, meaningfully and deeply discuss the topic you have chosen within your presentation.

Overall organization, clarity of the presentation/topic (10%): As a facilitator, organizational skills are an important aspect of any presentation and these include having clear objectives, introducing and describing the topic, articles, and author(s). Time management and distribution are paramount when organizing your presentation since you will have to consider and discern the aspects that you will need to include and what to leave out of the presentation. Important elements to consider are, among others: time management, sequence, diversity of activities and methods to try to engage with everyone in the class, balancing the workload among the team members and responding to questions. Please ensure that no one person carries the load of the presentation. Facilitation, processing, and overall participation must be equally distributed.

4. REFLEXIVE PAPER – Due April 4 (20%)

In this assignment, you are to respond to ideas in the readings, class discussions, and class experiences that have captured your interest, imagination, and curiosity. The main purpose of this piece is for me to appreciate your learning process in a way that might not be evident in class. Therefore, your writing should also include thoughts and feelings that might have emerged as a result of reading the articles, responses to seminar discussions, guest speakers, etc. It is important to relate such thoughts and feelings to the material you have read but please note that the reflexive paper is not a summary of the articles. Rather, this paper is an opportunity for you to think reflexively on what you have learned. Drawing from your overall learning in this class, the paper should include the following five aspects: 1) your process of learning over the semester; 2) a description of changes you may have had to your beliefs, attitudes and/or values; 3) new learnings related to the course content and discussions; 4) how these new learnings may have contributed to your understanding of Indigenous peoples and Indigenous worldviews; and 5) how does this inform your future (either career or personal)? Support your writing with, and cite, any relevant literature and resources. APA format, 8 pages (double-spaced).

All written assignments must adhere to APA guidelines, available through the library website at: <http://library.uvic.ca/instruction/cite/styleguides.html>.

Course Readings:

All of the readings for this course are listed in the course schedule below for each week. These readings can be accessed online through the UVIC library website, using your netlink ID and password.

Course Schedule:

Date	Content	Reading/Assignment
January 3, 2018	Introduction and Welcome to Course – What is Indigenous Geographies in British Columbia?	Herman, RDK (2008). Reflections on the Importance of Indigenous Geography. <i>American Indian Culture and Research Journal</i> , 32:3, 73-88.
January 10, 2018	Indigenous Identities and Indigenous Worldviews	Barnhardt, R. & Kawagley, O. (2005). Indigenous knowledge Systems and Alaska Ways of Knowing. <i>Anthropology and Education Quarterly</i> , 36:1, 8-23. Salmón, E. (2000). Kincentric Ecology: Indigenous Perceptions of the Human-Nature Relationship. <i>Ecological Applications</i> , 10:5, 1327-1332.
January 17, 2018	Treaties, Treaty Relations and the Land	Egan, B. (2012). Sharing the Colonial Burden: Treaty-making and reconciliation in Hul'qumi'num territory. <i>The Canadian Geographer</i> , 56:4, 398-418. Thom, B. (2009). The paradox of boundaries in Coast Salish territories. <i>Cultural Geographies</i> , 16, 179-205.
January 24, 2018	Lekwungen Geography Guest Speaker – TBD <hr/> Indian Act, Federal Policy and legacies of Colonialism Canadian Law, Aboriginal Law and Indigenous Law	Corntassel, J. & Bryce, C. (2012). Practicing Sustainable Self-Determination: Indigenous Approaches to Cultural Restoration and Revitalization. <i>Brown Journal of World Affairs</i> , XVIII:II, 151-162.

		<p>Harris, C. (2012). The Native Land Policies of Governor James Douglas. <i>BC Studies</i>, 174, 101-122.</p> <p>Thom, B. (2008). Disagreement in Principle: Negotiating the Right to Practice Coast Salish Culture in Treaty Talks on Vancouver Island, BC. <i>Journal of Marxism and Interdisciplinary Inquiry</i>, 2:1, 23-30.</p>
January 31, 2018	Kwakwaka'wakw Geography Guest Speaker – TBD	Deur, D., Dick, A., & Turner, N. (2015). Kwakwaka'wakw "Clam Gardens": Motive and Agency in Traditional Northwest Coast Mariculture. <i>Human Ecology</i> , 43: 201-212.
February 7, 2018	<i>No Class - Reading Break</i>	No readings assigned
February 14, 2018 *Reading Break	Nuu-chah-nulth Geography Guest Speaker – TBD	TBA
February 21, 2018	Mid-Term Exam	No readings assigned
February 28, 2018	Indigenous Peoples, the Environment, and Geographies of Settler Colonialism and Resistance	Barker, A. & Pickerill, J. (2012). Radicalizing Relationships to and Through Shared Geographies: Why Anarchists Need to Understand Indigenous Connections to Land and Place. <i>Antipode</i> , 00:0, 1-21.
March 7, 2018	<i>No Class, hours moved to March 19th</i>	No readings assigned
March 14, 2018	Indigenous Mapping – Guest Speaker Dr. Peter Evans, Trailmark	TBD
Saturday March 17, 2018 10am-4pm Date to be confirmed in class	Land Based Experiential Fieldtrip to ŁÁU,WEL,NEW (Mt. Newton – John Dean Park)	<i>Students with scheduling conflicts will be given an alternative assignment.</i>
March 21, 2018	Indigenous Resilience, Resistance and Resurgence	Alfred, T. (2010). What is Radical Imagination? Indigenous Struggles in

		<p>Canada. Affinities: <i>A Journal of Radical Theory, Culture, and Action</i>. 4:2, 5-8.</p> <p>Corntassel, J. (2012). Re-envisioning resurgence: Indigenous pathways to decolonization and sustainable self determination. <i>Decolonization: Indigeneity, Education and Society</i>, 1:1, 86-101.</p>
March 28, 2018	Poster Presentations	No readings assigned
April 4, 2018	<i>No Class, hours moved to March 18th</i>	No readings assigned

Course Policies:

<p>Collegial Respect: Do your part to ensure a classroom environment conducive to learning. Arriving late, talking, texting, surfing the internet etc. all disrupt the flow of the class and may impact your participation grade. Be respectful to the instructor and colleagues. Being at university is a unique privilege. Be sure to make the most of it!</p>
<p>Late / Missing Work: If for a legitimate reason (e.g. verifiable serious illness or family emergency) you must miss the midterm/exam/assignment deadline you must notify the instructor before writing to make alternative arrangements. Failure to do so will result in a zero. Your required hand-in assignments will be accepted up to three days after the due date with a 15% penalty applied per day. Extensions will only be granted ahead of the deadline and with a doctors note or equivalent.</p>
<p>Accessibility: Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the Resource Centre for Students with a Disability (RCSD) as soon as possible. The RCSD staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations http://rcsd.uvic.ca/.</p>
<p>Email: The Instructor receives a high volume of emails and may not always be able to respond in less than 24 hours, be sure to plan ahead, read the syllabus closely and/or ask peers for clarification.</p>
<p>Withdrawal: For information regarding withdrawal from class, please see: http://web.uvic.ca/calendar2015/FACS/UnIn/UARe/With.html for dates and other information.</p>
<p>Academic Integrity: Please review http://web.uvic.ca/calendar2015/FACS/UnIn/UARe/PoAcl.html for university policy on academic integrity and useful information on avoiding plagiarism, falsifying results, cheating on assignments etc. Any form of academic dishonesty will result in an automatic "F" for that assignment or test and possibly the course for ALL individuals involved. Note: plagiarism detection software will be used in this class.</p>

Grading

A+	A	A-	B+	B	B-	C+	C	D	F
90- 100%	85- 89%	80- 84%	77- 79%	73- 76%	70- 72%	65- 69%	60- 64%	50- 59%	0- 49%

A+ A A-	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-	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	Satisfactory, or minimally satisfactory. These grades indicate a satisfactory performance and knowledge of the subject matter.
D	Marginal Performance. A student receiving this grade demonstrated a superficial grasp of the subject matter.
F	Unsatisfactory performance. Wrote final examination and completed course requirements; no supplemental.

NOTE: The University of Victoria is committed to promoting, providing and protecting a positive and safe learning and working environment for all its members. Student Evaluation forms now include questions on the respect shown by the instructor for students, particularly those of diverse origins, orientation and physical abilities.

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. When it is time for you to complete the survey you will receive an email inviting you to do so. Please ensure that your current email address is listed in MyPage (<http://uvic.ca/mypage>). If you do not receive an email invitation, you can go directly to <http://ces.uvic.ca>. You will need to use your UVic netlink ID to access the survey, which 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.