



---

COURSE OUTLINE

---

## Field Studies in Indigenous Conservation

---

June: Class meetings in person or via zoom (a link will be sent out via email and posted on BrightSpace) Mondays from 6-7pm.

July: Class is in the field at Oneida Nation of the Thames Long House

**Instructor Information:** Dr. Jennifer Mateer, [jmateer@uvic.ca](mailto:jmateer@uvic.ca)

**Teaching Assistant:** Wil Sahar Patrick, [wpatrick@uvic.ca](mailto:wpatrick@uvic.ca)

### COURSE DESCRIPTION

The course is an immersive and experiential field school based in culturally grounded conservation management with the Oneida Nation of the Thames. Our fieldwork is in Southwestern Ontario where students will learn practical mapping skills while weaving together Indigenous and Western ontologies regarding sustainability, biodiversity, and food security. The course is designed to be highly experiential and will give students time in the Oneida watershed to interact with Knowledge Holders, scientists, community members, and the natural environment.

Students will produce a conservation and management document for Oneida concerning the “Evan John” property the following species. Students will work in groups of 3 or 4 and will submit at the end of July. Preparation work on these species can begin in advance of the course. A sign-up will be available on BrightSpace.

- Monarch and Swallowtail butterflies
- Bobwhite Quail
- Rusty Patched and Bumble Bee
- Tulip Tree and Black Ash Tree
- Longnose Gar and Bivalves (this project will require some biodiversity mapping in the Thames River – be prepared to get wet if you join this group!)
- Food Forest Planning (for Tony Ireland) ← some specific requirements and outline to be discussed.

### REQUIRED EQUIPMENT:

- Smart phone with data plan and charger
- Tent (one can be borrowed from Oneida, but please arrange with Jennifer in advance)
- Sleeping bag & mat
- Water bottle (large for field work)

- Hiking boots, or similarly supportive shoes and camp/shower shoes
- Weather-specific clothing and PJs (please check the July temperatures for South Western Ontario!)
- Hat & Sunglasses
- Notebook and pen/pencil
- Environmentally safe soap and shampoo
- Hygiene items (examples below)
  - Toothbrush & paste
  - Deodorant
  - Medications (prescribed and supplementary such as Advil)
  - Sunscreen
  - After-burn (i.e.. aloe vera)
  - Bug spray
  - Afterbite
  - Hairbrush
  - Earplugs
  - Baby wipes
- Head lamp
- Camera

**KEY THEMES:** traditional ecological knowledge, food security, Indigenous ontologies, community mapping, biodiversity mapping, braided approaches to conservation and sustainability

---

### **REQUIRED TEXT(S)**

All required texts will be available on BrightSpace. There is no textbook for this course.

---

### **LEARNING OUTCOMES**

The aims of the course are to

- Give you the skills, methods, concepts, and theories essential to community mapping and story mapping.
- Help you apply these advanced methods, concepts, and theories in both general and more specialized contexts relating to the processes, policies, and politics of Indigenous conservation and sustainability.
- Develop an in-depth understanding of both Western and Indigenous resource management planning for specific species.
- Foster and develop your ability to think critically.
- Develop your ability to carry out independent research.

### **EVALUATION**

Your grade for the course will be based on the following assignments:

Story Map Reflection (individual)	25%
Conservation and Management Plan (group)	50%

Hosting a community mapping event (group)	15%
Participation in June activities (individual)	10%

## GRADING SYSTEM

As per the Academic Calendar:

Grade	Grade point value	Grade scale	Description
<b>A+</b> <b>A</b> <b>A-</b>	9 8 7	90-100% 85-89% 80-84%	<b>Exceptional, outstanding</b> and <b>excellent</b> 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> <b>B</b> <b>B-</b>	6 5 4	77-79% 73-76% 70-72%	<b>Very good, good</b> and <b>solid</b> 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.
<b>C+</b> <b>C</b>	3 2	65-69% 60-64%	<b>Satisfactory</b> , or <b>minimally satisfactory</b> . These grades indicate a satisfactory performance and knowledge of the subject matter.
<b>D</b>	1	50-59%	<b>Marginal</b> Performance. A student receiving this grade demonstrated a superficial grasp of the subject matter.
<b>F</b>	0	0-49%	<b>Unsatisfactory</b> performance. Wrote final examination and completed course requirements; no supplemental.
<b>N</b>	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/](http://uvic.ca/socialsciences/geography/)
- Undergraduate Advising: [geogadvising@uvic.ca](mailto:geogadvising@uvic.ca)

## BRIGHTSPACE

Articles, assignment details, and course updates will be posted on the Geog391 BrightSpace site.

Brightspace learning management systems (LMS) will serve as the main avenue of communication in this course. This is where I will put important resources that I think will help you along including course information, topic handouts, important dates, announcements, lab materials, and TA information (email addresses and office hours). Please go here first and visit often. If you are having difficulty logging in or password problems, contact the Computer Help Desk Email: [helpdesk@uvic.ca](mailto:helpdesk@uvic.ca), Tel: 250-721-7687

---

## 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, use of AI's (for example Chat GPT), multiple submissions, and aiding others to cheat.**

**Policy on Academic Integrity:** [web.uvic.ca/calendar2019-09/undergrad/info/regulations/academic-integrity.html](http://web.uvic.ca/calendar2019-09/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](http://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 (<https://www.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](http://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](mailto:svpcoordinator@uvic.ca)  
Web: [uvic.ca/svp](http://uvic.ca/svp)

## **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 via MyPage 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.

## **CALENDAR**

DATE	Topic and Readings / Activities
------	---------------------------------

<p><b>6-7pm (Local Victoria Time) June 5<sup>th</sup></b></p>	<p>Introduction to the course and fieldwork activities and Oneida more generally.</p> <p>Required Reading: Becker, A. (2014). The Stz'uminus Storied Places Project: A community-based digital mapping project to mobilize Indigenous place names and place-based stories. <i>The Arbutus Review</i>, 5(1), 1-21.</p> <p>Video: Still Standing – Oneida Nation of the Thames (on CBC Gem, season 8 episode 2)</p> <p>Suggested reading: McGurk, T &amp; Caquard, S. (2020). To What Extent Can Online Mapping be Decolonial?</p> <p>Kimmerer, R. (2013). Braiding sweetgrass: Indigenous wisdom, scientific knowledge and the teachings of plants. Milkweed editions.</p>
<p><b>6-7pm (Local Victoria Time) June 12<sup>th</sup></b></p>	<p>Discussion of Story Mapping and other tools and techniques to be used in the course</p> <p>Reading: Hemsworth, K., Greer, K., Paulin, M., Sutherland, K., &amp; McLeod Shabogestic, J. (2022). Maada'oonidiwag gete-dibaajimowen ("sharing old stories"): reflections on a place-based reparatory research partnership in Nbisiing Anishinaabeg Territory. <i>GeoJournal</i>, 87(Suppl 2), 267-280.</p> <p>Suggested reading: Atalay, S., Bonanno, L., Galman, S. C., Jacqz, S., Rybka, R., Shannon, J., ... &amp; Wolencheck, E. (2019). Ethno/Graphic storytelling: Communicating research and exploring pedagogical approaches through graphic narratives, drawings, and zines. <i>American Anthropologist</i>, 121(3), 769-772.</p> <p>Shield, A. (2022). " You Must Unlearn What You Have Learned": Or, How Yoda, Decolonization, and Indigenous Digital Media Fit Together. <i>Studies in American Indian Literatures</i>, 34(1), 75-91.</p> <p>Sunseri, L. (2010). <i>Being again of one mind: Oneida women and the struggle for decolonization</i>. UBC Press.</p>
<p><b>6-7pm (Local Victoria Time) June 19<sup>th</sup></b></p>	<p>Meet with Brandon Doxtator (via zoom). Discussion on The Great Law of Peace and Haudenosaunee Worldview</p> <p>Reading: Available on BrightSpace</p>

<p><b>6-7pm (Local Victoria Time)</b> <b>June 26<sup>th</sup></b></p>	<p>Meet with Barry Callow (via zoom). Discussion on “Braided approaches” and A Dish with One Spoon.</p> <p>Reading: Available on BrightSpace</p>
<p><b>July 3<sup>d</sup></b></p>	<p>Arrival in Toronto – transportation to Oneida</p>
<p><b>July 4<sup>th</sup></b></p>	<p>“Evan John” property tour and introduction to the community, Getting “biobliz” mapping set up.</p> <p>Guest speakers History, Treaties and Wampum’s of the Haudenosaunee/Onyota’a:ka</p> <p>Haudenosaunee perspectives on biodiversity and conservation management</p>
<p><b>July 5<sup>th</sup></b></p>	<p>Biodiversity mapping Visit Anthony Ireland’s community garden (“Bubbs”)</p>
<p><b>July 6<sup>th</sup></b></p>	<p>Guest speakers: Barry Callow Biodiversity mapping Making fry bread and corn soup with Samantha Doxtator</p>
<p><b>July 7<sup>th</sup></b></p>	<p>Visit Chippewa, Nancy Deleary’s 60 acres rehabilitated land.</p>
<p><b>July 8<sup>th</sup></b></p>	<p>Pollinator Gardens and Mothers Earth Farms Biodiversity Mapping (Evan John property and nature trail) Guest Speakers: Indigenous Knowledges (TEK)</p>
<p><b>July 9<sup>th</sup></b></p>	<p>Community Mapping Final Feast</p>
<p><b>July 10<sup>th</sup></b></p>	<p>Transportation to Toronto Airport from Oneida</p>

**DISCLAIMER**

The above schedule, policies, procedures, and assignments in this course are subject to change, especially when needed for guest speakers and knowledge holders.

**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/](http://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/](http://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/](http://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](http://uvic.ca/services/indigenous/students/programming/elders/index.php)*