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**COURSE OUTLINE  
INDIGENOUS GEOGRAPHIES**

**Meeting Time: Mondays/Thursdays—10:00-11:20 AM, Cornett Building B111**

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**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](mailto:dsmiles@uvic.ca)**

**Marking Assistant: Ashley Churchill**

**Office Hours: Thursdays, 1-2 PM**

**Office Location: B331 Building (GIF Lab)**

**Contact: [aamc@uvic.ca](mailto:aamc@uvic.ca)**

**NOTE ON COURSE DELIVERY:** This is an **IN-PERSON** course. All course activities will occur in-person. However, I will be running a Zoom room alongside in-person classes to accommodate students who may be feeling ill or cannot physically be on campus for a given meeting. 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 make arrangements.

**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**

There has been no shortage of research and writings in Geography done *on* Indigenous communities and nations in the history of the discipline. However, in recent years, there has been growth in scholarship in Geography written *by* Indigenous peoples and communities themselves, which has led to a reassessment of how Geography as a discipline engages with Indigenous peoples. In this course, we will take a deep dive into the wealth of geographic scholarship written by Indigenous scholars, and by doing so, get a closer look at the ways in which geographic thinking and Indigenous worldviews are not only compatible, but provide a way forward for Indigenous thought and the resurgence of Indigenous peoples/communities.

**KEY THEMES: Indigenous geographies**

**Acknowledgements:** *I acknowledge and thank Dr. Jen Rose Smith (dAXunhyuu/Eyak) at the*

*University of Washington, with whom I have been co-developing the ideas and themes behind this course since 2021.*

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## 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.

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## LEARNING OUTCOMES

Students will:

- Understand the contributions that Indigenous scholars have made to the discipline of Geography over the last several decades
- Understand the intersections between aspects of Indigenous worldviews and geographical concepts
- Be able to articulate current trends in Geography and 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 thought and Indigenous resurgence

## EVALUATION

Grade Breakdown	%
<b>Weekly Reflections</b>	<b>25</b>
<b>Midterm #1</b>	<b>15</b>
<b>Midterm #2</b>	<b>15</b>
<b>Participation</b>	<b>20</b>
<b>Final Project</b>	<b>25</b>

## GRADING SYSTEM

As per the Academic Calendar:

Grade	Grade point value	Grade scale	Description
A+	9	90-100%	Exceptional, outstanding and excellent performance.

<b>A</b>	8	85-89%	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>A-</b>	7	80-84%	
<b>B+</b>	6	77-79%	<b>Very good, good and 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>B</b>	5	73-76%	
<b>B-</b>	4	70-72%	
<b>C+</b>	3	65-69%	<b>Satisfactory, or minimally satisfactory.</b> These grades indicate a satisfactory performance and knowledge of the subject matter.
<b>C</b>	2	60-64%	
<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.

### **Weekly Reflections (25%)**

Each week, you will be asked to write a 2 to 3 page (maximum of 3 pages, double-spaced) reflection. What I am looking for is your reactions and your thoughts on what we've covered in class that particular week. There are no wrong ways of reflecting on what you've learned in class, but I am really wanting to 'hear' (see) your thoughts about the week's topic. Think of these as a form of 'field notes' about how you're thinking about the topics! These reflections are meant to be very low stakes ways that allow me to see how you're thinking about the topics we've covered—as long as you are completing them to the best of your ability, you will do well.

**Writing reflections will not be assigned during the first week of the class, during midterm weeks, over the reading break, or during the final week of the course.**

### **Midterms (30% overall, 15% per exam)**

You will take two 'midterm' exams over the course of the term, in Week 5 and Week 11. These exams will be take-home, essay-based exams that will test your understanding and analysis of course topics. These are designed to be as stress-free as possible—as long as you are attending class and keeping up with the readings, you should do well. More information on each midterm will be given in class leading up to the exam.

### **Participation (Approx. 20%)**

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.

I recognize that for some students, “in-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/guest 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, e-mailing an author of a text with your reaction to their writing, contributing news stories on current events related to course topics in class, and other activities. I will discuss these roles more in detail in class.

### **Final Project (25%)**

The final assignment in this course will be the final paper/project, which will be due during the finals period. This assignment, which will be based on a topic chosen by the student and approved by me, will critically engage with the chosen topic and will seek to generate unique and/or interesting insights that the student uncovers through their research. You will have two choices on how you want to do the final project:

**Term Paper:** If you choose this option, you will write a 10-12 page term paper that will be based on a course topic. My hope is that you will produce a paper that can serve as the nucleus of an undergraduate honours thesis or other capstone product in your undergraduate careers.

**Creative Project:** If writing a paper is not your forte, you may choose to pursue a creative project, such as an artistic endeavour or other form of knowledge production, my hope is that your work will be of a similar professional quality. In the past, students have made quilts, created maps, developed podcasts, and have even created a board game!

**You must complete the final paper/project to pass the course. If you do not submit a final paper/final project, you will receive a grade of N.**

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### **GEOGRAPHY DEPARTMENT INFO**

- Geography Department website: [uvic.ca/socialsciences/geography/](http://uvic.ca/socialsciences/geography/)
- Geography Department Chair: [geogchair@uvic.ca](mailto:geogchair@uvic.ca)
- Geography Undergraduate Advising: [geogadvising@uvic.ca](mailto:geogadvising@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. Readings for the course will be available immediately; my goal is to have each week’s assignments ready 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.

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### **POLICY ON LATE ASSIGNMENTS**

Late take-home work is subject to a 10% penalty per day late (inclusive of Sunday-Saturday). So, for example, if an assignment is due on Sunday, if a student turns it in the following Sunday it will be subject to a 70% points penalty.

Midterms are subject to a 20% penalty per day late (inclusive of Sunday-Saturday).

The final assignment will also be subject to a late penalty—we will discuss this in class towards the end of the semester.

If you have a reason (known medical condition, a pile-up of due assignments on other courses, athletics teams, job interview, religious obligations etc.) for being unable to complete work on time, then flexibility is possible—please let me know and we can talk about it. Additionally, given the circumstances surrounding the continuing COVID-19 pandemic, if there are ongoing medical, personal, or other issues that are likely to affect your work all semester, then please contact me to discuss the situation. I am willing to make accommodations and be flexible if it will help you be successful in this course.

## **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 reflections/midterm/final project. It also goes a long way towards building a community in the classroom!

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 4 unexcused absences in a term without it affecting a student's grade.**

**If you have 5 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.**

**A reminder---you can attend class in-person or via Zoom!**

## **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](http://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](http://uvic.ca/learningandteaching/cac/index.php).

### Specific Policies for this course:

- **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/](http://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](mailto: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](http://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](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)

**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](mailto: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](mailto: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.

### **WELL-BEING:**

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.*

### **COURSE EXPERIENCE SURVEY (CES)**

I value your feedback on this 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 adjust 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 but please be thinking about this important activity during the course.



**WEEKLY CALENDAR**

<b>WEEK</b>	<b>DATE</b>	
<b>1</b>	<b>9/7</b>	<p><b>Syllabus Day and Introduction to Class</b></p> <p><b>Reading:</b> This course outline! 😊</p>
<b>2</b>	<b>9/11 &amp; 9/14</b>	<p><b>What Are Indigenous Geographies?</b></p> <p><b>Reading:</b></p> <p>Herman, R. Douglas K. "Reflections on the importance of Indigenous geography." <i>American Indian Culture and Research Journal</i> (2008).</p> <p>Hunt, Sarah. "Ontologies of indigeneity: The politics of embodying a concept." <i>Cultural geographies</i> 21, no. 1 (2014): 27-32.</p> <p>Edmonds, Penelope. "Unpacking settler colonialism's urban strategies: Indigenous peoples in Victoria, British Columbia, and the transition to a settler-colonial city." <i>Urban History Review</i> 38, no. 2 (2010): 4-20.</p>
<b>3</b>	<b>9/18 &amp; 9/21</b>	<p><b>'Other' Geographies, Decolonial Geographies</b></p> <p><b>Readings:</b></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> <p>Hunt, Dallas, and Shaun A. Stevenson. "Decolonizing geographies of power: Indigenous digital counter-mapping practices on Turtle Island." <i>Settler Colonial Studies</i> 7, no. 3 (2017): 372-392.</p>
	<b>9/22</b>	<b>Last day to add Fall Term courses</b>
<b>4</b>	<b>9/25 &amp; 9/28</b>	<p><b>Feminist Indigenous Geographies</b></p> <p><b>Readings:</b></p> <p>Goeman, Mishuana R. "Notes toward a Native feminism's spatial practice." <i>Wicazo Sa Review</i> 24, no. 2 (2009): 169-187.</p>

		Trask, Haunani-Kay. "Feminism and Indigenous Hawaiian nationalism." <i>Signs: Journal of women in culture and society</i> 21, no. 4 (1996): 906-916.
5	10/2 & 10/5	<p><b>Indigenous Geographies Encounters (Overcomes) The Colonial Gaze</b></p> <p><b>Readings:</b></p> <p>Chapter 1, Chang, David A. <i>The world and all the things upon it: Native Hawaiian geographies of exploration</i>. U of Minnesota Press, 2016.</p> <p>Smith, Jen Rose. "'Exceeding Beringia': Upending universal human events and wayward transits in Arctic spaces." <i>Environment and Planning D: Society and Space</i> 39, no. 1 (2021): 158-175.</p> <p><b>MIDTERM #1 DUE 10/8</b></p>
6	10/9 & 10/12	<p><b>Indigenous Cartographies</b> <i>10/12-Outdoor seminar @ Cadboro Bay</i></p> <p><b>Readings:</b></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.</p> <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>
7	10/16 & 10/19	<p><b>Contact Zones between Indigenous geographies and Geography</b></p> <p><b>Readings:</b></p> <p>Louis, Renee Pualani, and Zoltán Grossman. "Indigenous methods and research with Indigenous communities." <i>Research ethics for human geography: A handbook for students</i> (2020): 143.</p> <p>Mychalejko, Cyril, and Ramor Ryan. "US military funded mapping project in Oaxaca." <i>Z Magazine</i> 22, no. 4 (2009).</p> <p>'Letters from Oaxaca' in Wainwright, Joel. <i>Geopiracy: Oaxaca, militant empiricism, and geographical thought</i>. Palgrave Macmillan, 2013.</p> <p><a href="#">AAG-IPSG's Declaration of Key Questions about Research Ethics with Indigenous Communities</a></p>

8	10/23 & 10/26	<p><b>Indigenous Counter-Mapping</b></p> <p><b>Readings:</b></p> <p>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.</p> <p>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.</p>
	10/31	<b>Last day to drop Fall Term courses without penalty of failure</b>
9	10/30 & 11/2	<p><b>Indigenous Science/Technology Studies &amp; Geography</b></p> <p><b>Readings:</b></p> <p>Smiles, Deondre. "'... to the Grave'—Autopsy, settler structures, and Indigenous counter-conduct." <i>Geoforum</i> 91 (2018): 141-150.</p> <p>Smiles, Deondre, 2021. <i>Repatriation and Erasing the Past</i> by Elizabeth Weiss and James W. Springer. <i>Transmotion</i> 7 (1): 221-228.  <a href="https://journals.kent.ac.uk/index.php/transmotion/article/view/993/1919">https://journals.kent.ac.uk/index.php/transmotion/article/view/993/1919</a></p> <p>Selections from <i>Pollution is Colonialism</i> (Max Liboiron, 2021)</p>
10	11/6 & 11/9	<p><b>Indigenous Geographies of 'British Columbia'</b></p> <p><b>Readings:</b></p> <p>Egan, Brian. "Sharing the colonial burden: Treaty-making and reconciliation in Hul'qumi'num territory." <i>The Canadian Geographer/Le Géographe Canadien</i> 56, no. 4 (2012): 398-418.</p> <p>Price, John, and Nick Claxton. "Whose land is it? Rethinking sovereignty in British Columbia." <i>BC Studies: The British Columbian Quarterly</i> 204 (2020): 115-138.</p> <p>Robertson, Sean. "Extinction is the dream of modern powers: Bearing witness to the return to life of the Sinixt peoples?." <i>Antipode</i> 46, no. 3 (2014): 773-793.</p>

	11/13-11/15	<b>READING BREAK—No class 11/13</b>
11	11/16	<p><b>Indigenous Health Geographies</b></p> <p><b>Final Paper/Project Proposals Due 11/20</b></p> <p>11/16-Guest Speaker, Dr. Alexandra Giancarlo (University of Calgary)</p> <p><b>Readings:</b></p> <p>Richmond, Chantelle, and Elana Nightingale. "Introduction to special section: Geographies of Indigenous health and wellness." <i>The Canadian Geographer/Le Géographe canadien</i> 65, no. 1 (2021): 4-7.</p> <p>Richmond, Chantelle. "The relatedness of people, land, and health: stories from Anishinabe Elders." <i>Determinants of Indigenous peoples' health: Beyond the social</i> (2018): 167-185.</p> <p>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.</p> <p><b>MIDTERM #2 DUE 11/19</b></p>
12	11/20 & 11/23	<p><b>Outer Space</b></p> <p>11/23—Outdoor seminar @ Mt. Tolmie</p> <p><b>Readings:</b></p> <p>Gorman, Alice. "The cultural landscape of interplanetary space." <i>Journal of Social Archaeology</i> 5, no. 1 (2005): 85-107.</p> <p>Marshall, Alan. "Development and imperialism in space." <i>Space Policy</i> 11, no. 1 (1995): 41-52.</p> <p>Smiles, D, 2020. "The Settler Logics of (Outer) Space." <i>Society+Space Blog</i>. <a href="https://www.societyandspace.org/articles/the-settler-logics-of-outer-space">https://www.societyandspace.org/articles/the-settler-logics-of-outer-space</a></p> <p><a href="#">‘The Space NDN’s Star Map’ by Lou Cornum</a></p>
13	11/27 & 11/30	<p><b>Geographic Indigenous Futures</b></p> <p><b>Readings:</b></p> <p>Ramírez, Margaret Marietta. "Take the houses back/take the land back: Black and Indigenous urban futures in Oakland." <i>Urban Geography</i> 41, no.</p>

		5 (2020): 682-693.  Smiles, Niiyokamigaabaw Deondre. "Reflections on the (continued and future) importance of Indigenous geographies." <i>Dialogues in Human Geography</i> (2023).
14	12/4	<b>Course Wrap-up</b> <i>12/4 class meeting @ Cadboro Bay</i>  (No readings this week!)
Finals	TBA	<b>Final Papers/Projects Due</b>

## 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:

For most assignments, you can generally expect feedback within 7 days. Midterms may take longer to grade, please allow 7-14 days for those to be marked.

### 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 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.
- 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.