

## GEOG 3413G (INST 3600G): Climate, Culture, and Indigenous Geographies Course Outline: Section 001 Winter 2026

I take this opportunity to welcome students to the traditional lands of the Anishinaabek (Ah-nish-in-a-bek), Haudenosaunee (Ho-den-no-show-nee), Lūnaapéewak (Len-ahpay- wuk) and Attawandaron (Add-a-wonda-run) peoples, on lands connected with the London Township and Sombra Treaties of 1796 and the Dish with One Spoon Covenant Wampum. This land continues to be home to diverse Indigenous peoples (e.g., First Nations, Métis and Inuit) whom we recognize as contemporary stewards of the land and vital contributors of our society.

Lecture – face to face and on occasion via zoom (Advance notice will be given if on zoom).

### 1. Course Information

\*Details about design and delivery of the course are listed below in Section 6



| Classes Start | Spring Reading Week   | Classes End | Study day(s)                              | Exam Period                              |
|---------------|---|-------------|---|--|
| January 5th   | Feb 16 <sup>th</sup> – 20 <sup>th</sup> Spring Reading week | April 9th   | April 10 <sup>th</sup> & 11 <sup>th</sup> | April 12 <sup>th</sup> -30 <sup>th</sup> |

Jan 13<sup>th</sup> 2026: Last day to add or drop a 12 week course.

February 16<sup>th</sup> 2026: Family Day

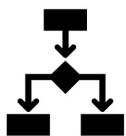
March 30<sup>th</sup> 2026: Last day to drop a winter 12 week course without academic penalty.



| Instructor        | Contact Information   | Office Hours  |
|-------------------|-----------------------|---|
| Dr Lewis Williams | Lewis.Williams@uwo.ca | By appointment in person or Via zoom<br>Group Drop in available immediately after class |

### 2. Calendar Description

This course offers an introduction to the interrelated dynamics of climate crisis and colonialism. The influence of geographies of epistemology, culture, place and power on climate change impacts, strategies, and outcomes is explored. Adopting an anti-colonialist framework and emphasizing inclusive Indigenous Kinship approaches the course moves from theory to action.



3 lecture hours, 0.5 course.

Prerequisite(s): Two full courses or equivalent in Geography. Third or fourth year. status at the University.

Antirequisites: Indigenous Studies 3600F/G, Geography 3901A/B.

Prerequisite checking is the student's responsibility.

Senate Regulations state, "unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you will be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites."

### 3. Textbook

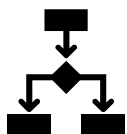


☒ All resources will be posted in OWL

### 4. Course Objectives and Format

This is an interactive and participatory course that will draw on your own developing knowledge of this subject area. Students are expected to be active contributors to learning and knowledge exchange activities. We are a community of learners. Students will be:

- Be introduced to the key contextual factors shaping climate crisis, in particular its connections with ongoing colonialism and capitalism, as well as its relationship to other interconnected global challenges;
- Develop and/or deepen understanding of the ways in which the dynamics of epistemology, culture, intersectionality and power shape climate crisis impacts, strategies and outcomes for different cultural groups at global, regional and local levels;
- Identify key distinctions between Indigenous, kinship, Western Climate Justice and techno-capitalist approaches to addressing climate crisis, including underlying paradigmatic approaches;
- Demonstrate self-knowledge regarding the interrelationships between their cultural identities, social-power locations, and the ways in which these inform their emerging climate action.

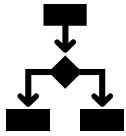


☒ This is a participatory class that involves group work. You have a responsibility to your classmates as well as yourself to attend. You must attend a minimum of 8 of the 11 in person classes to pass this course.

Indigenous Students with conflicting community responsibilities may be granted one extra absence in consultation with Dr Williams.

☒ Missed work undertaken in class should be completed within 48 hours

All course material will be posted to the new OWL Brightspace learning environment: <https://westernu.brightspace.com/d2l/home>. Any changes will be indicated on the OWL site and discussed with the class.



Current versions of all popular browsers (e.g., Safari, Chrome, Edge, Firefox) are supported with OWL Brightspace; what is most important is that you update your browser frequently to ensure it is current. All JavaScript and cookies should be enabled.

If you need technical assistance, you can seek support on the [OWL Brightspace Help page](#). Alternatively, you can contact the [Western Technology Services Helpdesk](#). They can be contacted by phone at 519-661-3800 or ext. 83800.

## 5. Learning Outcomes

Upon successful completion of this course, students will be able to:



- Demonstrate knowledge of key contextual factors shaping climate crisis including its interconnections with colonialism, and capitalism.
- Describe and demonstrate application of the ways in which geographies of epistemology, culture and power shape climate crisis impacts, strategies and outcomes for different cultural groups at global, regional, and local levels.
- Identify key distinctions and interrelationships between Indigenous Kinship, Western climate justice, and techno-capitalist approaches, to addressing climate crisis including underlying paradigmatic approaches.
- Demonstrate self-knowledge regarding the interrelationships between their cultural identities, social-power locations, and the ways these inform their emerging climate action.

## 6. Course Content and Schedule

This course will mostly be taught in person. If in the unlikely event a class session needs to be taught online, students will be notified in advance.

| Week | Dates                                       | Topic  | Readings   |
|------|---|--|--|
| 1    | January 12 <sup>th</sup> – 16 <sup>th</sup> | Course Introduction: Climate crisis and the intensification of colonialism | As posted bi-weekly to OWL under the resources folder.<br><b><i>This first week is asynchronous. Materials and exercises will be posted to Brightspace under week one.</i></b> |
| 2    | January 19 <sup>th</sup> – 23 <sup>rd</sup> | Climate crisis and geographies of epistemology, culture, and power I.      | As posted bi-weekly to OWL under the resources folder<br>In person   |
| 3    | January 26 <sup>th</sup> – 30 <sup>th</sup> | Climate crisis and geographies of epistemology, culture, and power II.     | As posted bi-weekly to OWL under the resources folder<br>In person   |
| 4    | February 2 <sup>nd</sup> – 6 <sup>th</sup>  | Climate and Indigenous Kinship approaches                                  | As posted bi-weekly to OWL under the resources folder  |

| Week  | Dates  | Topic   | Readings   |
|---|--|---|--|
|   |  | Assignment One due 2 <sup>nd</sup> Feb.   | In person  |
| 5   | February 9 <sup>th</sup> – 13 <sup>th</sup>    | 12 <sup>th</sup> Feb Assignment Two due. Knowledge Bundle Presentations.          | As posted bi-weekly to OWL under the resources folder<br><br>In person                                 |
| <b>Spring Reading Week 16<sup>th</sup> – 20<sup>th</sup> February</b> |  |   |  |
| 6   | February 23 <sup>rd</sup> – 27 <sup>th</sup>   | Loving the Earth  | As posted bi-weekly to OWL under the resources folder<br>In person                                     |
| 7   | March 2 <sup>nd</sup> – 6 <sup>th</sup>        | Climate activism and Indigenous geographies of the Pacific                        | As posted bi-weekly to OWL under the resources folder<br><br>In person                                 |
| 8   | March 9 <sup>th</sup> – 13 <sup>th</sup>       | Knowledge Bundle Two Presentations<br><br>12 <sup>th</sup> March Assignment 3 due | As posted bi-weekly to OWL under the resources folder<br><br>In person                                 |
| 9   | March 16 <sup>th</sup> – 20 <sup>th</sup>      | Climate Crisis Governance: Decolonizing climate policy                            | As posted bi-weekly to OWL under the resources folder  |
| 10  | March 23 <sup>rd</sup> – 27 <sup>th</sup>      | Digital Stories<br>26 <sup>th</sup> March Assignment Four Due .                   | As posted bi-weekly to OWL under the resources folder<br><i>Assessment 4 due 20<sup>th</sup> March</i> |
| 11  | March 30 <sup>th</sup> – April 3 <sup>rd</sup> | Climate: Indigenous, intercultural, and intergenerational conversations           | As posted bi-weekly to OWL under the resources folder  |
| 12  | April 6 <sup>th</sup> – 9 <sup>th</sup>        | Wisdom Council<br>April 9 <sup>th</sup> Assignment 5 due.                         | As posted bi-weekly to OWL under the resources folder  |

## 7. Communication



- ☒ Students should check the OWL site every 24 – 48 hours
- ☒ A weekly update will be provided on the OWL announcements
- ☒ Students should email their instructor(s) and teaching assistant(s) using OWL Brightspace
- ☒ For any other communication, the centrally administered **e-mail account** provided to students will be considered the individual's official university e-mail address.
- ☒ Emails will be monitored daily; students will receive a response in 24 – 48 hours



- ☒ This course will use Microsoft Teams for discussions [If you want to use Teams, there are resources available on the OWL site to assist with getting started]
- ☒ This course will use the OWL Brightspace for discussions

## 8. Evaluation

Below is the evaluation breakdown for the course. Any deviations will be communicated.

| Assessment | Format  | Weighting | Due Date                           |
|------------|---|-----------|------------------------------------|
| One        | Written Concept paper                             | 30%       | Monday 2 <sup>nd</sup> February    |
| Two        | Knowledge Bundle One: Group Work and presentation | 10%       | Thursday 12 <sup>th</sup> February |
| Three      | Knowledge Bundle Two: Group Work and presentation | 10%       | Thursday 12 <sup>th</sup> March    |
| Four       | Digital Story                                     | 35%       | Thursday 26 <sup>th</sup> March    |
| Five       | Wisdom Council                                    | 15%       | Thursday, 9 <sup>th</sup> April    |



The evaluation methods described in the course outline are essential requirements for the course.

### Use of AI in the course

Use of generative AI will be permitted in some circumstances on this course. For example, use of generative AI for brainstorming purposes will be allowed with some assignments. AI may also, for example be allowed to craft the visual elements of digital story assignments. AI will not be allowed under any circumstances for essay or script writing. The parameters regarding the possible use of AI (Artificial intelligence) within assignments will be included on the instructions document for each assignment.

Students are responsible for material covered in the lectures as well as the assigned chapters/sections in the text.

Course-specific conditions that are required to pass the course includes a minimum attendance of ten classes.

- ☒ All assignments are due at 11:55 pm EST unless otherwise specified
- ☒ Written assignments will be submitted to Turnitin (statement in policies below)
- ☒ Students will have unlimited submissions to Turnitin
- ☒ Rubrics will be used to evaluate assessments and will be posted with the instructions

- ☒ After an assessment is returned, students should wait 24 hours to digest feedback before contacting their evaluator; to ensure a timely response, reach out within 7 days [

Click [here](#) for a detailed and comprehensive set of policies and regulations concerning examinations and grading. The table below outlines the University-wide grade descriptors.

|    |          |   |
|----|----------|---|
| A+ | 90-100   | One could scarcely expect better from a student at this level   |
| A  | 80-89    | Superior work which is clearly above average                    |
| B  | 70-79    | Good work, meeting all requirements, and eminently satisfactory |
| C  | 60-69    | Competent work, meeting requirements                            |
| D  | 50-59    | Fair work, minimally acceptable                                 |
| F  | below 50 | Fail  |

**Grades will not be adjusted on the basis of need. It is important to monitor your performance in the course. Remember: *You* are responsible for your grades in this course.**

## 9. Accommodation Policies

Students with disabilities work with Accessible Education (formerly SSD) which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The accommodation policy can be found here: [Academic Accommodation for Students with Disabilities](#).

### General Information about missed work:

University policy on academic considerations are described [here](#). This policy requires that all requests for academic considerations must be accompanied by a self-attestation. Further information about academic considerations, and information about submitting this self-attestation with your academic consideration request may be found here.

Please note that any academic considerations granted in this course will be determined by the instructor, in consultation with the academic advisors in your Faculty of Registration, in accordance with information presented in this course outline.

### Flexibility statements

Please note that because the submission deadline for all assessments already includes flexibility in the form of a 72-hour submission window past the due date, the instructor reserves the right to deny academic consideration for assignments which are submitted following the end of the period of flexibility.

When a student receives academic considerations or academic accommodations which overlap with the built-in flexibility of the assessment, the longest period of accommodation will determine the deadline.

### Absence from Course Commitments

Students must familiarize themselves with the [Policy on Academic Consideration – Undergraduate Students in First Entry Programs](#)

### **Academic Consideration for Course Components with Flexible Deadlines**

This course employs flexible deadlines for assignments. The assignment deadlines can be found above in the course outline. For each assignment, students are expected to submit the assignment by the deadline listed. Should illness or extenuating circumstances arise, students are permitted to submit their assignment up to 72 hours past the deadline without academic penalty. Should students submit their assessment beyond 72 hours past the deadline, a late penalty of 10% per day will be subtracted from the assessed grade. As flexible deadlines are used in this course, requests for academic consideration will not be granted. If you have a long-term academic consideration (E.g. medical, compassionate, or extenuating circumstances) or an accommodation for disability that allows greater flexibility than provided here, please reach out to your instructor at least one week prior to the posted deadline.

### **Accommodation for Religious Holidays**

Students should review the policy for [Accommodation for Religious Holidays](#). Where a student will be unable to write examinations and term tests due to a conflicting religious holiday, they should inform their instructors as soon as possible but not later than two weeks prior to writing the examination/term test. In the case of conflict with a midterm test, students should inform their instructor as soon as possible but not later than one week prior to the midterm.

## **10. How to Be Successful in this Class:**

Students enrolled in this class should understand the level of autonomy and self-discipline required to be successful.

1. Invest in a planner or application to keep track of your courses. Populate all your deadlines at the start of the term and schedule time at the start of each week to get organized and manage your time.
2. Make it a daily habit to log onto OWL to ensure you have seen everything posted to help you succeed in this class.
3. Follow weekly checklists created on OWL or create your own to help you stay on track.
4. Take notes as you go through the lesson material. Keeping handwritten notes or even notes on a regular Word document will help you learn more effectively.
5. Connect with others. Try forming a study group and try meeting on a weekly basis for study and peer support.
6. Do not be afraid to ask questions. If you are struggling with a topic, check the online discussion boards or contact your instructor(s) and or teaching assistant(s).
7. Reward yourself for successes. It seems easier to motivate ourselves knowing that there is something waiting for us at the end of the task.



## **11. Academic Offences**

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a [Scholastic Offence](#).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the

system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com ( <http://www.turnitin.com> ).

## **12. Western's Commitment to Accessibility**

The Department of Geography and Environment strives at all times to provide accessibility to all faculty, staff, students and visitors in a way that respects the dignity and independence of people with disabilities.

Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 519-661-2147 for any specific question regarding an accommodation. [Information regarding accommodation of exams](#) is available on the Registrar's website.

More information about "[Accessibility at Western](#)" is available.

## **13. Mental Health**

If you or someone you know is experiencing distress, there are several resources here at Western to assist you. Please visit Western's [Health and Wellness website](#) for more information on mental health resources.

## **14. Support Services**

[Western's Support Services](#)  
[Student Development Centre](#)

Western is committed to reducing incidents of gender-based and sexual violence and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced sexual or gender-based violence (either recently or in the past), you will find information about support services for survivors, including emergency contacts at [https://www.uwo.ca/health/student\\_support/survivor\\_support/get-help.html](https://www.uwo.ca/health/student_support/survivor_support/get-help.html).

To connect with a case manager or set up an appointment, please contact [support@uwo.ca](mailto:support@uwo.ca).

## **15. Important Dates**

January 5<sup>th</sup> : Classes resume

January 13<sup>th</sup> Last day to add a second term half course

February 16<sup>th</sup> Family Day – Department Office Closed

February 16<sup>th</sup> – 20<sup>th</sup> Spring Reading Week (No classes; Department Office open)

March 30<sup>th</sup>: Last day to drop a twelve-week course without academic penalty

April 9<sup>th</sup> : Classes end

April 10<sup>th</sup> and 11<sup>th</sup> Study days

April 12<sup>th</sup> – 30<sup>th</sup>: Examination Period.