

## **GEOG 2411/ FNS 2601 – Indigenous Environments**

### **Course Outline: Winter 2021**

#### **1. Course Information**

##### 1.1. Classroom Location:

**Lecture:** Mondays 11:30 am -1:30 pm, Online

**Tutorial:** Thursday 10:30 am – 12:30 am, Online

##### 1.2. Contact Information:

**Professor: Chantelle Richmond**

Office location: Zoom meeting

Office Hours: By appointment

E-mail: [chantelle.richmond@uwo.ca](mailto:chantelle.richmond@uwo.ca)

**Teaching Assistant: To be Determined (TBD)**

Office Location: Zoom meeting

Office Hours: By appointment

Email: TBD

#### **2. Calendar Description**

In this course, we will examine the special relationship between Indigenous peoples and their physical environments. We will explore the causes and consequences of environmental change as they are experienced by Indigenous communities from around the globe including those related to: identity, food, health, water quality, local economies, social functioning and urbanization. Overarching themes such as colonialism and environmental dispossession will guide the course, with emphasis on their consequences for community well-being.

**Course Prerequisites:** 1.0 course from Environmental Science 1021F/G, Indigenous Studies 1020E, Geography 1100, 1300A/B, 1400F/G, 1500F/G, 2131A/B, 2132A/B, 2133A/B, 2142A/B, 2152F/G, 2153A/B; Women's Studies 1020E, Health Sciences 1001A/B and 1002A/B; Sociology 1020, 1021E, 1025A/B, 1026F/G, 1027A/B or enrolment in the Major in Ecosystem Health or in any of the Globalization Studies modules, or permission from the Instructor. Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may 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**

There is no required textbook for this course, however there are assigned weekly readings, which will be placed on the course OWL site. Please read in advance of class as these readings will form the basis of the lectures and discussion.

#### 4. Course Objectives and Format

This is an online, lecture-based course that will emphasise theoretical and applied concepts through readings, lecture and class discussion. To learn about and understand these key concepts, a variety of teaching methods will be used in lecture, including documentary and film, guest visits, student discussion and participation. Most of the substantive material will be covered in the lecture time and led by Professor Richmond. The tutorial shall be reserved for introduction and take-up of assignments, including time to discuss and practice skills related to writing, referencing, working in groups, delivering presentations, and other topics as desired by 2411/2601 students.

**\*\* Please note that for the 202-2021 academic year, this course will be taught virtually. This means there will be no in-person classes on campus. Students are encouraged to virtually attend the class and tutorial during the regularly scheduled time each week, however lectures and tutorials will also be recorded and posted to the course OWL website.**

#### 5. Learning Outcomes

By the end of this course, students will be able to identify various causes and consequences of environmental change as they are experienced by Indigenous communities. Students will gain understanding of the interaction between physical and social processes and the role they play in creating current day Indigenous landscapes and environments. Through written, oral presentations and group assignments, students will build skills in critical thinking, independent research, teamwork, and oral and written communication.

#### 6. Evaluation

Evaluation Components	Percentage of Course Grade	Due dates and Timelines
Assignment 1: Reflexive essay	15%	TBD
Assignment 2: Critical appraisal	20%	TBD
Assignment 3: Group Essay	30%	TBD
Final Exam	30%	To be determined by Registrar
Class and Tutorial Participation	5%	

Students are responsible for material covered in lectures, tutorials as well as assigned readings.

For Western's new Policy on Accommodation for Medical Illness please refer to the [Academic Handbook](#).

Students seeking academic accommodation on medical grounds for any missed tests, exams, participation components and/or assignments worth 10% or more of their final grade must apply to the Academic Counselling office of their home Faculty and provide documentation. Academic accommodation cannot be granted by the instructor or department.

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.

## 7. LECTURE, READINGS & TUTORIAL SCHEDULE

Date	Lecture Topic	Tutorial Topic
<b>Part I: Indigenous Peoples and the Environment</b>		
<b>Week 1</b>	<b>Who are Indigenous Peoples &amp; Why this course?</b> Introduction to the course and to one another. Readings: Richmond (2017); LaDuke (2005)	Intro to TA TED Talk “Endangered Cultures” by Wade Davis
<b>Week 2</b>	<b>Indigenous Knowledge: Relating people and the Land</b> Film: <i>Mino-Bimidziwin, The Good Life [Minnesota]</i> <b>**This film is central to Assignment 1**</b> Readings: LaDuke (1994); Tagalik (2015)	<b>*Assignment 1 introduced</b> What does it mean to be reflexive?
<b>Week 3</b>	<b>Introduction to the concept of Environmental Dispossession</b> Readings: Richmond & Ross (2009) Colonization Road: <a href="https://www.cbc.ca/firsthand/episodes/colonization-road">https://www.cbc.ca/firsthand/episodes/colonization-road</a>	Discussion on Colonization Road
<b>Part II: Experiences of environmental dispossession</b>		
<b>Week 4</b>	<b>Cultural identity and the Residential Schools</b> Readings: Crey (1997); Selected readings from the Truth and Reconciliation Commission (To Be Determined) <b>* Assignment 1 due</b>	<b>Assignment 2 introduced</b>
<b>Week 5</b>	<b>Indigenous people and water</b> Readings: Wheatley (1997); Sarkar and Hanrahan (2015)	<b>No tutorial</b>
<b>Week 6</b>	<b>Health &amp; the social determinants of health</b> Readings: Caron (2015); MacDougall (2015) Ted Talk by Marcia Andersen: <a href="https://www.youtube.com/watch?v=lpKjtujtEYI">https://www.youtube.com/watch?v=lpKjtujtEYI</a>	<b>Assignment 1 take-up &amp; Assignment 2 help</b>

	<b>READING WEEK: No Class ☺</b>	<b>No Tutorial</b>
<b>Week 7</b>	<b>Food Security and Traditional Food Systems</b> Film: Ted Talk: Winona LaDuke – Seeds of our Ancestors, Seeds of Life (18 min) Reading: LaDuke (2005) * <b>Assignment 2 due</b>	<b>No Tutorial</b>
<b>Week 8</b>	<b>Indigenous people and the city</b> Readings: Lucero (2014); Peters and Andersen (2013) chapter 1 ** <b>Special lecture by Joel Kennedy, N’Amerind Friendship Centre</b>	<b>Assignment 3 introduced &amp; Groups formed</b>
<b>Part III: Indigenous communities and the future</b>		
<b>Week 9</b>	<b>What is community self-determination? How and why can self-determination be applied to research?</b> Readings: Richmond (2016); Nonomiya and Pollock, 2017 Film: Gifts from the Elders	<b>Assignment 2 taken up</b>
<b>Week 10</b>	<b>Revitalization of Traditional Healing – Reconciling relationship to land and one another</b> Readings: Makokis and Makokis (2015)	Group Meetings
<b>Week 11</b>	<b>Environmental repossession – the future of Indigenous Geography?</b> Readings: Richmond and Big-Canoe (2018)	Group meetings
<b>Week 12</b>	<b>Final Presentations</b>	No Tutorial
<b>Week 13</b>	<b>Final Presentations</b> ** <b>Group Paper due</b>	Exam Review

## 8. Make-up Examinations

Makeups will be granted with approved documentation only. All documentation for missed exams must be provided the Academic Counselling Office and Instructor within 48 hours of the scheduled exam. For missed exams, you must take your documentation to Academic Counselling within 48 hours of the exam. Otherwise, the instructor will assign a grade of zero. The format and content of make-ups may differ substantially from the scheduled test or examination.

## 9. Use of Electronic Devices

No electronic devices will be allowed during tests and examinations.

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> ).

## 10. Western's Commitment to Accessibility

The Department of Geography 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.

## 11. Medical Issues

For Western's NEW Policy on Accommodation for Illnesses please refer to the Academic Calendar' section on Academic Rights and Responsibilities.

### Requesting Academic Consideration

Students who experience an extenuating circumstance (illness, injury, or other extenuating circumstance) sufficiently significant to temporarily render them unable to meet academic requirements may submit a request for academic consideration through the following routes:

- (i) Submitting a Self-Reported Absence form provided that the conditions for submission are met;

- (ii) For medical absences, submitting a Student Medical Certificate (SMC) signed by a licensed medical or mental health practitioner in order to be eligible for Academic Consideration; or
- (iii) For non-medical absences, submitting appropriate documentation (e.g., obituary, police report, accident report, court order, etc.) to Academic Counselling in their Faculty of registration in order to be eligible for academic consideration. Students are encouraged to contact their Academic Counselling unit to clarify what documentation is appropriate.

Students seeking academic consideration:

- are advised to consider carefully the implications of postponing tests or midterm exams or delaying handing in work;
- are encouraged to make appropriate decisions based on their specific circumstances, recognizing that minor ailments (upset stomach) or upsets (argument with a friend) are not normally an appropriate basis for a self-reported absence;
- **must communicate with their instructors no later than 24 hours** after the end of the period covered by either the self-reported absence or SMC, or immediately upon their return following a documented absence.

Academic consideration is not normally intended for the following circumstances:

- **Students who require academic accommodation based on an ongoing physical or mental illness (recurring or chronic) or an existing disability.** Students with an ongoing physical illness or mental disorder (recurring or chronic) or an existing disability are responsible, in consultation with their doctors or other health professionals, to determine if they are capable of pursuing their studies and, if so, with what accommodations. Students are expected to seek and arrange reasonable accommodations with Student Accessibility Services (SAS) as soon as possible in accordance with the Policy on Academic Accommodation for Students with Disability. Students with pre-existing accessibility plans arranged through SAS may not need to provide additional documentation when seeking academic consideration where such request for consideration relates to their disability and where their accessibility plans allow for coursework deferral or deadline extensions.
- **Students who experience high levels of stress related to academic performance** (including completing assignments, taking part in presentations, or writing tests or examinations). Students with academic or exam stress should access supports through Student Health and Wellness and Learning Skills Services in order to deal with this stress in a proactive and constructive manner.

## 12. 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.

### **13. Support Services**

Student Support Services

Student Development Services