

**University of Victoria
Course Outline**

**Geography 391 A01 Topics in Geography: Indigenous Geographies of Vancouver Island
Winter Session – Second Term 2016**

Instructor: Dr. Nicholas XEMFOLTW Claxton

Email Address: nickclax@uvic.ca

Class Time: Wednesdays 6:30pm-9:20pm, Cornett Bldg. B111

Office Hours: Wednesdays 4:30pm-6:00pm, MacLaurin Bldg. A263

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 24, 2016	20%
BC First Nation Poster Session – March 30, 2016	25%
Leading a Seminar – Due according to topic	20%
Reflexive Paper – Due March 23, 2016	20%

**Details of each assignment will be posted to CourseSpaces*

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 6, 2016	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 13, 2016	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 20, 2016	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 27, 2016	Lekwungen Geography Guest Speaker – Cheryl Bryce <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>
February 3, 2016	Kwakwaka'wakw Geography Guest Speaker – Dr. Trish Rosborough	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 10, 2016	<i>No Class - Reading Break</i>	No readings assigned
February 17, 2016	Nuu-chah-nulth Geography Guest Speaker – Cliff Atleo, PhD. Candidate	TBA
February 24, 2016	Mid-Term Exam	No readings assigned
March 2, 2016	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 9, 2016	<i>No Class, hours moved to March 19th</i>	No readings assigned
March 16, 2016	Indigenous Resilience, Resistance and Resurgence	<p>Alfred, T. (2010). What is Radical Imagination? Indigenous Struggles in Canada. <i>Affinities: A Journal of Radical Theory, Culture, and Action</i>. 4:2, 5-8.</p> <p>Corntassel, J. (2012). Re-envisioning resurgence:</p>

		Indigenous pathways to decolonization and sustainable self determination. <i>Decolonization: Indigeneity, Education and Society, 1:1, 86-101.</i>
Saturday March 19, 2016 10am-4pm	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 23, 2016	<i>No Class, hours moved to March 19th</i>	No readings assigned
March 30, 2016	Poster Presentations	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.