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**COURSE OUTLINE (v.1.1)**  
**INDIGENOUS ENVIRONMENTAL ACTIVISM**  
(Offered as part of the Clayoquot Sound Field School)

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**Office Hours:** Immediately after class, and during evenings 6:30-8:00 PM in common room @ Tofino Hostel

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

We recognize with honour and respect the Tla-o-qui-aht nation, on whose territories we are gathered for this field course.

**COURSE DESCRIPTION**

In this course, we will critically analyze Indigenous activism in environmental contexts, its root causes, and the outlook of such acts into the future. We will begin exploring the ways in which colonization has wrought tremendous changes to Indigenous environments. We then will turn our attention to the role of Indigenous environmental activism amidst the rise of Indigenous activism in the 1960s and 1970s, moving to the efforts of Indigenous nations and communities in the 1980s, 1990s and 2000s to secure and assert rights related to the environment. We then return to the current upswelling of Indigenous environmental activism, contemplating what this may mean for the environment, including both humans and more-than-human kin. Finally, we conclude this course by looking towards Indigenous conceptions of the future of their natural and political environments and what they might look like in an era of climate crisis. This course will utilize unique activities to evaluate and reinforce course concepts, including the simulated production of a podcast series as the main activity for this class.

**KEY THEMES:** Indigenous geographies, environmentalism, activism, environmental futures

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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 on the subject of Indigenous environmental activism, and at any rate, I do not want to burden you with extra financial cost for a textbook that we would use very infrequently over a 10 day course. I would much rather highlight the work of Indigenous scholars and activists who are deeply engaged with this work. Therefore, I will post required and supplemental media/readings on Brightspace.

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**LEARNING OUTCOMES**

In this course, students will:

- Apply geographic and historical concepts and methods to examine the rise and growth of Indigenous environmental activism over the last 50 years.
- Assess their own place in the world, how it might change as a result of climate change/climate crisis, and how Indigenous viewpoints and methodologies might help mitigate these effects or allow for adaptation to take place.
- Define settler colonialism, define indigeneity, and understand the relationship between the two.
- Understand the history of environmental changes in the United States and Canada, and how they have affected Indigenous peoples
- Identify and discuss processes of global climate change and their effects on Indigenous peoples
- Understand the ways that processes of climate change and environmental injustice have harmed and continue to harm Indigenous communities

## EVALUATION

Term Project–Podcast Production	40%
Participation Roles	25%
Final Presentation and Reflection	35%

### **Podcast Production (40% of grade)**

During the course of our 10 days together, you will be placed into small groups of 4-6 students, and will begin the process of creating a podcast surrounding Indigenous environmental activism in more general contexts, as well as as surrounding our time together as a class. Each group will focus on ‘producing’ one episode of the potential podcast, including selecting a topic, doing research on the topic, creating a script, and potentially recording some elements of the podcast. Because of the time constraints of the course, we will not produce the podcast on site, but I will solicit interest in editing and producing the podcast on an optional basis after the semester. We will discuss this more at length during our first class meeting.

### **Participation Roles (25% of grade)**

Besides the lectures, we will also devote 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 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, and other activities. I will discuss these roles more in detail in class.

### **Final Presentation and Reflection (35% of grade)**

During the last day of class, each podcast group will present the work they've done on their episode so far, as well as exploring the broader themes they've been investigating in their work. Each student will also complete a short reflection on what they've learned during our time together in the course, to be submitted to me.

## GRADING SYSTEM

As per the Academic Calendar:

Grade	Grade point value	Grade scale	Description
A+	9	90-100%	<b>Exceptional, outstanding and 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.
A	8	85-89%	
A-	7	80-84%	
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	5	73-76%	
B-	4	70-72%	
C+	3	65-69%	<b>Satisfactory, or minimally satisfactory.</b> These grades indicate a satisfactory performance and knowledge of the subject matter.
C	2	60-64%	
D	1	50-59%	<b>Marginal</b> Performance. A student receiving this grade demonstrated a superficial grasp of the subject matter.
F	0	0-49%	<b>Unsatisfactory</b> performance. Wrote final examination and completed course requirements; no supplemental.
N	0	0-49%	Did not write examination or complete course requirements by the end of term or session; no supplemental.

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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 the course. All readings will be open and accessible at the start of the course.

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## POLICY ON LATE ASSIGNMENTS

Due to the nature of the course, we will have very few assignments that are due at all—most, if not all of your work will be due at the end of the course. Any late work will be subject to a penalty of 25% per day.

## POLICY ON ATTENDANCE

As we are in a field school environment, attendance is mandatory. Any absences without any notice may result in points being docked from the participation portion of your grade.

## 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).

- **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.
- **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 centres heavily around collaboration with your classmates. Make sure to take advantage of these opportunities—but all work you submit individually must be your own.

## 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.

## 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 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

Day	DATE	
1	1/14	<p><b>Syllabus, intro to podcasting, introduction to settler colonialism and the environment—historical perspectives (Colonization to early 20<sup>th</sup> century)</b></p> <p><b>Readings:</b></p> <p><b>This syllabus!</b></p> <p><b>Englert, Sai. "Settlers, Workers, and the Logic of Accumulation by Dispossession." <i>Antipode</i> (2020).</b></p>
2	1/15	<p><b>Settler colonialism and the environment II: Indigenous dystopias (1940-1970)</b></p> <p><b>Readings:</b></p> <p><b>Ahtone, Tristan. 2019. "When conservation provides a cover for anti-Indigenous sentiments." <i>High Country News</i>.</b></p> <p><b>Gilio-Whitaker, Dina. <i>As long as grass grows: The indigenous fight for environmental justice, from colonization to Standing Rock</i>. Beacon Press, 2019. (Selected chapters)</b></p>
3	1/16	<p><b>Red Power and the Environment</b></p> <p><b>Readings:</b></p>

		<p>Langford, Will. "Friendship Centres in Canada, 1959-1977". <i>American Indian Quarterly</i> (40)1. 2016.</p> <p>The Red Nation Podcast: "History of the American Indian Movement"</p>
4	1/17	<p>Indigenous Sovereignty and the Environment (1970-2000)</p> <p>Readings:</p> <p>Nesper, Larry. <i>The walleye war: The struggle for Ojibwe spearfishing and treaty rights</i>. U of Nebraska Press, 2002. (Selected sections)</p>
5	1/18	<p>Indigenous Environmental activism case study #1: DAPL/pipeline</p> <p>Readings:</p> <p>Estes, Nick. <i>Our history is the future: Standing Rock versus the Dakota Access Pipeline, and the long tradition of indigenous resistance</i>. Verso, 2019. (Selected sections)</p>
6	1/19	<p>Indigenous environmental activism, case study #2: Indigenous Cultural Resource Management/Protection</p> <p>Readings:</p> <p>Carr, Tish, Laura S. Kenefic, and Darren J. Ranco. "Wabanaki Youth in Science (WaYS): A tribal mentoring and educational program integrating traditional ecological knowledge and western science." <i>Journal of Forestry</i> 115, no. 5 (2017): 480-483.</p> <p>Carroll, Clint. "Native enclosures: Tribal national parks and the progressive politics of environmental stewardship in Indian Country." <i>Geoforum</i> 53 (2014): 31-40.</p>
7	1/20	<p>Indigenous environmental activism, case study #3: British Columbia—Clayoquot Sound, Unis'tot'en, and Fairy Creek</p> <p>Readings:</p> <p>McCreary, Tyler, and Jerome Turner. "The contested scales of indigenous and settler jurisdiction: Unis'tot'en struggles with Canadian pipeline governance." <i>Studies in Political Economy</i> 99, no. 3 (2018): 223-245.</p> <p>Powell, Charlie. "Resisting colonial jurisdiction: Defending</p>

		<b>Wet'suwet'en territory from fossil capital." 36-40.</b>
<b>8</b>	1/21	<b>Anthropocene/Climate Crisis—Human Dimensions</b>  <b>Readings:</b>  <b>Whyte, Kyle. "Our ancestors' dystopia now: Indigenous conservation and the Anthropocene." (2016).</b>
<b>9</b>	1/22	<b>Indigenous Climate Adaptation and Mitigation</b>  <b>Readings:</b>  <b>BC AFN reports on Climate Change and First Nations, and Cultural Rights of First Nations</b>  <b>"A Tribal Climate Adaptation Menu"</b>
<b>10</b>	1/23	<b>Indigenous (Environmental) Futurisms/Course Wrap-Up/Final Presentations</b>  <b>Readings:</b>  <b>Whyte, Kyle. "Indigenous climate change studies: Indigenizing futures, decolonizing the Anthropocene." <i>English Language Notes</i> 55, no. 1 (2017): 153-162.</b>  <b>Todd, Z. (2017). Fish, Kin, and Hope: Tending to water violations in amiskwaciwâskahikan and Treaty Six Territory. <i>Afterall: A Journal of Art, Context and Inquiry</i> 43(1): 102-107.</b>

#### **DISCLAIMER**

The above schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances.

#### **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)