

Geography 2411G / First Nations Studies 2601G
INDIGENOUS ENVIRONMENTS – WINTER 2011

Instructor Information

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TA Information

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Meeting Times and Places

Lecture: Mondays 11:30 am -1:30 pm, SSC 3026
Tutorials: Tuesday 9:30 am – 10:30 am, SSC 3026

Course 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 particular emphasis on their consequences for community well-being.

Learning Objectives: 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. Critical thinking, independent research, teamwork, and oral and written communication skills will be enhanced.

Course Prerequisites: 1.0 course from [Geography 1100](#), [1300A/B](#), [1400F/G](#), [1500F/G](#) or the former Geography 020E, or [First Nations Studies 1020E](#), 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

Required Readings: A custom courseware has been prepared for this course and is available for purchase in the Book store. Other required readings will be placed on WebCT.

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Course Evaluation: Graded components include: a reflexive essay, a critical appraisal, a group essay & presentation, and an in-class exam. The mark break-down is as follows:

- Assignment 1: Reflexive Essay 10%
- Assignment 2: Critical Appraisal 15%
- Assignment 3: Group Essay and Presentation 30%
- Group Evaluations 5%
- In Class Exam 30%
- Attendance and participation: 10%

LECTURE, READING AND TUTORIAL SCHEDULE

Date	Lecture Topic	Tutorial Topic
Part I: Indigenous Peoples and the Environment		
Week 1 Jan 3	Who are Indigenous peoples? Readings: IFAD Fact sheet; Wilson and Richmond, 2007; UN Fact Sheet	Jan 4 No Tutorial this week
Week 2 Jan 10	Indigenous knowledge, relationship to the environment Film: <i>Our Identity, Our Land</i> Readings: LaDuke, 1994; McGregor, 2004	Jan 11 Discussion of: <i>Our Identity, Our Land</i>
Week 3 Jan 17	Changing Relationships with the Environment: Colonization, Contamination, Climate Change Readings: Salick & Byng, 2007; LaDuke, 1999; Goldtooth, 2010	Jan 18 Assignment 1 introduced in tutorial: What does it mean to be reflexive?
Part II: Some consequences of environmental change for Indigenous communities		
Week 4 Jan 24	Cultural identity, Indigenous knowledge Film: <i>Mino-Bimadiziwin, The Good Life</i> Readings: Lemelin et al., 2010; Lucero et al., 2010	Jan 25 Reflexive thinking and discussion on <i>Mino-Bimadiziwin, The Good Life</i>
Week 5 Jan 31	Food Security Readings: Kuhnlein & Receveur, 1996; Turner & Turner, 2008 ** Visit from Jocelyn Shutt , Dietitian of the	Feb 1 Using Academic sources ** Meet at Weldon Library's Electronic Instruction Room**

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	Southwest Ontario Aboriginal Health Access Centre * Assignment 1 due	Assignment 2 introduced
Week 6 Feb 7	Human Health and Well-Being Film: <i>Seeking Bimadiziwin</i> Readings: Mateen, 2007; LaDuke, 1999; Richmond & Ross, 2009	Feb 8 Discussion on Safe Injection Sites *Reading to be placed on WebCT
Week 7 Feb 14	Social Integration and Disintegration Film: <i>To Be Determined...</i> Readings: Postl et al., 2010 * Assignment 2 due	Feb 15 Assignment 3 introduced – groups formed and topics brainstormed
Feb 21	---- READING WEEK: No Class-No Tutorial -----	Feb 22
Week 8 Feb 28	Water Quality Film: <i>Poisoning Paradise – A Universal Concern</i> Readings: NAHO, 2002; Patrick, 2010 ** Visit from Julia Hill, Health Policy Analyst, Association of Association of Iroquois and Allied Indians***	Mar 1 Presentation skills
Week 9 Mar 7	Loss of Indigenous Knowledge Readings: Ermine et al., 2005 McGregor, 2009	Mar 8 How to use IK in Environmental assessment?
Part III: Resilience to Environmental Change by Indigenous Communities		
Week 10 Mar 14	Protecting Indigenous knowledge; community self-determination Readings: Vermeylen, 2008	Mar 15 Doing solution-based research – working with communities
Week 11 Mar 21	The use of GIS and research in Indigenous communities Reading: Johnson et al., 2006 Chief Kerry's Moose	Mar 22 Exam Review
Week 12 Mar 28	In Class Exam	Mar 29 Group Meetings
Week 13 Apr 4	*Assignment 3 due Group Presentations	Apr 5 Group Presentations Continued

Course Materials: Custom courseware is available for purchase in the Bookstore. Other required readings will be placed on WebCT.

Statement on Use of Electronic Devices

No electronic devices will be allowed during tests and examinations.

Statement on 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, at the following Web site:

<http://www.uwo.ca/univsec/handbook/appeals/scholoff.pdf>

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>).

Support Services

Registrarial Services: <http://www3.registrar.uwo.ca/index.cfm>

Student Development Services: <http://www.sdc.uwo.ca/>

Policy on Accommodation for Medical illness:

<https://studentservices.uwo.ca/secure/index.cfm>.

ASSIGNMENTS

Unless otherwise posted, all assignments are due at the beginning of class. **Students will lose 10% per day for late assignments, NO EXCEPTIONS.**

Assignment 1: Reflexive essay 10%

A 500 word reflexive essay on the film *Mino-Bimadiziwin, The Good Life*.

Assignment 2: Paper critique 10%

A 500 word critical review of a selected article on drug use and safe injection sites. In this assignment, students are required to use up to 5 other academic sources (Wikipedia does not count as an academic source!) to substantiate their argument in favour or in opposition to this issue.

Assignment 3: Group Report & Presentation 30%

Groups of 3-4 will prepare a 12-15 page essay detailing case studies of environmental change and its consequences for a particular Indigenous community or Nation. Essays will also be formally presented to the class during class and tutorial sessions in Week 13. Each Group will have twenty minutes (including question time) to formally present their papers. Students are encouraged to draw on creative methods for presenting their findings.

Group Evaluations 5%

Group members will evaluate one another in regard to their participation in the research and presentation of Assignment 3.

Final Exam 30%

Open book exam during class Week 12. Students will be tested on full course material, including lectures, videos, guest speakers, assigned readings, and class discussions/ debates.

Class/ Tutorial Attendance & Participation 10%

Students are expected to come prepared for lecture and tutorial; this means having read the assigned readings, and being prepared to discuss pertinent issues that arise from them.