

## GEOG 2411F/G IND STUD 2601F/G

### Indigenous Environments Course Outline: Section 001 Winter 2026

This course is taught in-person

#### 1. Course Information



| Classes Start | Spring Reading Week | Classes End | Study day(s) | Exam Period |
|---------------|---------------------|-------------|--------------|-------------|
| January 5     | February 14-22      | April 9     | April 10-11  | April 12-30 |



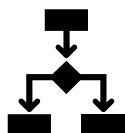
| Course Instructor            | Contact Information       | Office Hours                              |
|------------------------------|---------------------------|-------------------------------------------|
| Professor Chantelle Richmond | chantelle.richmond@uwo.ca | Thursday's 2:00-3:00pm, or by appointment |

| Teaching Assistant(s) | Contact Information | Office Hours |
|-----------------------|---------------------|--------------|
| Maya Morton Ninomiya  | TBD                 | TBD          |



- ☒ Dr. Richmond's office hours will be held Thursday's 2:00-3:00pm in SSC 2433
- ☒ Students will be able to sign up for an appointment by emailing Dr. Richmond or TA.

#### 2. Calendar Description



The consequences of physical environmental change for Indigenous communities around the globe will be examined in relation to the processes of colonialism and environmental dispossession. Topics include: identity, culture, local economies, social functioning, food security and health

**2 lecture hours, 0.5 course**

**Antirequisite(s): [Indigenous Studies 2601F/G](#).**

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."

Prerequisite checking is the student's responsibility

### 3. Textbook

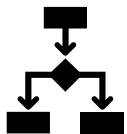


- ☒ All course resources will be posted in OWL Brightspace

### 4. Course Objectives and Format

This is a lecture-based course that will emphasise theoretical and applied concepts of environmental dispossession through lecture, films and tutorial discussion. To learn about and understand these key concepts, a variety of teaching methods will be used in lecture, including documentary and film, student discussion and participation. Most of the substantive material will be covered in the lecture time and led by Professor Richmond.

The tutorial will directly follow lecture, and shall be reserved for group discussion, introduction and/or take-up of assignments. Tutorial will be led by a TA and will include time to discuss and practice skills related to writing, referencing, and other topics as desired by students.



- ☒ Attendance to lectures and tutorials is required
- ☒ Missed work 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 students need assistance, they can seek support on the [OWL Brightspace Help page](#). Alternatively, they 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:



- Identify various causes and consequences of environmental dispossession as they are experienced by Indigenous communities.



- Students will gain understanding of the interaction between physical, social and cultural processes and the role they play in creating current day Indigenous landscapes and environments.
- Through written work and group discussions, students will build skills in critical thinking, independent thought, and oral and written communication.

## 6. Course Content and Schedule

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                        |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|
| <b>Week 1</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                        |
| January 5 <sup>th</sup> Lecture<br><b>Introduction to the course, and to one another</b><br>Why are we in this course together and what are we looking to achieve?                                                                                                                                                                                                                                                                                                                                                                                                                                            | No tutorial                                                                            |
| <b>Week 2</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                        |
| January 12 <sup>th</sup> Lecture<br><b>Indigenous knowledge</b><br>What is Indigenous knowledge? What does it mean to have a relational or holistic worldview? Why do Indigenous Creation stories matter?<br><br>Film to watch before lecture: “ <b>Cradling the Heart: An Anishinabek Creation Story</b> ” (Part 1): <a href="#">Cradling the Heart: An Anishinabek Creation Story   Nipissing University</a>                                                                                                                                                                                                | Tutorial<br>Discussion:<br>Following<br>Lecture<br><br><b>Assignment 1 introduced.</b> |
| <b>Week 3</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                        |
| January 19 <sup>th</sup> Lecture<br><b>Indigenous connection to the land</b><br>The land as a place/ space of interconnection between Indigenous knowledge, social relationships, and well-being. How/ why do principles of Indigenous knowledge converge among people around the world?<br><br>Film to watch before lecture:<br>“ <b>Ute Knowledge</b> ”: <a href="https://www.youtube.com/watch?v=gv201ILHXhc">https://www.youtube.com/watch?v=gv201ILHXhc</a><br>“ <b>N'ziibiimnaan - Our River</b> ”: <a href="https://www.youtube.com/watch?v=W4cXrzovFk">https://www.youtube.com/watch?v=W4cXrzovFk</a> | Tutorial<br>Discussion:<br>Following<br>Lecture                                        |
| <b>Week 4</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                        |
| January 26 <sup>th</sup> Lecture<br><b>Environmental Dispossession Part 1: (Indirect forms of environmental dispossession).</b> Colonization through policy/ structure/ erasure. How did the Indian Act provide the structure needed to justify the removal of Indigenous people from the land (through creation of reserves, relocation, other)?<br><br>Film to watch before lecture:<br>“ <b>Colonization Road</b> ” (Requires Western Libraries login): <a href="#">Western University - Colonization Road - Uncensored</a><br><br><b>Assignment 1 due.</b>                                                | Tutorial<br>Discussion:<br>Following<br>Lecture<br><br><b>Assignment 2 introduced.</b> |

|                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                         |                                        |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|
| <b>Week 5</b>                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                         |                                        |
| February 2 <sup>nd</sup> , Lecture                                                                                                                                                                                                                     | <b>Environmental Dispossession Part 1: (Indirect forms of environmental dispossession, continued).</b> Impact on cultural identity, including the residential school experience. The Truth and Reconciliation Commission. What is reconciliation?                                                       | Tutorial Discussion: Following Lecture |
| Film to watch before lecture:<br><b>Video 1:</b> <a href="#">TRC Mini Documentary - Senator Murray Sinclair on Reconciliation</a><br><b>Video 2:</b> <a href="#">Truth and Reconciliation   Kevin Lamoureux   TEDxUniversityofWinnipeg</a>             |                                                                                                                                                                                                                                                                                                         |                                        |
| <b>Week 6</b>                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                         |                                        |
| February 9 <sup>th</sup> , Lecture                                                                                                                                                                                                                     | <b>Environmental dispossession Part 2 (Direct forms).</b> Environmental contamination, two cases: Mercury contamination in Grassy Narrows, and Chemical Valley and Aamjiwnaang First Nation                                                                                                             | Tutorial Discussion: Following Lecture |
| Film to watch before lecture:<br><b>"There's something in the water"</b><br><a href="#">There's Something in the Water   Kanopy</a>                                                                                                                    |                                                                                                                                                                                                                                                                                                         |                                        |
| <b>Week 7</b>                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                         |                                        |
| February 23 <sup>rd</sup> , Lecture                                                                                                                                                                                                                    | <b>Environmental dispossession Part 2 (Direct forms, continued).</b> Climate change across varying Indigenous ecosystems, and the health, social, cultural and economic impacts                                                                                                                         | Tutorial Discussion: Following Lecture |
| Film to watch before lecture:<br><b>"Inuit Knowledge and Climate Change"</b><br><a href="http://www.isuma.tv/inuit-knowledge-and-climate-change/movie">http://www.isuma.tv/inuit-knowledge-and-climate-change/movie</a><br><br><b>Assignment 2 due</b> |                                                                                                                                                                                                                                                                                                         | <b>Assignment 3 introduced.</b>        |
| <b>Week 8</b>                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                         |                                        |
| March 2 <sup>nd</sup> , Lecture                                                                                                                                                                                                                        | <b>Environmental Repossession</b><br>What is environmental repossession? How are Indigenous people and communities forming reconnection to the land? How are Indigenous people and communities forming connection/s to land in new places and spaces, and what does this mean for wellness and healing? | Tutorial Discussion: Following Lecture |

|                                                                                                                                                                                                                                                                                                                                                                                  |                                           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|
| Bloomsbury Collections - Because This Land is Who We Are – Read one of the following chapters from this open access book: Chapter 3 (Hawaii), Chapter 4 (Aotearoa) or Chapter 5 (Biigtigong Nishnaabeg).                                                                                                                                                                         |                                           |
| <b>Week 9</b>                                                                                                                                                                                                                                                                                                                                                                    |                                           |
| March 9 <sup>th</sup> Lecture<br><b>Indigenous health and food security:</b> Indigenous Foods and Food Environments. Return to Indigenous Food Systems and Indigenous Food Sovereignty.<br><br>Film to watch before lecture:<br><b>“Bad Sugar: Is Inequality making us sick?”</b><br><a href="https://uwo.kanopy.com/video/bad-sugar">https://uwo.kanopy.com/video/bad-sugar</a> | Tutorial Discussion:<br>Following Lecture |
| <b>Week 10</b>                                                                                                                                                                                                                                                                                                                                                                   |                                           |
| March 16 <sup>th</sup> , Lecture<br><b>Indigenous Urbanization.</b> Indigeneity and the city: people, places and structures for wellness and healing<br><br>Film to watch before lecture:<br><b>“Urban Aboriginal Kitchen Project”</b><br><a href="#">The Urban Aboriginal Community Kitchen Garden Project</a><br><br><b>Assignment 3 due.</b>                                  | Tutorial Discussion:<br>Following Lecture |
| <b>Week 11</b>                                                                                                                                                                                                                                                                                                                                                                   |                                           |
| March 23 <sup>rd</sup> , Lecture<br><b>Land Back</b> What is this movement and why does it matter? What does Land Back mean to you?<br><br>Film to watch before Lecture: <a href="#">“Like a Mighty Wave: A Maunakea Film (youtube.com)”</a>                                                                                                                                     | Tutorial Discussion:<br>Following Lecture |
| <b>Week 12</b>                                                                                                                                                                                                                                                                                                                                                                   |                                           |
| March 30 <sup>th</sup> Lecture<br><br>Class Visit / Guest Lecture: To be Determined.                                                                                                                                                                                                                                                                                             | No Tutorial                               |
| <b>Week 13</b><br>April 6 <sup>th</sup> , Lecture<br><br><b>Class wrap-up and exam review</b>                                                                                                                                                                                                                                                                                    | No Tutorial                               |

## 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 “messages”
- ☒ For any other communication, the centrally administered **e-mail account** provided to students will be considered the individual’s official university e-mail address. It is the responsibility of the account holder to ensure that e-mail received from the University at his/her official university address is attended to in a timely manner. You can read about the privacy and security of the UWO email accounts [here](#).
- ☒ Emails will be monitored daily; students will receive a response in 24 – 48 hours

## 8. Evaluation

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

| Evaluation Components              | Weighting | Due dates                                                     |
|------------------------------------|-----------|---------------------------------------------------------------|
| Assignment 1: Reflexive essay      | 15%       | Due week 4                                                    |
| Assignment 2: Letter               | 15%       | Due week 7                                                    |
| Assignment 3: Critical appraisal   | 20%       | Due week 10                                                   |
| Final Exam                         | 30%       | To be determined by Registrar                                 |
| Class and Tutorial Participation** | 20%       | Guided discussion completed each week and shared in tutorial. |

\*\* Participation grade is evaluated as such: 1% for each guided discussion (up to 10 total), and 1% for tutorial attendance (up to 10 total).



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

- ☒ Written assignments will be submitted to Turnitin
- ☒ 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 |
|---|----------|------|

**Information about late or missed evaluations:**

- ☒ Late assessments without illness self-reports will be subject to a late penalty 10%/day
- ☒ Late assessments with illness self-reports should be submitted within 24 hours of submission of the last illness self-report
- ☒ An assessment cannot be submitted after it has been returned to the class; [an alternate assessment will be assigned] OR [the weight will be transferred to the final grade]

**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](#). Students who require accommodation should contact Accessible Education at [aew@uwo.ca](mailto:aew@uwo.ca).

**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.

Please note that assessment is considered to be central to the learning objectives for this course. Accordingly, students seeking academic consideration for any assessment will be required to provide formal supporting documentation. Students who are granted academic consideration for any course work will communicate directly with the instructor to establish how this work will be made up.

**Absence from Course Commitments**

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

Students missing course work for medical, compassionate or extenuating circumstances can request academic consideration by completing a request at the central academic consideration portal. Students are permitted one academic consideration request per course per term without supporting documentation. Note that supporting documentation is **always** required for academic consideration requests for examinations scheduled by the office of the registrar (e.g.

December and April exams) and for practical laboratory and performance tests typically schedule during the last week of the term. Students should also note that the instructor may designate one assessment per course per term that requires supporting documentation. This designated assessment is described elsewhere in this document. Please note that any academic considerations granted in this course will be determined by the instructor of this course, in consultation with the academic advisors in your Faculty of Registration, in accordance with information presented in this course outline. Supporting documentation for academic considerations for absences due to illness should use the Student Medical Certificate or, where that is not possible, equivalent documentation by a health care practitioner.

### **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 20% 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 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.

Please note that because the submission deadline for this all coursework in this course already includes flexibility, as indicated above, 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. The built-in flexibility of the assessment should not be taken to extend any considerations or accommodations.

### **Accommodation for Religious Holidays**

Students should review the policy for Accommodation for Religious Holidays. Where a student will be unable to submit course work due to a conflicting religious holiday, they should inform their instructors as soon as possible but not later than two weeks prior to coursework due date. Please email the instructor directly with requests.

## **10. Make-up Examinations**

A Special Examination is any examination other than the regular examination, and it may be offered only with the permission of the Dean of the Faculty in which the student is registered, in consultation with the instructor and Department Chair. Permission to write a Special Examination may be given on the basis of compassionate or medical grounds with appropriate supporting documents.

The format and content of make-ups may differ substantially from the scheduled test or examination.

If a student fails to write a scheduled Special Examination, permission to write another Special Examination will be granted only with the permission of the Dean in exceptional circumstances and with appropriate supporting documents. In such a case, the date of this Special Examination normally will be the scheduled date for the final exam the next time the course is offered and the maximum course load for that term reduced by the credit of the course(s) for which the final examination has been deferred. If permission for such a further deferral or other accommodation is not granted, a course grade based on an examination mark of zero (0) will be entered.

You can find the actual policy [here](#)

## 11. Use of Electronic Devices

This class does not require the use of “Clickers”.

## 12. 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.



## 13. Use of Generative Artificial Intelligence (AI)

In this course, Generative AI tools (such as ChatGPT, Claude, Grammarly AI, etc.) may be used to support the **quality and clarity of your writing**, including:

- Grammar, spelling, and punctuation corrections
- Sentence structure and flow improvements
- Clarity and coherence of messaging
- Formatting assistance

However, AI tools **may not be used** for:

- Generating reflections, analyses, or critical arguments
- Developing your own ideas, interpretations, or theoretical frameworks
- Creating critiques or engaging with course concepts
- Producing the substantive intellectual content of assignments

The reflective and analytical work in this course, particularly regarding positionality, Indigenous methodologies, and critical engagement with course materials, must represent your own thinking, voice, and intellectual development.

**Disclosure Requirements:** When AI tools are used for writing support, students must:

1. Include a statement in the header of the submitted assignment that reads: "AI writing assistance was used in the preparation of this assignment"
2. Attach a separate document containing the full chat history showing all prompts/commands given to the AI tool and its responses

Failure to disclose AI use when it has been employed constitutes an academic integrity violation and will be treated as a scholastic offence under Western's academic policies.

## **14. 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> ).

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

## **15. 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.

## **16. 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.

## **17. 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).

## **18. Important Dates**

**Monday January 5: Classes resume**

**Tuesday January 13: Last day to add a second term half course**

**Monday February 16: Family Day – Department Office Closed**

**February 16-20: Spring Reading Week (No classes; Department Office open)**

**Monday March 30: Last day to drop a second term half course**

**Thursday April 9: Classes end**

**April 10 and 11: Study days**

**April 12-30: Examination Period**