

ENVS 18 / NAS 18
Fall 2018
TBD
T/TH 2:25pm-4:15pm
X-period Weds 4:35-5:25pm

Instructor: Nick Reo
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Office hours by appointment

INDIGENOUS ENVIRONMENTAL STUDIES

Overview

In this course, we examine Indigenous worldviews, environmental values and everyday life through the lens of environmental issues facing Indigenous nations and communities. Our geographic focus is on North America and the Pacific, with limited examples from other places and peoples globally. Through course materials, discussions, and assignments, students gain exposure to varied Indigenous perspectives and Indigenous knowledges expressed and enacted by scholars, Elders, community people, political leaders, and activists. Key concepts in Indigenous environmental studies will be discussed including Indigenous rights and responsibilities, Indigenous environmental stewardship, energy and development, land-language linkages, tribal sovereignty and self-determination, empowerment and resurgence.

Course Goals

This class will help students see past and present environmental issues from the (various) perspectives of Indigenous peoples and through political, economic, cultural and ecological lenses. Professionally, the competencies built in this class will help prepare you to work for Indigenous nations or organizations, and/or to partner with them, and/or understand their perspectives better should you interface in other ways (e.g., as future lawmakers drafting policies that impact Indigenous nations.)

Learning Objectives

1. Build students' awareness and appreciation of Indigenous knowledges, ways of thinking, and kinship-based relationships with and responsibilities towards the natural world.
2. Advance students' understanding and ability to discuss Indigenous rights and responsibilities concerning land and water.
3. Increase students' awareness of and sensitivity to the diversity of Indigenous experiences, contexts and perspectives concerning environmental issues.
4. Advance students' critical listening and critical thinking skills in the context of Indigenous environmental issues.

Course Prerequisites

NAS 8 or NAS 10 or NAS 25 or ENVS 1/11 or ENVS 2 or ENVS 3; or permission of instructor

Required Texts

Parker, A. and Grossman, Z. 2012. *Asserting Native Resilience: Pacific Rim Indigenous Nations Face the Climate Change*. Oregon State University Press. (Fulltext available online)
Hoover, E. 2017. *The River Is in Us: fighting toxics in a Mohawk community*. University of Minnesota Press
Carroll, C. 2015. *Roots of our renewal: Ethnobotany and Cherokee environmental governance*. University of Minnesota Press.

One copy of each of these books is available on reserve at Kresge Physical Sciences Library

Format or “What will we be doing?”

This course is designed around a variety of participatory activities including whole class and small group discussions, critical thinking exercises, persuasive and technical writing, and creative assignment linking arts, communication and cognition. I will occasionally provide brief lectures to introduce key concepts. More often, however, you will be exposed to new material through readings, and we will spend our time in class *processing* the new concepts and material.

We will *occasionally* use our **X-hours** in this class. Most x-hours are listed as open in the schedule on this syllabus, but these may be filled as needed through the term. Any changes to our x-hour schedule will be announced in class or over email/announcements via Canvas.

Assignments and Participation

1. Federal Policy Consultation Letter (2 single-spaced pages) – In this assignment, you will write a letter to a federal agency or congressional office on behalf of an Indigenous nation or treaty organization articulating concerns over a proposed environmental policy.
2. Indigenous Speaker and Story Reflections (1 single-spaced page each) – Throughout the term, you will have several opportunities to listen to the thoughts and stories of Indigenous guest speakers in class or otherwise on Campus, or through assigned videos (**marked on syllabus with double asterixis.***) You will choose three of these speakers and write a reflection based on a general prompt(s) provided in class.
3. Creative Group Assignment (length various) – Here you will pair up with a classmate to write and publish a zine (a small, self-published work of original texts and images often reproduced via photocopier), graphic short story, comic or some other creative project. The focus of your projects can be regional, topical or both, but should connect to Indigenous environmental studies.
4. #NASENVS Twitter Engagement - In this class, I hope to create vibrant engagement through class discussions in person and online via Twitter. I am asking students to write original tweets about class readings/discussions/current events, as well as retweet, reply to tweets, recommend relevant twitter users and hashtags, etc. Twitter engagement will mostly happen in between classes/outside of class periods.
5. General Participation – Your general participation will be gauged and graded based upon how well you listen and speak up with original ideas and contributions. For participation in this class, as with communication generally, listening is equally as important as speaking. While it is an explicit goal of this class to learn to see and comprehend environmental issues through the lenses of Indigenous actors, **I do not expect** you to *adopt* any specific perspectives on the issues discussed in this class. I expect everyone to think for themselves, think critically, carefully consider other people’s perspectives, and engage classmates, guest speakers, and others (e.g., online) with respect.

Grading		Due Dates
General Participation	15%	ongoing
Twitter Engagement	5%	ongoing
Policy Response Letter	25%	Oct 02
Group Zine / Comic Assignment	25%	Nov 13

No Late work will be accepted unless there are compelling reasons beyond the student's control that justifies the late submission. In that case, I reserve the right to make grade deductions as may be appropriate.

Academic Honor Principle

As do all courses at Dartmouth, this course requires that you familiarize yourself with the guidelines of the Academic Honor Principle concerning independent work, proper citation of other's work and general codes of learning. Please consult the Green Pages of the Dartmouth Student Handbook for additional details about the Honor Principle. The full text is available on-line at www.dartmouth.edu/~upperde/acad-regs.shtml.

Students with disabilities enrolled in this course and who may need disability-related classroom accommodations are encouraged to make an appointment to see me before the end of the second week of the term. All discussions will remain confidential, although the Student Accessibility Services office may be consulted to discuss appropriate implementation of any accommodation requested.

On importance of mental health: I recognize that the academic environment at Dartmouth is challenging, that our terms are intensive, and that classes are not the only demanding part of your life. There are several resources available to you on campus to support your wellness. I encourage you to use these resources and come speak with me to take care of yourself throughout the term.

Example Resources:

Your undergraduate dean (<http://www.dartmouth.edu/~upperde/>)

Counseling and Human Development (<http://www.dartmouth.edu/~chd/>)

Student Accessibility Services (<https://students.dartmouth.edu/student-accessibility/about/about-sas>)

Student Wellness Center (<http://www.dartmouth.edu/~healthed/>)

Academic Skills Center (<https://students.dartmouth.edu/academic-skills/>)

I realize that some students may wish to take part in **religious observances** that occur during this academic term. If you have a religious observance that conflicts with your participation in the course, please meet with me before the end of the second week of the term to discuss appropriate accommodations.

SCHEDULE, ASSIGNED READINGS, ASSIGNMENT DATES

Thurs 9/13 Course overview and expectations; introductions

Tues 9/18 Indigenous ways of knowing and being

Readings:

Cordova VF (2007) *Matrix: a context for thought. How it is: the Native American philosophy of VF Cordova*. University of Arizona Press, Tucson, Arizona, USA.

Deloria VJ (1999) *Reflection and Revelation: Knowing Land, Places and Ourselves*. Pages 250-260 in J. Treat, editor. *For This Land: Writings on*

Religion in America. Routledge. (Available in electronic library reserves on Blackboard)

Mohawk J (2010) Clear thinking: a positive solidarity view of nature. In J. Barreiro, editor. Thinking in Indian: a John Mohawk reader. Fulcrum.

VIDEOS:

***“The Land Owns Us” by Global Oneness Project (6:14)**

***“Reclaiming the Honorable Harvest: Robin Kimmerer at TedX Sitka” (17:58)**

Weds 9/19 (X-HOUR) Overview of Native American and Indigenous Studies- *This session is mandatory if this is your first NAS class. If you have already taken 1 or more NAS classes, you can skip this session and associated readings.*

Readings:

Dunbar-Ortiz R (2014) “Introduction” in *An Indigenous People’s History of the United States*. New York: Beacon Press. Pp 1-14.

Barker J (2005) “For Whom Sovereignty Matters” in *Sovereignty Matters: Locations of Contestation and Possibility in Indigenous Struggles for Self-Determination*. Lincoln: University of Nebraska Press. Pp: 1-31.

Thurs 9/20 Political dimensions of Indigenous knowledge and land care

Readings:

Simpson LR (2004) Anticolonial strategies for the recovery and maintenance of Indigenous knowledge. *The American Indian Quarterly* 28(3): 373-384

Tues 9/25 Spiritual dimensions of Indigenous knowledge and land care

Readings:

McGregor D (2009) Linking traditional knowledge and environmental practice in Ontario. *Journal of Canadian Studies* 43(3), pp.69-100

Miller, A.M. and I. Davidson-Hunt. 2010. Fire, agency and scale in the creation of Aboriginal cultural landscapes. *Human Ecology* 38:401–414

Weds 9/26 (X-HOUR) Overview of Environmental Studies- *This session is mandatory if this is your first ENVIS class. If you have already taken 1 or more ENVIS classes, you can skip this session.*

Readings:

Lee, K.N., Freudenburg, W. and Howarth, R., 2012. *Humans in the landscape: an introduction to environmental studies*. Chapters 1 & 3. Pp 3-18; 45-76. WW Norton & Company.

Thurs 9/27 Placing environmental change in historical context

Readings:

Blackhawk N (2006) “Introduction: The Indigenous Body in Pain” in *Violence over the Land: Indians and Empires in the Early American West*. Cambridge: Harvard University Press.

Davis H and Todd Z (2017) On the Importance of a Date, or, Decolonizing the Anthropocene. *ACME: An International Journal for Critical Geographies* 16(4):761-780.

Whyte, K.P. 2018. "Indigenous Science (Fiction) for the Anthropocene: Ancestral Dystopias and Fantasies of the Climate Change Crisis."
<https://michiganstate.academia.edu/KyleWhyte>: Pgs. 1-19.
Hoover E (2017) *The River Is in Us*. Preface through page 68.

Tues 10/2 Environmental justice in Indian Country

Readings:

Hoover E (2017) *The River Is in Us*. Pp 68-121.

Schlosberg, D. and Carruthers, D., 2010. Indigenous struggles, environmental justice, and community capabilities. *Global Environmental Politics*, 10(4), pp.12-35.

Video:

Canada's waterless communities: Shoal Lake 40

<https://www.youtube.com/watch?v=KHOJ0c2izbo>

Thurs 10/4 Energy development

Readings:

Curley, A. (In Review) T'áá hwó ají t'éego and the moral economy of the Navajo coal worker. *Annals of the American Association of Geographers*.

Hoover E (2017) *The River Is in Us*. Pp. 121-218.

Tues 10/9 Science and research development

Readings:

Casumbal-Salazar, I., 2017. A Fictive Kinship: Making "Modernity," "Ancient Hawaiians," and the Telescopes on Mauna Kea. *Native American and Indigenous Studies* 4(2): 1-30.

Thurs 10/11 Indigenous peoples and climate change

Readings:

Krakoff S (2012) Radical Adaptation, Justice, and American Indian Nations
Environmental Justice 4(4): 207-212.

Tues 10/16 Indigenous peoples and climate change

Readings:

Parker A and Grossman Z. eds (2012) *Asserting Native Resilience: Pacific Rim Indigenous Nations Face the Climate Change. Part I: Cultural Perspectives*. Pp 22-52 and 108-158. Oregon State University Press.

Thurs 10/18 Tribal nations and environmental NGO's

Readings:

Whyte KP (2018) White Allies, Let's Be Honest About Decolonization. *Yes! Magazine*. The Decolonize Issue. Issue 85, Spring 2018.

Tues 10/23 Indigenous peoples, kinship, and introduced species

Readings:

Trigger DS (2008) Indigeneity, ferality, and what 'belongs' in the Australian bush: Aboriginal responses to introduced animals and plants in a settler-descendant society. *Journal of the Royal Anthropological Institute* 14(3): 628-646.

Willow AJ (2011) Indigenizing Invasive Species Management: Native North Americans and the Emerald Ash Borer (EAB) Beetle. *Culture, Agriculture, Food and Environment* 33(2): 70– 82.

Thurs 10/25 Land care / environmental stewardship

Readings:

Richmond, L., Middleton, B.R., Gilmer, R., Grossman, Z., Janis, T., Lucero, S., Morgan, T. and Watson, A., 2013. Indigenous studies speaks to environmental management. *Environmental management*, 52(5), pp.1041-1045.

Carroll, C. 2015. *Roots of our renewal*. Intro, Chapters 1-2.

Tues 10/30 Land care / environmental stewardship

Readings:

Carroll, C. 2015. *Roots of our renewal*. Chapters 3-4.

Thurs 11/1 Socio-cultural and ecological restoration

Readings:

Long J, Tecele A and Burnette B (2003) Cultural foundations for ecological restoration on the White Mountain Apache Reservation. *Conservation Ecology* 8(1).

Alfred T (2014) The Akwesasne cultural restoration program: A Mohawk approach to land-based education. *Decolonization: Indigeneity, Education & Society* 3(3).

Carroll, C. 2015. *Roots of our renewal*. Chapter 5 and Conclusions.

Tues 11/6 Theory, sense making, and future directions

Readings:

Simpson L (2008) “Our Elder Brothers: The Lifeblood of Resurgence.” In Simpson L (editor) *Lighting the eighth fire: the liberation, resurgence, and protection of Indigenous nations*. Arbeiter Ring Publishing.

Parker A and Grossman Z. eds (2012) *Asserting Native Resilience: Pacific Rim Indigenous Nations Face the Climate Change. Part IV: Possible Paths*. Pp 160-192. Oregon State University Press.

Thurs 11/8 Theory, sense making, and future directions

Readings:

Johnson JT, Howitt R, Cajete G, Berkes F, Louis RP, Kliskey A (2016) Weaving Indigenous and sustainability sciences to diversify our methods. *Sustainability Science*. 11(1): 1-11.

Tues 11/13 Course wrap-up