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
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**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
<th>Due Date</th>
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</thead>
<tbody>
<tr>
<td>General Participation</td>
<td>15%</td>
<td>ongoing</td>
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<tr>
<td>Twitter Engagement</td>
<td>5%</td>
<td>ongoing</td>
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<tr>
<td>Policy Response Letter</td>
<td>25%</td>
<td>Oct 02</td>
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<tr>
<td>Group Zine / Comic Assignment</td>
<td>25%</td>
<td>Nov 13</td>
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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-regls.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:**


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:

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

Readings:

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

Readings:

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

Readings:

Thurs 9/27 Placing environmental change in historical context

Readings:
Tues 10/2  Environmental justice in Indian Country
Readings:
Video:
Canada’s waterless communities: Shoal Lake 40
https://www.youtube.com/watch?v=KHOJ0c2izbo

Thurs 10/4  Energy development
Readings:

Tues 10/9  Science and research development
Readings:

Thurs 10/11  Indigenous peoples and climate change
Readings:

Tues 10/16  Indigenous peoples and climate change
Readings:

Thurs 10/18  Tribal nations and environmental NGO’s
Readings:

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

**Thurs 10/25**  
Land care / environmental stewardship  
**Readings:**  

**Tues 10/30**  
Land care / environmental stewardship  
**Readings:**  

**Thurs 11/1**  
Socio-cultural and ecological restoration  
**Readings:**  

**Tues 11/6**  
Theory, sense making, and future directions  
**Readings:**  

**Thurs 11/8**  
Theory, sense making, and future directions  
**Readings:**  

**Tues 11/13**  
Course wrap-up