

NAIS 18/ENVS 18  
Winter 2024  
T/TH 2:25pm - 4:15pm  
Loc: Carson 060

Professor Ferguson  
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Office hours: Thursday 12-2pm  
Office: 203 Sherman House

## 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, 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:

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

**Course prerequisites:**

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

**Format:**

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, you will be exposed to new material through readings, and we will spend our time in class processing the new concepts and material.

**Student Accessibility and Accommodations:**

Students requesting disability-related accommodations and services for this course are required to register with Student Accessibility Services (SAS; [Getting Started with SAS webpage](#); student.accessibility.services@dartmouth.edu; 1-603-646-9900) and to request that an accommodation email be sent to me in advance of the need for an accommodation. Then, students should schedule a follow-up meeting with me to determine relevant details such as what role SAS or its [Testing Center](#) may play in accommodation implementation. This process works best for everyone when completed as early in the quarter as possible. If students have questions about whether they are eligible for accommodations or have concerns about the implementation of their accommodations, they should contact the SAS office. All inquiries and discussions will remain confidential.

**An Important Reminder:**

Students will abide by the Dartmouth Honor Principle, especially regarding the proper acknowledgment of courses in your written work. Students violating the Honor Principle will be subject to disciplinary action by the Committee on Standards, as well as failure in this course. Students must familiarize themselves with the proper use of sources discussed in Sources and Citations at Dartmouth College: <https://writing.speech.dartmouth.edu/learning/materials/sources-and-citations-dartmouth>

Keep in mind the following points:

- Plagiarism is intellectual theft. It occurs when you use the words or ideas of others without acknowledging that you have done so. If you are aware of a source, use an idea or quotation from this source, and fail to cite it, then you have plagiarized—regardless of your intent.
- All direct quotes must be clearly set off by quotation marks and the source identified adequately enough for ready verification. Any citation form will be accepted, but all papers must include a complete bibliography at the end.

- All paraphrased material must be acknowledged each time they are used. Paraphrasing involves putting the statements of others entirely into your own words, not simply rearranging words or phrases or interjecting bridging clauses. If you excerpt verbatim any words, phrases, or sentences from a source, you must place them in quotation marks and cite them accordingly. Not to do so is plagiarism.

### Final Grade Breakdown

Attendance and effort in weekly discussion	Total of 10 weeks @ 3pts each	30%
Exams	Midterm and final exam @ 15pts each	30%
Leading class reading discussion	Short presentation about the readings from the week with a handout summarizing the main points and open ended class discussion questions	20%
Final Presentation	Creative Group Assignment will involve the writing, publishing, and presenting of a zine on a contemporary Indigenous environmental movement.	20%
<b>Total</b>		<b>100%</b>

### Required Readings:

PDFs of all the readings will be available on canvas. You are required to read the assigned text(s) before the start of its assigned date.

## Schedule of Lectures and Assignments

<p><u>W1: Thursday, January 4</u> Introduction to Indigenous Environmental Studies *Make sure to sign up for a week to lead the reading discussion by 5pm tomorrow, January 5th</p>
<p><u>W2: Tuesday, January 9</u> Indigenous Environmental Injustice Readings:</p> <ul style="list-style-type: none"><li>● WATCH: Landback for the People, Madonna Thunder Hawk: A Matriarch of the Movement, available at: <a href="https://www.youtube.com/watch?v=XdJpH7gNV7s">https://www.youtube.com/watch?v=XdJpH7gNV7s</a></li><li>● Simpson, Leanne, "Anticolonial Strategies for the Recovery and Maintenance of Indigenous Knowledge," <i>The American Indian Quarterly</i> 28(3): 373-384, 2004.</li><li>● Burow, Paul Berne, Samara Brock, and Michael R. Dove. "Unsettling the Land: Indigeneity, Ontology, and Hybridity in Settler Colonialism." <i>Environment and society</i> 9.1: 57-74, 2018.</li></ul>
<p><u>W2: Thursday, January 11</u> Indigenous Environmental Injustice Guest lecture: Dr. Sarah Kelly Readings:</p> <ul style="list-style-type: none"><li>● Libroiron, Max. <i>Pollution is Colonialism</i>. Durham, Duke University Press, 2021. 1-37.</li></ul>
<p><u>W3: Tuesday, January 16</u> Environmental Movement and its Limitations Readings:</p> <ul style="list-style-type: none"><li>● Curnow, J. Contradictions of Solidarity: Whiteness, Settler Coloniality, and the Mainstream Environmental Movement. In <i>Indigenous Resurgence: Decolonization and Movements for Environmental Justice</i>. New York: Berghahn, 2022, 147-166.</li><li>● McGregor D (2009) Linking traditional knowledge and environmental practice in Ontario. <i>Journal of Canadian Studies</i> 43(3): 69-100</li></ul>
<p><u>W3: Thursday, January 18</u> Environmental Movements and their Limitations Guest lecture: Sarah Smith, book arts Readings:</p> <ul style="list-style-type: none"><li>● Libroiron, Max. <i>Pollution is Colonialism</i>. Durham: Duke University Press, 2021. 39-79.</li></ul>
<p><u>W4: Tuesday, January 23</u> Political and Cultural dimensions of Indigenous Landcare Readings:</p>

- WATCH: Reclaiming the Honorable Harvest: Robin Kimmerer at TEDxSitka <https://www.youtube.com/watch?v=Lz1vgfZ3etE>
- Warner, Elizabeth Kronk, and Jensen Lillquist. "Laboratories of the Future: Tribes and Rights of Nature." *California law review* 111.2 (2023): 325–393.
- Winona LaDuke, "The Rights of Wild Rice," *In These Times* (2019), available at: <https://inthesetimes.com/article/the-rights-of-wild-rice-winona-laduke-white-earth-rights-of-nature>

W4: Thursday, January 25

Political and Cultural dimensions of Indigenous Landcare

Guest lecturer: Dr. Rawiri Tinirau

Readings:

- Muru-Lanning M. Tuipuna Awa: People of Politics of the Waikato River, 2016, 1-41.

W5: Tuesday, January 30

Sacred Sites and Environmental Regeneration

Reading:

- Long J, Teclé A (2003) Cultural foundations for ecological restoration on the White Mountain Apache Reservation. *Conservation Ecology* 8(1)
- UNESCO, "United Nations Declaration on the Rights of Indigenous Peoples" 2007, accessed: [http://www.un.org/development/desa/indigenouspeoples/wp-content/uploads/sites/19/2018/11/UNDRIP\\_E\\_web.pdf](http://www.un.org/development/desa/indigenouspeoples/wp-content/uploads/sites/19/2018/11/UNDRIP_E_web.pdf)

W5: Thursday, February 1

Sacred Sites and Environmental Regeneration

Guest lecturer: Dr. Marama Muru-Lanning

Reading:

- Muru-Lanning M. Tuipuna Awa: People of Politics of the Waikato River, 2016, 147-185.

W6: Tuesday, February 6

MIDTERM ASSIGNED

W6: Thursday, February 8

MIDTERM DUE

W7: Tuesday, February 13

Indigenous Approaches to Climate Change

Readings:

- Parker A and Grossman Z eds (2012) *Asserting Native Resilience: Pacific Rim Indigenous Nations Face the Climate Change Part 1: Cultural Perspectives*, p22-52
- Bryant-Tokalau, J. Conclusion: What can Pacific Island Countries Teach

Others about Climate Change? In *Indigenous Pacific Approaches to Climate Change*. Cham: Palgrave, 2018, 85-94.

W7: Thursday, February 15

Indigenous Approaches to Climate Change

Guest lecturer: Sarah Smith, book arts

Readings:

- Marino, Elizabeth. *Fierce Climate Sacred Ground*. Fairbanks: University of Alaska, 2015, 1-44.

W8: Tuesday, February 20

Paths forward

Readings:

- 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.
- Hoover, Elizabeth. "Environmental Justice, Political Ecology and the Three Bodies of a Mohawk Community." In *The River in Us*, Minneapolis: University of Minnesota Press, 2017, 1-28.

W8: Thursday, February 22

Ways forward

Guest lecturer: Aja DeCoteau

Readings:

- Marino, Elizabeth. *Fierce Climate Sacred Ground*. Fairbanks: University of Alaska, 2015, 45-100.

W9 Tuesday, February 27

Presentations

W9 Thursday, February 29

Presentations

W10 Tuesday March 5

Course Conclusion and final exam administered.

**FINAL EXAM DUE March 12 at 5pm est.**