



**Course Name:** Ecosystem Science of Pacific NW Indians

**Course Number:** AG 301

**Credits:** 3 Credits

### **Course Background**

This course is designed and presented in partnership with American Indian, Native Alaskan and Native Hawaiian educators and specialists. Interdisciplinary and comparative in approach with a summary area of focus in natural ecosystems; the different views of European Americans and indigenous Native peoples toward those systems; and the impact of these different views on power relationships, public policymaking, and gender role status. Oral presentations by Native people constitute the central component of this course. Presentations include a concentration on use and management of cultural and natural resources, the contemporary impact of treaty agreements on natural resource use and current land-use controversies, treaty rights, termination and restoration, trust responsibilities - the past present and prognosis for the future.

### **Course Goals**

This course is designed to help the individual recognize, understand, examine, and even question her/his own biases. Students will be encouraged to explore the relationship between their worldview and their individual and collective life histories. Course goals are listed below. Numbers 1 and 2 are based on the Oregon Indian/Alaska Native Education State Plan. Goals number 3 and 4 reflect OSU's Difference, Power, and Discrimination course criteria guidelines.

1. To promote more effective education for American Indian students, and students, by assuring meaningful participation of American Indian people in planning, implementation and administration of education.
2. To recognize the dignity and worth of **all** individuals and their participatory roles in society.
3. To recognize the origins, operation and consequences of different types of discrimination, including both structural power differences and our individual, personal biases.
4. To understand how positions of power and differing values of natural systems by Euro-Americans have influenced changes in Pacific Northwest ecosystems and lifestyles since the time American Indians managed the lands.

The personal agenda of the instructors is to provide an introductory study of Indigenous ecosystems and cultural survival as they relate to Native Peoples of the Americas, primarily North America. Through a policy of genocide and colonization, the United States has created a situation where the First Nations of North America are in danger of becoming extinct. This seminar will bring in the voices of a variety of Native people to teach about cultural survival and help to build a relationship between our cultures. Although the voices heard in this class may be from those that are politically active, this is not a course on activism. It is the intent of this course to give students a chance to explore issues about Native peoples, from a Native perspective. **This is not a course that will teach ceremonies or spirituality.**

### **Participation:**

This is a participation intensive course, designed to promote critical thinking and discourse around difficult social issues. Respectful and Intelligent class participation accounts for 30% of one's final grade. Non-participation as well as dominating discussion will reflect negatively in one's final grade. Often there is some guilt or shame felt by participants whose ancestors took part in the holocaust of Native America; **Leave all guilt and shame at the door!** It is unproductive and takes away from the class. This course is not meant to be a therapeutic resource for those that suffer from overwhelming guilt or shame, any attempt by students to utilize this course for these purposes is highly inappropriate and are grounds for a failing grade.

### **A Working Syllabus:**

This syllabus is designed to serve as a working guide to the course Ecosystem Science of Pacific Northwest Indians. Given that the individuals who participate in each course vary from term to term, in order to tailor the course to best fit the needs of all participants, the Audio Guest Speakers and Visual Case Studies may differ slightly from the listed assignments; however, the written assignments will be due on the corresponding day according to the syllabus.

### **Grading Policy:**

- Cultural Mapping due week 2 5%
- Tribal Mapping due week 3 5%
- 3 News Articles + review due week 4 5%
- Provinces of Oregon Assignment 10%
- Group Mid-term Exam week 5 15%
- 7-10 page Final Review / Synthesis Paper due finals week 30%
- Participation / Dialogue – Response (weekly) 30%

### **Letter Grades**

#### **By percentage:**

**94-100 = A**

**90-93 = A-**

**87-89 = B+**

**84-86 = B**

**77-83 = C+**

**74-76 = C**

**70-73 = C-**

**67-69 = D+**

**64-66 = D**

**60-63 = D-**

**59 and below = F**

### **Policy on Late Assignments:**

Assignments are designed to coincide with the readings and in-class activities. In order to be fair to all participants, late papers must be previously cleared with the instructor. In the event of unsatisfactory work, rewrites will be accepted. This course is designed to encourage academic success and the creation of a better cultural understanding of each other, not to discourage participants from future academic courses in this arena.

### **Assignment Details:**

**(Proof read and re-read all formal papers before submitting them. College = Critical thought + Process + Content + Delivery). In other words: Papers should be thought out; this process will expand the way you think about the rest of the world. Papers should contain original thought, not be a regurgitation of material that each of us has already read. And, they should be delivered in a format that capitalizes on your intelligence and command of grammar and spelling check engines on your computer. Though I am primarily interested in your ideas, and these will make up the majority of your grade for each item, I would be remiss in my duties if I did not make an attempt to assist you to become a better writer.**

- Participation (30 pts): Participate in Discussion: One reflection about any article or text assignment and one reflection on Audio or video assignment.
- Cultural Mapping (5pts): Fill out this cultural mapping form. You may use other formats. You may write on a separate document. You will be graded on critical analysis. If you do not know the answers to some of these questions, then write that you do not know. However, if you do not know, I expect you to critically examine why you do not know, and write this as a response. If you are adopted, then write as much as you can about the cultural influences that make you, you. Include genetic, historic, adoptive etc. Simply stating you do not know is not acceptable, you need to have good explanation to inform me what it is you do not know or understand.
- Tribal Mapping (5pts): Locate at least nine tribes from you local state or region. Identify whether they are federally or state recognized, or whether they have been absorbed into a larger group, as per our discussion and readings. Write the names of these tribes, their

location with proximity to your home and how you came about your knowledge. At least one of the tribes should include the group whose land your home is on. This is the basis of your main class assignment which we will cover more in-depth in lab.

- 3 news articles (5pts): Locate three news articles that relate to Native peoples and the environment. Write one paragraph review of each article. Articles must be peer reviewed scientific articles on native land relationships.
- Mid-term exam (15 pts): This will be a group exam to be posted week 5. This exam will cover your work on the provinces, scientific research gathered so far on your assigned tribal region, and a time for community governance forum as a group.
- Final Synthesis Paper (30 pts): You are expected to write a ten to fifteen page paper utilizing course materials and discussions, describing the relationship Native people have to the land. This synthesis should include your voice and should be centered on critically examined opinion. I do not want to see a reiteration of articles and case studies; instead I would like to see you utilize the articles and case studies to back up your opinion. This will also include a group presentation of knowledge gathered about your assigned group. It will include any chemistry, agricultural knowledge, trade information, genetic manipulation either on plant, or animal systems, fire management tools, province information, etc.

**\* All Readings should be completed for the week they are listed under. All information listed below is subject to change. Weekly I will inform you what you need to review in announcements and emails.**

For textbook accuracy, please check the textbook list at the OSU Bookstore website (<http://osubeaverstore.com/>). Sample syllabi may not have the most up to date textbook information!

### **Week 1 Before the Conversation – Know Thyself:**

Major themes:

- Understanding your own history.
- Understanding your worldview and where it comes from.
- Understanding mainstream concepts of place, space, time and land.
- Understanding Stereotypes of Native peoples and where they come from.
- Anthropological views of Native peoples and the environment.

Assignments:

- Cultural Mapping (Due week 2).
- Read All Documents.

Text: Wisdom of the Elders (WOE):

Read xxvii-22.

Documents:

- Relational Model.
- Getting past myths and stereotypes.
- Myths and stereotypes.
- Red as an apple.

Audio / Film / Visual Case Study:

- **Jamake Highwater: *The Primal Mind*.**
- WOE: Read text and listen to audio.

## **Week 2 Re-introducing Ourselves – Creating a more appropriate relationship:**

Major themes:

- Cosmologies and philosophies of Native peoples.
- Creation stories as histories.
- Native worldviews.
- Natural Resource Management Tool: ROAR
- Pre-contact.
- Long history / Short history.
- Relationship between all beings and all things.

Assignments:

- Read All Documents.
- Participate in Online Discussion.
- Tribal Mapping due week 3.

Text: WOE: Read 22-39

Documents:

- Buffalo Bird Woman's Garden.
- Cajete: Native Science ch1.
- Lopez: Giving Birth to Thunder, Sleeping with his Daughter (pp1-10).
- Mentoring the Natural Way.
- Paradoxical Power.
- At home on the Prairie.
- Newcombe: Communicating Across Cultures.

Audio / Film / Visual Case Study:

- Faithkeeper
- WOE
- WOE2

## **Week 3 A Collision of Cultures:**

Major themes:

- Contact.
- Indian wars.
- Identity and issues of authenticity.
- Boarding schools as a tool of cultural genocide.

Assignments:

- Read All Documents.
- Participate in Online Discussion.
- News Articles due week 4.

Text: WOE read 237-249

Documents:

- Sacred mtn.
- Newcombe: Pagans in the Promised Land.
- Newcombe: America's Pathological Behavior Towards Native Peoples.
- Unless They are Kept Alive.
- Cultural Identity.
- Peace Chiefs.

Audio / Film / Visual Case Study:

- Waterbuster.
- WOE

## **Week 4 Resistance, Backlash and the Return of the Native:**

Major themes:

- American Indian Movement.

- Termination / Restoration.
- Sovereignty.
- Politics in Indian Country.
- NAGPRA.
- The Colonized, Decolonized and Traditional Mind.

Assignments:

- Read All Documents.
- Participate in Online Discussion.
- Study for Mid-term Exam next week.

Documents:

- Zinn.
- Cottonwood.
- Cultural Differences of Teaching and Learning.
- BIA Federal Trust Obligation.
- Tribal Sovereignty and Illiberalism.
- OKA.

Film / Visual Case Study:

- To Protect Mother Earth.
- Christians Murdered Indians.
- WOE

**Week 5 Contemporary Tradition:**

Major themes:

- Stars of the First Peoples.
- Narrative history and orality.
- Concepts of Agriculture Cultivars / Cultigens / Plants as Sacred Relatives.
- Lifeways.

Assignments:

- Read All Documents.

Text: WOE 58-62, 149-157.

Documents:

- From Savages to Scientists.
- Wild Gardens.
- Traditional Healing.
- Fire Eco system.
- Stars of the First People.
- Indian Givers.

Film / Visual Case Study:

- Last Days at Cellilo.
- WOE

**Week 6 Contemporary Tradition continued:**

Major themes:

- Medicine and Health.
- Music / Dance / Humor.
- Lifeways.

Assignments:

- Read All Documents.
- Text: WOE Read 211-213, 168-170.

Documents:

- First Environmentalists.
- Diabeties.

- Traditional Healing.
- Indian Givers.
- Fun Stuff.

Audio / Film / Visual Case Study:

- American Indian Dance Theater.
- WOE.
- WOE 2
- WOE 3

**Week 7 Contemporary Issues Resources:**

Major themes:

- Fuel, Fiber and Food.
- Land Use.
- Development.
- Resource Management.
- Economics of Indian Country.

Assignments / Documents:

- Harnessing the Wind.
- Land Ethic.
- Mining the Sacred Mountain.
- Spoken but not Heard.
- Sacred Mountain Mescalero.

Film / Visual Case Study:

- In the Light of Reverence.
- Peyote Road
- WOE.
- WOE2
- WOE3

**Week 8 Contemporary Issues Hunter Gatherers in a Modern Age:**

Major themes:

- Hunting, Fishing and Gathering.
- Method and Conflict.
- Whaling.

Assignments / Documents:

- True North.
- First Fish First People.
- Power point.

Audio / Film / Visual Case Study:

- Shadow of the Salmon
- My Strength is From the Fish.
- Empty Nets.
- Matter of Trust.
- WOE

**Week 9 Contemporary Issues Community:**

Major themes:

- Feminism, Gender and Community.
- Special People and the Community.

Assignments:

- Read All Documents.

- 10-15 page synthesis paper due finals week.

Documents:

- Return to Reciprocity.
- Two Spirit People.
- Heyoka.
- Black Indians.
- Traditional Healing.
- Postcolonialism: NA Geographies.

Audio / Film / Visual Case Study:

WOE

### **Plagiarism**

You are expected to submit your own work in all your assignments, postings to the discussion board, and other communications, and to clearly give credit to the work of others when you use it. Academic dishonesty will result in a grade of "F." Link to Statement of Expectations for Student Conduct:

<http://oregonstate.edu/admin/stucon/achon.htm>.

### **Students with Disabilities**

Accommodations are collaborative efforts between students, faculty and

[Disability and Access Services \(DAS\)](#). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 541-737-4098.

### **Course Evaluation**

We encourage you to engage in the course evaluation process each term – online, of course. The evaluation form will be available toward the end of each term, and you will be sent instructions through ONID. You will login to "Student Online Services" to respond to the online questionnaire. The results on the form are anonymous and are not tabulated until after grades are posted.