I. **Bulletin Description:** Exploration of historical and contemporary Native American perspectives on natural environment. Includes perspectives on relations between humans and environmental elements as well as use of flora and fauna.

Exploration of contemporary and historical environmental issues indigenous peoples of North America face. This course will center on discussions of selected readings over Native American’s traditional relationship with the sacred Earth, issues involving land, water, and hunting and fishing rights, and historical events such as the slaughter of prairie buffalo and possible causes for the Pleistocene extensions.

II. **Prerequisites, Pre/Co-requisites, Co-requisites, Recommended:**

There are no official prerequisites for this class. Given that this is a 200 level course, it should be taken towards the end of a particular student’s program at the college. Strong reading and writing skills, along with seasoned critical thinking skills are essential for this course.

It is highly recommended that students have tested out of ENG 096, ENG 098, and MTH 095 through their COPASS assessment session. The rationale for this recommendation is based from the instructor’s classroom experience with students that have challenges with reading comprehension, basic writing skills and math. The unprepared student struggles with understanding the terminology and concepts.

III. **Rationale for Course Level:**

Through the study of indigenous environmental philosophy we develop the skills to investigate, explore and integrate concepts, principles and processes important to living in a sustainable manner with Mother Earth. Awareness of Native American environmental struggles due to colonization, industrialization and globalization encourage students to support environmental justice for all people.

IV. **Suggested Reading Materials**


Mander, Jerry (1999). In the Absence of the Sacred. 1 ed. Massachusetts: Peter Smith Pub., Inc.

**Other Requirements and/or Materials for the Course:**

Students may be required to participate in outdoor field work both during class and during their free-time.
V. Student Learning Course Objectives:

SCTC Institutional Learning Goals

1. Students will demonstrate competency in reading, writing, oral communication, and numerical literacy
2. Students will be able to evaluated information
3. Students will consider multiple perspectives from the diversity of human experience.

Native American Studies Goals

1. Students will be able to identify the impact of Native American historical experiences on contemporary Native American experiences.
2. Students will demonstrate an understanding of Anishinaabe culture and traditional values.

Course Student learning outcomes:

After successful completion of this course, the student will be able to:

1. Recall information from selected readings on Native American Environmental Issues.
2. Recognize the historical context of traditional Native American philosophies and practices towards Mother Earth as a provider of life.
3. Compare and contrast how different worldviews can impact the environment
4. Identify the major environmental challenges facing indigenous cultures
5. Define how our environmental interactions can effect personal, local & global communities
6. Conduct research, analyze and present gathered information on a Native American environmental issue.

VI. Suggested course outline

<table>
<thead>
<tr>
<th>Portion of the Semester</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Quarter of the Semester</td>
<td>Survey several issues using Lewis Essay</td>
</tr>
<tr>
<td></td>
<td>Read and discuss the differences between native and non-native views of the Earth using LaDuke, Mander, Fixico, and Grinde readings.</td>
</tr>
<tr>
<td>Second Quarter of the Semester</td>
<td>Read and discuss issues involving land and water rights using LaDuke, Fixico, Grinde, and Annette readings</td>
</tr>
<tr>
<td>Middle of the Semester</td>
<td>Assessment over first half of semester in the form of an examination</td>
</tr>
<tr>
<td>Third Quarter of the Semester</td>
<td>Read and discuss issues involving natural resources, energy production, and waste disposal using LaDuke, Fixico, Grinde, and Annette readings</td>
</tr>
<tr>
<td>Last Quarter of the Semester</td>
<td>Read and discuss issues involving historical events such as slaughter of prairie buffalo and the Pleistocene extinction event.</td>
</tr>
<tr>
<td>End of the Semester</td>
<td>Assessment over the second half of the semester in the form of an examination.</td>
</tr>
</tbody>
</table>
VII. Suggested Course Evaluation

Reading journals, quizzes, and exams will document the student’s understanding of course topics. A research and presentation project on an environmental issue facing a North American tribe will serve as end of semester project.

Suggested Final Grade Breakdown:

- Reading Assignments 30%
  - Completed answers to assigned reading questions.
  - Short reflective papers
- Mid-Term and Final Exams 40%
- Research Project and Presentation 20%
  - Research Updates 5%
  - Instructor Score 10%
  - Peer Score 5%
- Attendance 10%

VIII. Bibliography


University Press of Colorado


Mander, Jerry (1999). In the Absence of the Sacred. 1 ed. Massachusetts: Peter Smith Pub., Inc.


**DVDs and Videos**


