
ANTH 415: INDIGENOUS ECOLOGIES AND THE MODERN WORLD

3 credits (3 hours lecture, 0 lab hours, 0 hours discussion/recitation/seminar)

INSTRUCTOR INFORMATION

Instructor Name: Dr. Sonya Le Febre
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TECHNICAL SUPPORT

To obtain assistance with technical issues (removing pop-up blockers, opening pages or quizzes, etc.), or if you are unable to see the course content or have other questions regarding the course itself, please call the **CSU Help Desk at 970-491-7276** or email <mailto:help@colostate.edu>.

COURSE DESCRIPTION

Drawing from a range of anthropological case studies, this course will address four interconnected issues:

- 1) As compared to Western industrial and post-industrial societies, have indigenous peoples utilized natural resources in a more sustainable manner?
- 2) Have indigenous peoples typically framed conservation issues in a religious idiom of myth and ritual—that is, might they inhabit “sacred ecologies”?
- 3) How have indigenous ecologies been transformed by the ideologies and institutions of modernity—that is, by capitalism, colonialism, the rise of modern nation-states, new media technologies, scientific rationality, universal education, and the ethic of individualism?
- 4) Can traditional beliefs and practices related to the natural world be incorporated into contemporary sustainable development programs? If so, what are the stresses and strains associated with this process?

MODE OF DELIVERY

Online Instruction

REQUIRED TEXTS

- 1) Basso, Keith H. (1996). *Wisdom Sits in Places: Landscape and Language Among the Western Apache*. Albuquerque: University of New Mexico Press.
- 2) Krech, Shepard, III. (1999). *The Ecological Indian*. New York: W.W. Norton & Company, Inc.
- 3) Ross, Anne, Sherman, Kathleen Pickering, Snodgrass, Jeffrey G., Delcore, Henry D., & Sherman, Richard. (2011). *Indigenous Peoples and the Collaborative Stewardship of Nature: Knowledge Binds and Institutional Conflicts*. Walnut Creek, CA: Left Coast Press, Inc.
- 4) Spence, Mark David. (1999). *Dispossessing the Wilderness: Indian Removal and the Making of the National Parks*. New York: Oxford University Press, Inc.
- 5) Weisiger, Marsha. (2009). *Dreaming of Sheep in Navajo Country*. Seattle: University of Washington Press.

Additional documents and selected book chapters will be posted on Canvas.

LEARNING OUTCOMES

By the end of the course, you will be able to discuss and explain topics related to historical and contemporary anthropological approaches to the study of indigenous ecologies in the modern world as well as how these various approaches emerge out of particular research agendas and intellectual traditions. The course emphasizes critical theory-building—that is, assessments of anthropological approaches to environmental issues. You are encouraged to develop analytical models that allow you to meaningfully and practically address your own more narrowly defined research projects—both those to be completed during the semester as well as those that are ongoing.

DESCRIPTION OF ASSIGNMENTS

I expect students will spend three hours covering the lecture materials and participating in discussion and an additional six hours each week on readings and assignments.

ASYNCHRONOUS ONLINE DISCUSSION

Each week you are expected to participate in an asynchronous discussion using the course discussion board. **Discussions begin the first week of class.** To participate in a discussion, you must post your own thoughts and read and respond to the posts written by your fellow classmates. The discussion will evolve over the course of the week; I expect you to revisit the discussion periodically, adding your thoughts as the discussion progresses — do not simply post at the beginning of the week and consider your duty done, or wait until the end of the week to post. My expectation is that you'll **make your first post by Wednesday**. Plan to revisit the discussion and add to it on two additional days over the course of the week.

Credit will be awarded on your thoughtful participation (both reading and responding) in the discussion throughout the week; it is not necessary that you agree with your classmates or comment on each thread in the discussion. Try to include new vocabulary and course concepts in your discussion; this is a good opportunity to practice, and will help you prepare for the written assignments.

CITATION ASSIGNMENT: APA FORMAT

For the Module 3 Discussion, each student will post in the discussion board a well-crafted paragraph that includes at least one direct citation (a quote) and one indirect citation (a paraphrase), both properly cited following the APA Citation Format guide provided. Your paragraph should address the Module 3 discussion topics or some other aspect of the Module 3 lectures and readings. Your citations may come from any of the assigned readings we have had in class to date and you are encouraged to cite more than one source. Following your paragraph, include a short Works Cited that provides the full citation for your sources formatted in compliance with the APA Citation Format guide provided. **Paragraphs must be posted by midnight MT on Wednesday of Week 3**, and the ensuing discussion will address both the content of the paragraphs as well as the formatting of the in-text citations and Works Cited. Your citations should be as correct as you can make them prior to posting, but your grade will improve if you can improve your citation formatting based on class discussion and input. In your comments to others be helpful: our goal is not to criticize, but to encourage and improve as a cohort of learners.

The Citation Assignment will yield two grades: one for weekly discussion, and one for presenting a well-crafted paragraph with properly formatted citations, as well as for providing constructive feedback and/or improving your own writing based on constructive feedback. Use spell check and grammar check *before* you post your paragraph.

GLOSSARY OF COMMON CONCEPTS

An ongoing theme of the course is constructing a common language that treats western scientific approaches and indigenous knowledge as co-equal sustainable resource approaches. Each student must construct three glossary entries that bridge these two distinct knowledge construction systems, the meaning associated with each concept, and an explanation of why the concept contributes to a common language. In the Module 10 Discussion, each student will post their definitions, an associated meaning, and an explanation of why the concept contributes to a common language, **making sure you post your first entry by midnight MT on Wednesday of Week 11**. During the week you will comment on the definitions, and as a group you will edit, refine, separate or combine the definitions as appropriate, and discuss how a common understanding of these meanings can be achieved in a collaborative effort involving people of different cultures and backgrounds, and who hold different values and have different goals.

This discussion combines the Glossary of Common Concepts writing assignment and the Module 10 discussion, and you will receive two grades: one for your individual glossary

entries that you have posted to the discussion board, and one for your participation in and contribution to discussion.

WEEKLY REFLEXIVE JOURNALS

You are required to keep a weekly journal exploring your initial perspectives, new information of interest, and changes or modifications in your thinking based on the readings, panel presentations, and discussion. Each weekly entry should be at least **500-800 words** in length, and contain critical assessments of the readings and panel topics, lectures, and cumulative integration of the course readings. Weekly Reflexive Journals are due each Sunday, midnight Mountain Time, *except* the week of your panel presentation and research paper; you do not need to submit a journal entry that week.

STUDENT PRESENTATIONS

You are responsible for presenting on one issue of indigenous ecologies and sustainable resource management. Each student or student group (depending on enrollment) is expected to select a focal case study or set of case studies and readings to ground the presentation. Case studies and readings must be approved by the professor no later than **two weeks prior to the panel presentation**. Each presentation is composed of an equal number of students who prepare a presentation for the class and lead that week's discussion. It is imperative that the other members of the class view the presentations and participate in the discussion. Each student (or student group) is expected to provide academic journal articles, related newspaper articles and other materials to inform the class audience about the focus of their presentation.

You must sign up on Canvas by Monday of Week 2 (those who do not sign up will be assigned to a date and topic):

<i>Panel & Date</i>	<i>Presentation Topic</i>
Panel 1: Week 6	History and Indigenous Resource Management
Panel 2: Week 9	Ethical Perspectives on Indigenous Dispossession
Panel 3: Week 13	Methodological Approaches of Science and Indigenous Knowledge Construction
Panel 4: Week 16	The Real Potential for Collaborative Resource Stewardship

RESEARCH PAPER

Each individual must submit his/her own **8-10 page research paper** about the focus issue addressed in their panel presentation. Reports must include a **bibliography of references cited**, with at least four academic sources. References must be integrated into the text of the paper in parenthetical (Smith, 1998, p. 35) format. If you are uncertain of how to cite parenthetically, please follow the provided APA Citation Format Guide. You do not need to submit a reflexive journal in the week that you present and submit your research paper.

COLLABORATIVE NATURAL RESOURCE APPROACH PROPOSAL

You must select a real world situation in which indigenous knowledge could be integrated with western natural resource management, and create a concrete plan for a genuinely collaborative natural resource approach. You must develop a proposal for a **realistic** plan of action or implementation of a policy that meets the needs of the indigenous communities, local peoples, and regional economic interests, while promoting sustainable approaches to the natural resources of the area. You must use case studies from similar scenarios as support for your plan. Although there is no minimum required length to this proposal, proposals less than five pages are unlikely to contain enough information and support to merit consideration as realistic solutions. Reports must include a **bibliography of references cited**, with at least four academic sources. References must be integrated into the text of the paper, in parenthetical (Smith, 1998, p. 35) format. If you are uncertain of how to cite parenthetically, please follow the provided APA Citation Format Guide.

EXTRA CREDIT – PARTICIPATORY RESEARCH PROJECT

Students may choose to submit an extra credit assignment. The assignment must include field work in the form of participant observation during which the student participates in an activity, observes and takes notes on interactions and conversations among participants, interviews some participants, and writes up their findings in a report. The participant observation must relate to concepts covered in class. Some examples include: participating in natural resource management or ecological restoration, or attending meetings about these activities and observing attitudes towards the environment; participating in and observing a meetings or activities associated with a collaborative effort. Students must identify their own field experience, but are welcome to contact the professor for ideas; field work must be approved by the professor before it is undertaken. It is recommended that students take notes of their observations and include quotes that support their findings in their report. Please see the information provided on citing interviewees/participants in the provided APA Citation Format Guide.

GRADING

15% Active participation in class discussions	A 90-100
5% Citation Assignment	B 80-89
5% Glossary of concepts for a common language	C 70-79
20% Weekly reflexive journal	D 60-69
15% Student presentation	F <60
20% Research paper (individual assignment)	(≥.5 will round up)
20% Collaborative natural resource approach proposal	
<u>10% Extra credit</u>	
110%	

NOTE: Keep a copy of all work created for the course, including work submitted through Canvas.

ACADEMIC INTEGRITY

Students are responsible for adhering to all university policies on academic integrity (<http://learning.colostate.edu/integrity/index.cfm>). It is the responsibility of each student to know and abide by these standards and policies. The instructor is required to meet with any student suspected of academic dishonesty. If it is determined that the student has engaged in an act of academic dishonesty, the student will be reported to the Office of Conflict Resolution and Student Conduct Services. Academic penalties such as a failing grade for the assignment, exam or course will also be imposed.

SPECIAL ACCOMMODATIONS

If you encounter a problem that affects your participation in this course, contact the instructor immediately. In addition, any student who needs an accommodation or other assistance with this course should make an appointment with the instructor.

EXPECTATIONS AND POLICIES

- 1) *Participation*: This course involves extensive class discussion, presentation, and debate. Frequent participation is required.
- 2) *Written assignment formatting*: Written assignments must be typed with 12 point font, double-spaced, 1" margins.
- 3) *Submission*: Assignments will be submitted through Canvas as electronic files or through the online course menu links (Discussions, Assignments, etc.). Assignments should not be submitted via email.
- 4) *Deadlines*: All assignments are to be submitted by the due date listed in the Course Schedule. Late assignments will be penalized 10% per day for three working days and thereafter will not be accepted.
- 5) *Grades*: Grades for discussion and reflexive journals will be given within three working days of the due date listed in the Course Schedule. Grades for the panel presentations and research papers will be given within seven working days of the due date listed in the Course Schedule.
- 6) *Email*: When emailing, please include your full name, the course name and number. Include a salutation and a closing. I will respond to all emails within two working days of receiving them.
- 7) *Please note - The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.*
- 8) *Please note - All academic work must meet the standards of Academic Integrity. Students are responsible for informing themselves about those standards (<http://learning.colostate.edu/integrity/index.cfm>) before performing any academic work.*