



	Instructor	Teaching Assistant
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Virtual Student/Office Hours:	Wed 2:30-3:30, or by appointment (send email to request appt)	Friday 11-1

Term:	Spring 2021
Class Meeting Days:	Monday, Wednesday
Class Meeting Hours:	1-2:15pm
Class Location:	Online, via Zoom, https://tinyurl.com/NR321CSU
Course Credits:	3

Mabrika (Welcome)!

You represent the first cohort of Colorado State University students to access this course on natural resource rights and reconciliation. This course is designed to build an extended classroom community where we can learn both from each other and from culturally grounded practitioners across natural resource related fields of interest. Assignments developed for the course will invite you to directly engage in rights and reconciliation-based work underway and to strengthen practical skills which I hope will support you to carry your work to the highest standard in your future careers.

Course Overview

Effective natural resource stewardship requires an intricate understanding of scientific, cultural, and ethical principles that underly and guide relationships across social and ecological communities. This course provides a critical overview of historical and current events shaping the field of natural resources, including contributions from historically marginalized, diverse cultural communities with an emphasis on contemporary Indigenous community rights and issues. While there is a growing recognition in the natural resource science community regarding Indigenous ways of knowing, valuing, and managing natural resources, there is a significant need for rights and reconciliation-based frameworks to guide us in applying these diverse ways of knowing in practice. This course explores numerous resources including case studies, policy (U.S. and international), and firsthand narratives from community knowledge holders to address this need.

Class Expectations

During our first week of class, we will co-create norms to be added to this syllabus regarding communication, class participation, and how we will engage in our virtual learning space together.

Course Goals and Objectives

This course is intended to build your understanding of pathways for respectfully, ethically, and effectively engaging with diverse ways of knowing and peoples in natural resource sciences. This includes supporting your ability to engage in content regarding legacies of colonization, genocide, enslavement, and displacement of marginalized cultural communities which may be emotionally and intellectually challenging. To do so, we will build upon your prior knowledge and experience to deepen understanding of processes for addressing social and environmental justice issues in natural resource conservation, stewardship, and management. We aim to achieve these goals through fulfilling the course objectives listed below. You will demonstrate your proficiency in these areas through weekly critical writing, case study analysis, and a science in service-based final project.

Course Learning Objectives (CLOs)

1. *Describe* diversity and inclusion issues in the field of natural resources using culturally sensitive and appropriate terminology.
2. *Reflect on and extend* personal knowledge regarding how individual, family, and cultural contexts have shaped past and present human-environment relationships.
3. *Critically examine* dominant narratives in natural resource conservation and stewardship while centering the perspectives, contributions and lived experiences of historically marginalized communities.
4. *Demonstrate skills* in articulating learned concepts through discussions, writing, and in multi-media formats that directly engage with historical events (such as colonization, slavery, and displacement) impacting the natural resources field.
5. *Appropriately reference and apply* wise practices and principles for cultural sensitivity for addressing historical issues in natural resources through use of learned and innovative methods.

Course Prerequisites

At least Sophomore standing and completion of AUCC category 1A (Intermediate Writing).

Required Resources

Computer with functional mic and speakers, and web access for using Zoom, Canvas, and various online learning platforms. If possible, test your audio speakers and mic prior to class.

Required Texts and Materials

There are no textbooks for this course. All course materials and relevant media weblinks will be provided to you via weekly modules in Canvas.

Class Website

The class webpage is listed under the [CSU Canvas](#) site. Log in with your electronic identity (EID) and password. From this web page you can access the most up-to-date syllabus, course schedule, assignments, grades, announcements, and other important and useful links. Log in regularly to keep up with course flow.

CSU's Land Acknowledgment Statement

Colorado State University acknowledges, with respect, that the land we are on today is the traditional and ancestral homelands of the Arapaho, Cheyenne, and Ute Nations and peoples. This was also a site of trade, gathering, and healing for numerous other Native tribes. We recognize the Indigenous peoples as original stewards of this land and all the relatives within it. As these words of acknowledgment are spoken and heard, the ties Nations have to their traditional homelands are renewed and reaffirmed.

CSU is founded as a land-grant institution, and we accept that our mission must encompass access to education and inclusion. And, significantly, that our founding came at a dire cost to Native Nations and peoples whose land this University was built upon. This acknowledgment is the education and inclusion we must practice in recognizing our institutional history, responsibility, and commitment.

<https://landacknowledgment.colostate.edu>

This is an Inclusive Classroom

Inclusive teaching involves deliberately cultivating a learning environment where all students are treated equitably, have equitable access to learning, and feel valued and supported in their learning. Such teaching attends to social identities and seeks to change the ways systemic inequities shape dynamics in teaching-learning spaces, affect individuals' experiences of those spaces, and influence course and curriculum design.

– Adapted from <http://crlt.umich.edu/node/90467>

CSU's Principles of Community

- **Inclusion:** We create and nurture inclusive environments and welcome, value and affirm all members of our community, including their various identities, skills, ideas, talents, and contributions.
- **Integrity:** We are accountable for our actions and will act ethically and honestly in all our interactions.
- **Respect:** We honor the inherent dignity of all people within an environment where we are committed to freedom of expression, critical discourse, and the advancement of knowledge.
- **Service:** We are responsible, individually and collectively, to give of our time, talents, and resources to promote the well-being of each other and the development of our local, regional, and global communities.
- **Social Justice:** We have the right to be treated and the responsibility to treat others with fairness and equity, the duty to challenge prejudice, and to uphold the laws, policies and procedures that promote justice in all respects.

<https://diversity.colostate.edu/resources/principles-of-community/>

Names and Pronouns

Using someone's correct personal pronoun and name is a form of respect, and necessary for an inclusive environment. If you go by a different name (other than what is listed on your RamWeb) or if you would like to share your pronouns in advance of starting this class, or at any point in the semester, please inform us via our contact information listed above. Students are expected to respectfully refer to each other by preferred names and pronouns during class discussions. If you would like to learn more about pronouns and why this matters, feel to check out this resource: <https://www.mypronouns.org/what-and-why>

Basic Needs

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to reach out for support. According to The Food Bank, 10-15% of CSU students experience food insecurity. Food relief program information can be found through the Rams Against Hunger program (970)

491-1682 or the Counseling Services Office (970) 491-7121. Furthermore, please notify us if you are comfortable in doing so. This will enable us to provide any resources available to assist you.

Library & Research Help

The CSU Libraries Help Desk provides basic research and technical assistance either in person at Morgan Library or by phone at 970-491-1841. Virtual assistance is also available via the Libraries' Ask Us chat and email services (<http://lib.colostate.edu/help/ask-us>). Jocelyn Boice is the librarian supporting the Forest and Rangeland Stewardship Department and this course. Contact her for in-depth assistance at: jocelyn.boice@colostate.edu.

Important Dates to Remember

All dates and assignments for this course are tentative and can be changed at the discretion of the professor.

Baseline knowledge survey due: Fri, Jan 22 by 11:59pm
Weekly writing logs due: Sun by 11:59pm on weeks assigned
Final project proposal due: Sun March 14 by 11:59pm
Case study analysis due: Sun April 4 by 11:59pm
Final project report full draft due: Sun April 25 by 11:59pm
Final project complete report due: Sun May 9 by 11:59pm

Last Day to Add/Drop Classes Without an Instructor Override: Sun, Jan 24, 2021

Registration Closes: Wed, Feb 3, 2021

Withdrawal/Repeat/Delete Deadline: Mon, March 22, 2021

Spring Recess: Sat, April 10 – Sun, April 18, 2021 (*all instruction and exams are remote after this*)

Last Day to Process a University Withdrawal: Fri, May 7, 2021

Final Examinations: Mon-Fri, May 10-14, 2021

Useful websites with important dates to remember

<https://registrar.colostate.edu/registration-dates/>

<https://www.online.colostate.edu/faqs/important-dates.dot>

Course Schedule

See course Canvas page for detailed schedule and assignments for each week/module

WEEK/MODULE	CLASS DATES	TOPICS
1	January 18 (Monday) NO CLASS January 20 (Wednesday)	Course intro & building classroom community
2	January 25 (Monday) January 27 (Wednesday)	Cultural sensitivity and implicit bias
3	February 1 (Monday) February 3 (Wednesday)	Rights and reconciliation on the front range
4	February 8 (Monday) February 10 (Wednesday)	Manifest destiny yesterday and today
5	February 15 (Monday) February 17 (Wednesday)	All my relations: Indigenous environmental ethics
6	February 22 (Monday) February 24 (Wednesday)	Dominant narratives vs. lived experiences
7	March 1 (Monday) March 3 (Wednesday)	Self-determination and sovereignty in natural resource policy

8	March 8 (Monday) March 10 (Wednesday)	Guest speaker/case study: Leadership in natural resource rights & reconciliation
9	March 15 (Monday) March 17 (Wednesday)	Guest speaker/case study: Leadership in natural resource rights & reconciliation
10	March 22 (Monday) March 24 (Wednesday)	Deconstructing the colonial narrative
11	March 29 (Monday) March 31 (Wednesday)	Case study analysis
12	April 5 (Monday) April 7 (Wednesday)	Current issues in natural resource conservation and stewardship
13	April 12 (Monday) NO CLASS April 14 (Wednesday) NO CLASS	Spring Break
14	April 19 (Monday) April 21 (Wednesday)	Reconciliation and reciprocity
15	April 26 (Monday) April 28 (Wednesday)	Final project in-class work session
16	May 3 (Monday) May 5 (Wednesday)	Final project presentations & closing discussion
17	May 10 (Monday) NO CLASS May 12 (Wednesday) NO CLASS	Finals week

Assignments & Basis for Final Grade

A rubric and assignment description will be available on Canvas for all assignments ahead of their due date so you can see how your work will be assessed.

Out-of-class content and Weekly “Reflect & Prep” Writing Logs

There will be weekly readings, case studies, media, and activities you will access out-of-class on the course Canvas page for each learning module. A significant portion of your grade will be based on responding to weekly “reflect and prep” writing prompts in your personal writing logs. These are assigned for 12 weeks, however only 10 of these will be graded, providing two free passes. On weeks assigned, these will be **due at 11:59pm Sunday**. These are designed primarily for you to extend your ability for ongoing reflection and critical thinking regarding what you are learning in this course. These also provide an opportunity for you to demonstrate your ability to articulate learned concepts and insights through concise and coherent critical writing practice (an asset to your future careers).

Baseline Knowledge Survey

You will be able to access this survey the first week of class (**due Friday Jan 22**) and then asked to complete a post-survey in the final week. This survey is required for all students and will assess knowledge gaps and experience within our classroom community that will help to shape the course and to modify future course offerings. Data findings from the baseline knowledge survey will be shared and discussed with the class.

Case Study Analysis

You will assess a natural resource related case study using an Indigenous rights-based analysis framework (**due April 4**). Details for this assignment will be provided on Canvas.

Final Project

You will develop a service-learning project based on your personal career goals or interests. For this project you will demonstrate what you have learned by critically assessing and revising content from your field of study (such as a management plan, lesson plan, research proposal, community data sharing agreement, course syllabus and readings, etc.). You will submit a proposal outline for your final service-learning projects for instructor feedback (**due March 14**), submit a full draft for peer-review (**due April 25**) give a brief presentation to your peers, and turn in a final written report (**due May 9**) detailing your project process, outputs, and outcomes. Descriptions for these will be provided in Canvas ahead of due date.

In-class Participation

Active participation during in-class synchronous learning time will makeup 10% of the course grade. This includes showing up on-time and staying for duration of class throughout the whole semester (outside of extenuating circumstances addressed through communication with the instructor). Demonstrating active engagement during class sessions (giving instructor and peers full attention, asking questions, taking notes). Refraining from unnecessary disruption or disrespectful behavior.

Assessment	Percent of Final Grade
Weekly "Reflect & Prep" Logs (10 x 5% each)	50%
Baseline Knowledge Survey	5%
Case Study Analysis	10%
Final Project Proposal	5%
Project Presentation	5%
Final Project	15%
Participation	10%
	100%

Grading Scale

Percentage	Letter Grade
90-100%	A
80-89%	B
70-79%	C
60-69%	D
<60%	F

Course Policies

Requests for Assignment Extensions & Late Work Policy

In fairness to your fellow classmates, extensions on due dates receiving full credit for assignments will only be granted in cases where extenuating circumstances arise. In these cases, please let us know at the earliest opportunity. Outside of these unique situations, in order to receive credit for late assignments you must submit the assignment on time through Canvas or submit an extension request via this [Google Forms link](#) explaining why you were unable to complete the assignment on time. Extension requests will cost you 10% of your assignment grade for each day. Assignments will not be accepted if overdue more than seven days (including weekends), or past May 11th, unless you have entered into an agreement with the instructor that is documented via email.

Extra Credit Policy

Students wishing to receive extra credit have an opportunity to earn up to 10% (or two weekly logs) worth of their grade by leading a 30-minute class discussion and/or activity based on a contemporary issue related to our course either the week of April 5th or April 19th. Group-led topics will earn 5% per person, and individually led topics will earn 10%. A student sign-up sheet will be available via Canvas for which you must sign-up at least two weeks prior to your proposed date.

Grades of "Incomplete"

Per university policy, an instructor may assign temporary grade of Incomplete to a student who demonstrates that he or she could not complete the requirements of the course due to circumstances beyond the student's control and not reasonably foreseeable. A student must be passing a course at the time that an Incomplete is requested unless the instructor determines that there are extenuating circumstances to assign an Incomplete to a student who is not passing the course. When an instructor assigns an Incomplete, he or she shall specify in writing using the Department Incomplete Grade Form the requirements the student shall fulfill to complete the course as well as the reasons for granting an Incomplete when the student is not passing the course. The instructor shall retain a copy of this statement in his or her grade records and provide copies to the student and the department head or his or her designee. (Section I.6 of the *Academic Faculty and Administrative Professional Manual*). For more information: <https://registrar.colostate.edu/incomplete-grades/>

Disability Access

Students gain access to academic learning in a diversity of ways. Colorado State University is committed to providing reasonable accommodations for all persons with disabilities. Students with disabilities who need accommodations must first contact the Student Disability Center before requesting accommodations from the professor. The Student Disability Center (SDC; <https://disabilitycenter.colostate.edu/>) is located in room 121 of The Institute for Learning and Teaching (TILT) building. Their phone is (970) 491-6385 (V/TDD). Students who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations.

Attendance Policy

This course is designed for active, student-led community learning, meaning your attendance and engagement is key to learning the content and for peer learning. Therefore, attendance is expected for all synchronous course times. In the event of unforeseen circumstance, you are allowed one missed class. Additional unexcused absences will be reflected in your grade. Any student who misses class for any reason will be held responsible for all materials covered and all announcements made during their absence. If you are going to miss an in-class assignment or activity you must discuss this with me and have my approval beforehand. If you have a university-approved circumstance that requires flexibility in due dates, please let me know toward the beginning of the semester.

Students who will miss class due to participation in University-sanctioned extracurricular/co-curricular activities must inform their instructors prior to the anticipated absence and take the initiative to make up missed work in a timely fashion. Instructors must make reasonable efforts to enable students to make up work which must be accomplished under the instructor's supervision (e.g., examinations, laboratories). In the event of a conflict in regard to this policy, individuals may appeal using established University procedures.

For the purposes of this regulation, University-sanctioned activities include competitions, events and professional meetings in which students are officially representing the institution. Appropriate sanctioned activities include:

- a. Intercollegiate athletics;

- b. Collegiate club sports and competitions;
- c. Conferences and workshops recognized by the University not related to academics;
- d. Commitments on behalf of the University (ASCSU, band, etc.); and
- e. Professional activities recognized by the University related to academics.
- f. Department heads or their designated representatives must approve sanctioned professional and departmental activities. Other sanctioned activities must be approved by the appropriate program director on record with the Division of Student Affairs offices or the Department of Athletics.

Cultural/Religious Accommodation

Participation in special cultural or religious observances may provide a legitimate reason for an excused absence. The student is responsible for discussing this with the instructor at the beginning of the semester.

Final Exam Policy

Final examination week is part of the regular semester. Student attendance shall be consistent with University policy. If a student has three or more final examinations (not classes) scheduled for the same day or if conflicts of examination times occur, the student may negotiate a time change with the instructors involved. If the parties involved cannot find a mutually agreeable time, the Registrar's Office indicates which courses must be changed. **Note:** The Registrar's Office must be notified at least one week prior to Final Examination Week to allow instructors time to make appropriate accommodations. It is the student's responsibility to initiate negotiations. <http://www.registrar.colostate.edu/final-exams>

Professionalism Policy

Professional Conduct

Per university policy and classroom etiquette; mobile phones, iPods, etc. **must be silenced** during all classroom and lab lectures. Those not heeding this rule will be asked to leave the classroom/lab immediately so as to not disrupt the learning environment. Please arrive on time for all class meetings. Students who habitually disturb the class by talking, arriving late, etc., and have been warned and may suffer a reduction in their final class grade. You are expected to hold respectful and professional interactions with peers, instructor, teaching assistant, and guest presenters. This includes joining class on time, giving your full attention and engagement during class activities and discussions, and adhering to our agreed upon class expectations.

Email Policy

When emailing the instructor or TA, please include "NR 321" in subject line so we can quickly identify and respond. Please also include your full name, CSU ID, and the course number in your email. Check to ensure that your question/concern cannot be addressed in the syllabus or course Canvas page (or Google). We will do our best to respond within 48hrs Monday-Friday between 9am-5pm. All emails sent after 5pm on Friday will be replied to the following week.

Academic Integrity

The Department of Forest and Rangeland Stewardship takes academic integrity seriously. At minimum, academic integrity means that no one will use another's work as their own. You can find an overview and CSU's definition of plagiarism on the CSU Writing Center website found here:

<https://writing.colostate.edu/guides/page.cfm?pageid=311&guideid=17>.

If you plagiarize in your work you could lose credit for the plagiarized work, fail the assignment, or fail the course. Each instance of plagiarism, classroom cheating, and other types of academic dishonesty will be addressed according to the principles published in the CSU General Catalog (under "Academic Integrity/Misconduct": <http://catalog.colostate.edu/general-catalog/policies/students-responsibilities/>)

This course will adhere to the CSU Academic Integrity [Policies and Guiding Principles](#) as found in the General Catalog and the [Student Conduct Code](#).

Academic integrity lies at the core of our common goal: to create an intellectually honest and rigorous community. Because academic integrity, and the personal and social integrity of which academic integrity is an integral part, is so central to our mission as students, teachers, scholars, and citizens, I will ask that you affirm the CSU Honor Pledge as part of completing your work in this course.

Further information about Academic Integrity is available at CSU's Practicing Academic Integrity: <https://tilt.colostate.edu/Integrity/StudentResources>

Title IX Information

CSU's Student Sexual Harassment and Violence policy, following national guidance from the Office of Civil Rights, requires that faculty follow CSU policy as a "mandatory reporter" of any personal disclosure of sexual harassment, abuse, and/or violence related experiences or incidents shared with the faculty member in person, via email, and/or in classroom papers or homework exercises. These disclosures include but are not limited to reports of personal relational abuse, relational/domestic violence, and stalking. While faculty are often able to help students locate appropriate channels of assistance on campus (e.g., see the CSU Health Network link below), disclosure by the student to the faculty member requires that the faculty member inform appropriate CSU channels to help ensure that the student's safety and welfare is being addressed, even if the student requests that the disclosure not be shared.

For counseling support and assistance, please see the CSU Health Network, which includes a variety of counseling services that can be accessed at: <http://www.health.colostate.edu/>. And, the Sexual Assault Victim Assistance Team is a confidential resource for students that does not have a reporting requirement and that can be of great help to students who have experienced sexual assault. Some helpful websites: <https://safety.colostate.edu/sexual-assault-information/>
<https://wgac.colostate.edu/support/sexual-assault/>

Non-Discrimination Statement

Colorado State University does not discriminate on the basis of race, age, creed, color, religion, national origin or ancestry, sex, gender, disability, veteran status, genetic information, sexual orientation, gender identity or expression, or pregnancy. The University complies with the Civil Rights Act of 1964, as amended, related Executive Orders 11246 and 11375, Title IX of the Education Amendments Act of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, Section 402 of the Vietnam Era Veterans' Readjustment Assistance Act of 1974, as amended, the Age Discrimination in Employment Act of 1967, as amended, The Pregnancy Discrimination Act of 1978, Americans with Disabilities Act of 1990, the Civil Rights Act of 1991, the ADA Amendments Act of 2008, the Genetic Information Nondiscrimination Act of 2008, and all civil rights laws of the State of Colorado. Accordingly, equal opportunity of employment and admission shall be extended to all persons. The University shall promote equal opportunity and treatment in employment through a positive and continuing affirmative action program for ethnic minorities, women, persons with disabilities, and veterans. The Office of Equal Opportunity is located in 101 Student Services. Source: <http://oeo.colostate.edu/non-discrimination-statement>

COVID-19 Statement

Important information for students: All students are expected and required to report any COVID-19 symptoms to the university immediately, as well as exposures or positive tests from a non-CSU testing location. If you suspect you have symptoms, please fill out the COVID Reporter (<https://covid.colostate.edu/reporter/>). If you know or believe you have been exposed, including living with

someone known to be COVID positive, or are symptomatic, it is important for the health of yourself and others that you complete the online COVID Reporter. Do not ask your instructor to report for you. If you do not have internet access to fill out the online COVID-19 Reporter, please call (970) 491-4600. You will not be penalized in any way for reporting. If you report symptoms or a positive test, you will receive immediate instructions on what to do, and CSU's Public Health Office will be notified. Once notified, that office will contact you and most likely conduct contact tracing, initiate any necessary public health requirements and/or recommendations and notify you if you need to take any steps. For the latest information about the University's COVID resources and information, please visit the **CSU COVID-19 site**: <https://covid.colostate.edu/>.

These are uncertain times, posing unique challenges for many of you. Please communicate early on if you are facing challenges related to health, technology, or caregiving responsibilities. Although it can be difficult to ask for help, this allows us to find support resources to help you be successful in this course while maintaining care for yourself and your loved ones over the semester. We also request your patience if we are required to make changes to adapt the syllabus or weekly course flow due to COVID-19 related circumstances, in which case these will be communicated to you as quickly and clearly as possible.