



**FOREST AND RANGELAND
STEWARDSHIP**
COLORADO STATE UNIVERSITY

**NR 321: Natural Resource Rights and Reconciliation
COURSE SYLLABUS**

Department of Forest and
Rangeland Stewardship
Warner College of Natural Resources
LAST UPDATED: 1-14-2023

Instructor

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Office Hours:	Schedule time to meet via: https://calendly.com/dmdavid-chavez/student-hours

Term:	Spring 2023
Class Meeting Days:	Tuesday, Thursday
Class Meeting Hours:	10:30-11:45 AM
Class Location:	Forestry 127, Teams link
Course Credits:	3

Mabrika (Welcome)!

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 contemporary 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 and 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 Principles for Our Classroom Community regarding communication, class participation, and how we will engage in our 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 rights 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 final project based on contemporary issues in natural resource rights and reconciliation.

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

Although this course is in-person we will utilize various interactive, online learning platforms and work to support students who may have to join remotely due to quarantine. If at all possible, please bring a computer or tablet device to class with you. These can also be checked out from the CSU library.

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

It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious or cultural events, please let me know so that we can make arrangements for you. Source: <https://education.uiowa.edu/office-dean/policies/syllabus-checklist>

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 your instructor via the 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>

Library & Research Help

The CSU Libraries Help Desk provides both research (ph. 970-491-1841) and technical (ph. 970-491-7276) support. You can also email a librarian a research question (https://libanswers.colostate.edu/form?queue_id=332) or chat with the Libraries (<https://lib.colostate.edu/services/ask-us/>) for quick help. Explore an online research guide at <https://libguides.colostate.edu/agnatresourcesguides>.

Important Dates to Remember

Last Day to Add/Drop Classes Without an Instructor Override: Sun, January 22, 2023
Registration Closes: Wed, February 1, 2023
Withdrawal and Repeat/Repair Deadline: Fri, April 14, 2023
Fall 2023 Registration begins: Mon, April 3, 2023 (check RamWeb for specific access date and time)
Spring Recess: Sat, March 11 – Sun, March 19, 2023
Last Day to Process a University Withdrawal: Fri, May 5, 2023
Final Examinations: Mon-Fri, May 8-12, 2023

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Useful websites with important dates to remember

<https://registrar.colostate.edu/registration-dates/> (on campus)

<https://www.online.colostate.edu/faqs/important-dates.dot#fall> (CSU Online)

Course Schedule

See course Canvas page for detailed schedule and assignments for each week/module. All dates and assignments are tentative and can be changed at the discretion of the professor.

WEEK/MODULE	CLASS DATES	TOPICS
1	January 17 (Tuesday) January 19 (Thursday)	Course intro & building classroom community
2	January 24 (Tuesday) January 26 (Thursday)	Rights and reconciliation on the front range
3	January 31 (Tuesday) February 2 (Thursday)	Manifest destiny yesterday and today
4	February 7 (Tuesday) February 9 (Thursday)	All my relations: Indigenous environmental ethics
5	February 14 (Tuesday) February 16 (Thursday)	Self-determination and sovereignty in natural resource policy
6	February 21 (Tuesday) February 23 (Thursday)	U.S. case study presentations
7	February 28 (Tuesday) March 2 (Thursday)	Guest speaker & case study activity: TBD
8	March 7 (Tuesday) March 9 (Thursday)	Midterm mind map
9	March 14 (Tuesday) NO CLASS March 16 (Thursday) NO CLASS	Spring Break
10	March 21 (Tuesday) March 23 (Thursday)	Guest speaker & case study activity: TBD
11	March 28 (Tuesday) March 30 (Thursday)	Applying Indigenous models of sustainability
12	April 4 (Tuesday) April 6 (Thursday)	Current issues in natural resource conservation and stewardship (student choice)
13	April 11 (Tuesday) April 13 (Thursday)	Case study presentations
14	April 18 (Tuesday) April 20 (Thursday)	Climate studies critical assessment
15	April 25 (Tuesday) April 27 (Thursday)	Developing your own model of practice
16	May 2 (Tuesday) May 4 (Thursday)	Peer reviews Final mind map and closing discussion
17	May 9 (Tuesday) NO CLASS May 11 (Thursday) NO CLASS	Finals week (essay due 5/11)

Assignments & Basis for Final Grade

Most assignments will be turned in via the Canvas website. 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 10 weeks, however only 8 of these will be graded, providing two free passes. On weeks assigned, these will be **due at 11:59pm Sunday** on Canvas. 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).

Presentations

Each student will give two presentations in class in each of weeks 6 and 13 (**February 21st/23rd and April 11th/13th**). The first presentation will detail a case within the U.S. where Indigenous expertise, worldviews and/or knowledges are represented in contemporary natural resource science, policy, governance, and/or practices. The second presentation will detail a second international case that relates to the national case in some way. Details regarding what will be included and assessed for these presentations will be provided on Canvas.

Case Study Analysis Essay

Building on your work from the case study presentations, you will develop a research essay providing a cross-case analysis of a U.S.-based and international case of Indigenous expertise, worldviews and knowledges represented in contemporary environmental science, policy, governance, and/or practices (hopefully the cases you present on in class, however these may be altered if needed). There are four graded components in the development of your research essays to prepare for: 1) research proposal for your case study analysis (**due March 21**), 2) final draft of your essay (**due May 1**), 3) Two peer reviews of your classmates' essays (**due May 4**), 4) your final essay (**due May 11**). The framework for this case study analysis and details regarding each graded component of the written essay will be provided on Canvas. (assignment adapted from Dr. Vincent "Billy" van Uitregt, Victoria University of Wellington)

Midterm and Final Mind Maps

For a midterm and final review of key concepts, contexts, case studies, and terms covered in the course we will engage in in-class, open-text mind mapping activities in week 8 (3/7 & 3/9), which we will build from in our final week of class. There will be an option to work collaboratively (groups up to 3), or independently on your mind maps.

Collegial points

In our efforts to build a welcoming and supportive classroom community, acts of collegial goodness are encouraged and incentivized. Each student will sign-up for 10 class sessions for the following roles (sign-up at least 2 times for each role). ***Note taker***: take notes and post them to Canvas for your peers | ***Timekeeper***: Keep time for the professor so we never go over time! | ***"Previously" narrator***: Summarize what we did last class at the start of class | ***Highlighter***: Share key passages and arguments from the text at the start of class (you can draw on weekly reflection response). Students may also earn collegial credits for the following throughout the course: ***Time Machine***: When a new student joins, stay after class a bit and tell them what is going on | ***Annotator***: Many people read texts better when they are marked up with highlights, definitions, notes, etc. Submit a PDF that is annotated for other readers for future classes & peers. Instructions here: <https://slideplayer.com/slide/10656558/> | ***Author contact***: Email the author(s) of a reading you've done

for the course (either assigned or for your own research) to show gratitude for their work. Choose a quote from the reading that resonated with you and/or changed how you thought, and describe your reactions/reflections on this work and how it has shaped your work/thinking. Make it clear that you have no expectations that they will respond, and you are simply writing to recognize their work. Copy me on the email. | *Skill share*: we'll sometimes review skills and tips (like using Zotero) in the course. If you have skills, software or tricks that have helped you that you think your peers would benefit from, demonstrate the skill. | *Humble points*: There will be some learning moments that may challenge or question your prior beliefs. In these moments we will take note of learners practicing active listening and expressions of humility. | *Unanticipated awesomeness*: Do something that helps your peers that this list did not anticipate. The sign-up and grading system for this will be posted to Canvas. (adapted from Dr. Max Liboiron, Memorial University)

Participation

Participation will be assessed through attendance and quality participation in course activities and discussions.

Assessment	Percent of Final Grade
Weekly "Reflect & Prep" Logs (8 x 5% each)	40%
Presentation – U.S. Case Study	5%
Case Study Analysis Proposal	5%
Midterm Mind Map	5%
Presentation –Cross-case Analysis	5%
Peer Review (2 x 5% each)	10%
Final Mind Map	5%
Case Study Analysis Essay	15%
Participation	5%
Collegial Points	5%
	100%

Grading Scale

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

Canvas Information and Technical Support

Canvas is an online learning management system where course content, grades, and communication including due dates will reside for this course.

- Login: canvas.colostate.edu
- Support: <https://canvas.colostate.edu/support/>
- For passwords or any other computer-related technical support, contact the Central IT Technical Support Help Desk: <https://www.acns.colostate.edu/technical-support-services/>
- Voice: (970) 491-7276 | Email: help@colostate.edu

The Support pages identify the browsers, operating systems, and plugins that work best with Canvas. If you are new to Canvas quickly review the Canvas Student Orientation materials.

Course Policies

Late Work Policy

Assignments handed in late must still be submitted through Canvas. When an assignment is late, I may take longer to grade it (meaning you may not receive feedback before your next assignment is due). The last possible day for me to accept late assignments is **Sunday, April 17th**.

Extra Credit Policy

Students wishing to receive extra credit may 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. More information regarding this opportunity will be posted to Canvas.

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.

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 regarding 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:

- Intercollegiate athletics;
- Collegiate club sports and competitions;
- Conferences and workshops recognized by the University not related to academics;

Commitments on behalf of the University (ASCSU, band, etc.); and Professional activities recognized by the University related to academics. 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 lectures. Those not heeding this rule will be asked to leave immediately so as to not disrupt the learning environment. 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 messaging the instructor, please use Canvas and include "NR 321" in subject line so I can quickly identify and respond to your message. If your message is genuinely urgent, please send through Canvas & email me directly with the "NR 321 URGENT" in the subject line. Please also include your full name and CSU ID in your email. Check to ensure that your question/concern cannot be addressed in the syllabus, course Canvas page, or through a Google search prior to sending. I will do my best to respond within 48hrs Monday-Friday between 9am-5pm. All messages 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 here: <https://writing.colostate.edu/guides/guide.cfm?guideid=17>.

If you plagiarize 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 (<https://catalog.colostate.edu/general-catalog/policies/students-responsibilities/#academic-integrity>) as found

in the General Catalog and the Student Conduct Code (<https://catalog.colostate.edu/general-catalog/policies/students-responsibilities/#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>

Copyrighted Course Materials

Please do not share material from this course in online, print, or other media. Course material is the property of the instructor who developed the course. Materials authored by third parties and used in the course are also subject to copyright protections. Posting course materials on external sites (commercial or not) violates both copyright law and the CSU Student Conduct Code. Students who share course content without the instructor's express permission, including with online sites that post materials to sell to other students, could face appropriate disciplinary or legal action.

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 is committed to providing an environment that is free from discrimination and harassment based on race, age, creed, color, religion, national origin or ancestry, sex, gender, disability, veteran status, genetic information, sexual orientation, gender identity/expression, or pregnancy in its employment, programs, services and activities, and admissions, and, in certain circumstances, marriage to a co-worker. The University will not discharge or in any other manner discriminate against employees or applicants because they have inquired about, discussed, or disclosed their own pay or the pay of another employee or applicant. Colorado State University is an equal opportunity and equal access institution and affirmative action employer fully committed to achieving a diverse workforce and complies with all Federal and Colorado State laws, regulations, and executive orders regarding non-discrimination and affirmative action. The Office of Equal Opportunity is located in 101 Student Services. Source: <http://oeo.colostate.edu/non-discrimination-statement>

Basic Needs

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is encouraged 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. Furthermore, please notify us if you are comfortable in doing so. This will enable us to provide any resources available to assist you.

Mental Health and Wellness

CSU is a community that cares. You are not alone. CSU Health Network Counseling Services has trained professionals who can help. Your student fees provide access to a wide range of support services. Call Counseling Services at (970) 491-6053, and they will work together with you to find out which services are right for you. Visit <https://health.colostate.edu/about-counseling-services> to learn more and <https://health.colostate.edu/mental-health-resources/> for additional student mental health and well-being resources. If you are concerned about a friend or peer, use **Tell Someone** by calling (970) 491-1350 or visiting <https://supportandsafety.colostate.edu/tell-someone/> to share your concerns with a professional who can discreetly connect the distressed individual with the proper resources. Rams Take Care of Rams. Reach out and ask for help if you or someone you know is having a difficult time.

Student Case Management

Student case management (<https://studentcasemanagement.colostate.edu/>) is available to help students with extenuating life circumstances and connect them with resources. In some cases, after you and I discuss your situation, I may request verifiable documentation for class absences (<https://studentcasemanagement.colostate.edu/class-absences/>) from the SCM office if you request considerations for absences or missed coursework.

Covid Information

The university's COVID information is at <https://covid.colostate.edu/>.