

NRRT 402: Cultural and Political Ecology: Fall 2023

Schedule: Tuesday and Thursday 11:00-12:15

Location: Forestry 217

Instructor

Dr. Anna Lavoie (she/ela)
anna.lavoie@colostate.edu

Office Location & Hours: Forestry 201

Forestry 201 Tuesday: 1:00-3:00 or by appointment (in person or virtual)

For [virtual office hours](#) use this link:

<https://zoom.us/j/98323536210>

Teaching Assistant: Holly Gordon

holly.gordon@colostate.edu

Office Hours: By appointment

Course goal and description

This course is an exploration of Cultural and Political Ecology (CAPE). Political ecology research focuses on control over natural resource access, decision-making, and knowledge, based on gender, race, social status identity, etc. It developed from the field of cultural ecology which focuses on human-environment relationships and the social and cultural meanings of nature and natural resources. Political ecology emphasizes that human-environment relations and environmental change is best understood by addressing the role of power in natural resource governance and the broader political economy. We will explore the diverse meanings of nature and culture, human-environment interactions, and natural resource management, access and control. We will also explore the political, economic and social factors driving environmental degradation including historical and current colonial processes and structures. This course aims to guide students through critical discussions surrounding these themes.

The course material covers a range of topics in order to give students breadth of knowledge about the foundations of current debates surrounding natural resources. This course will also employ a case study approach with a political ecology lens which frames lines of inquiry and defines research questions that focus on issues of **natural resource access, management, and related socio-environmental change**.

Learning objectives: Upon successful completion of this course, students will be able to:

1. Articulate the diverse ontologies of nature and natural resources of diverse people and places.
2. Articulate how politics and economy drive resource use and environmental change, and narratives about that change.
3. Identify how local and global political, social, and economic processes influence access to natural resources and decision-making.
4. Advance critical thinking skills by exploring critical theory and by examining case studies.
5. Demonstrate cultural competence by understanding the importance of incorporating diverse knowledge systems, or ways of knowing, into natural resource management.

Required media

Robbins, Paul. 2020. *Political Ecology: A critical introduction*. 3rd Edition. England: Wiley. Available free of charge as e-book via University Library: ProQuest Ebook Central. (Selected Chapters). Selected chapters will be provided in Canvas.

Additional reading material (listed in schedule) will be provided by the instructor and made available on Canvas or through email. **The instructor reserves the right to alter readings and assignments at any time.**

Expectations

Adaptability is expected in this course: content may be adjusted at any time:

This course **requires** students' active learning through reading and interactive discussion. Students are expected to complete all readings and answer Module activity questions prior to coming to class in preparation for discussion. Students should maintain a reflection journal/notebook for all the Modules. Good note-taking practices will lead to better performance in this course.

Be thoughtful, respectful, courteous, curious, and a good listener during discussions.

Late assignments

Students are expected to turn in all assignments by the due date and time. Exceptions will be made if students have a valid excuse such as illness with a doctor's note, or CSU service or athletics.

See assignments below for late submission point deductions without a valid excuse.

Evaluation

Assignment	Percent
Class participation/attendance	10%
Co-lead discussion (2 assignments)	20%
Reflection posts (5 assignments)	25%
Exams (2)	20%
Final project	20%
Final project share	5%
Total:	100%

1. *Class Participation/Attendance (10%):*

The majority of class time is spent in topic discussion. This requires that each student come to class having read the material prior to the class, have completed the weekly assignment, and be ready to discuss in class. Any unexcused absences beyond 3 reduces participation grade by 1 point for each missed class. Absences are excused with a medical reason.

2. *Co-Lead Discussion (20%):*

This assignment has two components worth a total of 10 points. Each student is assigned twice over the semester (see discussion lead schedule in Canvas).

1. **Students are responsible for co-leading class discussion activities based on their assigned Modules on Tuesdays.** This is worth 5 points.

2. On **Thursdays**, the same discussion-lead students will **share the most profound insights/takeaways they found from the readings and/or discussions (from Tuesday) with class in 3 minutes**. This is worth another 5 points.

The Thursday share-back is a creative activity and students may use various means to present/share in their preferred method. It can be verbal, PowerPoint, a handout, memes, music/a song, a short video clip, cartoon, poem, art, show-and-tell, or other, as long as the content and visualization is appropriate (not offensive). Students may share their insight from their seats or in front of the class, and may team up with another or other co-lead.

Each Co-lead discussion assignment is worth 10 points totaling 20 points (20% of final grade). See the discussion schedule in Canvas for your assigned Module. **Two points will be deducted (of 10) if a co-lead assignment is missed and needs to be made up**. Students may switch dates with another student in anticipation of an absence but the instructor must be informed in advance.

3. Reflection Post to Canvas (25%)

Students are responsible for posting 5 reflections on Canvas discussion based on Module readings. Post a quote that stood out to you and write a comment or question about it. Also, post a comment or question to at least one other student's post. **Each assignment is worth 5 points totaling 25 points. For each assignment, 3 points for your main post and 2 point for your response posts to another's reflection**. **If you fail to post during the designated time period, you will lose 1 point (of 5) for each day late.**

4. Exams (20%):

There will be two exams in this course, each worth 10% of your grade each. The exams are intended to assess progress towards recognizing diverse ontologies, perspectives, and values of natural resources, and foundations of Political Ecology. **5 points will be deducted for missing an exam.**

5. Final Project: Case study work: (20%):

Students will conduct political ecology research of a case study we explored in class and produce a final paper briefing (5 pages). **Two points will be deducted for each day of a late submission.**

6. Final Project Share (5%)

Students will present a snapshot of their final project to the class during the last week of class. The presentations will be for 6-minute slots. A framework for presenting will be provided.

For the above final project and sharing students may work independently or in groups. We will plan later in the semester.

Grading Scale

Grade	Percentage (%)
A+	98+
A	94–97
A-	90–93
B+	88–89

B	84–87
B-	80–83
C+	78–79
C	70–77
D	60–69
F	F Less than 60

Tentative Course Schedule and Content (available under each Module in Canvas)

Week	Topic	Date	Read/Watch by class meeting (except for in-class viewing)	Assignment
Week 1	Module 1: Course Introduction	Tuesday 8/22	No reading: Introductions	
		Thursday 8/24	Watch videos: What is Political Ecology: https://www.youtube.com/watch?v=HLVE69QZt5w https://www.youtube.com/watch?v=Z5PRfxNUBao https://www.youtube.com/watch?v=AUVHIVDANiY	
Week 2	Module 2: What is Political Ecology?	Tuesday 8/29	Robbins, P. 2020. <i>Political Ecology</i> . Introduction & Chapter 1: Political and Apolitical Ecologies	
		Thursday 8/31	<i>Topic to be continued</i> IN CLASS VIEWING: Water case study: https://www.youtube.com/watch?v=R7ApBvRWCC0&t=463s https://www.youtube.com/watch?v=3jYr8MFTXrM&t=214s	
Week 3	Module 3: Political Ecology Origins	Tuesday 9/5	Robbins, P. 2020. <i>Political Ecology</i> . Chapter 2: A Tree with Deep Roots What if Competition Isn't As "Natural" As We Think?: https://slate.com/technology/2020/01/darwin-competition-collaboration-evolutionary-biology-climate-change.html Congo case study: https://www.youtube.com/watch?v=dTwzCy0-RTw	
		Thursday 9/7	<i>Topic to be continued</i> IN CLASS VIEWING: Sea turtle case study: Sea Turtles Might Be Threatened, But So Are Their Hunters: https://www.nationalgeographic.com/news/2015/11/151130-olive-ridley-turtles-egg-poaching-Mexico/#close	Reflection 1 11:59pm
Week 4	Module 4: Themes in Political Ecology	Tuesday 9/12	Robbins, P. 2020. <i>Political Ecology</i> . Chapter 4: Political Ecology Emerges Amazon deforestation case study: https://apps.npr.org/lookatthis/posts/brazil/	
		Thursday 9/14	<i>Topic to be continued</i> IN CLASS VIEWING: Amazon soy case study (not CC): https://www.youtube.com/watch?v=8y3pPt3dITQ New Amazon deforestation video: https://www.youtube.com/watch?v=SAZAKPUQMw0	
Week 5		Tuesday 9/19	Robbins, P. 2020. <i>Political Ecology</i> . Chapters 8: Degradation & Marginalization Madagascar deforestation: https://www.youtube.com/watch?v=O6D4j-7Xep8	

	Module 5: Degradation and Marginalization	Thursday 9/21	<i>Topic to be continued</i>	
Week 6	Module 6: Feminist Political Ecology: Part 1	Tuesday 9/26	<p>Oberhauser, A.M., Fluri, J.L., Whitson, R., & Mollett, S. 2018. <i>Feminist Spaces: Gender and Geography in a Global Context</i>. Chapter 1: Introduction & Overview & Chapter 7</p> <p>We should all be feminists: https://www.ted.com/talks/chimamanda_ngozi_adichie_we_should_all_be_feminists</p> <p>Agroforestry case study: Rocheleau, D., and L. Ross. 2005. Trees as tools, trees as text: Struggles over resources in Zambrana-Chaucuey Dominican Republic. <i>Antipode</i> 27:407-428.</p>	
		Thursday 9/28	<p><i>Topic to be continued</i></p> <p>https://www.youtube.com/watch?v=4Qv1PG0MUFs&t=1s</p>	Reflection 2 11:59pm
Week 7	Module 7: Feminist Political Ecology: II	Tuesday 10/2	<p>Women in fisheries case study: Lavoie, A., Lee, J., Sparks, K., Hoseth, G., & Wise, S. (2019). Engaging with Women's Knowledge in Bristol Bay Fisheries through Oral History and Participatory Ethnography. <i>Fisheries</i>, 44(7), 331-337. doi:10.1002/fsh.10271</p> <p>Story Map: https://storymaps.arcgis.com/stories/94091df4896f4eca9fee3bc293e56388</p> <p>Listen to audio or read pdf of 2 interviews from Women in Alaska Fisheries project (Alannah Hurley & Gayla Hoseth)</p>	
		Thursday 10/5	<p><i>Topic to be continued</i></p> <p>IN CLASS VIEWING: Women in Alaska Fisheries: Ilutsik video stop at 8:45, restart at 34:04 for fish heads</p>	Exam 1
Week 8	Module 8: Nature Ontology & Epistemology	Tuesday 10/10	Cronon, W. 1996. <i>Uncommon Ground: Rethinking the Human Place in Nature</i> . Chapter 2: "The trouble with Wilderness"	
		Thursday 10/12	<p><i>Topic to be continued</i></p> <p>IN CLASS VIEWING</p> <p>Nature is everywhere — we just need to learn to see it: https://www.youtube.com/watch?v=JHmPr_rOtTU</p> <p>Rambunctious Garden Trailer: https://www.youtube.com/watch?v=9nwQoxzVKIY</p>	Reflection 3 11:59pm
Week 9	Module 9: Nature Ontology & Epistemology II	Tuesday 10/17	<p>Robbins, P. 2020. <i>Political Ecology</i>. Chapter 5: Challenges in Ecology</p> <p>Robbins, P. 2020. <i>Political Ecology</i>. Chapter 6: Challenges in Social Construction</p>	
		Thursday 10/19	<i>Topic to be continued</i>	

Week 10	Module 10: Indigenous Ontologies	Tuesday 10/24	<p>Ortiz, S. 2018. Indigenous Sustainability: Language, Community Wholeness, and Solidarity.</p> <p>Read: https://www.kcet.org/shows/tending-the-wild/heres-how-native-knowledge-could-help-save-salmon</p> <p>Tending the Wild: Keeping the River https://www.youtube.com/watch?v=lsd4iZcfSOc</p> <p><i>Recommended resources:</i> Explore: https://www.firstnations.org/knowledge-center/environmental-justice-and-indian-country/ Read: https://ensia.com/voices/sustainable-agriculture-traditional-knowledge-indigenous-farmers/</p>	
		Thursday 10/26	<p><i>Topic to be continued</i></p> <p>IN CLASS VIEWING: Hohokam Canals https://www.youtube.com/watch?v=Xk8G-fZj21k (Links to an external site.) https://www.youtube.com/watch?v=r2i5-CaG97A (Links to an external site.) https://www.youtube.com/watch?v=Qi8R6ShC0EU&t=26s (Links to an external site.) http://www.azheritagewaters.nau.edu/loc_hohokam.html</p>	
Week 11	Module 11: Indigenous Ontologies II	Tuesday 10/31	<p>Allen, P. G. 2015. <i>The Sacred Hoop: Recovering the Feminine in American Indian Traditions</i>: Open Road Integrated Media, Inc.</p> <p>2 Chapters:</p> <ul style="list-style-type: none"> • Who Is Your Mother? Red Roots of White Feminism • How the West Was Really Won (Recommended not required) <p>Kimmerer, R. W. (2013). <i>Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge, and the Teachings of Plants</i>. Milkweed Editions.</p> <ul style="list-style-type: none"> • Asters and Goldenrod • The three sisters 	
		Thursday 11/2	<p>IN CLASS VIEWING: https://www.youtube.com/watch?v=z3d_UsYgt1c (Hindou Oumarou Ibrahim)</p>	Reflection 4 11:59pm
Week 12	Module 12: Conservation and Control	Tuesday 11/7	<p>Robbins, P. 2020. <i>Political Ecology</i>. Chapter 9: Conservation & Control</p> <p>Conservation case study: Sivinski, Jake, "Conservation For Whom?: The Struggle for Indigenous Rights in Sagarmatha National Park" (2015). <i>Independent Study Project (ISP) Collection</i>. 2226.</p>	
		Thursday 11/9	<p><i>Topic to be continued</i></p> <p>Conservation Refugees Mark Dowie interview 2021 https://www.youtube.com/watch?v=FiuiUW9Qnlk&t=909s</p>	
Week 13	Module 13: Power & Governmentality	Tuesday 11/14	<p>Michel Foucault, power: https://www.youtube.com/watch?v=keLnKbmrW5g</p>	
		Thursday 11/16	<p>Robbins, P. 2020. <i>Political Ecology</i>. Chapter 11: Environmental Subjects & Identities</p> <p>IN CLASS VIEWING: Michel Foucault, epistemes https://www.youtube.com/watch?v=fa7pgE_qWJU</p>	Reflection 5 11:59pm
Week 14	Thanksgiving Break			

Week 15	Module 14: Decolonizing Conservation <i>Last week of classes</i>	Tuesday 11/28	https://news.mongabay.com/2018/07/decolonizing-conservation-ga-with-png-marine-activist-john-aini/ https://briarpatchmagazine.com/articles/view/decolonizing-ecology https://blog.nature.org/science/2014/02/05/toward-decolonizing-conservation/ https://www.youtube.com/watch?v=950rVzrNCmU	
		Thursday 11/30	<i>Topic to be continued</i> IN CLASS VIEWING: Decolonization Is for Everyone Nikki Sanchez TEDxSFU https://www.youtube.com/watch?v=QP9x1NnCWNY https://native-land.ca/	Exam 2
Week 16	Project snapshots presentations	Tuesday 12/5	Project snapshots	
		Thursday 12/7	Project snapshots	
Week	<i>Finals week</i>		Final papers due Tuesday December 13 by midnight: Late papers will not be accepted	

Canvas Information & Technical Support

Canvas is the where course content, grades, and communication will reside for this course.

- Login: canvas.colostate.edu
- Support: info.canvas.colostate.edu
- For passwords or any other computer-related technical support, contact the [Central IT Technical Support Help Desk](#).
 - (970) 491-7276
 - help@colostate.edu

The [Technical Requirements](#) page identifies the browsers, operating systems, and plugins that work best with Canvas.

COVID

Important information for students:

As we learn to live with COVID 19, many students, faculty and staff will continue to wear masks to protect themselves and others. For more information about the intersection between mask wearing, social justice and health equity in response to COVID 19, please see:

- Disability advocates press for greater empathy after recent strike down of federal mask mandate: <https://www.sandiegouniontribune.com/columnists/story/2022-04-24/disability-advocates-press-for-greater-empathy-after-recent-strike-down-of-federal-mask-mandate>
- People's CDC: <https://peoplescdc.org/>

All students are expected and required to report to the COVID Reporter(<https://covid.colostate.edu/reporter/>) when:

You suspect you have symptoms of COVID, regardless of whether or not you are vaccinated and even if your symptoms are mild

- You have tested positive for COVID through a non-CSU testing site, such as home test or test at a pharmacy
- You believe you may have been exposed to COVID go to the COVID Reporter and follow the guidance under “I believe I have been in close contact with someone who has COVID-19.” This guidance will depend upon your individual circumstances

You will not be penalized in any way for reporting symptoms or concerns.

Do not ask me as your instructor to report for you. It is your responsibility to report through the COVID Reporter promptly.

As your instructor I may not ask you about vaccination status or if you have COVID but you may freely volunteer to send me information from a public health official if you have been asked to isolate or quarantine.

When you complete the COVID Reporter, the CSU Public Health office is notified. Once notified, that office will contact you and, depending upon each situation, will conduct contact tracing, initiate any necessary public health requirements and notify you if you need to take any steps.

If you do not have internet access to fill out the online COVID-19 Reporter, please call (970) 491-4600.

For the latest information about the University’s COVID resources and information, including FAQs about the spring semester, please visit the **CSU COVID-19 site** <https://covid.colostate.edu/>.

Academic Integrity & CSU Honor Pledge

This course will adhere to the CSU [Academic Integrity/Misconduct](#) policy 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.

Violations of the university’s academic integrity standards include, but are not limited to:

- Cheating—includes using unauthorized sources of information and providing or receiving unauthorized assistance on any form of academic work or engaging in any behavior specifically prohibited by the faculty member.
- Plagiarism—includes the copying of text, language, structure, ideas, or thoughts of another, and representing them as one’s own without proper citation or acknowledgment.
- Unauthorized Possession or Disposition of Academic Materials—includes the unauthorized selling or purchasing of examinations or other academic work; stealing another student’s work; unauthorized entry to or use of material in a computer file; and using information from or possessing.

Universal Design for Learning/Accommodation of Needs

I am committed to the principle of universal learning. This means that our classroom, our virtual spaces, our practices, and our interactions be as inclusive as possible. Mutual respect, civility, and the ability to listen and observe others carefully are crucial to universal learning.

If you are a student who will need accommodations in this class, please contact me to discuss your individual needs. Any accommodation must be discussed in a timely manner. A verifying memo from [The Student Disability Center](#) may be required before any accommodation is provided.

The Student Disability Center (SDC) has the authority to verify and confirm the eligibility of students with disabilities for the majority of accommodations. While some accommodations may be provided by other departments, a student is not automatically eligible for those accommodations unless their disability can be verified and the need for the accommodation confirmed, either through SDC or through acceptable means defined by the particular department. Faculty and staff may consult with the SDC staff whenever there is doubt as to the appropriateness of an accommodative request by a student with a disability. The goal of SDC is to normalize disability as part of the culture of diversity at Colorado State University. The characteristic of having a disability simply provides the basis of the support that is available to students. The goal is to ensure students with disabilities have the opportunity to be as successful as they have the capability to be.

Support and services are offered to student with functional limitations due to visual, hearing, learning, or mobility disabilities as well as to students who have specific physical or mental health conditions due to epilepsy, diabetes, asthma, AIDS, psychiatric diagnoses, etc. Students who are temporarily disabled are also eligible for support and assistance.

Any student who is enrolled at CSU, and who self-identifies with SDC as having a disability, is eligible for support from SDC. Specific accommodations are determined individually for each student and must be supported by appropriate documentation and/or evaluation of needs consistent with a particular type of disability. SDC reserves the right to ask for any appropriate documentation of disability in order to determine a student's eligibility for accommodations as well as in support for specific accommodative requests. The accommodative process begins once a student meets with an accommodations specialist in the SDC.

Students with disabilities often do not know they are eligible for support and/or feel uncomfortable with asking for help. It is your *right* to seek accommodations. If you are new to CSU, or are unsure about how to connect with SDC, the TA for this course, JJ Blackwatters (Jeffrey.blackwatters@colostate.edu) is a member of the Committee for Disabled Student Accessibility and is happy to help.

Third-party Tools/Privacy

Please note that this course may require you to use third-party tools (tools outside of the Canvas learning management system), such as Skype and others. Some of these tools may collect and share information about their users. Because your privacy is important, you are encouraged to consult the privacy policies for any third-party tools in this course so that you are aware of how your personal information is collected, used and shared.

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.

COVID-19

For questions about COVID-19 and up-to-date CSU information see: <https://covidrecovery.colostate.edu/>

Financial and Food Resources

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact their academic advisor or lsc_basicneedsinfo@colostate.edu.

CSU is committed to supporting students who are experiencing undue hardship and providing emergency funds when possible and food relief for our CSU community. If you find yourself in need of emergency funds, please contact the instructor of this course for information about the Department of Human Dimensions of Natural Resources Rough Patch Rescue Fund and reach out to the Office of Financial Aid.

Undocumented Student Support

Any CSU student who faces challenges or hardships due to their legal status in the United States and believes that it may impact their academic performance in this course is encouraged to visit [Student Support Services for Undocumented, DACA & ASSET](#) for resources and support. Additionally, only if you feel comfortable, please notify your professor so they may pass along any additional resources they may possess.

Title IX/Interpersonal Violence

For the full statement regarding role and responsibilities about reporting harassment, sexual harassment, sexual misconduct, domestic violence, dating violence, stalking, and the retaliation policy please go to: [Title IX – Sexual Assault, Sexual Violence, Sexual Harassment](#).

If you feel that your rights have been compromised at CSU, several resources are available to assist:

- Student Resolution Center, 200 Lory Student Center, 491-7165
- Office of Equal Opportunity, 101 Student Services, 491-5836

If you have experienced sexual harassment, sexual assault, dating violence, domestic violence, and/or stalking, know that you are not alone. Confidential victim advocates through the Victim Assistance Team in the Women and Gender Advocacy Center are available 24 hours a day, 365 days a year to provide support at 970-492-4242. For full information about reporting sexual harassment, sexual assault, dating violence, domestic violence, stalking and/or retaliation please go to the [Office of Title IX Programs and Gender Equity](https://titleix.colostate.edu/title-ix/reporting-options/) (<https://titleix.colostate.edu/title-ix/reporting-options/>).

As instructors, we are required by law to notify university officials about disclosures related to interpersonal violence.

Religious Observances

CSU does not discriminate on the basis of religion. Reasonable accommodation should be made to allow individuals to observe their established religious holidays. Students seeking an exemption from attending class or completing assigned course work for a religious holiday will need to fill out the Religious Accommodation Request Form and turn it in to the Division of Student Affairs, located on the second level of the Administration building.

Once turned in, the Division of Student Affairs will review the request and contact the student accordingly. If approved, the student will receive a memo from the Dean of Students to give to their professor or course instructor.

Students are asked to turn in the request forms as soon as the conflict is noticed. Similarly, unanticipated conflicts requiring a religious observance, such as a death in the family, can also be reviewed.

CSU 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.

Diversity and Inclusion

Please feel free to approach me with any diversity and inclusion questions or concerns you may have. The [Mission, Vision, and Focus](#) webpage of the Vice President for Diversity includes a comprehensive statement of CSU's commitment to diversity and inclusion.

Visit the Warner College of Natural Resources Diversity and Inclusion (D&I) webpage

<https://warnercnr.colostate.edu/diversity/> for D&I resources.

Attend the Diversity Symposium at Colorado State University: <https://diversity.colostate.edu/symposium/>

CSU Land Acknowledgement

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.