

University of Montana

ScholarWorks at University of Montana

University of Montana Course Syllabi, 2021-2025

Spring 2-1-2022

NASX 303E.01: Ecological Perspectives in Native American Traditions

Jennifer J. Harrington
University of Montana, Missoula

Follow this and additional works at: <https://scholarworks.umt.edu/syllabi2021-2025>

Let us know how access to this document benefits you.

Recommended Citation

Harrington, Jennifer J., "NASX 303E.01: Ecological Perspectives in Native American Traditions" (2022).
University of Montana Course Syllabi, 2021-2025. 736.
<https://scholarworks.umt.edu/syllabi2021-2025/736>

This Syllabus is brought to you for free and open access by ScholarWorks at University of Montana. It has been accepted for inclusion in University of Montana Course Syllabi, 2021-2025 by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact scholarworks@mso.umt.edu.

NASX 303E: Ecological Perspectives in Native American Traditions NAC 105, Tuesday & Thursday, 9:30 – 10:50

Jennifer Harrington, FOR 101, phone 5561, jennife.harrington@umconnect.umt.edu
Office Hours: Wednesdays 2-3 pm or by appointment

This University of Montana is on the traditional lands of Indigenous peoples, including the Selis, and Qlispe. Many others, including Blackfeet, Nez Perce, Shoshone, Bannock, and Coeur D'Alene, had and continue to have a crucial presence in the area.

What's this course about?

Welcome to the study of Native American ecological perspectives. In this course, we will explore the subject of Ecological Perspectives through four broad areas: Indigenous cosmologies; local knowledges and oral traditions; historical and cultural change among Indigenous peoples in relation to “natural resource management”; and contemporary social justice issues faced by Indigenous peoples and communities. NAS 303E is a one semester course on tribal-landscape relationships that is designed to familiarize students with Indigenous/tribal relationship with the natural world. Class topics will focus on ecological and social relationships with a Tribal environmental ethics lens. The course will employ current and historical, community-based literary writings and will facilitate students to read and discuss past, present and future relationships and issues involving Indigenous people and communities.

Class Format

Course Format: The format for this course will be a combination of outside readings, class discussions and activities and weekly blog entries. Course readings will be available on the University of Montana Moodle platform and can be found using the Mansfield Library resources. Students can access these readings through a computer. Also, the readings will be important for contributions to class discussions and summarizing your weekly blog.

The course will be offered as an in-person classroom. All lectures/class meetings will be offered in-person on campus (PFNAC 105).

What learning outcomes are expected for students?

Upon completion of this Ethical and Human Values course, students will be able to:

1. Demonstrate a fundamental understanding of Native American cosmologies as they arise from lived experience on the land and are carried through oral traditions.
2. Summarize and compare fundamental world view perspectives between Indigenous and non-Indigenous (Western European).
3. Demonstrate an understanding of Native American cultures' geopolitical imperatives, particularly connectedness to place, in an historical perspective that accounts for contact with European values and colonial imperatives.
4. Be able to identify and discuss natural resource management of tribal lands in its cultural and historical dimensions.
5. Apply basic concepts and forms of reasoning about Indigenous environmental ethics in relation to contemporary Indigenous social justice movements.

What will be required of you?

Blog Entries. (Worth 20%) A 250-word minimum for each entry. You will need to complete a total of 10 blog entries this semester.

Every week, beginning Week 2, your responses will be due and should be uploaded to Moodle. The first entry will be due Thursday, September 9th. All following blogs will be due on Mondays by noon.

They should be written on some aspect of the reading for the week. Occasionally, a question will be posed, or an issue to be explored, but most times students will choose their own subjects. If these are uploaded on time, you will get an A; if you turn it in by Friday, you will get a B, and if you turn it in within two weeks, you will get a C, in the event of illness or other excused absence. Thereafter, you will not get a passing grade on that assignment.

PLEASE feel free to include questions and curiosities you may have that you'd like to discuss in class. These short responses are not expected to be polished, but the entries need to be proofread and, if a prompt is given, the entry must address the criteria set for that week. For example, if you are asked about how a particular Indigenous people viewed the killing of particular animals, you need to address that. Some weeks you will not have an assignment due. This assignment is designed to help you apply your critical reading skills to the texts and to engage with other students on the subject matter.

Presentation: (Worth 10%) Each student will have an opportunity to share a current event or historical story with the class. The presentations will be informal discussions for 5-10 minutes.

Vocabulary Diary: (worth 10%) The purpose of this assignment is to help you as a scholar to learn how to amass research ideas that can be used in writing essays and creating projects for this course and elsewhere. We want to see entries for each week from the readings, but you can also look up dictionary definitions and quotations about a word to begin your study of Indigenous environmental world views and ethics. You can define words multiple times; for example, many authors will tell you what the word *Indigenous* means to them, or you will want a working definition of the idea of *culture* at the beginning, so you'll have an entry from research, then as you move along others will define the term, and you can add those to your diary. Remember this resource is for you; be creative and expansive—it's to your own benefit.

Each entry should have a citation to go with it (author, book/article/etc., page, date), even if you are quoting your roommate or your mother. Make the citation full enough so that you can use it in papers in the future; we will have a readings list, too, that can pair with your diary, so full citations are not needed on the course readings. Your diaries will be due once around mid-term for a check to see how you are doing, and in full the last week of classes.

Short Reflection Essays: (worth 30%). There will be three (3) short reflection essays due throughout the semester, addressing a question prompt tied to class readings and discussions.

Essay #1: Personal Oral History. Write an autobiographical essay, three to four (3-4) pp. long introducing yourself through a brief discussion of your how your personal and cultural experiences have informed your environmental ethics. If you feel you do not have a clear ethnical view, describe why not?

Due in class, Tuesday, February 8, 2022

Essay #2: Tuesday, March 8, 2022

Essay #3: Tuesday, April 12, 2022

All written essay assignments will be evaluated on *both* the achievement of grammatically correct / functional writing and the depth of thought, analysis, and close reading reflected in the content. In other words, we are looking for insightful understandings of the subject matter that are clearly articulated. Please feel free to come by and discuss your ideas with either of us during office hours or by appointment. **All papers must be typed, in 12 font Times New Roman, double-spaced and identified by the class, by your name, assignment #, phone number and/or email address.** Please avail yourself of the services at the UM Writing Center, <http://www.umt.edu/writingcenter/>. **The syllabus and schedule are available on Moodle and may be subject to changes, which will be announced in class. Check regularly on Moodle.**

Final Exam: (worth 30%)

All written essay assignments will be evaluated on *both* the achievement of grammatically correct / functional writing and the depth of thought, analysis, and close reading reflected in the content. In other words, we are looking for insightful understandings of the subject matter that are clearly articulated. Please feel free to come by and discuss your ideas with either of us during office hours or by appointment. **All papers must be typed, in 12 font Times New Roman, double-spaced and identified by the class, by your name, assignment #, phone number and/or email address.** Please avail yourself of the services at the UM Writing Center, <http://www.umt.edu/writingcenter/>. **The syllabus and schedule are available on Moodle and may be subject to changes, which will be announced in class. Check regularly on Moodle.**

Please keep up with the readings; it makes for a rich, engaged classrooms for all. From time to time, we will ask questions of individual students regarding the readings. The due dates of the reading assignments are indicated on the syllabus. If you do not, for some reason, have your paper done, **please don't skip class.** we'd rather have you there, and we can give some leeway when students have compelling reasons for work not being done; however, you must keep in touch about difficulties you may be having! PLEASE USE YOUR UM EMAIL ACCOUNT!

Are There Other Expectations?

Attendance is required. The purpose of required attendance is to assure that we function as a learning community, in conversation with one another about the subject matter. When a student is absent from too many classes, for whatever reason, he or she misses a significant amount of material. **Attendance Policy:** If at all possible, please notify us in advance when you will be absent. We are easiest to reach by email. Excessive absences (more than three classes per term)

may result in your grade being lowered as much as one letter grade. Students who miss more than six classes will be asked to consider dropping the course. Late work is subject to a grade penalty of up to one letter grade per week on the assignment, but it's always best to turn something in rather than not doing so. Keep in good communication about your challenges and struggles!

UM has a Cultural and Ceremonial Leave Policy: "Cultural or ceremonial leave allows excused absences for cultural, religious, and ceremonial purposes to meet the student's customs and traditions or to participate in related activities. To receive an authorized absence for a cultural, religious or ceremonial event the student or their advisor (proxy) must submit a formal written request to the instructor. This must include a brief description (with inclusive dates) of the cultural event or ceremony and the importance of the student's attendance or participation. Authorization for the absence is subject to approval by the instructor. Appeals may be made to the Chair, Dean or Provost. The excused absence or leave may not exceed five academic calendar days (not including weekends or holidays). Students remain responsible for completion or make-up of assignments as defined in the syllabus, at the discretion of the instructor."

In-class Use of Media:

Out of respect for the instructors and your classmates, please do not leave class early unless you have a compelling reason—a doctor's appointment. Try not to disrupt class by coming and going, early, late or in the middle of class. If you have a childcare problem one day and your child is of the age where he/she can sit quietly, please feel free to bring him/her to class. Quiet babies are also welcome. **No computers, iPods, earbuds, etc. in class**, and please turn off your cell phone. A buzz alert for messages for childcare situations or emergency are ok. The rules are about respecting others, not about being rigid about rules.

If you have **special needs** of which we should be aware, please do not hesitate to speak with us; let us know early on what special needs you may have and what we can do to help you. If you are registered with Disability Student Services, dss@umontana.edu, please let us know that at the beginning of the term, so that we can assist you in whatever ways possible to ensure your success in the course. We're here to work with you to assure the best educational experience possible.

Please note: *The Native American Studies Department does not allow courses to be offered on a pass/no pass basis.*

For important calendar dates see the Cyberbear website <http://cyberbear.umt.edu/> (e.g., last day to add/drop with refund; to drop without refund). I discourage Incompletes, because many students do not finish them and their grade turns to F. Please let us work with you so you can finish. Incompletes are granted for unforeseen medical, personal, or family emergency.

A word or two about plagiarism:

Please know that plagiarism is defined as using another's words or ideas (outside of common knowledge) directly or indirectly without citing them. It is appalling, but some students waste their own education and our time by plagiarizing off the Internet. If they can find it online, so can we, and academic deception will not be tolerated. Consequences of plagiarism can lead to

your being expelled from the University. Please take this warning seriously. Do not plagiarize. The University's official warning can be found on pg. 22 of the Catalog, which refers you to the Student Conduct Code (Academic Conduct), available on the web: <http://www.umt.edu/SA/VPSA/index.cfm/page/1321>. For more information on plagiarism, go to the online handout: http://owl.english.purdue.edu/handouts/research/r_plagiar.html.

What Readings Are Required?



All reading assignments, video clips, and other resources will be provided on Moodle.

Graduate Students:

Graduate students taking NASX 596 will have additional assignments and are expected to work at the graduate level in analysis, writing and critical thinking.

- 1) Class Participation: Facilitate and lead one class discussion during the semester.
- 2) Project: Graduate students have the option of working on a separate 4000–6000-word original research paper related to their graduate research. Both papers must follow the same term paper guidelines described above.

COVID-19 Related Information and Resources

- Mask use is required within the classroom or laboratory.
- If you feel sick and/or are exhibiting COVID symptoms, please don't come to class and contact the Curry Health Center at (406) 243-4330.
- If you are required to isolate or quarantine, you will receive support in the class to ensure continued academic progress. (Please contact me if you are feeling ill or need to isolate. I will make necessary accommodations to keep all students involved in class lectures and assignments.)
- UM recommends students get the COVID vaccine and booster. Please direct your questions or concerns about vaccines to the Curry Health Center.
- Drinking liquids and eating food is discouraged within the classroom.