

Portland State University
University Studies Senior Capstone
ENVIRONMENTAL EDUCATION THROUGH NATIVE AMERICAN LENSES
UNST 421 / Section 542, CRN 81815
SUMMER 2012

Instructor: Judy BlueHorse Skelton judybluehorse@comcast.net
Office Hours: By appointment- before or after class is best time (email me to schedule) CH117W
Class Schedule: Tue/Thu; 3:50PM - 5:45PM
Classroom: PSU, Cramer Hall 254; Alternating Locations for Weeks 2-8
*****See Syllabus Schedule for details*****

Community Partners: NAYA (Native American Youth & Family Center)
5135 NE Columbia Blvd., Portland, OR 97218
503-288-8177
<http://www.nayapdx.org/>

Wisdom of the Elders
3203 SE 109th Avenue
Portland, OR 97266
(503) 775-4014
<http://wisdomoftheelders.org/>

COURSE DESCRIPTION

“For millennia the world’s Indigenous Peoples have acted as guardians of the web of life for the following seven generations. They have successfully managed complex reciprocal relationships between diverse biological ecosystems and multitudinous human cultures. Awareness of Indigenous Knowledge is reemerging...”
Original Instructions: Indigenous Teachings for a Sustainable Future, 2008.

What are Native American perspectives and how can they affect/inform environmental education? How does environment shape our lives and our relationships? How does your own heritage and culture impact who you are today and you relationships with the environment?

Environmental education in schools has focused primarily on scientific analysis and social policy. Neglected in this education is recognition of deeper cultural transformations that may need to accompany a shift to a more bio-culturally sustainable world. We will examine impacts of colonization on land management policies and the re-emergence of Indigenous practices with land, water, and food systems management. During our time spent in class and outdoors in natural areas, we will explore relationship-building, creative place-based projects, and analysis of current issues facing environmental education and Native American communities. Permaculture principles and indigenous land ethics will guide our process. Using all our senses, we will taste, listen, feel, smell, see and express our relationship to the world around us. We will also contemplate our choices for interacting with the world around us in the future. Students will further develop their own skills and understanding for incorporation into their final class project, and in their everyday lives.

UNIVERSITY STUDIES GOALS:

1. Inquiry and Critical Thinking
2. Communication
3. The Diversity of Human Experience
4. Ethics and Social Responsibility

LEARNING OBJECTIVES: Students in this capstone will:

- (a) Reflect on how our relationship to place impacts our lives (UNST Inquiry & Critical Thinking)
- (b) Engage in respectful and thoughtful discussion of current Native American and environmental education issues (UNST Communication, Ethics and Social Responsibility)

- (c) Develop an understanding of how Native American peoples relate today and in the past with their environments, including through food, craft/arts, storytelling, governance, education, lobbying, policy-making, and rituals (UNST Diversity of Human Experience)
- (d) Analyze language and meanings used to address current environmental education and Native American issues (UNST Inquiry and Critical Thinking)
- (e) Practice the skills that will aid them in developing a deeper awareness of and relationship with their environment, whether it be their neighborhood, the woods, or school gardens (UNST Communication, Ethics and Social Responsibility)
- (f) Learn relationship-building skills that can be applied to everyday lives outside the classroom (UNST Ethics and Social Responsibility)

EXPECTATIONS:

- **Environment of Respect**- Disagreement and diversity of opinions and ideas are encouraged. Discussions will be respectful as we try to understand differences.
- **Cooperative Learning**- For this course, learning is a collective process in which we have an opportunity to help each other generate meaning throughout the term. As instructor and students, we are partners in this learning experience and feedback is welcome, adding to the collective process.
- **Personal Responsibility**- Students are expected to engage fully in the class and to take action when help is needed. Please communicate concerns about concepts, assignments, deadlines, or classroom activities. You are encouraged to communicate concerns so that they can be addressed in a timely way.
- **Flexibility and responsiveness**- Students whose personal, medical, mental, or financial situations may impede their class participation should contact the instructor to strategize for successful completion of this course. Students with disabilities should register with the PSU Disability Resource Center (503-725-4150, TTY or Relay 503-725-4178) to document their need for accommodations and obtain support services. I will work with you to arrange the support you need in this class.
- **Readiness to learn without computers, cell phones, etc.**- Students and instructor will come to class ready to focus. Please turn off cell phones, pagers, or other electronic devices prior to entrance and keep them off for the duration of class.
- **Academic Integrity**- You are expected to adhere to college policies. Please take special note of policies regarding plagiarism and course withdrawal. The University's Code of Student Conduct may be found at <http://www.pdx.edu/dos/conduct.html>.

Evaluation: Because no one part of this class outweighs the other, each of the sections below is weighted equally. This is to say that student participation and involvement (ie, process) is as important as the final project and papers (ie, product).

Participation: 25% of grade

Attendance

The way that this grade is determined will include both in-class participation and community-based learning (CBL) service hours. A major focus of this course is on *relationship-building* and fostering a *cooperative learning process*. Therefore, class participation is an important piece of the overall success of the class. More than three absences will affect your grade in this 10-week course. Your contribution to class discussions and activities, journal entries, and scheduled workdays plays important roles. Changes in assignments or class locations may occur during a missed class, therefore, you will be given a **phone tree** to share information you may have missed, arrange carpooling to class locations, and to stay in touch with one another to share resources.

Community-Based Learning (CBL) Service Work:

In this Capstone we will work with community partners in the following ways:

- 1) Collaborative work in garden(s) as a class a few times during the term.
- 2) Independently scheduled service work - at least **5** hours on your own. Please schedule your time with the site coordinator 3-4 days in advance and treat it like any professional appointment
- 3) Work in committees on final project.

Service work outside of class can be determined according to your own schedule and with respect to the scheduling needs of others (peers and partners). Work at the garden on designated class days is mandatory, but students who miss class time on garden days may make up their time by scheduling hours with the site coordinator. You will record your hours on the CBL log sheet (attached), due at end of term.

Roundtable & Reflections: 25% of grade

Roundtables

Working in pairs, students will select and facilitate a roundtable discussion based on readings from the Nelson text, an article reporting current events in Indian Country, or other related sources/themes.

Instructor may also contribute supplemental discussion questions. Each pair will prepare a roundtable report with the following:

1. A short bio on the author of your reading.
2. A one page, single spaced report on the assigned reading or current event/article, highlighting main points for discussion, including quotes and excerpts.
3. One main discussion question you plan to lead that highlights a main point. Consider referring to a specific excerpt to help jog students' memories. Practice asking open-ended questions, leaning away from yes/no question.
4. Reports should be clearly written or typed and proofread for spelling and grammar.
5. Come to class on the day the assignment is due, prepared to lead a discussion about your article or book chapter.

Reflective Learning

Students are expected to *write a one page, double-spaced journal entry on reading assigned* that week. It should highlight main topics in the article, your reflections on these topics and how these views relate to environmental education. Journal entries will *be due each week, usually on Tuesdays*. They are meant to help you record personal insights, reflections and the critical thinking related to each reading. **It should be neatly written or typed and handed in at the end of class. Students facilitating a Roundtable discussion that week don't need to journal.**

Community Project: 25% of grade

Students will have the opportunity to work on or complete one or more of several projects: samples from previous class projects will be shared in class. For a 6-credit course, students are expected to meet an average of 2 hours a week outside of regular class times to plan and implement their class projects. Class schedule includes in-class time for collaborative working process on projects.

Each of you should contribute to the work of your group and will be responsible for a portion of work on a final product. The instructor will determine an appropriate grade taking into consideration:

- ♦ *Individual contribution:* accepting tasks, following through, completing tasks, and making a clear contribution.
- ♦ *Teamwork:* communication, fair distribution of work, initiative, attitude, handling conflict or miscommunications.
- ♦ *Product:* presentation, usability, outcomes, and overall quality.

The final project is based on the needs of the community partners. This term will include: Collaborating with several community partners, including the "Let's Build It Cully Park!" initiative, Portland Parks & Rec, NAYA and Latino organizations Hacienda and Verde, focusing on issues of food security, the significance of cultural/traditional foods, and community involvement in civic affairs. We will explore food systems and their role in addressing community health and social justice. Students will participate in hands-on gardening activities and develop materials or conduct research to assist in the design, promotion, understanding and management of urban gardens, including the 20,000 sq. ft. Native American Gathering Garden slated for Cully Park in northeast Portland.

Final Paper: 25%

The final paper is a chance for you to reflect, synthesize and share your experiences and teachings from this term. Please compose a 4 to 6-page, double-spaced paper. You may hand-write an 8-page paper if your handwriting is clear and legible.

Please cover the following:

- What is the meaning of “*environmental education*” to you today?
- Discuss the *environmental education* you experienced in this class and how it influences your relationship with two or more of the following: *people, earth, water, water animals, plants, trees, many-legged animals, winged animals, winds & weather, four directions, moon, sun, stars, ancestors, future generations, the Great Mystery, beyond...* If you have not been influenced, discuss this.
- Which of the Native American perspectives we read about, discussed and/or experienced in class made an impression on you? Why? How? Feel free to mention more than one. Please refer to the specific article, discussion or experience in the paper.

Resources and Readings:

Text for class is *Original Instructions: Indigenous Teachings for a Sustainable Future*, by Melissa K. Nelson, editor. 2008. Bear & Company. Available at the PSU bookstore. Also on Reserve at PSU Library.

Recommended text for class is *Paradigm Wars: Indigenous People's Resistance to Globalization*, by Jerry Mander and Victoria Tauli-Corpuz, editors. 2006. San Francisco: Sierra Club Books.

Gaia's Garden: A Guide to Home-Scale Permaculture, by Toby Hemenway. 2nd Edition 2009. Chelsea Green Publishing.

Education Indigenous to Place: Western Science Meets Native Reality, by Angayuqaq Oscar Kawagley and Ray Barnhardt. 2002. Essay.

En'owkin Okanagan Model, by Jeannette Armstrong. 2006. Essay.

Homeland: Four Indigenous Stories of Environmental Activism; DVD.

Indigenous Ways of Knowing Symposium Proceedings, 2007, 2008; Lewis & Clark College, DVD.
On Reserve at PSU Library.

Websites, Films, Resources:

ATNI – Affiliated Tribes of Northwest Indians, www.atntribes.org

Bosky Dell Native Plant Nursery, <http://www.boskydellnatives.com/>

Coalition for a Livable Future, <http://www.clfuture.org/>

Confederated Tribes of Grand Ronde, <http://www.grandronde.org/>

Confederated Tribes of Siletz Indians <http://ctsi.nsn.us/>

Confederated Tribes of Umatilla Indians, <http://www.umatilla.nsn.us/>

Confederated Tribes of Warm Springs, <http://www.warmsprings.com/>

CRITFC – Columbia River InterTribal Fish Commission, www.critfc.org

Growing Gardens, <http://www.growing-gardens.org/>

Hacienda Portland, <http://haciendacdc.org/>

IEN – Indigenous Environmental Network, www.ienearth.org

Indigenous Portland Class Blog, <http://indigenousportland.wordpress.com/>

Indigenous Permaculture, <http://www.indigenous-permaculture.com/>

METRO, <http://www.metro-region.org/>

Oregon Food Bank, <http://www.oregonfoodbank.org/>

Portland Permaculture Institute, http://www.portlandpermaculture.com/permaculture_resources.shtml

Portland Permaculture Guild, <http://www.thedirt.org/ppg>

Seven Generations Education Institute <http://www.7generations.org/About%20Us/aboutUs.html>

Urban Gleaners, <http://www.urbangleaners.org/>

Urban Greenspaces Institute, <http://www.urbangreenspaces.org/>

Verde, <http://verdenw.org/>

White Earth Land Recovery Project: <http://www.nativeharvest.com>

<http://www.honorearth.org/index.html>

[Includes references to Black Mesa Permaculture and Winona LaDuke’s Honor the Earth Fund]

<http://www.ecoliteracy.org/publications/rsl/john-mohawk.html>

http://www.ecoliteracy.org/publications/rsl/gary_paul_nabhan.html

http://www.ecoliteracy.org/publications/miguel_altieri.html

http://www.ecoliteracy.org/publications/pdf/jarmstrong_letusbegin.pdf

Wisdom of the Elders, <http://www.wisdomoftheelders.org>

The Global Gardener: Bill Mollison & Permaculture 4 part series: <http://www.dailypaul.com/node/72517>

Vandana Shiva: Earth Democracy at PCC:

<http://www.youtube.com/watch?v=UOfM7QD7-kk&feature=email>

A Year in the School Garden video: <http://ayearintheschoolgarden.com/>

Mohawk, John. (2008) *Original Instructions: Indigenous Teachings for a Sustainable Future*. Cultural Change, Climate Change and the Future of Civilization.
http://store.innertraditions.com/assets/skins/innertraditions_skin/excerpts/pdf/sales_extract/9781591430797_salesextract.pdf

Winona LaDuke, Re-discovering Food Sovereignty:
<http://www.youtube.com/watch?v=yIsftrw88FQ&feature=related>

Energy, Food, and Sustainability (similar to presentation she did at PSU May 2010):
<http://www.youtube.com/watch?v=VKOJ4XMzNG0>

Pollan, M. (2010) *Food Movement, Rising*. New York Times Book Review.
<http://www.nybooks.com/articles/archives/2010/jun/10/food-movement-rising/>

| WEEK | THEME | Readings Due | Due |
|----------------------------------|--|--|---------------|
| 1. June 26 th | - Class Orientation -Introductions - Native American Perspectives Overview - “WE ARE SALMON NATION” | Buy Text | |
| June 28 th | - Our relationship to place - Our Cultural Stories & perspectives - The Urban Environment: Urban Forests/Gardens @ PSU Tour: Cob Benches, Eco-roofs, Gardens | | |
| 2. July 3 rd | - Mapping Activity – Where do I live? - Permaculture and <i>Tamanwit</i> presentation - <i>Chief Oren Lyon Interview w/Bill Moyer</i> | Kawagley - Education Indige- nous to Place | Reflection #1 |
| July 5 th | Class Meets @ Learning Gardens Lab Environmental Education in Action Models for Forming Community Partnerships http://www.pdx.edu/elp/learninggardens.html | | |
| July 8 th CBL Opp. | CBL: Cathlapotle Plankhouse, Ridgefield, WA - Presentation on native plants for food & medicine: 2 - 4pm http://www.ridgefieldfriends.org/plankhouse.php | | |
| 3. July 10 th | “ <i>Homeland</i> ” – <i>Indigenous Stories of Environmental Activism – Caribou People</i> - Roundtable Discussions - Class Skills Assessment – Identifying Our Individual Gifts | Nelson - Intro & Part 1: Uncovering Eco- Spiritual Values | Reflection #2 |
| July 12 th | Class Meets @ Whittaker Ponds at NAYA - Meet Community Partners - Garden Activities @ NAYA | | |
| 4. July 17 th | - Gifts of Our Native Plants for Food, Medicine, and Ceremony - Herbal Tea-making – Water is Sacred - Roundtable Discussions - Project(s) Brainstorming | Nelson – Part 5: You Are Where You Eat, Native Foods & Agricul. | Reflection #3 |
| July 19 th | <i>Oaks Bottom Wildlife Refuge-NORTH TRAIL Native Plant Walk</i> - Ethical Gathering/Wildcrafting/Urban Forage http://maps.lcrep.org/stewardshipsite/2914 | | |

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| 5. July 24th | -- View <i>GLOBAL GARDENER</i> – Bill Mollison - PRESENT IDEA(s) for GROUP(s) - Roundtable Discussions | Nelson – Part 3: The Art & Science of Kinship | Reflection #4 |
| July 26th | - Whittaker Ponds at NAYA (Native American Youth & Family Services Assn.) - Project Work – CULLY PARK DESIGN | | |
| 6. July 31st | <i>“Homeland” – Indigenous Stories of Environmental Activism – Gail Small, Northern Cheyenne</i> – Methane Gas -Majora Carter Interview - Roundtable Discussions | Nelson – Part 4: Indigenous Feminine Power | Reflection #5 |
| Aug. 2nd | Class meets at Reed College Zac Perry Guest tour of Reed Canyon Restoration Work Project http://www.reed.edu/canyon/ - Ethical Urban Land Use/Relationships | | |
| 7. Aug. 7th | Gaia Hypothesis Worldviews, Language & Ceremony - Work on Project(s) | Nelson – Part 6: Decolonization & Global Indigenous Struggles... | Reflection #6 |
| Aug. 9th | Re-Indigenization in Portland CLASS MEETS AT TRYON LIFE FARM @ Tryon Creek State Park http://tryonfarm.org/share/ | | |
| 8. Aug. 14th | - Weaving the Past, Present and Future: Our Ancestors and 7 Generations Ahead - Herbal Medicinal Oils/Salve-making - Roundtable Discussions | Nelson – Part 7: Re-Indigenization | Reflection #7 |
| Aug. 16th | - Finish Projects - Project Presentations - Celebration Potluck w/community partners | | Final Paper Due |