Course Description:
Colonial violence separates people from their sacred places, distorts the history of land-tenure, and brutalizes the ecology that upholds all life. As colonizers degrade the land, native people often experience physical, emotional, spiritual and economic harms. In these many ways, ecological damage—necessitated by capitalism, normalized under heteropatriarchy, and enforced by hegemonic masculinity—contributes to the ongoing genocide of native peoples.

Those who attempt to defend their lands, waters and cultures frequently find themselves in direct conflict with well-armed and well-funded forces who aim to exploit the natural world. Interference with resource exploitation is generally criminalized under colonial law (sometimes even considered terrorism). Treaty law provides some leverage for the defense of indigenous lands, but is often ignored by the courts, and does not apply to indigenous peoples who remain unrecognized by the colonial government.

This 411 course is designed to provide perspectives that allow students to more fully analyze disproportionate environmental harms/benefits within the settler-colonial context (looking particularly at the US and Canada).

Our course will utilize: (i) Lecture, reading, and discussion of novels, films, academic and popular literature on indigenous environmental struggle and decolonization (ii) class exercises to develop analytical self-reflection (iii) an interdisciplinary team project component completed in lab (iv) a creative personal knowledge mapping project design to chart the ways knowledge has been gained and incorporated into student’s thinking.

Course Goals:
This course will introduce students to the complex ways in which colonialism is tied to ecological damage. Students will learn the difference between civil-rights based environmental justice movements and decolonization for environmental justice. Students will learn some basic qualitative research skills and participate in original research.

Learning Objectives
By the end of this course, participants will be able to (i) describe and analyze environmental issues using the conceptual framework of decolonization (ii) critically discuss and evaluate various current perspectives on decolonization and environmental justice (iii) implement ideas and concepts into a group project.

BOOKS
All other readings will be available on Blackboard

Grading Criteria:
**Reading Response Homework** – 10 pts total for multiple assignments (complete 5 times throughout term)
- You may write a reading response for any of the readings assigned throughout the term. Each response will be worth up to 2pts. Bring 1.5-2 typed pages of notes and response. Basically summarize some of the main points of the reading (minimum 1 page) and provide some sense of your response to the material.
  - 100% for complete and coherent work that directly references the texts
  - 80% for those that show a good effort to meet the requirements
  - 50% for incomplete, incoherent or off topic work

**Midterm** – 10pts
- Objective test with true/false, fill in the blanks, multiple choice answers. Testing for basic retention of historical facts, theoretical concepts and terms.

**Final** – 10pts
- Objective test with true/false, fill in the blanks, multiple choice answers. Testing for basic retention of historical facts, theoretical concepts and terms.
  - Students may choose to take an essay version of this test. The essay prompt and rubric will be made available a minimum of 24 hours before the in-class test to give students a change to decide.

**Knowledge Map** – 20pts
- This creative project will chart the development of student’s thoughts over the course of the term. It will draw on in-class and
take home writing assignments completed throughout the ten weeks. It may incorporate visual arts, music, mixed media, poetry etc…

Creative project is accompanied by a 2-3 page statement of purpose that explains the work.

100% for complete and coherent work that demonstrates exploration of new concepts and increased understanding. Provides supporting evidence from the course materials. Skillfully and creatively rendered.

**Lab Work** – 20pts
- Based on the completion of multiple assignments
  - In class writing
  - Coding Exercises

**Report** – 30 pts (see the assignment sheet for details)
- Lit Review projects leading up the report worth 5pts each
- Report worth 15pts

**Attendance**
Attendance is required. You may miss three classes without penalty. Each additional absence will result in -2pts from your final grade.

**A Note About Email**
Please, please, please check the syllabus and blackboard before emailing me a question since odds are very good that the answer is already available. I will check my email twice each day M-F and once each day on the weekend.

**Accommodation**
The University of Oregon is working to create inclusive learning environments. Please notify me if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You are also encouraged to contact the Accessible Education Center (formerly Disability Services) in 164 Oregon Hall at 541-346-1155 or uoaec@uoregon.edu.

**Some Important Student Resources at UO**
- Sexual Violence Prevention and Education: http://asap.uoregon.edu/
- Center for Multicultural Academic Excellence: http://cmae.uoregon.edu/
- Multicultural Center: http://pages.uoregon.edu/mcc/
- Women’s Center: http://pages.uoregon.edu/women/
- Teaching and Learning Center: http://tlc.uoregon.edu/
- Accessible Education Center: http://aec.uoregon.edu/
- Men’s Center: http://pages.uoregon.edu/uomc/
- UO OUT: http://lgbt.uoregon.edu/Home.aspx

**PRELIMINARY SCHEDULE FOR WEEKS 1-4**

**Week One: Basic Intro to Settler-Colonialism and Environment**
March 30th: Come to class having read Intro to Decolonizing Methodologies and Native Studies at the Horizon of Death
Bring 1-2 typed pages of notes and response. Basically summarize some of the main points of the reading (minimum 1 page) and provide some sense of your response to the material.

April 1st: Come to class having read Chapter 1 of Decolonizing Methodologies.

**Week Two: Environmental Justice and Indigenous People**
April 6th: Come to class having read Smith’s Chapter “Rape of the Land”
Bring in a list of five articles for LitRev #1 (titles, journal title, date published, author).
April 8th: Come to class having read “Treadmill of Destruction”.
Bring in two articles

**Week Three: Education/Research and Epistemic Violence**
April 13th: No Class (Create your Lit Review #1)
April 15th: Come to class having read the Adams Chapter and and Decol. Meth. Chap 2.
Be sure that your Lit review is posted online

**Week Four:**
April 20th: Come to class having read Salmon is Everything. You should also have gone to see Sila by now.
April 22nd: We will be continuing our talk about Art and Epistemology
Bring in two articles

**Online Midterm – Due by April 27th 11:30PM**