## Curriculum Proposal

**INST.CSS 18-19 #19**

<table>
<thead>
<tr>
<th>Packet Contents</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 <strong>Summary</strong></td>
</tr>
</tbody>
</table>

### Course Modification

1.3 ENVR 4880 Senior Seminar I (1 credit); prerequisite change

### New Courses

1.5 ENVR 3500/5500 Natural Resource Management (3 credits)

1.14 INST/ENVR 3710 (ENVR 5710) Indigenous Environmental Knowledge: Global Perspective (3 credits)

1.21 INST/ENVR 3720 (ENVR 5720) Food Sovereignty, Health & Indigenous Environments (3 credits)

1.28 INST/ENVR 3730 (ENVR 5730) Sustainable Communities: Local Indigenous Perspective (3 credits)

1.35 INST/ENVR 3740 (ENVR 5740) Environment, Wellness & the Sacred Connection to Place (3 credits)

1.42 INST/ENVR 3750 (ENVR 5750) Sustainable Communities: Global Indigenous Perspective (3 credits)

1.49 ENVR 4610/5610 Sustainability: Theory and Practice (4 credits)

### New Programs

1.55 Indigenous Sustainability Studies, B.S. **major**

1.55 Indigenous Sustainability Studies **minor**

1.64 Signatures
BSU Curriculum Forms
Form 1
Curriculum Modification Summary

Colleges: College of Arts, Education and Humanities; College of Individual & Community Health

Departments: Indigenous Studies and Center for Sustainability Studies

Proposer: Erika Bailey-Johnson

Proposer’s position: Niizhoo-gwayakochigewin Director

Describe the modification(s) you propose, and how it (/they) will work to students' advantage. (This description and explanation will be included in Curriculum Report packets forwarded to the Faculty Senate.):

The Center for Sustainability Studies and Indigenous Studies Department propose an interdisciplinary Indigenous Sustainability Studies (ISS) major and minor. The major is designed to recruit students who want to learn how to solve problems through a Western science and Indigenous lens. We anticipate the ISS major will draw students with a variety of interests, and hope to eventually build a solid transfer program with tribal colleges.

There are very few undergraduate degree programs (if any) like this in North America. Students would be a part of an innovative program and become leaders that can communicate the responsibility humans have for the Earth from multiple lenses. This program would provide the tools necessary for students to help their own communities work towards sustainability goals.

Students may have been raised with an Indigenous lens, but learning the tools and procedures to study the environment through a Western science lens will prove beneficial in many lines of work (such as water quality testing). Students might also enter into this program familiar with only Western science, but understanding the power of relationships and tribal history and culture will provide them with a more thorough understanding of the resilience of Indigenous communities despite global change. The ISS program would not force students to choose between the Indigenous Studies or Environmental Studies majors. The five new cross-listed courses will allow students to deeply understand and engage in both Indigenous and Western ways of thinking during a single course, providing a clear connection to future lines of work. These courses will include both experiential and intergenerational learning to fully engage students.

The ISS minor will allow students to complete a specialty degree program, while still taking some classes to be able to understand the basics of the Western science and Indigenous lens. Please see the attached email from a student as evidence of the benefits this program will provide as a minor.

Benefits of the ISS program from students’ perspectives (focus group, October 10, 2018):

- Only program of its kind in North America;
- Start of a new revolution;
- Being able to see the world in a different way;
• Building and bridging connections;
• Learning deeply about two separate cultures;
• Learning about problems and how to solve them;
• What’s happening now is not working, we need to try something different;
• Building a common understanding;
• Easily applies to life and to communities.

Modifications proposed (specify number of each):
___1___Course Modification(s) (form 2)
___7___New Course(s) (form 3)
____Course Drop(s) (form 4)
____Program Modification(s) (form 5)
___2___New Program(s) (form 6)
____Program Drop(s) (form 7)

The modifications affect (check):
____Liberal Education
___Undergraduate Curriculum
___Graduate Curriculum
____Teacher Licensure Program(s)
BSU Curriculum Forms

Course Modification Form

Current Course Number(s):
   Undergraduate: ENVR 4880
   Graduate:
Proposed Course Number(s), if different:
   Undergraduate:
   Graduate:

Current Course Title: Senior Seminar I
Proposed Course Title, if different:

(prerequisite change only)
Current Course Description:
Senior level seminar in which students explore the environmental job market and graduate school opportunities. Prerequisites: Senior status; Environmental Studies major, and ENVR 3880.

Proposed Course Description, if different:
Senior level seminar in which students explore the environmental job market and graduate school opportunities. Prerequisites: Senior status and ENVR 3880.

Current Credits: 1 credit
Proposed Credits, if different:

Current Prerequisite(s):
   Undergraduate: Senior status; Environmental Studies major, and ENVR 3880.
   Graduate:
Proposed Prerequisite(s), if different:
   Undergraduate: Senior status and ENVR 3880.
   Graduate:

1) Reason(s) for change(s): This course is being added to the new Indigenous Sustainability Studies program and no longer limited to ENVR program.

2) May this modified course replace the current course for students remaining in the old curriculum? Yes ___X___ No _____ If not, please drop the current course and submit a new course form for the modification.

3) Do these modifications change any of the following? For all Yes answers, please provide updated information on the next page.
   Student Learning Outcomes Yes _____ No ___X___
Major Content Areas       Yes _____  No __X____
Projected Maximum Class Size (Cap) Yes _____  No __X____

4) Current Course fee(s) per student: $
for:
Proposed Course fee(s) per student, if different: $
for:

5) Service Areas:
This course is a requirement or an elective in the programs/areas listed below. To locate where this
course appears please search the online catalog, as follows:
   a) go to http://www.bemidjistate.edu/academics/catalog/ and choose the most recent catalog(s),
   b) click on “Areas of Study, and Course Descriptions,”
   c) click on “PDF of Entire Catalog” in upper right,
   d) press Ctrl F, and enter the prefix and number of the course(s) from this form.

   Non-licensure programs:
   Environmental Studies, B.S. major Industrial Ecology Emphasis
   Environmental Studies, B.S. major Geohydrology Emphasis
   Environmental Studies, B.S. major Environmental Policy and Planning
      Emphasis
   Environmental Studies, B.S. major Environmental Health and Toxicology
      Emphasis
   Environmental Studies, B.S. major Ecosystem Emphasis
   Environmental Studies minor

   Teacher Licensure programs:

   Liberal Education:

The above “service area” programs/departments were notified of this modification on _______ (date)
by __________________ (mail, email, or phone).

Please check one of the items below:

______ No comments were received from other programs or departments within one week of the
notification.

______ Comments were received within one week of the notification, and are attached.
BSU Curriculum Forms

Form 3
Updated: 9.19.15

New Course Form

Course Number:
  Undergraduate: ENVR 3500  
  Graduate: ENVR 5500

Course Title: Natural Resource Management

Course Description:

This class offers an interdisciplinary introduction to the principles of natural resource management highlighting the biological and physical science aspects of natural resource management at local, national, and global scales. Topics covered may include resource management of soil, water, forests, rangelands, wetlands, waterways, and wildlife. This is an intermediate-level course designed to introduce key concepts and topical areas in natural resource management. A specific focus for the course will be the application of adaptive natural resource management to key Minnesota resources at multiple levels of government (local, county, state, federal, and tribal) over time. Prerequisite(s): ENVR 2000 or consent of instructor.

Credits: 3

Prerequisite(s):
  Undergraduate: ENVR 2000 or Consent of Instructor
  Graduate: Consent of Instructor

1. Reason(s) for creating this course:

Building upon existing departmental expertise and course offerings, this new course offers students exposure to a range of topics not normally covered within the department curriculum or university wide. The course will be complementary to other fields and will likely be open to the BSU community.

2. How often will this course be offered?

Every two years, or annually based on demand.

3. What are the student learning outcomes for the course (please precede each outcome with "Students will...")?

1) Students will be able to describe the conceptual basis for natural resource management.
2) Students will be able to apply knowledge gained in class toward practical problem solving in stakeholder groups.
3) Students will formulate management plans for a specific natural resource important for
4. What are the major content areas for the course?

- Minnesota resource management: historical/current issues and practices
- Soil ecology and management
- Water conservation and quality
- Basic ecological principles & their application to natural resource management
- Forest ecology and management
- Invasive weed management
- Grassland ecology and management
- Mining resources and management
- Inland water resources and management
- Global change biology (climate change, land-use change, etc.) as related to natural resource management
- Ecosystem goods and services

5. Is this course repeatable for credit, and if so, what is the maximum number of credits that can be earned?

No.

6. If this course is intended primarily for off-campus delivery (not offered on campus), what delivery mechanism will be used?

On Campus Delivery

7. What is the projected maximum class size (cap)?

30

8. What qualified faculty will be available to teach this course?

William Sea

NOTE WELL: Department and dean, in approving this proposal, attest both to the adequacy of the qualifications of faculty here named, and to their availability to teach the course at the frequency specified above, without excessive overload or disruption to other curriculum.

9. What additional library and other resources need or should be provided for this course, that are not already available?
None.

10. What special personal property or service fee(s) would be charged to students taking this course? These charges would be for 1) items that are retained by the student and have an educational or personal value beyond the classroom, or 2) services that are on the student’s behalf (see MnSCU Board Policy 5.11).
   Amount per student: $
   For:

11. Attach a sample syllabus for the course. Note: if this course is double-numbered (u-grad/grad), the syllabus must include an additional component for graduate students.

Attached.
Office Hours

Mondays, Wednesdays Fridays: 9:00 – 10:50 am
Mondays, Wednesdays: 1:00 – 3:00 pm

Email is the most efficient means to communicate with the instructor. If you do email me, please put Natural Resource Management in the subject line.

Course Description

This class offers an interdisciplinary introduction to the principles of natural resource management highlighting the biological and physical science aspects of natural resource management at local, national, and global scales. Topics covered may include resource management of soil, water, forests, rangelands, wetlands, waterways, and wildlife. This is an intermediate-level course designed to introduce key concepts and topical areas in natural resource management. A specific focus for the course will be the application of adaptive natural resource management to key Minnesota resources at multiple levels of government (local, county, state, federal, and tribal) over time. Prerequisites: ENVR 2000 or Consent of Instructor.

Statement

This course provides an overview of the principles of interdisciplinary natural resource management. Sustainable natural resource management can be defined as a set of principles and practices that organize and trade-off the use of resources for human consumption in a manner that does not compromise the ability of the managed environment to provide other essential services. This class focuses on ecological and social components of sustainable management of natural resources, primarily biological resources. At the center of this definition are the concepts of sustainability, resilience and stewardship. A common thread throughout the course will be discussion of realities of implementing resilience concepts to adaptive natural resource management strategies.

Student learning outcomes for this course:

1) Students will be able to describe the conceptual basis for natural resource management.
2) Students will be able to apply knowledge gained in class toward practical problem solving in stakeholder groups.
3) Students will formulate management plans for a specific natural resource important for Minnesota.
4) Students will develop skills for oral and written presentation of knowledge learned in the course.

Readings

Weekly readings will be supplied by the instructor and other students, especially for Friday discussions and for sessions with guests. There are no out of pocket expenses or access codes needed for this course.

Supplementary Textbooks:


Course Format

This course takes a broad interdisciplinary approach to environmental issues related to many aspects of natural resource management. It is anticipated that the Mondays and Wednesday will use a lecture/discussion format to provide a solid background to concepts and applications of natural management. The Friday sessions will largely be student-centered, student-led discussions on topics chosen each week by a team of students, with consultation of the instructor. We will thoroughly discuss what all this means.

This course will include interdisciplinary treatment of

• Minnesota resource management: historical/current issues and practices
• Soil ecology and management
• Water conservation and quality
• Basic ecological principles & their application to natural resource management
• Forest ecology and management
• Invasive weed management
• Grassland ecology and management
• Mining resources and management
• Inland water resources and management
• Global change biology (climate change, land-use change, etc.) as related to natural resource management
• Ecosystem goods and services
It is also anticipated that we will have several guests (6-8) to our class to be scheduled at their convenience.

Graduate Student Component

Each graduate student shall meet with the instructor during the first week to discuss expectations for additional work required to obtain graduate credit. There are a number of options for graduate students to satisfy this requirement, which may include but not be limited to a combination of two or more of the following:

1. More in depth research oriented and/or analytically oriented course project
2. Intensive application, analysis, synthesis and evaluation of course materials
3. Additional independent learning beyond the expectations of the undergraduates
4. Mentor/Supervise undergraduate group projects
5. Lead and/or assist critical discussions of literature
6. Assist in the teaching of a section of course, under the supervision of instructor.

Assignments, Grading & Exam

- Individual Project 1 - critique of natural resource management for a resource not covered extensively in class. Look above for a short (but incomplete) list of topics. Be sure to stress the relevant importance of science in the management of the resource and how its management differs from other resources. Other important endeavors include a review of several existing management plans and an assessment of success of the plans over time. This major assignment will consist of a short written report (details to come later). Peer review. Anticipated write-up length ~ 5 pages. (20% total)
- Individual Project 2 –hypothetical $25,000 budget for a natural resource management project in the Bemidji area. Anticipated write-up length ~ 5 pages, short final in-class presentation (20% total)
- Group project focused on assessment of existing local (or regional) natural resource project. Field work and/or site visits are highly encouraged. Anticipated write-up length ~ 10 pages; in-class presentation. (20% total)
- There will be a summary exam based on readings, lectures, and small group discussions. The likely format of exams will be some combination of essays, short answer, and problem solving. It is anticipated that questions will be provided well in advance of the exam date to assist the student. There is also potential for student input on questions. (20% total)
- The remainder of the grade (20%) for undergraduates will be my assessment of your in class attendance and participation. Regular attendance and participation in this class are expected!
- The remainder of the grade (20%) for graduate students will be your graduate student project.

A grading rubric for each of these components will be made available after the first few weeks of classes.
The expected amount of outside work for class is approximately 2-3 hours per credit hour per week. Students wishing to take this course at the graduate level should see instructor for expectations and options.

Field trips
There will be several 2-3 hour field trips for the class to observe local/regional natural resource management projects.

Class Policies
1. Discussion of controversial topics is expected to be polite and respectful at all times.
2. Mobile phones and other digital devices should be turned off and put away during class.
3. Upon request, this document can be made available in alternate formats. (See Alternate Formats and Accommodations below)

Disruptive Behavior in the Classroom
We at Bemidji State University believe the classroom is an environment where civility, human dignity and respect is maintained. Any variation from this for example yelling or saying profanity at an instructor or another person in the classroom, or any other loud, lewd, belligerent or obnoxious behavior resulting in a disruption from teaching, and learning are violations of the Code of Conduct and will not be tolerated. If this occurs, you will be asked to leave the classroom not to return until you meet with the University Conduct Officer and you could be subject to a judicial hearing.

Extended Leave Procedure
If student has to be away from class from an extended period of time (more than two class sessions) for medical emergencies or a funeral, you are asked to contact the Student Life and Success Office where a leave notice will be given to your faculty. This notice informs the faculty of your departure and return date back to campus. This leave does not absolve you from any assignment you have due during your leave. You are to make arrangements with your instructors of when to complete any assignments due during the leave period. You can complete a leave form as this website https://www.bemidjistate.edu/offices/student-life-success/extended-absence/.

BSU Statement of Academic Integrity
Students are expected to practice the highest standards of ethics, honesty, and integrity in all of their academic work. Any form of academic dishonesty (e.g. plagiarism, cheating, misrepresentation) may result in disciplinary action. Possible disciplinary actions include failure for part or all of the course, as well as suspension from the University.
**Students with Special Needs**

BSU is committed to making all educational programs, course materials, services and activities sponsored by the University accessible to individuals with disabilities. Students requesting accommodations due to a disability or other need for access should contact Accessibility Services as soon as possible. Accessibility Services is located at Decker Hall 202. PH: 218.755.3883 or email: accessibility@bemidjistate.edu. This information is also available through Minnesota Relay Services at 800.627.3529.

**Mental Health and Counseling**

Students who are experiencing mental health concerns or stressful events that may lead to diminished academic performance can contact The Student Center for Health & Counseling at 755-2053 or [http://www.bemidjistate.edu/students/services/health_counseling/](http://www.bemidjistate.edu/students/services/health_counseling/).

**Tutor.com:**

The Minnesota State system has updated the online tutoring service available to our students. We are now partnering with Tutor.com to offer 24/7 online tutoring, which will connect students with an expert tutor for extra assistance one-on-one. Online tutoring services can be accessed through the main page in D2L and your course page, by clicking on the tutor.com link, located in the “HelpLinks” menu. **All students will receive 15 hours of tutoring at no cost.** Tutoring services cover a variety of subject areas including math, writing, accounting, economics, biology, languages and nursing. Additional time may be purchased by students directly through tutor.com.

<table>
<thead>
<tr>
<th>Course Weekly Schedule (2017)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug. 21</td>
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<td>Aug. 28</td>
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<td>Sept. 4</td>
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<td>Sept. 11</td>
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<td>Nov. 27</td>
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<td>Dec. 4</td>
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**Cumulative exam ~ December 10th**
BSU Curriculum Forms

Form 3 Updated: 9.19.15

New Course Form

Course Number:
Undergraduate: INST/ENVR 3710
Graduate: ENVR 5710

Course Title: Indigenous Environmental Knowledge: Global Perspective
Abbreviated title: IndigEnvrKnow: Global Perspect

Course Description: Indigenous cultures refer to pre-colonial societies who today represent a minority, non-dominant group in the societies presently residing in territories these cultures once developed. Throughout their history, Indigenous people have developed their own body of environmental knowledge that they have passed on, generation to generation. This course will provide students with a global perspective of Indigenous environmental knowledge and how this knowledge has affected the relationship of the Indigenous peoples with the natural world and its resources. Students will also investigate present-day political, economic, social, and technological issues related to incorporating Indigenous environmental knowledge into sustainability efforts.

Credits: 3

Prerequisite(s):
Undergraduate: “none”
Graduate:

1. Reason(s) for creating this course:
In January of 2018, the Sustainability Office received a prestigious Margaret A. Cargill foundation grant to bring a dual degree program of Indigenous Studies and Environmental Studies to BSU. The dual degree program will be one of the first of its kind and combines both Indigenous Environmental Knowledge and Western Science perspectives for a sustainability focus. This will be a unique degree only offered at only two colleges in North America and establish BSU as a leader in this field.
This course, part of this exceptional program, captures the essence of these distinctive worldviews for the purposes of sustainability. It is one of the few courses in the Nation that explores Indigenous Environmental Knowledge around the globe. In a time of increasing global environmental change, it highlights both Indigenous Environmental Knowledge and Western Science offering innovation and insight for creative ecological problem solving and solutions.

2. How often will this course be offered?
Once a year – Spring term

3. What are the student learning outcomes for the course (please precede each outcome with “Students will...”)?

Students will be able to:

1. Examine the characteristics of the environmental knowledge of various Indigenous cultures from around the world, looking for commonalities as well as differences.
2. Discuss the holistic, inclusive way that Indigenous people consider the environment.
3. Examine cultural values, practices, and protocols related to Indigenous environmental knowledge systems
4. Examine the historical perspectives and controversies between Indigenous cultures and colonialists related to Indigenous environmental knowledge and its application
5. Examine differences between Indigenous environmental knowledge and Western science today and discuss challenges that arise from these differences

6. Propose ways to use Indigenous environmental knowledge in sustainability efforts

4. **What are the major content areas for the course?**
   Western Science- Environmental Studies, Indigenous Environmental Knowledge- Indigenous Studies, Global Studies

5. **Is this course repeatable for credit, and if so, what is the maximum number of credits that can be earned?**
   No.

6. **If this course is intended primarily for off-campus delivery (not offered on campus), what delivery mechanism will be used?**
   Primarily on-campus.

7. **What is the projected maximum class size (cap)?**
   Class size=30

8. **What qualified faculty will be available to teach this course?**
   Dr. Cornelia Santos (Environmental and Indigenous Studies) “all dual faculty for Environmental Studies and Indigenous Studies”

   NOTE WELL: Department and dean, in approving this proposal, attest both to the adequacy of the qualifications of faculty here named, and to their availability to teach the course at the frequency specified above, without excessive overload or disruption to other curriculum.

9. **What additional library and other resources need or should be provided for this course, that are not already available?**
   None.

10. **What special personal property or service fee(s) would be charged to students taking this course?** These charges would be for 1) items that are retained by the student and have an educational or personal value beyond the classroom, or 2) services that are on the student’s behalf (see MnSCU Board Policy 5.11). Amount per student: $
    For: None.

11. **Attach a sample syllabus for the course.** Note: if this course is double-numbered (u-grad/grad), the syllabus must include an additional component for graduate students.

   Please see attached.
Bemidji State University
INST & ENV 3710 (ENVR 5710): Indigenous Environmental Knowledge: A Global Perspective

Learning about the past to help the future

Contact Information:
Instructor: Cornelia Santos
Office: Sattgast 107
Office Hours: 10-1 pm T/Th and by appointment
Telephone: 218-755-2783
E-mail: csantos@bemidjistate.edu

Course Description:
Indigenous cultures refer to pre-colonial societies who today represent a minority, non-dominant group in the societies presently residing in territories these cultures once developed. Throughout their history, Indigenous people have developed their own body of environmental knowledge that they have passed on, generation to generation. This course will provide students with a global perspective of Indigenous environmental knowledge and how this knowledge has affected the relationship of the Indigenous peoples with the natural world and its resources. Students will also investigate present-day political, economic, social, and technological issues related to incorporating Indigenous environmental knowledge into sustainability efforts. 3 credits

Required Resources:
- Original Instructions: Indigenous Teachings for a Sustainable Future by Melissa K. Nelson
- Indigenous Peoples and the Collaborative Stewardship of Nature: Knowledge Binds and Institutional Conflicts by Anne Ross and Kathleen Pickering Sherman
- Traditional Ecological Knowledge: Learning from Indigenous Practices for Environmental Sustainability by Melissa K. Nelson (Editor), Daniel Shilling (Editor)
  Other resources to be determined or provided by the instructor.

Optional Resources:
TBD

COURSE OBJECTIVES (Learning Outcomes):

Students will be able to:

1. Examine the characteristics of the environmental knowledge of various Indigenous cultures from around the world, looking for commonalities as well as differences.
2. Discuss the holistic, inclusive way that Indigenous people consider the environment.
3. Examine cultural values, practices, and protocols related to Indigenous environmental knowledge systems
4. Examine the historical perspectives and controversies between Indigenous cultures and colonialists related to Indigenous environmental knowledge and its application
5. Examine differences between Indigenous environmental knowledge and Western science today and discuss challenges that arise from these differences
6. Propose ways to use Indigenous environmental knowledge in sustainability efforts
Class Schedule:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week One</td>
<td><strong>Class Introductions</strong></td>
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<tr>
<td>Week Two</td>
<td>An Exploration of Worldviews</td>
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<tr>
<td>Week Three</td>
<td>Indigenous Worldviews; Indigenous Ways of Knowing and Being</td>
</tr>
<tr>
<td>Week Four</td>
<td>Agreements Affecting Indigenous and Local Knowledge, Traditional Resources and Intellectual Property Rights</td>
</tr>
<tr>
<td>Week Five</td>
<td>‘We Wander in our Ancestor’s Yard- Sea Cucumber Gathering in Aru, Eastern Indonesia</td>
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<tr>
<td>Week Six</td>
<td>The Construction and Destruction of ‘Indigenous’ Knowledge in India’s Joint Forest Management Program</td>
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<tr>
<td>Week Seven</td>
<td>Claims to Knowledge; Claims to Control- Great Himalayan National Park, India</td>
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<tr>
<td>Week Eight</td>
<td><strong>Mid-Term Exam/ Presentation</strong></td>
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<tr>
<td>Week Nine</td>
<td>Indigenous Regionalism in Japan</td>
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<tr>
<td>Week Ten</td>
<td>The Use of Fire in Northeastern Luzon (Philippines); Conflicting Views of Local People, Scientists and Government Officials</td>
</tr>
<tr>
<td>Week Eleven</td>
<td>The Life-Cycle of Indigenous Knowledge, and the Case of Natural Rubber Production</td>
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<tr>
<td>Week Twelve</td>
<td>Representations of Environmental Management and Development among the Kalasha of Pakistan</td>
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<tr>
<td>Week Thirteen</td>
<td>Environmentalist Representations of Indigenous Knowledge</td>
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<tr>
<td>Week Fourteen</td>
<td>The Inuit; The Maori; The Navajo; The Islanders</td>
</tr>
<tr>
<td>Week Fifteen</td>
<td>Indigenous Environmental Knowledge; Bringing it all together/ Indigenous Knowledge- Prospects and Limitations/Review</td>
</tr>
<tr>
<td>Week Sixteen</td>
<td><strong>Final Exam/ Presentation</strong></td>
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Graduate Student Component

Each graduate student shall meet with the instructor during the first week to discuss expectations for additional work required to obtain graduate credit. There are a number of options for graduate students to satisfy this requirement, which may include but not be limited to a combination of two or more of the following:

1. More in depth research oriented and/or analytically oriented course project
2. Intensive application, analysis, synthesis and evaluation of course materials
3. Additional independent learning beyond the expectations of the undergraduates
4. Mentor/Supervise undergraduate group projects
5. Lead and/or assist critical discussions of literature
6. Assist in the teaching of a section of course, under the supervision of instructor.
Grades:

<table>
<thead>
<tr>
<th>Grade Item</th>
<th>Points</th>
<th>Percent</th>
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<tbody>
<tr>
<td>Undergraduate: Participation [Collaboration]</td>
<td>100</td>
<td>33%</td>
</tr>
<tr>
<td>Graduate: Graduate Project</td>
<td>100</td>
<td>33%</td>
</tr>
<tr>
<td>Course Resources Assignment</td>
<td>20</td>
<td>7%</td>
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<tr>
<td>Individual/Small Group Project #1 and Presentation</td>
<td>60</td>
<td>20%</td>
</tr>
<tr>
<td>Individual/Small Group Project #2 and Presentation</td>
<td>60</td>
<td>20%</td>
</tr>
<tr>
<td>Class Project – Wikipedia site (peer + teacher eval)</td>
<td>60</td>
<td>20%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>300</strong></td>
<td><strong>100%</strong></td>
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</tbody>
</table>

**Grade Scale**
A = 90-100%  B = 80-89%  C = 70-79%  D = 60-69%  F = below 60%

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**Cellphone Usage:** Students are expected to keep cellphone and other interruptions to a minimum. Students who use their computer for notetaking will be randomly selected to provide notes to the class.

**Feedback Response Time:**
Instructor feedback time is anticipated to be timely.

**Late Papers and Assignments:** No late papers are acceptable. Please plan your school work load appropriately.

**Rubric for Class Participation**

**Excellent (A)**
Contributions in class reflect exceptional preparation. Ideas offered are always substantive; provide one or more major insights as well as direction for the class. Challenges are well substantiated and persuasively presented. If this person were not a member of the class, the quality of the discussion would be diminished markedly.

**Very Good (A- to B+)**
Contributions in the class reflect thorough preparation. Ideas offered are usually substantive; provide good insights and sometimes direction for the class. Challenges are substantiated and often persuasive. If this person were not a member of the class, the quality of discussion would be diminished.

Adequate (B to B-)
Contributions in class reflect satisfactory preparation. Ideas offered are sometimes substantive, provide generally useful insights but seldom offer a new direction for the discussion. Challenges are sometime presented, fairly well substantiated, and are sometimes persuasive. If this person were not a member of the class, the quality of discussion would be diminished.

Inadequate (C+ or lower)
Contributions in class reflect inadequate preparation. Ideas offered are seldom substantive, provide a few if any insights and never offer a constructive direction for the class. Integrative comments and effective challenges are absent. Alternatively, this person says little to nothing in class. Hence, there is not an adequate basis for evaluation. If this person were not a member of the class, the quality of discussion would not be changed.

1 Acknowledgement to Prof. Richard J. Murnane at the Harvard Graduate School of Education

Incomplete Grades: An incomplete grade may only be granted under highly unusual circumstances and only when the majority of course assignments and grading have been completed.

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The Minnesota State system has updated the online tutoring service available to our students. We are now partnering with Tutor.com to offer 24/7 online tutoring, which will connect students with an expert tutor for extra assistance one-on-one. Online tutoring services can be accessed through the main page in D2L and your course page, by clicking on the tutor.com link, located in the “HelpLinks” menu. **All students will receive 15 hours of tutoring at no cost.** Tutoring services cover a variety of subject areas including math, writing, accounting, economics, biology, languages and nursing. Additional time may be purchased by students directly through tutor.com.
BSU Curriculum Forms

Form 3
Updated: 9.19.15

New Course Form

Course Number:
Undergraduate: INST/ENVR 3720
Graduate: ENVR 5720

Course Title: Food Sovereignty, Health & Indigenous Environments
Abbreviated Title: FoodSovere: Hlth&Indig Environ

Course Description: This course is designed to help students understand the interconnections of food sovereignty, health and environmental sustainability. Students will explore why it is not only important for people to control the way their food is produced, distributed, and consumed but why the food should be appropriate to the cultural background of the people consuming it. Students will learn the critical connections between food and health with an exploration of those influences within the context of Indigenous worldviews and ways of knowing. This is an experiential learning course -- learning through interaction, projects, and reflection. This course may be suitable as an elective in Indigenous Studies and Environmental Studies, Health and Nursing degree programs.

Credits: 3

Prerequisite(s):
Undergraduate: “none”
Graduate:

1. Reason(s) for creating this course:
In January of 2018, the Sustainability Office received a prestigious Margaret A. Cargill foundation grant to bring a dual degree program of Indigenous Studies and Environmental Studies to BSU. The dual degree program will be one of the first of its kind and combines both Indigenous Environmental Knowledge and Western Science perspectives for a sustainability focus. This will be a unique degree only offered at only two colleges in North America and establish BSU as a leader in this field.

This course, part of this exceptional program, captures the essence of these distinctive worldviews for the purposes of sustainability. It is one of the few courses in the Nation that explores Indigenous Environmental Knowledge around the globe. In a time of increasing global environmental change, it highlights both Indigenous Environmental Knowledge and Western Science offering innovation and insight for creative ecological problem solving and solutions.

2. How often will this course be offered?
Once a year – fall term

3. What are the student learning outcomes for the course (please precede each outcome with “Students will…”)?

Students will be able to:

1. Discuss the traditional, pre-colonial foods [diets] of Indigenous people: (1) how they evolved within the four regions of Native Americans (Northeast, Southeast, Great Plains, Southwest) and Alaska, as well as (2) the relationship between traditional Indigenous food (diet) and the health of the Indigenous people in pre-colonial times.

2. Discuss the role food played in the Indigenous cultures in pre-colonial times and compare it to the present.
3. Examine different ways the traditional Indigenous diets can contribute to people’s well being [to better health].

4. Complete a project that results in a product with an educational, informational value to a specified audience.

5. Complete a research project that is documented in an appropriate manner, e.g., as a traditional research paper, a video, a narrated PowerPoint or similar presentation mode, etc.

6. Create a Wikipedia site as an educational resource on health, food, and the Indigenous environment

4. What are the major content areas for the course? Western Science- Environmental Studies, Indigenous Environmental Knowledge-Indigenous Studies, Health

5. Is this course repeatable for credit, and if so, what is the maximum number of credits that can be earned? No.

6. If this course is intended primarily for off-campus delivery (not offered on campus), what delivery mechanism will be used? Primarily on-campus.

7. What is the projected maximum class size (cap)? Class size=30

8. What qualified faculty will be available to teach this course? Dr. Cornelia Santos and “all dual Environmental and Indigenous Studies faculty”

NOTE WELL: Department and dean, in approving this proposal, attest both to the adequacy of the qualifications of faculty here named, and to their availability to teach the course at the frequency specified above, without excessive overload or disruption to other curriculum.

9. What additional library and other resources need or should be provided for this course, that are not already available? None.

10. What special personal property or service fee(s) would be charged to students taking this course? These charges would be for 1) items that are retained by the student and have an educational or personal value beyond the classroom, or 2) services that are on the student’s behalf (see MnSCU Board Policy 5.11). Amount per student: $ For: None.

11. Attach a sample syllabus for the course. Note: if this course is double-numbered (u-grad/grad), the syllabus must include an additional component for graduate students.

Please see attached.
Learning about the past to help the future

Contact Information:
**Instructor:** Cornelia Santos  
**Office:** Satgast 107  
**Office Hours:** 10-1 pm T/Th and by appointment  
**Telephone:** 218-755-2783  
**E-mail:** csantos@bemidjistate.edu

Course Description:
This course is designed to help students understand the interconnections of food sovereignty, health and environmental sustainability. Students will explore why it is not only important for people to control the way their food is produced, distributed, and consumed but why the food should be appropriate to the cultural background of the people consuming it. Students will learn the critical connections between food and health with an exploration of those influences within the context of Indigenous worldviews and ways of knowing. This is an experiential learning course -- learning through interaction, projects, and reflection. This course may be suitable as an elective in Indigenous Studies and Environmental Studies, Health and Nursing degree programs. 3 Credits

Prerequisites/Co-Requisites:
[NA]

Required Books & Materials:
- *American Indian Food (Food in American History)*, Linda Murray Berzok [Available for checkout at the Library Main Desk for one semester. **NOTE:** You must renew the book every four weeks.]
- *Original Local: Indigenous Foods, Stories, and Recipes from the Upper Midwest* by Heid E. Erdrich

Other resources to be determined or provided by the instructor.

Optional Resources
- *Plants Have So Much to Give Us, All We Have to Do Is Ask: Anishinaabe Botanical Teachings 1st Edition* by Mary Siisip Geniusz
- *The Sioux Chef's Indigenous Kitchen* by Sean Sherman
- *Waterlily*, New Edition by Ella Cara Deloria

COURSE OBJECTIVES (Learning Outcomes):

**Students will be able to:**
1. Discuss the traditional, pre-colonial foods [diets] of Indigenous people: (1) how they evolved within the four regions of Native Americans (Northeast, Southeast, Great Plains, Southwest) and Alaska, as well as (2) the relationship between traditional Indigenous food (diet) and the health of the Indigenous people in pre-colonial times.
2. Discuss the role food played in the Indigenous cultures in pre-colonial times and compare it to the present.
3. Examine different ways the traditional Indigenous diets can contribute to people’s well being [to better health].
4. Complete a project that results in a product with an educational, informational value to a specified audience.

5. Complete a research project that is documented in an appropriate manner, e.g., as a traditional research paper, a video, a narrated PowerPoint or similar presentation mode, etc.

6. Create a Wikipedia site as an educational resource on health, food, and the Indigenous environment

Class Schedule:

<table>
<thead>
<tr>
<th>Date</th>
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<tbody>
<tr>
<td>Week One</td>
<td>Class Introductions</td>
</tr>
<tr>
<td>Week Two</td>
<td>An Exploration of Worldviews</td>
</tr>
<tr>
<td>Week Three</td>
<td>Indigenous Worldviews; Indigenous Ways of Knowing and Being</td>
</tr>
<tr>
<td>Week Four</td>
<td>Connections of Food, Health and Views</td>
</tr>
<tr>
<td>Week Five</td>
<td>Before Contact; American Indian Food and Connections to Health and Wellness</td>
</tr>
<tr>
<td>Week Six</td>
<td>Local versus Industrial Agriculture; Connections to Health and Wellness</td>
</tr>
<tr>
<td>Week Seven</td>
<td>Six Regions; Six Foodways; Connections to Health and Wellness</td>
</tr>
<tr>
<td>Week Eight</td>
<td>Mid-Term Exam/ Presentations</td>
</tr>
<tr>
<td>Week Nine</td>
<td>The Southwest</td>
</tr>
<tr>
<td>Week Ten</td>
<td>The Northwest Coast</td>
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<tr>
<td>Week Eleven</td>
<td>Great Plains</td>
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<tr>
<td>Week Twelve</td>
<td>California, Great Basin and Plateau</td>
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<tr>
<td>Week Thirteen</td>
<td>Northeast Woodlands and Great Lakes</td>
</tr>
<tr>
<td>Week Fourteen</td>
<td>Southeast</td>
</tr>
<tr>
<td>Week Fifteen</td>
<td>Six Regions; Bringing it all together/Review</td>
</tr>
<tr>
<td>Week Sixteen</td>
<td>Final Exam/ Presentations</td>
</tr>
</tbody>
</table>

Graduate Student Component:

Each graduate student shall meet with the instructor during the first week to discuss expectations for additional work required to obtain graduate credit. There are a number of options for graduate students to satisfy this requirement, which may include but not be limited to a combination of two or more of the following:

1. More in depth research oriented and/or analytically oriented course project
2. Intensive application, analysis, synthesis and evaluation of course materials
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<td>Undergraduate: Participation [Collaboration]</td>
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<td>25%</td>
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<tr>
<td>Graduate: Graduate project</td>
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<td></td>
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<tr>
<td>Course resources assignment [2 submissions]</td>
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<td>5%</td>
</tr>
<tr>
<td>Individual/Group Project #1</td>
<td>50</td>
<td>25%</td>
</tr>
<tr>
<td>Individual/Group Project #2</td>
<td>50</td>
<td>25%</td>
</tr>
<tr>
<td>Class project - Create Wikipedia site (peer + teacher eval)</td>
<td>40</td>
<td>20%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>200</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Grade Scale**

A = 90-100%  B = 80-89%  C = 70-79%  D = 60-69%  F = below 60%

**Feedback Response Time:** Instructor feedback is expected to be timely and dependent on the size of the student paper or project.

**Time Requirement:** Students should expect 3 hours of outside study time for each academic credit hour taken.

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BSU Curriculum Forms

Form 3 Updated: 9.19.15

New Course Form

Course Number:
  Undergraduate: INST/ENVR 3730
  Graduate: ENVR 5730

Course Title: Sustainable Communities: Local Indigenous Perspective
Abbreviated Title: SustainCom:LocalIndigPerspect

Course Description: Human societies all across the globe have developed rich sets of experiences and explanations relating to the sustainable communities they live, work and play in. This course is designed to introduce students to the basic concepts of these sustainable communities. Students will learn how these communities function, their challenges, and the critical networks that exist with the environment. This class will explore the role of Indigenous knowledge and traditional ways of learning, as well as scientific knowledge in maintaining the sustainability of a community. This is an experiential learning course -- learning through interaction, projects, and reflection.

Credits: 3

Prerequisite(s):
  Undergraduate: “none”
  Graduate:

1. Reason(s) for creating this course:
In January of 2018, the sustainability office received a prestigious Margaret A. Cargill foundation grant to bring a dual degree program of Indigenous Studies and Environmental Studies to BSU. The dual degree program will be one of the first of its kind and combines both Indigenous Environmental Knowledge and Western Science perspectives for a sustainability. This will be a unique degree only offered at only two colleges in North America. This course, part of this unique program, captures the essence of these unique worldviews for the purposes of sustainability in a time of increasing global environmental change. The focus of the course will be sustainable communities and their approaches. The course highlights both Indigenous Environmental Knowledge and Western Science offering innovation and insight for creative sustainable solutions.

2. How often will this course be offered?
   Once a year -- Spring term

3. What are the student learning outcomes for the course (please precede each outcome with "Students will...")?

   Students will be able to:

   1. Discuss the concept of “sustainable community” from both the scientific and the Indigenous perspectives.
   2. Analyze the interconnected elements of sustainable communities, Indigenous knowledge and the environment.
   3. Examine the complexities of these communities and the current competing issues in these communities.
   4. Discuss the present role of Indigenous knowledge and the traditional ways of learning in maintaining the sustainability of a community.
   5. Discuss layers of a model of a sustainable community.
   6. Discuss elements of sustainable communities for the purposes of 1) reducing pollution, 2) eliminating excess waste and 3) for conservation efforts.
7. Examine the basic concepts, functions and issues of sustainable communities.
8. Create and carry out a sustainable community project that results in a product with an educational, informational value to a specified audience.
9. Create and carry out a research project that is documented in an appropriate manner, e.g., as a traditional research paper, a video, a narrated PowerPoint or similar presentation mode, etc.

4. What are the major content areas for the course?
Western Science-Environmental Studies, Indigenous Environmental Knowledge- Indigenous Studies

5. Is this course repeatable for credit, and if so, what is the maximum number of credits that can be earned?
No.

6. If this course is intended primarily for off-campus delivery (not offered on campus), what delivery mechanism will be used?
Primarily on-campus.

7. What is the projected maximum class size (cap)?
30

8. What qualified faculty will be available to teach this course?
Dr. Cornelia Santos (Environmental and Indigenous Studies) “all dual Environmental and Indigenous Studies faculty"

NOTE WELL: Department and dean, in approving this proposal, attest both to the adequacy of the qualifications of faculty here named, and to their availability to teach the course at the frequency specified above, without excessive overload or disruption to other curriculum.

9. What additional library and other resources need or should be provided for this course, that are not already available?
None.

10. What special personal property or service fee(s) would be charged to students taking this course? These charges would be for 1) items that are retained by the student and have an educational or personal value beyond the classroom, or 2) services that are on the student’s behalf (see MnSCU Board Policy 5.11).
Amount per student: $
For: None.

11. Attach a sample syllabus for the course. Note: if this course is double-numbered (u-grad/grad), the syllabus must include an additional component for graduate students.

Please see attached.
Bemidji State University
INST & ENVR 3730 (ENVR 5730): Sustainable Communities: Local Indigenous Perspective

Learning about the past to help the future

Contact Information:
Instructor: Cornelia Santos
Office: Sattgast 107
Office Hours: 10-1 pm T/Th and by appointment
Telephone: 218-755-2783
E-mail: csantos@bemidjistate.edu

Course Description
Human societies all across the globe have developed rich sets of experiences and explanations relating to the sustainable communities they live, work and play in. This course is designed to introduce students to the basic concepts of these sustainable communities. Students will learn how these communities function, their challenges, and the critical networks that exist with the environment. This class will explore the role of Indigenous knowledge and traditional ways of learning, as well as scientific knowledge in maintaining the sustainability of a community. This is an experiential learning course -- learning through interaction, projects, and reflection. 3 Credits

Required Resources:
- A People's Ecology: Lessons toward Sustainable Living Edited by Gregory Cajete
- Original Instructions: Indigenous Teachings for a Sustainable Future by Melissa K. Nelson
- Indigenous Communities: Rekindling the Seventh Fire by Gregory Cajete
- Native Science by Gregory Cajete
- Toward Sustainable Communities: Solutions for Citizens and their Governments by Mark Roseland
  Other resources to be determined or provided by the instructor.

Optional Resources:
- Look to the Mountain by Gregory Cajete
- Sustainable Communities and the Challenge of Environmental Justice by Julian Agyeman
- Restorying Indigenous Leadership: Wise Practices in Community Development by Cora Voyageur, Laura Brearley
- Ishmael: A Novel by Daniel Quinn

COURSE OBJECTIVES (Learning Outcomes):

Students will be able to:
1. Discuss the concept of “sustainable community” from both the scientific and the Indigenous perspectives
2. Analyze the interconnected elements of sustainable communities, Indigenous knowledge and the environment.
3. **Examine** the complexities of these communities and the current competing issues in these communities.

4. **Discuss** the present role of Indigenous knowledge and the traditional ways of learning in maintaining the sustainability of a community.

5. **Discuss** layers of a model of a sustainable community.

6. **Discuss** elements of sustainable communities for the purposes of 1) reducing pollution, 2) eliminating excess waste and 3) for conservation efforts.

7. **Examine** the basic concepts, functions and issues of sustainable communities.

8. **Create and carry out** a sustainable community project that results in a product with an educational, informational value to a specified audience.

9. **Create and carry out** a research project that is documented in an appropriate manner, e.g., as a traditional research paper, a video, a narrated PowerPoint or similar presentation mode, etc.

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<td>Week One</td>
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</tr>
<tr>
<td>Week Two</td>
<td>Current Definitions of Sustainable Communities</td>
</tr>
<tr>
<td></td>
<td>Vermont’s Definition of Sustainable Communities</td>
</tr>
<tr>
<td></td>
<td>The Institute of Sustainable Communities Definition</td>
</tr>
<tr>
<td>Week Three</td>
<td>Indigenous Worldviews; Indigenous Ways of Knowing and Being; Harmony with Nature</td>
</tr>
<tr>
<td>Week Four</td>
<td>Land Use; Community Design and Planning</td>
</tr>
<tr>
<td>Week Five</td>
<td>Housing</td>
</tr>
<tr>
<td>Week Six</td>
<td>Local versus Industrial Agriculture</td>
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<td>Week Seven</td>
<td>Energy Efficiency</td>
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<tr>
<td>Week Eight</td>
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<td>Week Nine</td>
<td>Clean Air and Water; Waste Reduction</td>
</tr>
<tr>
<td>Week Ten</td>
<td>Forestry and Indigenous Fire Management</td>
</tr>
<tr>
<td>Week Eleven</td>
<td>Local Economic Development</td>
</tr>
<tr>
<td>Week Twelve</td>
<td>Indigenous Sustainable Community Examples: The Southwest; The Northwest Coast; Great Plains;</td>
</tr>
<tr>
<td>Week Thirteen</td>
<td>Indigenous Sustainable Community Examples: California, Great Basin and Plateau; Northeast Woodlands and Great Lakes; Southeast; Alaska</td>
</tr>
<tr>
<td>Week Fourteen</td>
<td>Sustainable Living-Policies; Nonprofits: Roles in Supporting Local Sustainable Communities</td>
</tr>
<tr>
<td>Week Fifteen</td>
<td>Equity and Environmental Justice</td>
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<td><strong>Final Exam/ Final Presentations</strong></td>
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**Graduate Student Component**

Each graduate student shall meet with the instructor during the first week to discuss expectations for additional work required to obtain graduate credit.
There are a number of options for graduate students to satisfy this requirement, which may include but not be limited to a combination of two or more of the following:

1. More in depth research oriented and/or analytically oriented course project
2. Intensive application, analysis, synthesis and evaluation of course materials
3. Additional independent learning beyond the expectations of the undergraduates
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5. Lead and/or assist critical discussions of literature
6. Assist in the teaching of a section of course, under the supervision of instructor.

Grades:

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<td>Course Resources Assignment</td>
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</tr>
<tr>
<td>Individual/Small Group Project #1 and Presentation</td>
<td>60</td>
<td>24%</td>
</tr>
<tr>
<td>Individual/Small Group Project #2 and Presentation</td>
<td>60</td>
<td>24%</td>
</tr>
<tr>
<td>Class Project - Create a Sample Sustainable Community (peer + teacher eval) + Presentation</td>
<td>60</td>
<td>24%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>250</td>
<td>100%</td>
</tr>
</tbody>
</table>

Grade Scale
A = 90-100%  B = 80-89%  C = 70-79%  D = 60-69%  F = below 60%

Attendance Policy: Students are expected to attend all classes and participate in class discussions. Students who have three or more absences will result in a lowering of one grade level. Students who have not been to class by the second week of classes and have not made specific arrangements with the instructor will be administratively dropped from the course.

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Cellphone Usage: Students are expected to keep cellphone and other interruptions to a minimum. Students who use their computer for notetaking will be randomly selected to provide notes to the class.

Feedback Response Time: Students can expect instructor feedback on assignments as follows: short papers - one week; longer papers - 2-3 weeks.
Late Papers and Assignments: No late papers are acceptable. Please plan your school work load appropriately.

Rubric for Class Participation

Excellent (A)
Contributions in class reflect exceptional preparation. Ideas offered are always substantive; provide one or more major insights as well as direction for the class. Challenges are well substantiated and persuasively presented. If this person were not a member of the class, the quality of the discussion would be diminished markedly.

Very Good (A- to B+)
Contributions in the class reflect thorough preparation. Ideas offered are usually substantive; provide good insights and sometimes direction for the class. Challenges are substantiated and often persuasive. If this person were not a member of the class, the quality of discussion would be diminished.

Adequate (B to B-)
Contributions in class reflect satisfactory preparation. Ideas offered are sometimes substantive, provide generally useful insights but seldom offer a new direction for the discussion. Challenges are sometime presented, fairly well substantiated, and are sometimes persuasive. If this person were not a member of the class, the quality of discussion would be diminished.

Inadequate (C+ or lower)
Contributions in class reflect inadequate preparation. Ideas offered are seldom substantive, provide a few if any insights and never offer a constructive direction for the class. Integrative comments and effective challenges are absent. Alternatively, this person says little to nothing in class. Hence, there is not an adequate basis for evaluation. If this person were not a member of the class, the quality of discussion would not be changed.

1 Acknowledgement to Prof. Richard J. Murnane at the Harvard Graduate School of Education

Incomplete Grades: An incomplete grade may only be granted under highly unusual circumstances and only when the majority of course assignments and grading have been completed.

Student Time Expectation: For on-campus classes, it is suggested that students devote 3 hours outside class time for every credit hour. This number of hours will be greater for online classes.

Academic Integrity:
BSU students are expected to practice the highest standards of ethics, honesty and integrity in all of their academic work. Any form of academic dishonesty (e.g., plagiarism, cheating and misrepresentation) may result in disciplinary action. Possible disciplinary actions may include failure for part or an entire course as well as suspension from the University. It is suggested that students review BSU’s statement on academic integrity found within the Student Code of Conduct.

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Students may experience mental health concerns or stressful events that may lead to diminished academic performance. The Student Center for Health & Counseling is available to assist you with concerns and can include stress relief services. They can be reached in Cedar Hall, First Floor. Phone: (218) 755-2053.

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**Tutor.com:**
The Minnesota State system has updated the online tutoring service available to our students. We are now partnering with Tutor.com to offer 24/7 online tutoring, which will connect students with an expert tutor for extra assistance one-on-one. Online tutoring services can be accessed through the main page in D2L and your course page, by clicking on the tutor.com link, located in the “HelpLinks” menu. **All students will receive 15 hours of tutoring at no cost.** Tutoring services cover a variety of subject areas including math, writing, accounting, economics, biology, languages and nursing. Additional time may be purchased by students directly through tutor.com.
Course Number:
- Undergraduate: INST/ENVR 3740
- Graduate: ENVR 5740

Course Title: Environment, Wellness & the Sacred Connection to Place
Abbreviated Title: Env, Wellness & Sacred Place

Course Description: In Indigenous communities, there is a deep and lasting connection to place. Today, there exists overwhelming evidence that connection to place offers important elements for overall individual wellness. However, many communities face challenges in their environments that are detrimental to their health and well-being. To support these communities, there is a need to reconnect them with ways to restore the sustainability of their environment and connection to place. In this course, students will learn the critical connections between the environment and health and will explore the influences of connection to place within the context of Indigenous worldviews and ways of knowing. This is an experiential learning course -- learning through interaction, projects, and reflection.

Credits: 3

Prerequisite(s):
- Undergraduate: “none”
- Graduate:

1. Reason(s) for creating this course:
In January of 2018, the sustainability office received a prestigious Margaret A. Cargill foundation grant to bring a dual degree program of Indigenous Studies and Environmental Studies to BSU. The dual degree program will be one of the first of its kind and combines both Indigenous Environmental Knowledge and Western Science perspectives for a sustainability focus. This will be a unique degree only offered at only two colleges in North America.

This course, part of this unique program, captures the essence of these unique worldviews for the purposes of sustainability, health and connection to place in a time of increasing global environmental change. The focus of the course will be sustainable communities and their approaches. The course highlights both Indigenous Environmental Knowledge and Western Science offering innovation and insight for creative sustainable solutions.

2. How often will this course be offered?
Once a year – Fall term

3. What are the student learning outcomes for the course (please precede each outcome with “Students will…”)?

Students will be able to:

1. Discuss the environmental health and wellness concerns of Indigenous people: (1) how these challenges evolved for Native Americans in particular the: Northeast, Southeast, Great Plains, Southwest and Alaska, as well as (2) the relationship between traditional Indigenous concepts and the health of the Indigenous people in pre-colonial times.
2. Discuss the role of connection to place played in the Indigenous cultures in pre-colonial times and compare it to the present

3. Examine present environmental health challenges, explore how different ways that the traditional Indigenous ways of knowing and being can contribute to people’s wellbeing [to better health].

4. Complete a project that results in a product with an educational, informational value to a specified audience.

5. Complete a research project that is documented in an appropriate manner, e.g., as a traditional research paper, a video, a narrated PowerPoint or similar presentation mode, etc.

6. Create a Wikipedia site as an educational resource on environmental health, wellness, and the Indigenous concept of place

4. What are the major content areas for the course?
   Western Science- Environmental Studies, Indigenous Environmental Knowledge- Indigenous Studies, Health

5. Is this course repeatable for credit, and if so, what is the maximum number of credits that can be earned?
   No.

6. If this course is intended primarily for off-campus delivery (not offered on campus), what delivery mechanism will be used?
   Primarily on-campus.

7. What is the projected maximum class size (cap)?
   Class size=30

8. What qualified faculty will be available to teach this course?
   Dr. Cornelia Santos and “all dual Environmental and Indigenous Studies faculty”

   NOTE WELL: Department and dean, in approving this proposal, attest both to the adequacy of the qualifications of faculty here named, and to their availability to teach the course at the frequency specified above, without excessive overload or disruption to other curriculum.

9. What additional library and other resources need or should be provided for this course, that are not already available?
   None.

10. What special personal property or service fee(s) would be charged to students taking this course? These charges would be for 1) items that are retained by the student and have an educational or personal value beyond the classroom, or 2) services that are on the student’s behalf (see MnSCU Board Policy 5.11).
    Amount per student: $
    For: None.

11. Attach a sample syllabus for the course. Note: if this course is double-numbered (u-grad/grad), the syllabus must include an additional component for graduate students.

   Please see attached.
Bemidji State University
INST & ENVR 3740 (ENVR 5740): Environment, Wellness & the Sacred Connection to Place

Learning about the past to help the future

Contact Information:
Instructor: Cornelia Santos
Office: Sattgast 107
Office Hours: 10-1 pm T/Th and by appointment
Telephone: 218-755-2783
E-mail: csantos@bemidjistate.edu

Course Description:
In Indigenous communities, there is a deep and lasting connection to place. Today, there exists overwhelming evidence that connection to place offers important elements for overall individual wellness. However, many communities face challenges in their environments that are detrimental to their health and well-being. To support these communities, there is a need to reconnect them with ways to restore the sustainability of their environment and connection to place. In this course, students will learn the critical connections between the environment and health and will explore the influences of connection to place within the context of Indigenous worldviews and ways of knowing. This is an experiential learning course -- learning through interaction, projects, and reflection.

3 Credits

Prerequisites/Co-Requisites:
[NA]

Required Books & Materials:
- Embodying Ecological Heritage in a Maya Community: Health, Happiness, and Identity by Kristina Baines
- Native Science by Gregory Cajete
- Original Instructions: Indigenous Teachings for a Sustainable Future by Melissa K. Nelson

Other resources to be determined or provided by the instructor.

Optional Resources:
- A People’s Ecology: Lessons toward Sustainable Living Edited by Gregory Cajete
- Look to the Mountain by Gregory Cajete
- Indigenous Communities: Rekindling the Seventh Fire by Gregory Cajete
- Native Science by Gregory Cajete
- Toward Sustainable Communities: Solutions for Citizens and their Governments by Mark Roseland
- Sustainable Communities and the Challenge of Environmental Justice by Julian Agyeman
- Restorying Indigenous Leadership: Wise Practices in Community Development by Cora Voyageur, Laura Brearley
- Plants Have So Much to Give Us, All We Have to Do Is Ask: Anishinaabe Botanical Teachings 1st Edition by Mary Siisip Geniusz
- Ishmael: A Novel by Daniel Quinn
- Waterlily, New Edition by Ella Cara Deloria
COURSE OBJECTIVES (Learning Outcomes):

Students will be able to:

1. **Discuss** the environmental health and wellness concerns of Indigenous people: (1) how these challenges evolved for Native Americans in particular the: Northeast, Southeast, Great Plains, Southwest and Alaska, as well as (2) the relationship between traditional Indigenous concepts and the health of the Indigenous people in pre-colonial times.

2. **Discuss** the role of connection to place played in the Indigenous cultures in pre-colonial times and compare it to the present.

3. **Examine** present environmental health challenges, explore how different ways that the traditional Indigenous ways of knowing and being can contribute to people’s wellbeing [to better health].

4. **Complete** a project that results in a product with an educational, informational value to a specified audience.

5. **Complete** a research project that is documented in an appropriate manner, e.g., as a traditional research paper, a video, a narrated PowerPoint or similar presentation mode, etc.

6. **Create** a Wikipedia site as an educational resource on environmental health, wellness, and the Indigenous concept of place.

Class Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week One</td>
<td>Class Introductions</td>
</tr>
<tr>
<td>Week Two</td>
<td>Indigenous Worldviews; Indigenous Ways of Knowing and Being</td>
</tr>
<tr>
<td>Week Three</td>
<td>Harmony with Nature; Connections to the Land; Healing Plants</td>
</tr>
<tr>
<td>Week Four</td>
<td>Wellness; A holistic Indigenous Perspective; Indigenous Health Disparities; Cancer</td>
</tr>
<tr>
<td>Week Five</td>
<td>Environment and Toxins-Clean Air and Water; Land Use; Energy Use</td>
</tr>
<tr>
<td>Week Six</td>
<td>Environment and Toxins- Waste; Transportation; Economic Development</td>
</tr>
<tr>
<td>Week Seven</td>
<td>Indigenous Land Management; Forestry, Biodiversity and Indigenous Fire Use</td>
</tr>
<tr>
<td>Week Eight</td>
<td>Mid-Term Exams/ Presentations</td>
</tr>
<tr>
<td>Week Nine</td>
<td>Australia and the Kimberley; New Zealand and the Maori</td>
</tr>
<tr>
<td>Week Ten</td>
<td>Pacific Islands</td>
</tr>
<tr>
<td>Week Eleven</td>
<td>Indonesia</td>
</tr>
<tr>
<td>Week Twelve</td>
<td>North America- Salish Tribe Nature Preserve</td>
</tr>
<tr>
<td>Week Thirteen</td>
<td>Politics-Health Policies</td>
</tr>
<tr>
<td>Week Fourteen</td>
<td>United Nations; Nonprofits: Roles in Supporting Healthy Living and Wellness in Communities</td>
</tr>
<tr>
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<td>Final Exam/ Final Presentations</td>
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</tbody>
</table>
Graduate Student Component

Each graduate student shall meet with the instructor during the first week to discuss expectations for additional work required to obtain graduate credit.
There are a number of options for graduate students to satisfy this requirement, which may include but not be limited to a combination of two or more of the following:

1. More in depth research oriented and/or analytically oriented course project
2. Intensive application, analysis, synthesis and evaluation of course materials
3. Additional independent learning beyond the expectations of the undergraduates
4. Mentor/Supervise undergraduate group projects
5. Lead and/or assist critical discussions of literature
6. Assist in the teaching of a section of course, under the supervision of instructor.

Grades:

<table>
<thead>
<tr>
<th>Grade Item</th>
<th>Points</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate: Participation [Collaboration]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate:</td>
<td></td>
<td></td>
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<tr>
<td>Graduate project</td>
<td>50</td>
<td>25%</td>
</tr>
<tr>
<td>Course resources assignment [2 submissions]</td>
<td>10</td>
<td>5%</td>
</tr>
<tr>
<td>Individual/Group Project #1</td>
<td>50</td>
<td>25%</td>
</tr>
<tr>
<td>Individual/Group Project #2</td>
<td>50</td>
<td>25%</td>
</tr>
<tr>
<td>Class project - Create Wikipedia site (peer + teacher eval)</td>
<td>40</td>
<td>20%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>200</td>
<td>100</td>
</tr>
</tbody>
</table>

Grade Scale
A = 90-100%  B = 80-89%  C = 70-79%  D = 60-69%  F = below 60%

Feedback Response Time: Instructor feedback is expected to be timely and dependent on the size of the student paper or project.

Time Requirement: Students should expect 3 hours of outside study time for each academic credit hour taken.

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Rubric for Class Participation

Excellent (A)
Contributions in class reflect exceptional preparation. Ideas offered are always substantive; provide one or more major insights as well as direction for the class. Challenges are well substantiated and persuasively presented. If this person were not a member of the class, the quality of the discussion would be diminished markedly.

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Contributions in the class reflect thorough preparation. Ideas offered are usually substantive; provide good insights and sometimes direction for the class. Challenges are substantiated and often persuasive. If this person were not a member of the class, the quality of discussion would be diminished.

Adequate (B to B-)
Contributions in class reflect satisfactory preparation. Ideas offered are sometimes substantive, provide generally useful insights but seldom offer a new direction for the discussion. Challenges are sometime presented, fairly well substantiated, and are sometimes persuasive. If this person were not a member of the class, the quality of discussion would be diminished.

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BSU Curriculum Forms

Form 3 Updated: 9.19.15

New Course Form

Course Number:
Undergraduate: INST/ENVR 3750
Graduate: ENVR 5750

Course Title: Sustainable Communities: Global Indigenous Perspective
Abbreviated Title: SustainCom:GlobalIndigPerspect

Course Description: Throughout their history, Indigenous people have developed their own body of knowledge on global sustainability that they have passed on, generation to generation. This course will provide students with a large picture perspective of global Indigenous sustainability knowledge and viewpoints and how this perspective continues to affect the relationship of the Indigenous peoples with the natural world and its resources. Students will also investigate present-day global political, economic, social, and technological issues related to incorporating Indigenous views into sustainability efforts across the continents.

Credits: 3

Prerequisite(s):
Undergraduate: “none”
Graduate:

1. Reason(s) for creating this course:
In January of 2018, the sustainability office received a prestigious Margaret A. Cargill foundation grant to bring a dual degree program of Indigenous Studies and Environmental Studies to BSU. The dual degree program will be one of the first of its kind and combines both Indigenous Environmental Knowledge and Western Science perspectives for a sustainability. This will be a unique degree only offered at only two colleges in North America. This course, part of this unique program, captures the essence of these unique worldviews for the purposes of sustainability in a time of increasing global environmental change. It highlights both Indigenous Environmental Knowledge and Western Science offering innovation and insight for creative sustainable solutions.

2. How often will this course be offered?
Once a year.

3. What are the student learning outcomes for the course (please precede each outcome with "Students will...")?

Students will be able to:

1. Examine the characteristics of global sustainability views of various Indigenous cultures from around the world, looking for commonalities as well as differences.
2. Discuss the holistic, inclusive way that Indigenous people consider the environment, other living beings, their homelands and the world.
3. Examine cultural values, practices, and protocols related to Indigenous perspectives, global sustainability and the efforts to advocate using these perspectives for global sustainability in United Nation forums and across the world.
4. Examine the historical perspectives and controversies between Indigenous cultures and colonialists related to Indigenous global sustainability and its application
5. Examine differences between Indigenous environmental knowledge and Western science today and discuss challenges that arise from these differences
6. Propose ways to use Indigenous environmental knowledge in global sustainability efforts
4. What are the major content areas for the course?
Western Science-Environmental Studies, Indigenous Environmental Knowledge-Indigenous Studies

5. Is this course repeatable for credit, and if so, what is the maximum number of credits that can be earned?
No.

6. If this course is intended primarily for off-campus delivery (not offered on campus), what delivery mechanism will be used?
Primarily on-campus.

7. What is the projected maximum class size (cap)?
Class size= 30

8. What qualified faculty will be available to teach this course?
Dr. Cornelia Santos (Environmental and Indigenous Studies) and “any dual Environmental and Indigenous Studies Faculty”

NOTE WELL: Department and dean, in approving this proposal, attest both to the adequacy of the qualifications of faculty here named, and to their availability to teach the course at the frequency specified above, without excessive overload or disruption to other curriculum.

9. What additional library and other resources need or should be provided for this course, that are not already available?
None.

10. What special personal property or service fee(s) would be charged to students taking this course? These charges would be for 1) items that are retained by the student and have an educational or personal value beyond the classroom, or 2) services that are on the student’s behalf (see MnSCU Board Policy 5.11).
Amount per student: $
For:
None.

11. Attach a sample syllabus for the course. Note: if this course is double-numbered (u-grad/grad), the syllabus must include an additional component for graduate students.

See attachment.
Bemidji State University
INST & ENVR 3750 (ENVR 5750): Sustainable Communities: global Indigenous perspective

Learning about the past to help the future

Contact Information:
- Instructor: Cornelia Santos
- Office: Sattgast 107
- Office Hours: 10-1 pm T/Th and by appointment
- Telephone: 218-755-2783
- E-mail: csantos@bemidjistate.edu

Course Description:
Throughout their history, Indigenous people have developed their own body of knowledge on global sustainability that they have passed on, generation to generation. This course will provide students with a large picture perspective of global Indigenous sustainability knowledge and viewpoints and how this perspective continues to affect the relationship of the Indigenous peoples with the natural world and its resources. Students will also investigate present-day global political, economic, social, and technological issues related to incorporating Indigenous views into sustainability efforts across the continents. 3 credits

Required Resources:
- *Indigenous Peoples and the Collaborative Stewardship of Nature: Knowledge Binds and Institutional Conflicts* by Anne Ross and Kathleen Pickering Sherman
- *Native Science* by Gregory Cajete
- *Traditional Ecological Knowledge: Learning from Indigenous Practices for Environmental Sustainability* by Melissa K. Nelson (Editor), Daniel Shilling (Editor)
- *Indigenous Communities: Rekindling the Seventh Fire* by Gregory Cajete
- *Original Instructions: Indigenous Teachings for a Sustainable Future* by Melissa K. Nelson
- *Red Alert: Saving the Planet with Indigenous Knowledge* by Daniel Wildcat
  Other resources to be determined or provided by the instructor.

Optional Resources:
- *Look to the Mountain* by Gregory Cajete
- *Toward Sustainable Communities: Solutions for Citizens and their Governments* by Mark Roseland
- *Sustainable Communities and the Challenge of Environmental Justice* by Julian Agyeman

COURSE OBJECTIVES (Learning Outcomes):

Students will be able to:

1. Examine the characteristics of global sustainability views of various Indigenous cultures from around the world, looking for commonalities as well as differences.
2. Discuss the holistic, inclusive way that Indigenous people consider the environment, other living beings, their homelands and the world.
3. Examine cultural values, practices, and protocols related to Indigenous perspectives, global sustainability and the efforts to advocate using these perspectives for global sustainability in United Nation forums and across the world.

4. Examine the historical perspectives and controversies between Indigenous cultures and colonialists related to Indigenous global sustainability and its application.

5. Examine differences between Indigenous environmental knowledge and Western science today and discuss challenges that arise from these differences.

6. Propose ways to use Indigenous environmental knowledge in global sustainability efforts.

Class Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week One</td>
<td>Class Introductions</td>
</tr>
<tr>
<td>Week Two</td>
<td>Current Definitions of Sustainable Communities</td>
</tr>
<tr>
<td></td>
<td>Vermont’s Definition of Sustainable Communities</td>
</tr>
<tr>
<td></td>
<td>The Institute of Sustainable Communities Definition</td>
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<tr>
<td></td>
<td>International Definitions; United Nations Definition</td>
</tr>
<tr>
<td>Week Three</td>
<td>Indigenous Worldviews; Indigenous Ways of Knowing and Being; Harmony with Nature</td>
</tr>
<tr>
<td>Week Four</td>
<td>Clean Air and Water; Land Use; Community Design and Planning; Housing</td>
</tr>
<tr>
<td>Week Five</td>
<td>Energy Efficiency; Waste Reduction; Economic Development; Transportation</td>
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<td>Week Six</td>
<td>Land Management; Forestry and Indigenous Fire Management</td>
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<td>Indonesia and the Aru</td>
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<tr>
<td>Week Twelve</td>
<td>India</td>
</tr>
<tr>
<td>Week Thirteen</td>
<td>UK Sustainable Communities Plan; Sustainable Living-Policies</td>
</tr>
<tr>
<td>Week Fourteen</td>
<td>United Nations; Nonprofits: Roles in Supporting Local Sustainable Living and Communities</td>
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Each graduate student shall meet with the instructor during the first week to discuss expectations for additional work required to obtain graduate credit. There are a number of options for graduate students to satisfy this requirement, which may include but not be limited to a combination of two or more of the following:

1. More in depth research oriented and/or analytically oriented course project
1. Intensive application, analysis, synthesis and evaluation of course materials
2. Additional independent learning beyond the expectations of the undergraduates
3. Mentor/Supervise undergraduate group projects
4. Lead and/or assist critical discussions of literature
5. Assist in the teaching of a section of course, under the supervision of instructor.

Grades:

<table>
<thead>
<tr>
<th>Grade Item</th>
<th>Points</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate: Participation [Collaboration]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate: Graduate Project</td>
<td>100</td>
<td>33%</td>
</tr>
<tr>
<td>Course Resources Assignment</td>
<td>20</td>
<td>7%</td>
</tr>
<tr>
<td>Individual/Small Group Project #1 and Presentation</td>
<td>60</td>
<td>20%</td>
</tr>
<tr>
<td>Individual/Small Group Project #2 and Presentation</td>
<td>60</td>
<td>20%</td>
</tr>
<tr>
<td>Class Project – Wikipedia site (peer + teacher eval)</td>
<td>60</td>
<td>20%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>300</td>
<td>100%</td>
</tr>
</tbody>
</table>

Grade Scale
A = 90-100%  B = 80-89%  C = 70-79%  D = 60-69%  F = below 60%

Attendance Policy: Students are expected to attend all classes and participate in class discussions. Students who have three or more absences will result in a lowering of one grade level. Students who have not been to class by the second week of classes and have not made specific arrangements with the instructor will be administratively dropped from the course.

Classroom Environment: Students are expected to maintain an environment of responsible behavior, courtesy and respect keeping an open mind to diverse opinions. For a description responsible behavior: please see “Statement of Responsible Behavior” – particularly the line that says: “Students will speak and listen to others with care, seeking personal understanding and maintaining respect and civility.” Any student(s) found in violation of unacceptable and/or disrespectful behavior in the classroom will be asked to leave and will not be allowed to participate in class. There will be zero tolerance for unacceptable behavior in the classroom. Please see the student code of conduct for BSU.

To access the Student Code of Conduct, refer to the BSU webpage [https://www.bemidjistate.edu/offices/student-life-success/handbook/conduct/](https://www.bemidjistate.edu/offices/student-life-success/handbook/conduct/)

Cellphone Usage: Students are expected to keep cellphone and other interruptions to a minimum. Students who use their computer for notetaking will be randomly selected to provide notes to the class.

Feedback Response Time:
Instructor feedback time is anticipated to be timely.

Late Papers and Assignments: No late papers are acceptable. Please plan your school work load appropriately.
Rubric for Class Participation

**Excellent (A)**
Contributions in class reflect exceptional preparation. Ideas offered are always substantive; provide one or more major insights as well as direction for the class. Challenges are well substantiated and persuasively presented. If this person were not a member of the class, the quality of the discussion would be diminished markedly.

**Very Good (A- to B+)**
Contributions in the class reflect thorough preparation. Ideas offered are usually substantive; provide good insights and sometimes direction for the class. Challenges are substantiated and often persuasive. If this person were not a member of the class, the quality of discussion would be diminished.

**Adequate (B to B-)**
Contributions in class reflect satisfactory preparation. Ideas offered are sometimes substantive, provide generally useful insights but seldom offer a new direction for the discussion. Challenges are sometime presented, fairly well substantiated, and are sometimes persuasive. If this person were not a member of the class, the quality of discussion would be diminished.

**Inadequate (C+ or lower)**
Contributions in class reflect inadequate preparation. Ideas offered are seldom substantive, provide a few if any insights and never offer a constructive direction for the class. Integrative comments and effective challenges are absent. Alternatively, this person says little to nothing in class. Hence, there is not an adequate basis for evaluation. If this person were not a member of the class, the quality of discussion would not be changed.

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1 Acknowledgement to Prof. Richard J. Murnane at the Harvard Graduate School of Education

**Incomplete Grades:** An incomplete grade may only be granted under highly unusual circumstances and only when the majority of course assignments and grading have been completed.

**Academic Integrity:**
BSU students are expected to practice the highest standards of ethics, honesty and integrity in all of their academic work. Any form of academic dishonesty (e.g., plagiarism, cheating and misrepresentation) may result in disciplinary action. Possible disciplinary actions may include failure for part or an entire course as well as suspension from the University. It is suggested that students review BSU’s statement on academic integrity found within the Student Code of Conduct.

**Students with Special Needs:**
BSU is committed to making all educational programs, course materials, services and activities sponsored by the University accessible to individuals with disabilities. Students requesting accommodations due to a disability or other need for access should contact Accessibility Services as soon as possible. Accessibility Services is located at Decker Hall 202. PH: 218.755.3883 or email: accessibility@bemidjistate.edu. This information is also available through Minnesota Relay Services at 800.627.3529.
Mental Health and Counseling:
Students may experience mental health concerns or stressful events that may lead to diminished academic performance. The Student Center for Health & Counseling is available to assist you with concerns and can include stress relief services. They can be reached in Cedar Hall, First Floor. Phone: (218) 755-2053.

Accessibility statement:
Upon request this document can be made available in alternate formats. Please contact the instructor or the Office for Accessibility Services (755-3883).

Tutor.com:
The Minnesota State system has updated the online tutoring service available to our students. We are now partnering with Tutor.com to offer 24/7 online tutoring, which will connect students with an expert tutor for extra assistance one-on-one. Online tutoring services can be accessed through the main page in D2L and your course page, by clicking on the tutor.com link, located in the “HelpLinks” menu. All students will receive 15 hours of tutoring at no cost. Tutoring services cover a variety of subject areas including math, writing, accounting, economics, biology, languages and nursing. Additional time may be purchased by students directly through tutor.com.
BSU Curriculum Forms

Form 3  Updated: 9.19.15

New Course Form

Course Number:
  Undergraduate: ENVR 4610
  Graduate: ENVR 5610

Course Title: Sustainability: Theory and Practice

Course Description:
Becoming agents of positive change in our communities requires building many different skill sets. This course will build core competencies of community leadership and focus on sustainability issues in our community. We will integrate theories, principles and practices of sustainability throughout the course and explore how various entities such as the University, the City of Bemidji, local tribes, companies, non-profits and individuals approach sustainability actions and choices. We will explore issues such as energy, water, waste, food and transportation as well as diversity, equity and inclusion in decision making. Students will be asked to identify a specific problem facing our community and utilize Problem and Project Based Learning (PBL) techniques to directly engage with these local issues, connect with the stakeholders involved and work together to propose potential solutions. Prerequisite(s): ENVR 2000 or consent of instructor.

Credits: 4

Prerequisite(s):
  Undergraduate: ENVR 2000 or consent of instructor
  Graduate:

1. Reason(s) for creating this course:
To build content classes for the Environmental Studies degree program, as well as relevant electives for other degree programs and build policy and planning offerings with a project and problem based design that emphasizes civic engagement and environmental stewardship.

2. How often will this course be offered?
Once a year – Spring term

3. What are the student learning outcomes for the course (please precede each outcome with "Students will...")?
   1. Students will identify their personal strengths and apply them to build core competencies in community leadership.
   2. Students will be able to describe the concept of Sustainability both in theory and practice.
   3. Students will identify key characteristics of human and natural systems as they pertain to sustainability.
4. Students will communicate how the key characteristics of human and natural systems interact with one another.
5. Students will identify measureable collective and individual actions to address problems experienced in the community.
6. Students will analyze sustainability from a multidisciplinary and multi-stakeholder perspective.
7. Students will utilize Problem and Project Based Learning techniques to actively engage with local problems and help explore and identify sustainable solutions.

4. What are the major content areas for the course?

5. Is this course repeatable for credit, and if so, what is the maximum number of credits that can be earned? No.

6. If this course is intended primarily for off-campus delivery (not offered on campus), what delivery mechanism will be used? This class will be offered on campus.

7. What is the projected maximum class size (cap)? 25

8. What qualified faculty will be available to teach this course?
All Environmental Studies Faculty

NOTE WELL: Department and dean, in approving this proposal, attest both to the adequacy of the qualifications of faculty here named, and to their availability to teach the course at the frequency specified above, without excessive overload or disruption to other curriculum.

9. What additional library and other resources need or should be provided for this course, that are not already available?
none

10. What special personal property or service fee(s) would be charged to students taking this course? These charges would be for 1) items that are retained by the student and have an educational or personal value beyond the classroom, or 2) services that are on the student’s behalf (see MnSCU Board Policy 5.11).
   Amount per student: $ NA
   For:

11. Attach a sample syllabus for the course. Note: if this course is double-numbered (u-grad/grad), the syllabus must include an additional component for graduate students.
Spring 2019
ENVR 4610/5610 Sustainability: Theory and Practice (4 credits)
M W 10:00 – 11:40

Instructor: Anna Carlson
Office: S128

Office Hours:
M W 9:00 – 10:00 & 3:00 – 4:00
T H 9:00 – 11:00 & 3:00 – 4:00

Phone: 755-2801
Email: anna.carlson@bemidjistate.edu

Required texts:
Pursuing Sustainability: A Guide to the Science and Practice
Matson, P., Clark, William C., Anderson, K.

Prerequisites:
ENVR 2000 or consent of instructor.

Course Description:
Becoming agents of positive change in our communities requires building many different skill sets. This course will build core competencies of community leadership and focus on sustainability issues in our community. We will integrates theories, principles and practices of sustainability throughout the course and explore how various entities such as the University, the City of Bemidji, local tribes, companies, non-profits and individuals approach sustainability actions and choices. We will explore issues such as energy, water, waste, food and transportation as well as diversity, equity and inclusion in decision making. Students will be asked to identify a specific local problem facing our community and utilize Problem and Project Based Learning (PBL) techniques to directly engage with these local issues, connect with the stakeholders involved and work together to propose potential solutions.

Course Objectives:
Students who complete this course will be able to:
1. Identify their personal strengths and apply them to build core competencies in community leadership.
2. Describe the concept of Sustainability both in theory and practice.
3. Identify key characteristics of human and natural systems as they pertain to sustainability.
4. Communicate how the key characteristics of human and natural systems interact with one another.
5. Identify measureable collective and individual actions to address problems experienced in the community.
6. Analyze sustainability from a multidisciplinary and multi-stakeholder perspective.
7. Utilize Problem and Project Based Learning techniques to actively engage with local problems and help explore and identify sustainable solutions.

Assessments:
I will be using a variety of assessment methods depending on the type of requirement. I will always spell out the important criteria from which I will be assessing your work through the use of
rubrics which will be handed out at the time of assigning the work. Graduate students will be required to prepare an additional research paper that we will discuss one on one more in depth.

**Undergraduate Grading:**
I will grade according to a 10% grading scale.

- 20% Participation
- 30% Assignments
- 30% Final Project Report
- 20% Presentation

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100% - 90%</td>
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</tr>
<tr>
<td>B</td>
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<tr>
<td>C</td>
<td>79.9% - 70%</td>
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</tr>
<tr>
<td>D</td>
<td>69.9% - 60%</td>
<td>D</td>
</tr>
<tr>
<td>F</td>
<td>&lt;60%</td>
<td>F</td>
</tr>
</tbody>
</table>

**Graduate Grading:**
I will grade according to a 10% grading scale.

- 20% Participation
- 30% Assignments
- 30% Final Project Report
- 20% Presentation
- 10% Research Paper

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>100% - 90%</td>
<td>A</td>
</tr>
<tr>
<td>B</td>
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<tr>
<td>C</td>
<td>79.9% - 70%</td>
<td>C</td>
</tr>
<tr>
<td>D</td>
<td>69.9% - 60%</td>
<td>D</td>
</tr>
<tr>
<td>F</td>
<td>&lt;60%</td>
<td>F</td>
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</table>

**Weekly Schedule (Subject to change)**

- Week 1: Introduction
- Week 2: BSU Sustainability
- Week 3: Background
- Week 4: Alignment with Values
- Week 5: Stakeholder Analysis
- Week 6: Building Scenarios
- Week 7: Building Scenarios
- Week 8: Evaluation Criteria
- Week 9: SPRING BREAK
- Week 10: Cost/Benefit Analysis
- Week 11: Assessment
- Week 12: Student Achievement Conference
- Week 13: Financial Partners
- Week 14: Stakeholders Revisited
- Week 15: Presentation Preparation
- Week 16: Pitch Presentations to Decision Makers
**Attendance and Make-up assignments:**
This course requires active participation that cannot be achieved by being absent. Please email, call or talk to me outside of class to let me know **ahead of time** that you will not be able to attend class. If prior notification isn't possible you must contact me within **one week** of the absence or the missed assignments will be marked zero and will affect your participation grade as well as any graded assignments or exams.

**Classroom conduct:**
This class will involve a lot of active discussion and it is expected of all participants to engage in discussions in a respectful manner. This involves deeply listening while others are talking as well as acknowledging and respecting different perspectives.

**Disruptive Behavior in the Classroom**
We at Bemidji State University believe the classroom is an environment where civility, human dignity and respect is maintained. Any variation from this for example yelling or saying profanity at an instructor or another person in the classroom, or any other loud, lewd, belligerent or obnoxious behavior resulting in a disruption from teaching, and learning are violations of the Code of Conduct and will not be tolerated. If this occurs, you will be asked to leave the classroom not to return until you meet with the University Conduct Officer and you could be subject to a judicial hearing.

**Extended Leave Procedure:**
If student has to be away from class from an extended period of time (more than two class sessions) for medical emergencies or a funeral, you are asked to contact the Student Life and Success Office where a leave notice will be given to your faculty. This notice informs the faculty of your departure and return date back to campus. This leave does not absolve you from any assignment you have due during your leave. You are to make arrangements with your instructors of when to complete any assignments due during the leave period. You can complete a leave form as this website https://www.bemidjistate.edu/offices/student-life-success/extended-absence/.

**Credit Hours and Work Load:**
This is a 4 credit class. You are therefore expected to spend approximately 8 hours of out-of-class work each week on course materials. Out-of-class student work includes reading assignments, group work, research and writing, as well as studying for exams.

**Academic Integrity:**
You are expected to practice the highest standards of ethics, honesty and integrity in all of your academic work. Any form of academic dishonesty (e.g., plagiarism, cheating and misrepresentation) may result in disciplinary action. Possible disciplinary actions may include failure for part or an entire course as well as suspension from the University. Please review BSU’s statement on academic integrity found within the Student Code of Conduct.

**Accessibility statement:**
If you would like to request accommodations or other services, please contact me as soon as possible. It is also possible to directly contact Accessibility Services at Decker
Mental Health and Counseling:
You may experience mental health concerns or stressful events that may lead to diminished academic performance. The Student Center for Health & Counseling is available to assist you with concerns and can include stress relief services. They can be reached in Cedar Hall, First Floor. Phone: (218) 755-2053.

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Tutor.com:
The Minnesota State system has updated the online tutoring service available to our students. We are now partnering with Tutor.com to offer 24/7 online tutoring, which will connect students with an expert tutor for extra assistance one-on-one. Online tutoring services can be accessed through the main page in D2L and your course page, by clicking on the tutor.com link, located in the “HelpLinks” menu.

All students will receive 15 hours of tutoring at no cost. Tutoring services cover a variety of subject areas including math, writing, accounting, economics, biology, languages and nursing. Additional time may be purchased by students directly through tutor.com.
BSU Curriculum Forms

Form 6
(Updated: 9.15.15)

New Program Form

Type of Program to be established:
____M.S.*
____M.A.*
___Applied Masters**
__X__B.S.
____B.S./T.L.
____B.A.
__X__Minor
___Field of Emphasis: Stand Alone
___Field of Emphasis in:
___Other:

Program name: Indigenous Sustainability Studies

Reason(s) for new program:

For thousands of years, Indigenous peoples have depended on a sustainable relationship with the environment for their very survival. Indigenous knowledge provides perspectives and approaches to sustainability that have withstood global change and are based on a deep respect for Mother Earth. Many of these perspectives are often quite different from those used in modern sustainability programs, which are largely based on the principles of Western worldviews. Western science, for example, uses impartial, linear thinking to provide generalizable explanations for how nature works (often with the help of technology), whereas Indigenous knowledge is more holistic and dependent on having in-depth knowledge of a particular place and on forming strong bonds with nature. Western worldviews say, “I am separate from and should control nature,” while Indigenous knowledge says, “I am a part of and should work with nature.” Each has its benefits as we move towards a more sustainable future. As Earth’s climate continues to warm, global biodiversity continues to decrease, and soil and water quality continue to decline, different ways of thinking and knowing must be integrated into cultural norms. Thus, a partnering of Indigenous knowledge with sustainability education at Bemidji State University represents the opportunity to greatly broaden sustainability perspectives on campus and, ultimately, the world.

Situated on what used to be Ojibwe land, Bemidji State University is located within 50 miles of the three largest tribal nations in Minnesota (White Earth Nation, Red Lake Nation and Leech Lake Nation). However, despite this proximity, Indigenous knowledge perspectives are still not widely discussed or understood on campus. Moreover, BSU still represents a largely untapped resource for degree-seeking American Indian students. Based on U.S. Census data collected in 2015, over 20% of the population in Beltrami
County is American Indian. Yet, fewer than 3% of the students at BSU are American Indian, a fact that is even more unexpected given the current institutional infrastructure in place to assist these students.

Most American Indian students in this area first obtain their Associate’s degree at their local tribal college and then decide whether they want to continue their education. Articulation agreements currently in place between BSU and Leech Lake Tribal College, Red Lake Nation College, and White Earth Tribal and Community College have gone a long way to easing this transition from the tribal colleges to BSU. However, there are still barriers in place that play a large role in keeping American Indian enrollment/graduation numbers at BSU low. One of these is that many BSU degree programs simply do not provide the Indigenous perspectives needed to make a Bachelor’s degree attractive to students or be useful for employment associated with Indigenous life. The Indigenous Sustainability Studies (ISS) degree program will attempt to address these curricular and cultural needs, and, in doing so, will lead to a culturally and ethnically changed and enriched educational experience for all students at BSU.

Indigenous knowledge perspectives will become more legitimized alongside Western worldviews, a change that is crucial for the long-term paradigm shift that this degree program intends to bring about. All Bemidji State University students, American Indian and non-American Indian alike, will begin to appreciate and use the multiple worldviews provided by understanding both Western and Indigenous knowledge perspectives to help bring about creative problem solving and long-term, sustainable changes in the world.

There are very few undergraduate degree programs (if any) like this in North America. Students would be a part of an innovative program and become leaders that can communicate the responsibility humans have for the Earth from multiple lenses. This program would provide the tools necessary for students to help their own communities work towards sustainability goals.

The ISS program also fits well into the goals of the university. Bemidji State University recently completed a robust strategic planning process which established five strategic priorities. This program ties well with four of the priorities as it connects students to this region (Priority 1), increases engagement with American Indian communities (Priority 2), focuses on all of the Shared Fundamental Values (Priority 4), and helps to create a culture in which diversity is embraced (Priority 5).

Priority 1 recognizes the unique location of our university on a lake and the connection with Indigenous peoples. Goal 1 under Priority 1 is to create at least one new undergraduate or graduate program a year that incorporates one or more themes of place, beginning fall of 2019. This ISS degree is a perfect example of an undergraduate program that will emphasize our place and create a destination university for Indigenous and non-Indigenous students.
Student learning outcomes for the program (please use the same format as for other programs in the department):

**Indigenous Sustainability Studies B.S. MAJOR**

Students will be able to:

- Define key terms of the time such as: treaties, colonization, sovereignty, Anishinaabe, environmental justice, 7th Generation, sustainability, climate change, biodiversity, natural cycles, and ecosystems.
- Compare the holistic (physical, mental, spiritual and emotional) ways that Indigenous people consider or interact with the environment with the evidence-based (linear, objective, and measurable) way that Western scientists consider the environment.
- Explain the basic structure and function of natural ecosystems and global cycles, and discuss how they relate to a sustainable community from the Western science and Indigenous perspectives.
- Examine differences between Indigenous environmental knowledge and Western science today and discuss challenges that arise from these differences.
- Propose and assess alternative solutions to local and global environmental problems from both an Indigenous and Western science lens.
- Be able to discuss the balanced spiritual-cultural foundation of the original people of the Americas via Creation stories and Indigenous Natural Laws.
- Be able to analyze their own attitude, behaviors, and beliefs regarding humans’ responsibility to the Earth.
- Understand institutional racism and oppression found in tribal and public education and analyze their impact.
- Cultivate skillful means of communication and mindful inquiry through educational awareness, listening, patience and action.

**Indigenous Sustainability Studies MINOR**

Students will be able to:

- Compare the holistic (physical, mental, spiritual and emotional) ways that Indigenous people consider or interact with the environment with the evidence-based (linear, objective, and measurable) way that Western scientists consider the environment.
- Examine differences between Indigenous environmental knowledge and Western science today and discuss challenges that arise from these differences.
- Propose and assess alternative solutions to local and global environmental problems from both an Indigenous and Western science lens.
- Be able to analyze their own attitude, behaviors, and beliefs regarding humans’ responsibility to the Earth.
- Cultivate skillful means of communication and mindful inquiry through educational awareness, listening, patience and action.
How will the student learning outcomes be assessed (e.g., major field test, student portfolio, departmental rubric, department-developed examination questions, etc.)?

**Indigenous Sustainability Studies B.S. MAJOR**
- All students entering the program will complete a survey on their knowledge, attitudes, and behaviors regarding Indigenous and Western science (either in ENVR 2000 or INST 1107); When students are in their final year of the program, they will complete the same survey (either in ENVR 4970 or 4990) to assess their overall gains.
- Key terms will be defined and discussed throughout the required core courses, and students will be required to use the terms in written and verbal assignments.
- The five new cross-listed courses (ENVR/INST) will thoroughly address the differences between Indigenous and Western science. Students will engage with outdoor education, intergeneration learning, and community projects throughout all courses. Students will be required to reflect on their experiences by writing journal entries and/or delivering oral presentations.
- The culminating experience for students will be an internship or thesis (ENVR 4970 or 4990). After examining the basic concepts, functions and issues of Indigenous and Western science, students will:
  - Carry out a community project that results in a product with an educational and informational value to a specified audience (internship):
  - Carry out a research project (thesis).

**Indigenous Sustainability Studies MINOR**
- Key terms will be defined and discussed throughout the required core courses, and students will be required to use the terms in written and verbal assignments.
- The Indigenous Environmental Knowledge: A Global Perspective course will address the differences between Indigenous and Western science. Students will engage with outdoor education, intergeneration learning, and community projects throughout all courses. Students will be required to reflect on their experiences by writing journal entries.

**Note:** If courses from other departments are required for this program, please notify the chairs of those departments.

*The home department/program was notified that this new program will require courses from their area:* First on 9/17/2018 by email. Follow-up emails were sent over the course of the next month. Email responses are attached.

A phone conversation was had with Dr. John Gonzalez on Oct. 26 to confirm the Psychology electives.

*Please check one of the items below:*
No comments were received from other programs or departments within one week of the notification.

Comments were received within one week of the notification, and are attached.

Note: If this is a joint program, the signatures of both department chairs (and both deans, if different colleges) must be provided.

Alerts:
- Attach draft catalog copy of proposed program.
- Contact the Assistant Vice-President for Academic Affairs regarding approval downstate (required for all of the above except for a minor where there is an existing major).

* MS/MA Curriculum proposals for graduate programs must indicate how the program addresses these requirements (in the draft catalog copy or elsewhere):
  a. MnSCU 50% rule: At least one-half of the required credits in a master's degree, exclusive of a thesis, capstone, or similar culminating project, shall be credits restricted exclusively to graduate student enrollment.
  b. Competency Requirement
  c. Written Examination Requirement

**Applied Master’s Degree must address items a-c above, as well as:
  d. How the proposed capstone experience meets the capstone requirements/standards listed in the catalog.

For more information on each of these requirements refer to the current graduate catalog.
Indigenous Sustainability Studies, B.S. major

Required Credits: 48
Required GPA: 2.25

I Required Core Courses

Complete the following courses:
- ENVR 2000 Introduction to Environmental Science (3 credits)
- ENVR 3880 Environmental Controversies (2 credits)
- ENVR 4880 Senior Seminar I (1 credits)
- INST 1107 - Introduction to Turtle Island (3 credits)
- INST 2201 Creation to Contact (3 credits)
  or INST 2202 Survivance Since Contact (3 credits)
- INST 3170 Indigenous Education (3 credits)
- INST 4418 Federal Indian Law (3 credits)
- ENVR 3710 Indigenous Environmental Knowledge: A Global Perspective (3 credits)
  or INST 3710 Indigenous Environmental Knowledge: A Global Perspective (3 credits)

Select 3 of the following courses:
- ENVR 3720 Food Sovereignty, Health & Indigenous Environments (3 credits)
  or INST 3720 Food Sovereignty, Health & Indigenous Environments (3 credits)
- ENVR 3730 Sustainable Communities: local Indigenous perspective (3 credits)
  or INST 3730 Sustainable Communities: local Indigenous perspective (3 credits)
- ENVR 3740 Environment, Wellness & the Sacred Connection to Place (3 credits)
  or INST 3740 Environment, Wellness & the Sacred Connection to Place (3 credits)
- ENVR 3750 Sustainable Communities: global Indigenous perspective (3 credits)
  or INST 3750 Sustainable Communities: global Indigenous perspective (3 credits)

Select 1 of the following courses:
- ENVR 4970 Internship (3 credits)
- ENVR 4990 Thesis (3 credits)

II Required Electives

Select 15 credits of electives from the following courses:
- BIOL 2339 Ethics of Fish and Wildlife Management (3 credits)
- BIOL 2610 General Ecology (3 credits)
- BIOL 3361 Limnology (4 credits)
- BIOL 3400 Fish & Wildlife Law and Administration (3 credits)
- BIOL 3420 Human Dimensions of Wildlife and Fisheries Management (3 credits)
- BIOL 3610 Principles of Wildlife Management (3 credits)
• BIOL 3630 Conservation Biology (3 credits)
  or GEOG 3630 Conservation Biology (3 credits)
• BIOL 3730 Plant Diversity (4 credits)
• BIOL 4623 Forest Ecology (4 credits)
• CHEM 3110 Laboratory Management and Safety (2 credits)
• CRJS 4477 Restorative Justice (3 credits)
• ENVR 3040 Environmental Economics (3 credits)
  or ECON 3040 Environmental Economics (3 credits)
• ENVR 3500 Natural Resource Management (3 credits)
• ENVR 3600 Environmental Justice and Sustainability (3 credits)
• ENVR 4210 Environmental Law and Policy (3 credits)
• ENVR 4220 Sampling & Analysis (4 credits)
• ENVR 4610 Sustainability: Theory and Practice (4 credits)
• GEOG 3231 Introduction to Geographic Information Systems (3 credits)
• GEOG 3410 Geography of North America (3 credits)
• GEOL 1110 Physical Geology (4 credits)
  or GEOL 1120 Historical Geology (4 credits)
• GEOL 3120 Soils (4 credits)
  or BIOL 3120 Soils (4 credits)
• GEOL 3211 Environmental Hydrology (3 credits)
  or GEOL 3212 Hydrogeology (3 credits)
• HLTH 2800 Multicultural Health in America (2 credits)
• HLTH 3500 Community Health (3 credits)
• INST 1202 Indigenous Environmental Current Events (3 credits)
• INST 2925 People of the Environment: Indigenous Knowledge Perspective (3 credits)
• INST 3317 Tribal Government and Leadership (3 credits)
• INST 3888 Indigenous Women Leaders (3 credits)
• INST 4900 Social Justice (3 credits)
• LEAD 3500 Theories and Contexts of Leadership (3 credits)
• MASC 3270 Media and Social Change (3 credits)
• MATH 1120 Environmental Mathematics (3 credits)
• OJIB 1100 Ojibwe Culture (4 credits)
• OJIB 1111 Elementary Ojibwe I (4 credits)
• OJIB 1112 Elementary Ojibwe II (4 credits)
• OJIB 2211 Intermediate Ojibwe I (4 credits)
• OJIB 2212 Intermediate Ojibwe II (4 credits)
• OJIB 3311 Advanced Ojibwe I (4 credits)
• OJIB 3312 Advanced Ojibwe II (4 credits)
• PHIL 2250 Human Nature (3 credits)
• POL 3230 Environmental Politics (3 credits)
• PSY 3367 Social Psychology (3 credits)
• PSY 4588 Multicultural Psychology (4 credits)
• SOC 3050 Environmental Sociology (3 credits)
• SOWK 2110 Intercultural Communication (3 credits)
• TADD 1440 Drawing Foundations (4 credits)
• TADD 3748 Ceramics/Hand Building (4 credits)
• TADD 3749 Ceramics/Wheel (4 credits)
• TADT 1111 Introduction to Project Management (3 credits)
• TADT 2100 Impact Of Technology, Art & Design (2 credits)
• TADT 3267 Economic and Cost Analysis (3 credits)
• TADT 4878 Quality Assurance (3 credits)
• TADT 4385 Sustainability and Emerging Technologies (3 credits)

• Or any other relevant course(s) approved in advance by an Advisor from the Center for Sustainability Studies or Indigenous Studies department.
  (Please note that you must complete 40 credits at the 3000-level or higher to graduate.)
Indigenous Sustainability Studies minor

Required Credits: 17
Required GPA: 2.25

I Required Core Courses

Complete the following courses:

- ENVR 2000 Introduction to Environmental Science (3 credits)
- INST 1107 Introduction to Turtle Island (3 credits)
- ENVR 3880 Environmental Controversies (2 credits)
- ENVR 3710 Indigenous Environmental Knowledge: A Global Perspective (3 credits)
  or INST 3710 Indigenous Environmental Knowledge: A Global Perspective (3 credits)

II Required Electives

Select 6 credits from Indigenous Studies INST or Environmental Studies ENVR or any other relevant course(s) approved in advance by an Advisor from the Center for Sustainability Studies or Indigenous Studies department.
BSU Curriculum Forms

Form 8
Updated: 09.18.15

Signatures

Erika Bailey-Johnson / Sustainability / Niizhoo-gwayakochigenwin Director / 12.10.18
Proposer / Title / Date

Jeff Ueland / Center for Sustainability Studies / 12.10.18
Chair of Center for Sustainability Studies Department / Date
Note: "All departmental recommendations [on curriculum] must be reviewed and approved by the department's faculty." -- IFO/MnSCU Master Agreement 2009-2011, 20.A.3 (p. 80).

Anton Treuer / Languages and Indigenous Studies / 12.10.18
Chair of Languages and Indigenous Studies Department / Date
Note: "All departmental recommendations [on curriculum] must be reviewed and approved by the department's faculty." -- IFO/MnSCU Master Agreement 2009-2011, 20.A.3 (p. 80).

At this point, packet goes to Records Office/Curriculum Coordinator to be logged in to the Curriculum Proposal Progress Grid.

Joe Ritter / Individual and Community Health / 12.11.18
Dean of the College of Individual and Community Health / Date

Jim J Barta / Arts, Education and Humanities / 12.11.18
Dean of the College of Arts, Education, and Humanities / Date

Note: If proposal is sent back to the Proposer, please notify the Curriculum Coordinator. If approved, packet goes to Academic Affairs Office.
Hi Erika,

I was talking to Ann Humphrey at the Graduate School Fair today and she suggested that I speak to you about some questions/curiosities I had pertaining to the idea of emphasizing in Indigenous Studies/Treatys/Tribal law with my Wildlife Bio major.

I am already minoring in GIS, and am a transfer student and a Junior this year. (I have a few transfer credits that I believe could be substituted for credits in Indigenous Studies here at BSU.) I've got 2 full years of 18 credit semesters to finish my major so am hesitant to tack on another major or minor...

I've worked in conservation out west a lot before I moved back home to finish school and it is almost unheard of for entities making management/conservation plans to not at least acknowledge the local indigenous community.

I'm aware that that Wildlife Biology degree is somewhat new to BSU, situated between 3 large reservations I think it would be worthwhile to offer an emphasis in Indigenous Studies/Treatys/Tribal law to students who are learning how to manage land/wildlife/resources.

I'd love to talk more with you about this,

Thank you!

Kim Shelton

00343529
Thank you Erica. It sounds exciting. I will share with our department and see if it sparks any ideas. Good luck on this new adventure!

Best regards,
Janine S. Wahl, Ed.D.
Department Chair
Professional Education Department
Bemidji State University
Bemidji, MN 56601
jwahl@bemidjistate.edu
phone: 218-755-3772

Hi Erika,

The proposed program looks like a good one. The courses look appropriate – and I believe we will offer both on a somewhat consistent basis (once a year?)

I will share with the rest of my faculty as FYI – in our regularly scheduled department meeting on Monday.

Regards,

Jim

Jim White, Ph. D., C.S.C.S., ACSM-CCEP
Professor/Chair - Dept. of Human Performance, Sport and Health
Bemidji State University, Bemidji, MN 56601
1500 Birchmont Dr. NE #29
Office: PE 223
Phone: 1-218-755-2766
Fax:1-218-755-3098
Email: jwhite@bemidjistate.edu
Efolio page: http://jameswhite.efoliomn.com/Home
Erika,

Just looking at courses that we regularly offer above the 3000 level, CHEM 3110 Lab Management and Safety might be an option for an elective...I’d also say Chemical Toxicology, but we rarely offer that one and it also has Organic Chemistry as a prerequisite.

KAM

From: Donnay, Patrick D <Patrick.Donnay@bemidjistate.edu>
Sent: Wednesday, September 26, 2018 8:30 AM
To: Bailey-Johnson, Erika <Erika.Bailey-Johnson@bemidjistate.edu>
Subject: RE: New Academic Program, proposed

Looks good for political science.

Patrick Donnay
Bemidji State University
Hi Erika,

To answer your questions:

1) The Integrated Media Department does not have any courses listed on your proposed curriculum.

2) In thinking about classes that we offer that may be a good elective for your program, one comes to mind: MASC 3270—Media and Social Change. The reason why I suggest it is that in this class, students study how to use media to plan social change campaigns. When considering environment issues, one has to work with so many different publics and the media can be an effective tool in environmental campaign efforts. Here is the course description of that class: “This course examines how media organizations and social activists alike, communicate their messages to wide audiences in order to achieve social change. It explores critical and theoretical approaches to understanding contemporary mass media. Students learn to analyze media from across political, popular and professional culture.”

Good luck with your new program, it sounds very interesting!

I would love for the Northern student to do an article on this. I will pass along the idea to the editor. 😊

Thanks,

Valica
Erika,

We have just one course for you to consider:

MATH 1120 Environmental Mathematics (3 credits)

This course will explore topics in which mathematics is used to investigate and inform decisions about environmental issues. Environmental issues addressed may include a study of population change, geoscience topics as related to economics and water resources, the average temperature of the earth, and data about the environment. Mathematical concepts may include iterative functions, unit conversion and statistics. Liberal Education Goal Areas 4 & 10.

Sorry for the delay. I was out of the country.

Regards,

MJ
Hi Erika,

Thanks for being in touch with our department about ISS! After department meeting discussions this week, the department decided that I would reach out to you about CRJS-4477 Restorative Justice. Essentially, there are two questions at this point.

1. **Do you think our CRJS-4477 Restorative Justice course fits with the spirit of the ISS major?**  
   ( Portions of common course outline noted at end of this email.)

2. **Must ISS elective courses be taught at least once per year?**  
   ( Currently, CRJS-4477 is offered every other year, both online and on-campus. We also have one online section in the “off” year, which catches students who must have the course for their timely graduation.)
From: Bailey-Johnson, Erika
Sent: Saturday, October 13, 2018 9:19 PM
To: Ambikar, Rucha <Rucha.Ambikar@bemidjistate.edu>
Subject: RE: New Academic Program, proposed

Sounds good. I will continue to lobby for the Environmental Sociology class, though! 😊

Erika

From: Ambikar, Rucha
Sent: Thursday, October 11, 2018 3:44 PM
To: Bailey-Johnson, Erika <Erika.Bailey-Johnson@bemidjistate.edu>
Subject: Re: New Academic Program, proposed

HI Erika,
I think at this point in time it is looking like we may not hang on to Environmental Sociology. I mean nothing has been formalized yet but the current faculty lack the capacity to teach it and also given our other curricular changes, this course will become an outlier in the way other courses are fitting in together.
I’m totally with you though, this subject is so interesting and students have enjoyed taking it. I know environmental sciences teaches something called environmental justice so that may also be worth considering.
I don’t have any suggestions from Anthropology but I’ll keep you posted!
(BTW, I might be sending a few students to you to chat in November – they’re doing in class projects about sustainability and I’ve been telling them you’re the perfect person to speak to!)
Best,
Rucha
Dr Rucha Ambikar
Assistant Professor, Sociology/Anthropology
Chair, Department of Sociology
Bemidji State University.
1500 Birchmont Drive NE, #23
Bemidji MN 56601
Email: rambikar@bemidjistate.edu
Phone: 218-755-2540

From: "Bailey-Johnson, Erika" <Erika.Bailey-Johnson@bemidjistate.edu>
Date: Wednesday, October 10, 2018 at 9:38 AM
To: "Ambikar, Rucha" <Rucha.Ambikar@bemidjistate.edu>
Subject: RE: New Academic Program, proposed

Hi Rucha!

Thanks for getting back to me (a lot sooner than I’m getting back to you!! Sorry!) 😊

Is there any way to keep Environmental Sociology in the books? It doesn’t mean that it has to be taught, but that it’s there if someone does come in that would like to teach it. I say that because I LOVED that class. I took it as a graduate student. It was taught by Karen Branden and is basically the reason why I got into native landscaping and why there are native plants around
campus. I organized the creation of the butterfly garden (between Sattgast and the Union) for a project in that class during the spring of 2006.

I do like the course that you propose, though, as well.

Erika

From: Ambikar, Rucha
Sent: Tuesday, September 25, 2018 3:46 PM
To: Bailey-Johnson, Erika <Erika.Bailey-Johnson@bemidjistate.edu>
Subject: Re: New Academic Program, proposed

HI Erika,
So here is the sociology department response. It is very likely that we are completely scrapping SOC 3050 Environmental Sociology as it stands now. Instead the course content will be parceled out to a couple of different courses as we change our own curriculum. We noticed that one of the areas your proposed curriculum focus on issues of social justice - your focus on indigenous social justice issues for example. To add to that focus we would invite you to consider SOC 3270 Intersections of Sex and Gender. He we focus on issues like gender, sexuality, race, environmental factors etc. to talk about issues of social justice. (It is likely that this course will be modified to include a more global and intersectional focus as we move through curricular changes. However the course number should remain the same)
Let us know if we can help in any other way.
Best,
Rucha

Dr Rucha Ambikar
Assistant Professor, Sociology/Anthropology
Chair, Department of Sociology
Bemidji State University.
1500 Birchmont Drive NE, #23
Bemidji MN 56601
Email: rambikar@bemidjistate.edu
Phone: 218-755-2540
Hi Erika,

PHIL 2250 Human Nature may be relevant because it includes some discussion of environmental ethics and Indigenous thought, but those only parts of the whole course. PHIL 2950 would be a good fit but right now we don’t offer it regularly. This may change in the near future. I am not sure what Dennis teaches in Ethics and Political Philosophy but you may want to chat with him. Those may be somewhat of a fit. I plan on introducing Indigenous thought in other classes, but that hasn’t happened yet.

Daniel

Daniel Guentchev
Associate Professor of Philosophy
Chair, Humanities Department
Bemidji State University
1500 Birchmont Dr NE, #23
Bemidji, MN
218-755-3351
Hi Erika,

The major looks like a good idea. Nice job on this.

I'm glad there's interest in Leadership Studies! Here's a reading schedule, to give you some idea of the topics we cover. LEAD 3500Theories and Contexts of Leadership is (as the name suggests) an introduction to the academic study of leadership. We discuss what makes leaders effective or ineffective, ethical or unethical. The first half of the class takes students through the story of leadership studies, as a field. The second half is on applied topics, like dealing with authoritarian leaders, preventing corruption, and community organizing. It's also a writing-intensive course.

I think it would be a good fit. But let me know if I can answer other questions. Best,

Dennis Lunt, PhD

Assistant Professor of Philosophy  
Co-Director of Leadership Studies  
Department of Humanities  
Bemidji State University

1500 Birchmont Dr., Box #23  
Bemidji, MN 56601

Office: Hagg-Sauer 313  
218-755-2737
Hi Erika,

Yes, it would be fine to add to the electives.

Thanks,

Sue

Sue Rickers
Associate Professor and Chair
Social Work Department
Bemidji State University
218-755-2835
Fall 2018 Office Hours
T: 9-12; 1-3
W: 10:30-11:30
Th: 9-12; 1-2

Erika

The Intercultural Communications does sound like a great fit. Would you mind if I add it to the electives?

Erika
Hi Erika:

Anna and I discussed my Generalist Practice III course, which is only offered to senior students enrolled in/admitted to the social work program. Intercultural Communications is a liberal education course offered by the SOWK program that I believe does have a solid connection to this degree offering. The focus of the course is understanding the interpersonal and social contexts within which communication takes place.

Here’s the course description: Designed to enable students to develop awareness, knowledge and skills for sensitive and effective intercultural communication on the international scene as well as with core-cultures in America. The course is particularly useful for students who are preparing to work with cultures other than their own, including: the human services field, business, marketing, languages, pre-professional programs and others. Liberal Education Goal Areas 7 & 8.

Rebecca

From: Bailey-Johnson, Erika
Sent: Monday, October 15, 2018 3:31 PM
To: Rickers, Sue R <Sue.Rickers@bemidjistate.edu>
Cc: Hoffman, Rebecca L <Rebecca.Hoffman@bemidjistate.edu>; Carlson, Anna M <Anna.Carlson@bemidjistate.edu>
Subject: RE: New Academic Program, proposed

Hi Sue,

Just doing a quick follow-up on this, as Anna has mentioned to me that there might be some course(s) in your program that would fit well. I believe she was having a conversation with Rebecca. I have CCed them both on this email.

Just making sure! 😊

Erika

From: Rickers, Sue R
Sent: Thursday, September 20, 2018 10:10 AM
To: Bailey-Johnson, Erika <Erika.Bailey-Johnson@bemidjistate.edu>
Subject: Re: New Academic Program, proposed

Hi Erika,

Wow, this looks really interesting!

Social Work isn’t in the list of electives and as I think about our courses, I'm not sure that any of them would fit particularly well and can't think of any that you would add.
Thanks,

Sue

Sue Rickers
Associate Professor and Chair
Social Work Department
Bemidji State University
218-755-2835
Fall 2018 Office Hours
T: 9-12; 1-3
W: 10:30-11:30
Th: 9-12; 1-2
Hi Erika,
I think Brian’s additions were absolutely fantastic! I definitely think these would take priority over the ‘organism’ classes that I mentioned, but I think Ecology would provide good baseline information.

I hope this helps!
Debbie

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Thanks for your input!! It’s awesome. One thing that would be helpful for me is to prioritize which classes you think would be best fits. I will bring this to my team to finalize the list of electives. I am on a tight timeline.

Erika

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Hey Erika,

I think the ones you have listed are good ones from Biology, but there a few others that would/could be useful. They include Principles of Wildlife Management, which covers the theory and application of scientific management practices to produce sustainably huntable wildlife populations. Fish and Wildlife Law & Administration has a large section dealing with Native tribal treaties and the rights to hunt, fish, & gather. Human Dimensions of Fish and wildlife Management also deals with the how humans manage wildlife, wildlife-Human interactions, and wildlife management in the context of social/cultural considerations (think wolves). Any/all of these could be options for what you have described.

Brian

Sent from my iPhone
On Oct 12, 2018, at 12:23 PM, Guelda, Debbie <Debbie.Guelda@bemidjistate.edu> wrote:

Hi Erika,
I am not speaking for the entire Biology faculty, but I would think that Ecology would be a natural addition. Of course there are multiple organism-specific courses depending on how detailed you are thinking (mammalogy, ornithology, entomology, ichthyology, plant diversity) as well as our host of aquatic biology courses (limnology, stream and rivers, wetland ecology). And I am sure there are others that I am missing. Again, these are just off the top of my head.

If you’d like more information just let us know!!!!
Debbie

From: Bailey-Johnson, Erika
Sent: Friday, October 12, 2018 10:33 AM
To: Fulton, Mark R <Mark.Fulton@bemidjistate.edu>; Hafs, Andrew W <Andrew.Hafs@bemidjistate.edu>; Hiller, Brian J <Brian.Hiller@bemidjistate.edu>; Guelda, Debbie <Debbie.Guelda@bemidjistate.edu>; Koch, Richard W <Richard.Koch@bemidjistate.edu>
Cc: Santos, Cornelia <Cornelia.Santos@bemidjistate.edu>; Wallert, Mark A <Mark.Wallert@bemidjistate.edu>
Subject: RE: New Academic Program, proposed

Happy Friday, Biology people! 😊 We think it makes sense to add some biology electives to the proposed Indigenous Sustainability Studies major (see email chain below). We would appreciate your help determining the best courses. What do you think of the ones we tentatively have on the list?

Erika

From: Bailey-Johnson, Erika
Sent: Wednesday, October 10, 2018 11:22 PM
To: Lunt, Dennis A <Dennis.Lunt@bemidjistate.edu>; Guentchev, Daniel G <Daniel.Guentchev@bemidjistate.edu>; Carlson, Stephen J <Stephen.Carlson@bemidjistate.edu>; Meulebroeck, Lyle R <Lyle.Meulebroeck@bemidjistate.edu>; Wallert, Mark A <Mark.Wallert@bemidjistate.edu>; Ueland, Jeffrey S <Jeffrey.Ueland@bemidjistate.edu>; Gonzalez, John <John.Gonzalez@bemidjistate.edu>; Wahl, Janine S <Janine.Wahl@bemidjistate.edu>; Ambikar, Rucha <Rucha.Ambikar@bemidjistate.edu>; Marek, Keith A <KMarek@bemidjistate.edu>; Boudry, Valica <Valica.Boudry@bemidjistate.edu>; Wolf, Marty J <Marty.Wolf@bemidjistate.edu>
Cc: Santos, Cornelia <Cornelia.Santos@bemidjistate.edu>
Subject: Re: New Academic Program, proposed
One last email... 😊 I met with several undergraduate students today about this proposed program (attached), and they were particularly interested in whether some Philosophy, Psychology, Biology, Education, Anthropology or TAD classes would be a good fit for any electives within this program? Everyone has agreed that it is better to list the courses than not. Also, I would like to know whether the Leadership course listed is a good fit and I'm not quite sure who best to ask?

I also wanted to Keith, Valica, and Marty to see that we have added your suggestions to the elective list.

I appreciate your guidance, everyone!

Erika

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From: Meulebroeck, Lyle R <Lyle.Meulebroeck@bemidjistate.edu>
Sent: Thursday, October 25, 2018 11:09 AM
To: Bailey-Johnson, Erika <Erika.Bailey-Johnson@bemidjistate.edu>
Subject: RE: New Academic Program, proposed

Erika,

Everyone was fine with the electives but please add TADT 4878 Quality Assurance to the list.

Thanks,
Lyle