Tribal and Indigenous Natural Resource Management
ESPM 3014/5014
3 credits

University of Minnesota
Fall Semester 2020

Instructor: Dr. Mike Dockry
301K Green Hall
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Pronouns: he/him/his
Office hours: Tuesdays & Thursdays 3:00pm – 4:00pm, or by appointment

Teaching Assistant: TBD

Scheduled Fall Semester, Time: M/W 12:50 – 2:05

Room: 110 Green Hall

Course Webpage: [I will develop a canvas site]

Course Description:
This course is designed to develop and refine your understanding of tribal and Indigenous natural resource management, tribal and Indigenous perspectives, and responsibilities natural resource managers have for tribal and Indigenous communities.

Student Learning Objectives:
Students will be able to:
1) Identify, define, and solve problems by
   a. critically examining how lands were transferred from tribal control to the state in Minnesota and the USA, and
   b. learning about treaties, treaty rights, and their role in natural resource management in the Great Lakes Region and the USA.
2) Understand diverse philosophies and cultures by
   a. identifying legal, moral, and ethical responsibilities natural resource managers have for tribes in the Great Lakes Region and beyond,
   b. learn about tribal and indigenous natural resource management innovations through case studies, guest lectures, and a field trip, and
   c. critically examining tribal perspectives on natural resource management and traditional ecological knowledge.
3) Learn practical techniques and tools for building successful partnerships with tribes.

Undergraduate Student Workload: This three-credit course will require, for the average University of Minnesota student, 9 hours of academic work per week averaged over the term. Since the course meets for two 75 minute classes per week (2.5 hours total) students should expect to spend an additional 6.5 hours per week on average outside the classroom. Outside activities include readings, videos, written responses to assigned activities and readings, class and exam preparation, and group project assignments (see below for details).
Graduate student workload: Graduate students will be held to a higher standard in the quality and quantity of their responses to the readings and the group project. Graduate students are required to meet with the instructor to develop a topic and plan for an independent research paper related to the course material or their graduate research. The paper accounts for 50 points (of 300 total points) and is due at the end of the semester. Additionally, for graduate students, the 4 summary writing assignments are required to be 500 words minimum and the field trip write up is required to be 750 words minimum (or a 1,500 word report if the student is unable to attend the field trip). Finally, for the group case-study project, graduate students will be placed together in groups with other graduate students. See below for more specifics.

Course Materials: All required readings are available on the course webpage. Readings shall be completed before class except readings for the first class shall be completed by the second class.

Required books to purchase:


Course schedule:

Course Topics

Week 1 (first half): Introduction to tribal perspectives, collaboration, intercultural communication.

Readings: Robin Kimmerer Braiding Sweet Grass (selections), Dockry et al. 2016 Building Bridges, and Intercultural Communication (Madsen 2008), Start reading Wilkinson Blood Struggle. (These readings are to be completed by the second class but all subsequent readings are to be completed before class).

Activity: small group discussions to set ground rules and practice active listening, respectful dialogue, and creating a safe environment for the exchange of ideas.

Week 1 (second half) and week 2: Introduction to Tribes in the USA

- 1491 - North America Shaped by tribal management
- Colonial North America
- USA and Tribes - Treaty Era
- Federal Indian Policies
- Case Study: Menominee Forest Management and the roots of sustainable forestry in the USA
- Tribes in the USA

Activity: Small group discussions on role of humans in the ecological system before and after 1491.

Week 3: Tribal and Indigenous World views and Perspectives on Natural Resources and Sustainability


Activity: Individual and small group reflections on personal values related to natural resource management.

Activity: Small Group discussion of the Dockry et al. 2016 model

Week 4: Traditional Ecological Knowledge and Western Natural Resource Management

Readings: Finish Kimmerer Braiding Sweet grass, Berkes 2009 [selections], Peirotti and Wildcat 2000, Carroll 2017 [one chapter]

Activity: Individual and small group reflections on Braiding Sweet Grass.

Week 5: Management issues in the field
- Case study #1: Fond du Lac Band
  - Issues: UMN, USFS, MN
  - Climate change
  - Invasive species
  - Ethics
  - Treaty Rights
- Field Trip: Fond du Lac and Cloquet Forestry Center (weekend day no overnight)


Activity: Small groups develop questions for field trip.

Activity: Small groups discuss considerations for respectful visit to sovereign territory.

Week 6: Forestry Certification
- Overview of voluntary certification requirements
- Issues with certification systems
- Certification landscape in MN and Great Lakes Region
- Certification Internationally (focus on Bolivia)
• Indigenous Rights and Certification Requirements: Implications for US Forest Management

Readings: Moore et al. 2012, Espinoza and Dockry 2014, SFI and FSC Regulations for Indigenous People, SFI and FSC Websites

Activity: Small groups discuss differences between SFI and FSC in relation to Indigenous people.

Week 7: Work on group projects and Guest Lecture from tribal manager(s) and Case Study #2 Confederated Tribes of the Umatilla Indian Reservation: Management for First Foods.

Readings: Management for First Foods (Instructor provided PDFs), treaties for CTUIR on USFS Treaty Maps

Week 8: Treaty Rights and Natural Resource Management

Readings: TBD

Activity: Small group discussions on responsibilities for Federal and States for treaty rights.

Activity: Small group discussions on responsibilities for UMN related to treaty rights and tribes.

Week 9: Case Study #3: Treaty Rights in Practice in the Great Lakes and PNW
  • GLIFWC, CORA, 1854 TA
  • Columbia River Fish Commission

Readings: Tribal Websites, USFS Treaty GIS map

Activity: Small group discussion to develop one question for class to answer as a large group.

Week 10: Work on Group Projects and Guest Lecture from tribal manager(s) and Ethics and moral responsibilities for working with tribes.


Activity: Individual reflections on responsibilities to indigenous peoples in research and natural resource management.

Activity: Small group discussion on initial thoughts about partnerships with tribes.

Activity: Work on group projects.

Week 11: Work on Group Projects and Federal and State Legal Requirements for Working with Tribes: What will you need to do when you get a natural resource job.
Readings: Read materials related to your case study.

Activity: Work in on groups projects.

Week 12: Building Partnerships with Tribes: Theory and Tools

Readings: Dockry et al. 2016, Catton 2016 [selections], USFS Treaty Map GIS

Activity: Small group roll play, you are a new forester and are charged to setting up a timber sale (or building a new recreational trail) within the ceded territories in MN.

Week 13: Indigenous Peoples on the Front Lines of environmental protection/protest and international laws

- Rights of Mother Nature (including wild rice in MN and Yurok in CA and Bolivia and New Zealand and India)
- Indigenous Natural Resource Protests
  - Bolivia
  - Peru
  - Canada
  - DAPL

Readings: White Earth’s Rights of Manoomin, Rights of Mother Earth Declaration, Vidal 2011, Whyte 2017

Activity: Students find a specific case study and report back to the class.

Activity: Small group discussions on Indigenous role on the future environmental movement.

Week 14: Federal Indian Law and Natural Resources

- Overview of federal Indian law
- Interpretation of treaties
- Major natural resource treaty rights cases
- Guest Speaker TBD

Readings: Charles Wilkinson [Selections TBD], Walter Echohawk TBD, Other readings TBD

Activity: Small group discuss topics for the penultimate week and report back to the group.

Activity: Individual develop one question for the guest speaker.

Week 15: Week dedicated to four topics students identify and would like to explore in more depth and Group Project presentations.

Readings and activities TBD based on student input.
Week 16: Group Project presentations

**Required Readings List (papers, reports, or book sections):**


Carroll. 2015. Roots of our Renewal: Ethnobotany and Cherokee Environmental Governance [One Chapter]

Confederated Tribes of the Umatilla Indian Reservation: Management for First Foods.


Rights of Mother Earth Declaration: https://therightsofnature.org/universal-declaration/
Spence. 2000. Dispossessing the Wilderness: Indian Removal and the making of the National Parks. [Two Chapters]
US Forest Service Tribal Relations “Tribal Connections” Web-based GIS Treaty Maps: https://usfs.maps.arcgis.com/apps/webappviewer/index.html?id=fe311f69cb1d43558227d73bc34f3a32

Student Evaluation:
Grading is based on a total of 250 points with the option for 15 extra credit points.

Preparation, participation and collaboration (~15%): You are expected to attend class. Beyond attendance, I expect that you will 1) complete readings before class (readings for the first class shall be completed by the second class), 2) be prepared to think critically in class, 3) actively participate in class activities, 4) share your knowledge and ideas with your classmates and 5) listen attentively and respectfully to the knowledge and ideas of others. You also are expected to collaborate with your classmates in planning teams. Each class will count for 2-3 points.

Individual assignments and exams (~50%): Your individual grade is based on your own efforts and accomplishments. To evaluate your efforts and accomplishments, you will complete 3 writing assignments prior to class (5 points each), 3 online quizzes on readings and lectures (10
points each) and two comprehensive exams (mid-term and final for 25 points each). The exams are based on readings, writing assignments, quizzes, and course materials.

**Group assignment (~35%):** Your grade for the group project is based on group efforts and accomplishments. The group project will be evaluated by yourself (5 points), your group (5 points), and myself (15 points). You will be provided with a rubric with milestones and goals for the project. You and your group will be provided with evaluation forms to guide your individual and group evaluations. There will be evaluations throughout project (totaling 65 points see point values below for each intermediate assignment) so you and your team will have time to adjust before a final grade is issued. My portion of the grade will be based on discussions with you and the group, the overall quality of the project, and how well the project does achieving the goals established in the rubric. The group to which you are assigned is responsible for its own function. In other words, the distribution of responsibilities or tasks, including objective setting, information gathering, reporting, and general quality control is up to the group. However, groups and individual members may consult me at any time for advice or feedback on your progress or other issues.

**Details on Major Assignments:**

Note: The standard formatting requirements for written assignments in this class, unless otherwise directed, are 12 pt. font, 1-inch margins (top, bottom, left and right), page numbers and double spacing. Please pay attention to formatting! These format settings may not be the default settings on your computer. Thus, you may need to set them yourself.

**Major Individual assignments:**

*Written summary assignments (4 at 5 points each):* A written summary is a short, succinct document summarizing, analyzing, and reflecting an issue or a problem. These assignments will allow you to make connections among the course materials and other classes you are taking. The assignments further develop your writing skills and research ability and provide an opportunity to understand your own values and the course materials. These assignments must be focused, easy to read, evidence-based and include your personal reflections. Personal reflections include outlining your own values, outlining ambiguities or contradictions among concepts, and expressions of your own learning to-date.

For your 4 summary writing assignments, pick a topic related to course lectures, activities, readings or your team’s planning evaluation project. The assignment length is 300 words minimum (graduate students 500 words minimum).

The written assignments have three components: (1) descriptive summary of the concept or issue (i.e., something you’ve observed, read about or discussed in class, what are the drivers and consequences of the problem?), (2) analysis of the issue and critique of existing information or current management/planning solution (i.e., critically analyze and interpret the issue), and (3) your own personal reflections on the concept or issue (i.e., what strategies/solutions would you recommend? What have you learned that is surprising or
exciting? What is confusing? You can also ask yourself: What does the information mean? What conclusions can I draw about the topic?

Submit your issue summary writing assignments electronically using Canvas. You will be graded on the structure, content and organization of your paper. Name your file using your last name and assignment # (e.g., J Doe issue brief 1.doc). Reference the ideas or words of others. In each assignment, use at least two published sources (e.g., peer-reviewed articles, technical reports, management plans, or books) of information. You can also reference internet webpages but in addition to the two sources. You must use in-text citations and provide a literature cited section (follow a standard reference style, e.g., APA, Chicago). The literature cited section doesn’t count towards word limits.

Field trip attendance and report (15 points): You are required to attend a field trip outside of the normal class period or arrange to do an independent report in lieu of the field trip. The field trip is an all-day outing on a Saturday to Cloquet Forestry Center and the Fond du Lac Reservation. Plan accordingly and see me to discuss alternatives if you have any scheduling conflicts. You will then summarize the field trip and reflect on your own observations of the significance for natural resource management and tribal partnership building in a field report. This assignment must be typed (at least 500 words for undergraduate students and 750 for graduate students). Submit your Field Report electronically using Canvas. Name your file using your last name and assignment (e.g., J Doe FR.doc). If you are not able to attend the field trip you will be required to submit a 1,500 word report on the topics covered in the field trip based on your own additional research.

Major Group Project (Case study):
Group assignment data collection (5 points): This assignment is an individual assignment, but it requires coordination with your planning team members (graduate students will be placed in teams comprised of other graduate students). As a team you must complete at least 3 interviews with stakeholders involved in your group project and at least 3 planning process-related document reviews with reports. You are responsible for coordinating with your team members to ensure that you are not interviewing any individual or reviewing any document more than once.

Coordinate with your planning team and complete one of the following:

- Stakeholder interview and summary report
- Document review and summary report

The stakeholder interviews and document reviews are important data sources for your planning process evaluation report. Information obtained from interviews and documents (e.g., study reports, environmental assessments, policy documents, or other published literature) will help
in the analysis of your case study. If you are conducting a stakeholder interview, submit your interview guide (see example provided in class) and a 500-750 word summary report describing the key findings for your evaluation. If you are conducting a document review, submit an electronic copy (PDF) of your document and a 500-750 word summary report describing the key review findings for your evaluation. Name your file using your last name and assignment (e.g., Davenport DocReview.doc)

**Group case study report outline (10 points):** As a group, your team will create an **outline for your case study.** The outline should detail your report headings, topics and subtopics. One member of your planning team should submit your Report Outline electronically using Canvas. Name your file using your team name and assignment (e.g., Team Name RO.doc).

**Case Study report (Draft=15 points, Final=20 points):** As a group, your team will write a **Case Study Report** (*5,000 – 7,000 words plus appendices*) **describing your team’s summary, critical analysis, conclusions and recommendations for your chosen plan.** Further instructions will follow. One member of your planning team should submit your draft and final report electronically using Canvas. Name your files using your team name and assignment (e.g., Team Name FR.doc). Your grade on the final report will have both individual (5 pts.) and group components (5 pts.). **To be eligible for the 5 individual pts., you must complete a 150-word minimum, description of your individual efforts and accomplishments on the report. Be specific in your description.**

**Case study presentation (20 points):** As a group, your team will prepare poster, website, or oral presentation on your **Case Study Report.** Further instructions will follow.

**Extra Credit Opportunity (15 points):**
Attend a local American Indian event (e.g., UMN Dakota Sacred Sites Tour, Indigenous food tasting at the Minneapolis American Indian Center, Twin Cities Native Lacrosse event, volunteer at Dream of Wild Health organic garden) and write a brief report. Write a brief summary of the event (who put the event on, who attended, what was done or discussed) along with your reflections/observations on the significance for building partnerships with tribes, intercultural communication, or natural resource management. This assignment must be typed *(at least 350 words).* Submit your Planning Meeting Report electronically using Canvas. Name your file using your last name and assignment (e.g., J Doe PM.doc). This assignment must be submitted by the **14th week of the semester.**

**Exams:**
Two exams are scheduled during class time mid-semester and during finals week. **Exams will be a combination of short answer, essay and multiple-choice questions.** Missed exams will be rescheduled only with instructor approval. Each exam will comprise 25 points of your overall grade.
**Graduate Student Paper:** Graduate students are required to meet with the instructor at the beginning of the semester (by week three) to develop a topic and plan for an independent research paper related to the course material or their graduate research. The paper accounts for 50 points (of 300 total points) and is due at the end of the semester by the final exam date.

**Assignment Due Dates and Exam Dates:**
Summary Writing Assignments Week #1 (9/10/2020); Week #4 (10/1/2020); Week #9 (11/5/2020); Week #11 (11/19/2020)
Online Reading Quizzes: Week #2 (9/17/2020); Week #8 (10/29/2020); Week #12 (11/24/2020)
Field Trip Report: Week #5 (10/8/2020)
Exam 1: Week #6 (10/15/2020)
Group Case Study Data Collection: Week #7 (10/22/2020)
Group Case Study Report Outline: Week #10 (11/12/2020)
Group Case Study Report Draft: Week #13 (12/1/2020)
Peer Evaluations of Team: Week #13 (12/3/2020)
Case Study Presentations: Week #15 and #16 (12/10/2020 and 12/15/2020)
Extra credit write-up: Week #16 (12/15/2020)

**Grading:**

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<thead>
<tr>
<th>Grading component</th>
<th>#points</th>
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<tbody>
<tr>
<td>Writing Assignment 1</td>
<td>5</td>
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<td>Online Reading Quiz 1</td>
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<tr>
<td>Writing Assignment 2</td>
<td>5</td>
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<td>Field Trip Report</td>
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<td>Exam 1</td>
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<tr>
<td>Group Case Study Report Outline</td>
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<tr>
<td>Online Reading Quiz 2</td>
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<tr>
<td>Writing Assignment 3</td>
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<td>Group Case Study Data Collection</td>
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<td>Writing Assignment 4</td>
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<tr>
<td>Online Reading Quiz 3</td>
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<tr>
<td>Group Case Study Report Draft</td>
<td>15</td>
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<td>Peer Evaluations of Team</td>
<td>5</td>
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<td>Self evaluation of group project</td>
<td>5</td>
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<tr>
<td>Instructor evaluation of group</td>
<td>15</td>
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<td>Case Study final write-up</td>
<td>20</td>
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<td>Case Study Presentation</td>
<td>20</td>
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<td>Exam 2</td>
<td>25</td>
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<td>Class preparation/participation</td>
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**Total Course Points:** 250 (undergraduate students)
Graduate Student Paper #points
50
Total Course Points: 300 (graduate students)

Extra Credit #points
Community Event Reflection 15

The +/- system on an A-F grading scale will be used as follows. Grades of ‘I’ (incomplete) are typically not given.

- A ≥ 93%
- A- ≥ 90%
- B+ ≥ 87%
- B ≥ 83%
- B- ≥ 80%
- C+ ≥ 77%
- C ≥ 73%
- C- ≥ 70%
- D ≥ 60%
- F < 60%

If you are taking the course for S/N, you are expected to get over 70% (C or better) for a Satisfactory (S).

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Online Resources:
Minnesota Indian Affairs Council: https://mn.gov/indianaffairs/
US Forest Service Office of Tribal Relations: https://www.fs.fed.us/spf/tribalrelations/
Intertribal Timber Council: https://www.itcnet.org
Native American Fish and Wildlife Society: https://nafws.org
Great Lakes Indian Fish and Wildlife Commission: https://www.glifwc.org
1854 Treaty Authority: http://www.1854treatyauthority.org
Chippewa Ottawa Resource Authority: https://www.1836cora.org
Great Lakes Intertribal Council: http://www.glitc.org
Columbia River Intertribal Fish Commission: https://www.critfc.org

Special Notes:
Attendance Policy: It is extremely important that you attend all classroom sessions and show up on time. Attendance is taken and poor attendance or punctuality will affect your progress and accomplishments in this class.

Late Assignments: Assignments must be submitted to me by the due-date and time. Late assignments, submitted within 24 hours of the due date and time, will receive an automatic
one-grade level deduction. After a period of 24 hours, the assignment may be turned in for a
maximum of half of the possible points.

Makeup work for legitimate absences follows University policy found here:
https://policy.umn.edu/education/makeupwork. Please let me know if you have a need to
make up work for these reasons.

Graduate Students: If you are taking this course for graduate credit, you will be put together for
the group project. I have developed additional requirements for your group project to meet the
graduate level requirements for the course. The deadlines are the same as the undergraduate
deadlines. You will also be required to work on an individual research paper (5,000-8,000
words) based on a topic of your choosing but related to the course material. I suggest you
choose a topic related to your graduate thesis or dissertation. You are required to meet with
me at least three times during the semester to discuss the research paper. The first meeting is
to agree on the topic, the second meeting is to agree on the outline of the paper and discuss
sources. The final meeting is to discuss a draft of the paper. You are not required to take the
final exam. Your paper will take the place of the final exam and it is due by 5:00pm the day of
the final exam.

Student Conduct Code: The University seeks an environment that promotes academic
achievement and integrity, that is protective of free inquiry, and that serves the educational
mission of the University. Similarly, the University seeks a community that is free from violence,
threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students,
faculty, staff, and guests of the University; and that does not threaten the physical or mental
health or safety of members of the University community. As a student at the University you
are expected to adhere to Board of Regents Policy: Student Conduct Code.
To review the Student Conduct Code, please see:
Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or
repeatedly interrupts either the instructor's ability to teach or student learning. The classroom
extends to any setting where a student is engaged in work toward academic credit or
satisfaction of program-based requirements or related activities."

Scholastic Dishonesty: You are expected to do your own academic work and cite sources as
necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing;
cheating on assignments or examinations; engaging in unauthorized collaboration on academic
work; taking, acquiring, or using test materials without faculty permission; submitting false or
incomplete records of academic achievement; acting alone or in cooperation with another to
falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement;
altering, forging, or misusing a University academic record; or fabricating or falsifying data,
research procedures, or data analysis. (Student Conduct Code:
http://www1.umn.edu/regents/policies/academic/Student_Conduct_Code.html) If it is
determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see: http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html.

_Disability Accommodations:_ The University is committed to providing quality education to all students regardless of ability. Determining appropriate disability accommodations is a collaborative process. You as a student must register with Disability Services and provide documentation of your disability. The course instructor must provide information regarding a course’s content, methods, and essential components. The combination of this information will be used by Disability Services to determine appropriate accommodations for a particular student in a particular course. For more information, please reference Disability Services: http://ds.umn.edu/students/Enrolled/responsibilities.html.

_Student Mental Health and Stress Management:_ As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. University of Minnesota services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus via http://www.mentalhealth.umn.edu/.

_Other Policies and Services:_ For information on other course policies and university services please see:

- Use of Personal Electronic Devices in the Classroom: http://policy.umn.edu/Policies/Education/Education/CLASSROOMPED.html
- Sexual Harassment: http://www1.umn.edu/regents/policies/humanresources/SexHarassment.html