



LAND ARC 360

Earth Partnership Restoration-Education: Indigenous Arts & Sciences

Credits: 1 Credit

Course Department

Offered through UW-Madison Department of Planning and Landscape Architecture.

Course Attributes

Sustainability

Instructional Mode

Field Studies and Face-to-Face

Meeting Times and Locations: Indigenous Arts and Science Institutes are offered at five different locations in Wisconsin. The dates and locations are listed below. Students earn 1 credit by completing a single 1-week Institute. Each summer, multiple 1-week institute opportunities are available; each is a different course section, and students register for one section to complete course. Students are expected to participate Mon-Fri 8:00 am – 5:00 pm at their selected Institute. All Institutes led by instructors, listed below, are within the 8-week summer session, June 17 – August 9, 2020:

- 1. Ho-Chunk Indigenous Arts and Sciences, Black River Falls, WI: June 22-26**
Homework Due: Friday, July 3 by 11:59PM
- 2. Bad River and Red Cliff Indigenous Arts and Sciences, Odanah, WI: June 22 – July 3**
Homework Due: Friday, July 10 by 11:59PM
- 3. Lac du Flambeau Indigenous Arts and Sciences, Lac du Flambeau, WI: July 13-17**
Homework Due: Friday, July 24 by 11:59PM
- 4. Lac Courte Oreilles Indigenous Arts and Sciences, Hayward, WI: July 20-24**
Homework Due: Friday, July 31 by 11:59PM
- 5. Urban Indigenous Arts and Sciences, Madison, WI: July 27-31**
Homework Due: Friday, August 7 by 11:59PM

Instructors

Cheryl Bauer-Armstrong, Earth Partnership Director: cheryl.bauerarmstrong@wisc.edu,
608-262-5264 (office), 608-2234-7868 (mobile)

Maria Moreno, Earth Partnership Multicultural Outreach: maria.moreno@wisc.edu,
608-262-9925 (office)

Instructor Availability

Orientation meeting will be scheduled prior to the field course.

Office hours: 5:00 pm – 6:00 pm Monday through Friday, feel free to contact instructors outside these hours.

Course Description

Students are invited to participate in a one-week community-based, intergenerational Institute focused on ecological restoration and water stewardship rooted in Indigenous knowledge while working with Native Nations in Wisconsin. An emphasis is on environmental science aligned with cultural values and indigenous science processes and address environmental, education and health issues through restoration and stewardship action. Students learn culturally accurate and authentic resources about tribal sovereignty, history, and culture and contemporary issues relevant to each community. Through hands-on stewardship action, a greater sense of self and diversity of perspectives related to impacts of climate change and preserving biodiversity will be gained.

General course queries: earthpartnership@dpla.wisc.edu or (608) 262-9591

Requisites: Junior standing

How Credit Hours are Met

The credit standard for this field course is met by an expectation of a total of 45 hours of student engagement with the course learning activities led by instructors, which include regularly scheduled instructor student meeting times approximately 9 hours per day, reading, writing, labs, field trips, and other student work as described in the syllabus. After end of institute day, students and instructors will meet to debrief.

Program Goals

- Recognize the potential of restoration for enhancing education and engaging youth for solving local and global environmental issues resulting in healthy, resilient communities and improved relationships with the land and one another.
- Recognize our interdependence with land/nature and describe one's personal relationship and responsibility to the environment
- Deepen our understanding and relationships with the people of WI Native Nations, including history, government structure, treaties and culture.
- Determine how your field of study can build on Indigenous knowledge, interests, practices, identities and worldviews of learners and communities.

Learning Outcomes

- Articulate the fundamental importance of legitimizing diverse cultural perspectives, knowledge and relationships with the environment.
- Demonstrate knowledge of WI Native Nations, including history, sovereignty, government structure, treaties and culture.
- Communicate effectively and professionally in our multicultural society informed by place (local culture, history, ecology).
- Articulate an approach to restoration education and stewardship that considers diverse perspectives and assets related educational equity and inclusion.

- Apply sustainability principles and/or frameworks to addressing the challenge for water stewardship and Indigenous cultural practices related to impacts of climate change and preserving biodiversity.
- Analyze sustainability issues and/or practices using a systems-based approach including indigenous ways of knowing.

Course Requirements and Expectations

- Attend and fully participate in a Summer 2020 Institute.
- Submit course assignments (described below) before the specified deadline.
- Participate in program evaluation as requested by our funders.

Grading

25% Study recommended readings, watch videos and be prepared to contribute to discussions

25% Keep a Reflective Journal

25% Complete projects listed under course assignments

25% Attend and participate in field studies, small group work, hands-on learning, and stewardship projects listed in the sample agenda

A letter grade will be given based on the course assignments and participation. Assignments are due on the date indicated. Your active participation is a crucial aspect of this course.

93-100 = A 89-92 = AB 84-88 = B 80-83 = BC 76-79 = C 70-75 = D 69-below = F

Required Textbook, Software & Other Course Materials

Required: Earth Partnership Restoration Education Guide (Print or Digital)

Optional: Braiding Sweetgrass: Indigenous Wisdom, scientific Knowledge, and the teachings of Plants by Robin Wall Kimmerer

All other readings will be provided on Canvas or are available through the UW Online Library System

Travel Requirements

Each IAS Institute takes place in a specific location. For the IAS Institute, transportation to and during the institute and lunch are provided. Students are responsible for their breakfast, dinner and lodging. Course instructors will assist students in locating and arranging lodging and plan evening activities for extended enrichment.

Urban IAS takes place in Madison and does not require travel.

Orientation and Pre-course Assignments

See Canvas for assignments to complete BEFORE traveling to the Institute location. We will *discuss these videos and readings on the ride to course site.*

Pre-departure orientation meeting. Meeting time and date TBD.

Agenda

Day	Activity
Prior to Departure	Orientation meeting prior to the field course with instructors
Day 1 – Introduction: Legitimizing diverse cultural perspectives, knowledge and relationships with the environment	Travel to IAS Institute, Introduction to Earth Partnership practice and philosophy, Native Nations in Wisconsin, on-site orientation, explore local area, and meet local partners.
Day 2 – Land and Culture: Local culture, history, and politics informed by place	Native approach to learning, Introduction to Language, Culture, and Connections to the Environment, IAS Reciprocal Restoration, Tribal Sovereignty 101, Earth Partnership hands-on activities, group reflection and work with participants, and community interactions
Day 3 – Water and Ecosystems: Indigenous cultural practices related to clean water	Understanding tribal governments and communities, Earth Partnership hands-on field activities, group reflection and work with participants, and community interactions
Day 4 – Stewardship, Sustainability and Resilience: Addressing impacts of climate change and preserving biodiversity	Understanding education and food sovereignty, health and historical trauma, hands-on restoration activities and community planting, group reflection and work with participants, and community interactions
Day 5 – Reflection and Reciprocity: Demonstrate and recognize personal interdependence with land/nature and describe one’s relationship and responsibility to the environment and other cultures	Travel to Madison, student projects, analyze Institute experience in context of ecological restoration, sustainability, and appreciation of diverse cultural perspectives and responsibility to the environment

Course Assignments: DUE ONE WEEK AFTER your institute

1. Reflective Journal

- *Part 1: Keep a Personal Reflective Journal (not submitted).* During the institute, use your journal as a tool to reflect on your observations and experiences during the Earth Partnership institute. The purpose of this journaling activity is to enhance your understanding of course topics including Indigenous perspectives on ecological restoration and water stewardship, addressing environmental and health issues, and relationships within and between human and non-human communities as well as to provide evidence of what you have learned during the course.

- *Part 2: Summarize your Reflective Journal in a 1-2 Pages (uploaded as a PDF document via Canvas). Reflect on your journal entries. Assignment is a compilation of your thoughts from your time at the institute in a well-organized paper with proper grammar and appropriate references.*

2. Choose to write a one-page newsletter article about your week OR a blog entry for “People of the Earth/Gente de la Tierra”.

- During the summer institute, you will begin outlining an article or blog that describes what you have learned from this course that would be relevant to others in your field of study. **“People of the Earth/Gente de la Tierra” blog option:**

For the Blog, you will interview and photograph a member of the community as outlined in the binder template or through a similar method of your choosing. This blog is intended as a way to start an international conversation between students taking Earth Partnership courses in the U.S. and other countries and places. This is a way for you to help others understand the community you met in more depth by focusing on the story of one individual. <https://www.instagram.com/delatierra.oftheearth/>

Newsletter option:

Describe your experience and the community you came to know over the week of the course. Write a full-page article for Earth Partnership’s newsletter or your department newsletter. Make connections to your field in an instructive way either for other undergraduates and alumni in your program, or for the Earth Partnership audience. Your writing can include details about some of the following information about the community: history, treaties, governing structure, and culture. Include relevant quotes or photographs from the workshop (with permission if necessary), videos and readings. Limit: one to two pages, single-spaced with a small percentage of that space for visuals (longer is not necessarily better). You may format it to look like a one-page newsletter article or submit it as text with visuals.

Evaluate the accuracy and authenticity of any references you make to Indigenous Peoples. We strongly recommend you ask another participant to proofread your article to make sure your descriptions are culturally appropriate.

Course Assignment Evaluation Process

- We will be looking for evidence of deep reflection and analysis; ideas that are fully fleshed out and carefully considered; evidence of the integration of readings, class discussions, or other knowledge so you can demonstrate knowledge gained during the course. Please see the course learning outcomes for guidance.
- Working with community partners, elders, and educators we will look for students’ contributions that is grounded on thorough preparation and respectful engagement.

Guidelines for Evaluating Participation

Outstanding Contributor: 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. During field activities, this person participates with enthusiasm and works through and learns from difficulties or mistakes with a positive

attitude. If this person were not a member of the class, the quality of discussion would be diminished markedly. (Outstanding contributors will receive full credit = 25 points.)

Good Contributor: Contributions in class reflect thorough preparation. Ideas offered are usually substantive, provide good insights and sometimes direction for the class. Challenges are well substantiated and often persuasive. During field activities, this person participates with a positive attitude and works through and learns from difficulties or mistakes without getting discouraged. If this person were not a member of the class, the quality of discussion would be diminished. (Good contributors will receive 20 out of 25 points.)

Adequate Contributor: 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 sometimes presented, fairly well substantiated, and are sometimes persuasive. During field activities, this person participates in all activities and usually works through and learns from difficulties or mistakes without getting discouraged. If this person were not a member of the class, the quality of discussion would be diminished somewhat. (Adequate contributors will receive 15 out of 25 points.)

Non-Participant: This person says little or 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. This person watches and listens during field activities but does not participate actively. Occasionally participates when persuaded. (Non-participants will receive 10 out of 25 points.)

Unsatisfactory Contributor: Contributions in class reflect inadequate preparation. Ideas offered are seldom substantive, provide few if any insights and never a constructive direction for the class. Integrative comments and effective challenges are absent. This person is present but does not participate in field activities. (Unsatisfactory contributors will receive 5 out of 25 points.)

ACADEMIC INTEGRITY

Students who intentionally submit work either not their own or without clear attribution to the original source, fabricate data or other information, engage in cheating, or misrepresentation of academic records may be subject to charges. Sanctions may include dismissal from the University for violation of the principles of academic and professional integrity fundamental to the purpose of the University. For more information regarding the Student Misconduct Policy, please visit the UW website at: <http://students.wisc.edu/doso/acadintegrity.html>

DISCUSSION ETIQUETTE

All learners must be respectful of other learners. Should inappropriate comments occur, the instructor will intervene as s/he monitors the dialogue in the course. The instructor will remove inappropriate content and may recommend disciplinary action be taken by the university. Learners as well as instructors should be guided by common sense and basic etiquette. The following are a few guidelines to follow:

Make a personal commitment to learning about, understanding, and supporting other participants.

Acknowledge the impact of sexism, racism, ethnocentrism, classism, heterosexism, ageism, and ableism on the lives of class members.

Recognize and value the experiences, abilities, and knowledge each person brings to class. Value diversity of the class.

Participate actively in the discussions, having completed the readings in advance and thought about the issues.

Ask clarifying questions, when appropriate. These questions are meant to probe and shed new light, not to minimize or devalue comments.

Be open to being challenged or confronted on your ideas and/or prejudices.

RULES, RIGHTS & RESPONSIBILITIES

See the Guide's [Rules, Rights and Responsibilities](#)

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

McBurney Disability Resource Center syllabus statement: "The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA."

<http://mcburney.wisc.edu/facstaffother/faculty/syllabus.php>

DIVERSITY & INCLUSION

Institutional statement on diversity: "Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.

The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world." <https://diversity.wisc.edu/>