Sustainable Indigenous Community Development in Mexico, the United States, and Canada
NASX 595 Syllabus

Course description: This course introduces the student to concepts in indigenous/rural sustainable community development in the countries of North America in broad historical and cultural frameworks.

Course Objectives:
1. Understand our neighbors
   A. Understand indigenous communities and cultures of three countries
   B. Understand indigenous relationships to the nation
   C. Understand commonalities/differences among indigenous societies in North America

Learning Outcomes:
1. Articulate understanding of Objective 1 in written and oral formats
2. Articulate community development practices used by indigenous groups/rural communities
3. Demonstrate knowledge of community development processes

Required Readings
Daehnke, Jon. *Chinook Resilience*

Daschuk, *Clearing the Plains*

Mihesuah and Hoover, *Indigenous Food Sovereignty*

Townsend, *Fifth Sun*

Traven, B. *The Bridge in the Jungle*. Any printing

Watt-Cloutier, Sheila. *The Right to Be Cold*

Course Schedule
Week 1: August 20: Introductions

Week 2: August 25, 27: Overview: Community Development Model; North America: An
Week 3: September 1, 3: Mexico overview
   Townsend Presentation Thursday

Week 4: September 8, 10: Mexican law and policies
   Traven book review due Thursday

Week 5: September 15, 17: Canada Overview

Week 6: September 22, 24: Canadian law and policies
   Daschuk Presentation Thursday

Week 7: September 29, October 1: United States Overview

Week 8: October 6, 8: United States Law and Policies
   Mihesuah and Hoover Presentation Tuesday
   Midterm Examination Thursday

Week 9: October 13, 15: Case studies: Mexico

Week 10: October 20, 22: Case studies: Mexico/Canada
   Thursday: Watt-Cloutier book review Thursday

Week 11: October 27, 29: Case studies: Canada

Week 12: November 3, 5: Case Studies: United States
   Tuesday: Election day, no class
   Daehnke book review due Thursday

Week 13: November 10, 12: Case Studies: United States/Student projects

Week 14: November 17: Case Studies: Student projects
   Final Paper Due Tuesday

Week 16: Final Examination Wednesday November 26, 10:10-12:10

**Book/reading analyses:** 3-4 page (1,000 words maximum) analysis of the reading assignment for Traven, Watt-Cloutier, and Daehnke books, based on questions assigned. Write a summary/analysis of the Daschuk, Mihesuah and Hoover, and Townsend books, and provide the class with a 10 minute overview of each. 10 points each. Must be typed or computer generated, double spaced. 3 points deducted for late paper.

**Final Paper:** Using the community capacity building model learned in the course, write a 15 page (3750 word) analysis of a successful community development project in an indigenous/tribal/First Nations community in Mexico, the United States or Canada. The topic must be cleared with the instructor via e-mail. Any online sources must be cleared with the instructor. Provide a 15-20 minute presentation of your project to the class,
Tuesday of final week. 15 points for the paper, 5 points for the presentation.

**Examinations**  You are not required to take the exams.

**Attendance** will be taken each class period. If you miss signing in, you do not receive credit for attendance.
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<tr>
<th>Points</th>
<th>Grading</th>
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<tr>
<td>Reading Analyses</td>
<td>93-100: A</td>
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<td>87-89: B+</td>
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<td>83-86: B</td>
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<td>60-62: D-</td>
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<tr>
<td>Final Paper</td>
<td>60: F</td>
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<td>Class Attendance</td>
<td>60: F</td>
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All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students must be familiar with the University of Montana Student Conduct Code: [http://www.umt.edu/vpsa/policies/student_conduct.php](http://www.umt.edu/vpsa/policies/student_conduct.php)

This course is accessible to and usable by otherwise qualified students with disabilities. To request reasonable program modifications, please consult with the instructor. Disability Services for Students will assist the instructor and student in the modification process. For more information, visit the Disability Services website at [www.umt.edu/disability](http://www.umt.edu/disability)

UM has a Cultural and Ceremonial Leave Policy: “Cultural or ceremonial leave allows excused absences for cultural, religious, and ceremonial purposes to meet the student’s customs and traditions or to participate in related activities. To receive an authorized absence for a cultural, religious or ceremonial event the student or their advisor (proxy) must submit a formal written request to the instructor. This must include a brief description (with inclusive dates) of the cultural event or ceremony and the importance of the student’s attendance or participation. Authorization for the absence is subject to approval by the instructor. Appeals may be made to the Chair, Dean or Provost. The excused absence or leave may not exceed five academic calendar days (not including weekends or holidays). Students remain responsible for completion or make-up of assignments as defined in the syllabus, at the discretion of the instructor.” [http://catalog.umt.edu/academics/policies-procedures/](http://catalog.umt.edu/academics/policies-procedures/)