

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste **current** course information from Class Search/Course Catalog.

College/School (Select One) College of Liberal Arts and Sciences Department/School American Indian Studies

Prefix: AIS Number: 494 Title: American Indian Food Justice and Sovereignty Units: 3

Course description:

Is this a cross-listed course? (Choose one) If yes, please identify course(s): _____

Is this a shared course? (Choose one) If so, list all academic units offering this course: _____

Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of each department that offers the course is required for each designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.

Is this a **permanent-numbered** course with topics? NO

If **yes**, each topic requires **an individual submission**, separate from other topics.

Requested designation: (Choose One) Humanities, Arts, and Design HU **Mandatory Review:** (Choose one) Yes

*Note- a **separate** proposal is required for each designation.*

Eligibility: Permanent numbered courses **must** have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:

For Fall 2021 Effective Date: October 2, 2020

For Spring 2022 Effective Date: March 5, 2021

Area proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- Literacy and Critical Inquiry core courses (L)
- Mathematics core courses (MA)
- Computer/statistics/quantitative applications core courses (CS)
- Humanities, Arts and Design core courses (HU)
- Social-Behavioral Sciences core courses (SB)
- Natural Sciences core courses (SQ/SG)
- Cultural Diversity in the United States courses (C)
- Global Awareness courses (G)
- Historical Awareness courses (H)

A complete proposal should include:

- Signed course proposal cover form
- Criteria checklist for General Studies designation being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

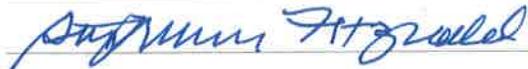
Proposals must be submitted electronically with all files compiled into one PDF.

Contact information:

Name Myla Vicenti Carpio E-mail Vicenti@asu.edu Phone 480-727-7989

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Stephanie J. Fitzgerald Date: 8-31-2021

Chair/Director (Signature): 

Arizona State University Criteria Checklist for
HUMANITIES, ARTS AND DESIGN [HU]

Rationale and Objectives

The humanities disciplines are concerned with questions of human existence and meaning, the nature of thinking and knowing, with moral and aesthetic experience. The humanities develop values of all kinds by making the human mind more supple, critical, and expansive. They are concerned with the study of the textual and artistic traditions of diverse cultures, including traditions in literature, philosophy, religion, ethics, history, and aesthetics. In sum, these disciplines explore the range of human thought and its application to the past and present human environment. They deepen awareness of the diversity of the human heritage and its traditions and histories, and they may also promote the application of this knowledge to contemporary societies.

The study of the arts and design, like the humanities, deepens the student's awareness of the diversity of human societies and cultures. The arts have as their primary purpose the creation and study of objects, installations, performances, and other means of expressing or conveying aesthetic concepts and ideas. Design study concerns itself with material objects, images and spaces, their historical development, and their significance in society and culture. Disciplines in the arts and design employ modes of thought and communication that are often nonverbal, which means that courses in these areas tend to focus on objects, images, and structures and/or on the practical techniques and historical development of artistic and design traditions. The past and present accomplishments of artists and designers help form the student's ability to perceive aesthetic qualities of artwork and design.

The Humanities, Arts and Design are an important part of the General Studies Program, for they provide an opportunity for students to study intellectual and imaginative traditions and to observe and/or learn the production of artwork and design. The knowledge acquired in courses fulfilling the Humanities, Arts and Design requirement may encourage students to investigate their own personal philosophies or beliefs and to understand better their own social experience. In sum, the Humanities, Arts and Design core area enables students to broaden and deepen their consideration of the variety of human experience.

Revised March 2021

Proposer: Please complete the following section and attach appropriate documentation.

ASU - [HU] CRITERIA			
HUMANITIES, ARTS AND DESIGN [HU] courses must meet <i>either</i> 1, 2 or 3 <i>and</i> at least one of the criteria under 4 in such a way as to make the satisfaction of these criteria A CENTRAL AND SUBSTANTIAL PORTION of the course content.			
YES	NO		Identify Submitted Documentation That Demonstrably Provides Evidence
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Emphasizes the study of values; the development of philosophies, religions, ethics or belief systems; and/or aesthetic experience.	Syllabus, Readings list
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Concerns the interpretation, critical analysis, or creation of written, aural, or visual texts; and/or the critical analysis (not summary or memorization) of historical development of textual traditions.	Syllabus, Readings list
<input type="checkbox"/>	<input type="checkbox"/>	3. Concerns the interpretation, critical analysis, or engagement with aesthetic practices; and/or the critical analysis (not summary or memorization) of historical development of artistic or design traditions.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. In addition, to qualify for the Humanities, Arts and Design designation a course must meet one or more of the following requirements:	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	a. Concerns the development of human thought, with emphasis on demonstrable critical analysis of philosophical and/or religious systems of thought.	Syllabus/assignments, Readings list
<input type="checkbox"/>	<input type="checkbox"/>	b. Concerns aesthetic systems and values, especially in literature, arts, and design.	
<input type="checkbox"/>	<input type="checkbox"/>	c. Emphasizes aesthetic experience and creative process in literature, arts, and design.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	d. Concerns the demonstrable critical analysis of literature and the development of literary traditions	
		THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [HU] DESIGNATION EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO THE HUMANITIES, ARTS AND DESIGN:	
		<ul style="list-style-type: none"> • Courses devoted primarily to developing skill in the use of a language. 	
		<ul style="list-style-type: none"> • Courses devoted primarily to the acquisition of quantitative or experimental methods. 	
		<ul style="list-style-type: none"> • Courses devoted primarily to teaching skills. 	

Course Prefix	Number	Title	General Studies Designation
AIS	494	American Indian Food Justice and Sovereignty	H

Explain in detail which student activities correspond to the **specific** designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1. Emphasizes the study of values; the development of philosophies, religions, ethics or belief systems; and/or aesthetic experience	Throughout the course, students study the cultural values and belief systems of Indigenous peoples in the US with additional examples from Hawaii and Canada. We explore how Indigenous views and values relate to Indigenous food systems, land, environment, and health. Students also analyze and evaluate economic and philosophical values and belief systems such food systems, sovereignty, capitalism and colonization. Students understand the philosophies, ethics, relationships, and belief systems of Indigenous peoples with food and the environment to understand and examine ways in which Empire has tried to impose differing views, beliefs, religions upon Indigenous peoples. Thus, Western European views, beliefs, religions are juxtaposed with Indigenous understandings of food systems, health, and decolonization to broaden the understanding of human cultural relationships.	<p>The course focus on the humanities is throughout the course. Each of the readings provides an understanding of different value, belief, religious systems.</p> <p>The readings and lectures provide a comparative understanding of different value systems and their interactions.</p> <p>See Syllabus and Reading list</p>
2. Concerns the interpretation, critical analysis, or creation of written, aural, or visual texts; and/or the critical analysis (not summary or memorization) historical development of textual traditions	Students analyze the different belief systems through the interpretation and analysis of the readings and films - created by different culture groups. We analyze and understand the historical development of textual tradition of Indigenous peoples/philosophies/religious systems. Students develop a broad foundation on the development of concepts such as colonization, decolonization, food systems, and health, as well as the development of	<p>The course focus on the humanities is throughout the course. The readings and assignments provide an understanding of different value, belief, religious systems as a foundation to critically analyze the development of textual traditions on food systems, justice, and sovereignty.</p> <p>The readings and lectures provide a comparative understanding of different value systems and their interactions.</p> <p>See Syllabus and Reading list</p>

	critiques utilizing Indigenous epistemologies	
4a. Concerns the development of human thought, with demonstrable critical analysis emphasis on the analysis of philosophical and/or religious systems of thought	Similar to the two above, in the course, students examine human thought through the study of Indigenous epistemologies and cultural traditions in the context of Indigenous food systems. Students analyze (written assignments) the different philosophical and theoretical views of culture, food systems, land, capitalism, colonization, and decolonization. With a focus on understanding Indigenous food systems, students explore the ways Indigenous health, culture, and life has been impacted and develop possibilities that revitalize, recreate, and strengthen Indigenous foodways, food systems, culture, belief systems, and systems of thought/philosophies.	<p>The course focus on the humanities is through out the course. Each of the readings provides an understanding of different value, belief, religious systems.</p> <p>The readings and lectures provide a comparative understanding of different value systems and their interactions. Students analyze systems and development of human thought, cultural beliefs through Indigenous epistemologies and ontologies (primarily from Indigenous sources).</p> <p>See Syllabus and Reading list</p>
4d. Concerns the demonstrable critical analysis of literature and the development of literary traditions.	The assignments emphasize the written critical analysis of the literature on Indigenous food systems, food sovereignty, justice, and health.	See Syllabus/assignments and Reading list

Course Catalog Description

This course examines the differences between Indigenous food systems, food justice, and food sovereignty from an American Indian Studies and Indigenous perspective. We will explore the interconnections between Indigenous knowledge, food, food systems, ecology and culture. We will examine how US colonialism has effected American Indian foods, food systems and health and explore the ways Indigenous peoples and nations are reviving traditional foods and food systems or developing new markets, policies, and opportunities for Indigenous Food Sovereignty. In addition to understanding the policies and concepts regarding food sovereignty, food justice, and traditional food systems, students may have the opportunity to work on their own garden or with a community garden.

AIS 494 American Indian Food Justice and Sovereignty

Dr. Myla Vicenti Carpio
Office: Discover Hall Rm 356 B
Phone: 480)727-7989
Vicenti@asu.edu

Spring 2021
T 450-735

Office Hours T 10:30am-12 pm
W 1:30-3:00pm
or by appointment (email)

Course Description and Course Objectives

This course allows students to understand the differences between Indigenous food systems, food justice, and food sovereignty from an American Indian Studies and Indigenous perspective. We will explore the interconnections between Indigenous knowledge, food, food systems, ecology and culture. We will examine how US colonialism has effected American Indian foods, food systems and health and explore the ways Indigenous peoples and nations are reviving traditional foods and food systems or developing new markets, policies, and opportunities for Indigenous Food Sovereignty. In addition to understanding the policies and concepts regarding food sovereignty, food justice, and traditional food systems, students may have the opportunity to work on their own garden or with a community garden.

Students will:

- Know and understand an overview of the historical political relationship between Indigenous peoples in America and U.S. Federal government
- Define food justice/sovereignty; discuss how food justice intersects with other conceptions of justice (global, social, economic, and environmental), and with inequities involving race, class, gender and governance
- Define and understand the origins, processes and ramifications of imperialism, colonization, and decolonization
- Analyze the social, economic and political impact of global and local food systems on Indigenous peoples in America, with brief comparisons with global Indigenous peoples and experiences
- Explore and analyze the social, economic and political impact of concepts of food sovereignty, food justice, and food security in American Indian societies
- Know and understand the changes in how American Indian nations have viewed and expressed food systems, ecology, and environment

Student Learning Outcomes.

From this course students will effectively:

- Critically analyze, identify, and evaluate media and readings from a variety of texts
- Demonstrate their knowledge and critical reading and thinking skills through class discussion, written reviews and presentations
- Verbally demonstrate an understanding of the course content through small-group and classroom discussions
- Understand, formulate and develop theoretical frameworks of Food Justice and Food Sovereignty in American Indian societies

Requiring face coverings at ASU locations

Everyone will be required to wear a face cover while in ASU buildings. Face coverings will also be required in outdoor community spaces where social distancing is not possible.

Course Access

Your ASU course can be accessed by Canvas or my.asu.edu; bookmark both in the event that one site is down.

Technology Requirements

ASU Sync classes can be live streamed anywhere with the proper technology. We encourage you to use a PC or Apple laptop or desktop equipped with a built-in or standalone webcam. You will need an internet connection that can effectively stream live broadcasts. It is recommended that your internet download speed is at least 5.0 mbps. You can use this [tool to test your current connection](#).

We do not recommend the use of iPads or Chromebooks for ASU Sync as these devices do not work for class exams that may be proctored remotely.

If you are not able to personally finance the equipment you need to attend class via ASU Sync, ASU has a laptop and WiFi hotspot checkout program available through [ASU Library](#).

Additional Requirements:

This course requires the following technologies:

- Web browsers ([Chrome](#), [Mozilla Firefox](#), or [Safari](#))
- [Adobe Acrobat Reader](#) (free)
- [Adobe Flash Player](#) (free) (no longer supported)
- Webcam, microphone, headset/earbuds, and speaker
- Microsoft Office ([Microsoft 365 is free](#) for all currently-enrolled ASU students)
- Reliable broadband internet connection (DSL or cable) to stream videos.

Student Success

To be successful:

- check and use ASU email. All announcements and communication will be on your ASU email. If you do not use ASU email, be sure to forward your ASU email to the email you regularly use.
- check the course daily
- read announcements
- read and respond to course email messages as needed
- complete assignments by the due dates specified
- communicate regularly with your instructor and peers
- create a study and/or assignment schedule to stay on track
- access [ASU Student Resources](#)
- [review the Student Tips for Learning with Zoom, https://uto.asu.edu/zoom-learning](https://uto.asu.edu/zoom-learning)
- Update Zoom weekly

Communicating with the Instructor

Community Forum

This course uses a discussion topic called "Community Forum" for general questions and comments about the course. Prior to posting a question or comment, check the syllabus, announcements, and existing posts to ensure it's not redundant. *You are encouraged to respond to the questions of your*

classmates.

Email questions of a personal nature to your instructor. You can expect a response within 24 hours. Include course in Subject Line, ie. AIS 502

Chat

The Chat tool in Canvas allows students and teachers to interact in real-time. Use Chat only for informal course-related conversations unless your instructor informs you otherwise. Chat is not ideal for questions about assignments; instructors are not required to monitor it and conversations may be buried or lost.

Email

ASU email is an [official means of communication](#) among students, faculty, and staff. Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly.

All instructor correspondence will be sent to your ASU email account.

Readings

- Salmón, Enrique. *Eating the Landscape: American Indian Stories of Food, Identity, and Resilience*. Tucson: University of Arizona Press, 2012.
- Mihesuah, Devon A. and Hoover Elizabeth, eds. *Indigenous Food Sovereignty in the United States: Restoring Cultural Knowledge, Protecting Environments, and Regaining Health*. (Norman: University of Oklahoma Press, 2019.
- Mihesuah, Devon A. *Recovering our ancestors' gardens: Indigenous recipes and guide to diet and fitness*. University of Nebraska Press, 2020.

Additional readings online

Assignments

Participation (100 points)

Careful reading of the texts and informed participation in class is expected. Students are expected to come to class having read the assigned material, ready to actively participate in discussion about the material with questions, thoughts, and ideas. Students should also be prepared to discuss readings as described below.

Students are encouraged to consider the following questions when preparing for class:

What is the thesis of the reading? How is the literature mobilized to support the thesis? What evidence and documentation are provided? What presuppositions does the author make? What further questions does this reading provoke?

Written assignments (20 pts each for 100 points)

Five analytical responses to the readings: students will write a no more than 3-page, typed, double-spaced analysis to the readings. Please note that this is NOT a summary.

Students should organize their response around a key idea from the readings (if a book), or 3 three of the articles or chapters (be sure to cite where you got the information). Discuss the

significance of the idea for the reading: how does it reflect the key points of the argument(s) and the readings' key concepts of food justice and food sovereignty? What larger questions or ideas for exploration does the reading/s provoke? Do not consult outside sources for this assignment—rely upon your own analysis and thought.

- **Garden work (optional, instead of 2 written assignments)**

Working in Garden will be the equivalent of 2 written assignments (up to 40 points). The time spent working in the garden must be documented by the instructor and the garden manager. Student must work a minimum of 5 work session for credit. Professor must be notified within the first 2 weeks of class that the student will be participating in this option. Garden work is not meant to be used to make up missed assignments.

- **Creating your own garden (optional, instead of 2 written assignments)**

Creating your own garden: the must be documented from start to finish in order for it count as two written assignments. You must include a journal and photographs on the progress of the garden. Garden is not meant to be used to make up missed assignments. Discuss this option with professor prior to beginning)

Food Reflection (50 points each) (100 total)

- 1) For 5 days – keep a food and drink diary. Keep track of the food you eat and what you drink for a 5-day period. For each item, note where the food or drink was grown, processed, and by whom.
- 2) 2) Make up a typical grocery list for one week. Go to a grocery store with two objectives: 1) compare the prices of organic foods and non-organic foods and note how accessible organic foods are; 2) from that same grocery list, find as many non- GMO products as possible. What are they and what do they cost compared to “regular” foods? (Due to Covid-19 concerns and restrictions – this may be done by online shopping)

Policy Search (50pts)

Find 5 policies/acts/laws that pertain to food sovereignty. Similar to an annotated bibliography, in 5 sentences after each entry, explain how it relates to food sovereignty.

Post Class discussion (5 x 20pts = 100 points total)

Each week prior to class (except for last week) students will post on discussion board answering three questions and reply to at least one post. (see Assignment info on Canvas)

Final Paper 10-15 pages (100pts) Grad (200pts) The research presentation is due at the end of the semester. The Presentation should focus on a Native community or Native issues surrounding Indigenous food sovereignty. Focus on their traditional food systems and the work they are doing to return to those systems or reclaim their systems through food sovereignty projects. What changes have they instituted, and what are they doing to achieve food sovereignty. Or, what is the issue faced. How does it relate to Indigenous food sovereignty. Why is this issue important to food sovereignty. The research requires at least 10 references. More information forthcoming.

Grades

I will be using the + / - grading system. My grading scale is as follows:
A+= 100-97% B+ = 89-87% C+ = 79-77% D = 69-60%

A = 96-94
A -=93-90

B = 86-84
B- = 83-80

C = 76-70

E = 59-0

Graduate Students

Graduate students will be expected to do additional work for graduate credit. Students will have additional readings and a 20 page research paper instead of presentation.

Submitting Assignments All assignments, unless otherwise announced, MUST be submitted to the designated area (assignments) of Canvas. Do not submit an assignment via email. It is your responsibility to make sure that your assignment was successfully submitted.

Assignment due dates follow Arizona Standard time. Click the following link to access the [Time Converter](#) to ensure your account for the difference in Time Zones. Note: Arizona does not observe daylight savings time.

Late or Missed Assignments: No Late Papers. Notify the instructor **BEFORE** an assignment is due if an urgent situation arises and you are unable to submit the assignment on time.

Follow the appropriate University policies to request an [accommodation for religious practices](#) or to accommodate a missed assignment [due to University-sanctioned activities](#).

Classroom and Zoom Etiquette

- **Cameras.** I require cameras to be on during class. They can be turned off during breaks but must turned on when class resumes.
- **Cell Phones.** I do not allow or tolerate the use of cell phones during class. Turn off cell phone or ringer during class. If you are expecting an emergency call, turn your phone to non-ring/vibrate and take your call outside the classroom with minimal disruption. I do not allow ANY text messaging in class. If you are caught text messaging in class, you will be asked to leave class for that day. Should the problem continue, the professor will completely drop you from the course.
- **Computers.** I allow the use of computers in class for note-taking *only*. While in class disable the wi-fi capability. If you are caught using the computer for anything other than note-taking in class, e.g., surfing the web or IM, you will be asked to leave class for that day. Should the problem continue, the professor will completely drop you from the course.
- **Recording.** Recording will only be permitted for justified reasons and with explicit written permission from the instructor. Any unauthorized recording or duplication of course materials including but not limited to lectures and handouts without the expressed, written consent of the instructor, is prohibited. These materials are protected by copyright under Arizona Common Law. If you wish to duplicate materials or tape record for your own use, you must obtain permission from the instructor and dispose of the copy and/or recording at the end of the course.
- **Classroom Discussion.** Although I encourage classroom discussion, remarks and statements that I find offensive and those I perceive to be offensive to other students, such as those that denigrate or dehumanize others will NOT be tolerated.

Attendance. Required. We only meet once a week, therefore missing more than one class is substantial. One excused (I must be notified) absence is accepted. Two or more absences may result in a drop in a letter grade.

In case of an emergency absence, let the professor know as soon as possible, by phone, email, or in-person. In case of death in family, please inform the Student Advocacy Office (965-6547,

Student Services Bldg. 263), they will inform all your professors of your absence. I understand ceremonies take place throughout the semester, please let me know ahead of time if possible. Inform me of any absences due to ceremonies so we may arrange when papers turned in with a minimal penalty.

ACADEMIC INTEGRITY

All students are expected to adhere to the highest personal and professional standards. This link to the University Academic Integrity Policy (<http://provost.asu.edu/academicintegrity>) is provided for your information. Any violation of ASU standards for academic integrity in written work, research, etc. will be processed through established campus protocol.

5-308 Student Code of Conduct.

Prohibits "all forms of student academic dishonesty, including but not limited to, cheating, fabrication, facilitating academic dishonesty and plagiarism." Sanctions include, failing grade of assignment, course, and/or expulsion or suspension from the university. Any student caught cheating or plagiarizing will receive a failing grade or an XE grade in this course.

As stated in the Student Academic Integrity Policy, "Plagiarism means using another's words, ideas, materials or work without properly acknowledging and documenting the source. Students are responsible for knowing the rules governing the use of another's work or materials and for acknowledging and documenting the source appropriately."

You are responsible for knowing the Student Code of Conduct and Student Academic Integrity Policy.

<http://www.asu.edu/aad/manuals/sta/sta104-01.html>

<http://www.asu.edu/studentlife/judicial/integrity.html>

Student Accessibility and Inclusive Learning Services: Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to me at the beginning of the semester either during office hours or by appointment. **Note:** *Prior to receiving disability accommodations, verification of eligibility from the Disability Resource Center (DRC) is required. Disability information is confidential.*

Establishing Eligibility for Disability Accommodations: Students who feel they will need disability accommodations in this class but have not registered with the Disability Resource Center (DRC) should contact DRC immediately. <https://eoss.asu.edu/drc> or email at : DRC@asu.edu. Their hours are 8:00 AM to 5:00 PM, Monday through Friday.

Policy against threatening behavior

ASU's policy against threatening behavior (Student Services Manual SSM 104-02 "Handling Disruptive, Threatening or Violent Individuals on Campus"): All incidents and allegations of violent or threatening conduct by an ASU student (whether on-or off campus) must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other

appropriate offices will coordinate the assessment in light of the relevant circumstances.

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or you have been sexually assaulted, Please contact someone, a professor, police, or administrators. ASU is a mandatory report university; we must report any such case brought to us. You can also find information and resources at <http://sexualviolenceprevention.asu.edu/faqs/students>

Policy on Sexual Discrimination

Arizona State University is committed to providing an environment free of discrimination, harassment, or retaliation for the entire university community, including all students, faculty members, staff employees, and guests. ASU expressly prohibits [discrimination](#), [harassment](#), and [retaliation](#) by employees, students, contractors, or agents of the university based on any protected status: race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, and genetic information.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling>, is available if you wish discuss any concerns confidentially and privately.

Incompletes. I do not give incompletes, unless unusual or emergency circumstances mitigate. An incomplete is only given if student has completed 2/3 of semester's work or in emergency circumstances after student has had discussions with professor. I have found that incompletes impede student progress and create more difficulties during completion. If left incomplete, student's grade becomes an E. Therefore, if any difficulties arise, please come talk to me as soon as possible.

I reserve the right to administer more than the required written assignments if I feel the readings are not being completed.

Syllabus Disclaimer

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule, but the possibility exists that unforeseen events will make syllabus changes necessary. Remember to check your ASU email and the course site often.

Course Itinerary

Date	Topic	Readings/Assignments
Week 1 T 1/12	Introduction Historical Context	
Week 2 T 1/19	<i>Indigenous Knowledge/Indigenous Food Systems</i>	Cajete - Chapter 1 and 2 [1, 2a] Mihesuah – Chapter 2,

	<i>General Studies – 1, 2 and 4a</i>	Case study 1 [2c] Salmon , ch. 1 [1, 2a]
Week 3 T 1/26	<i>Changes in Indigenous Food Systems</i> <i>General Studies – 1 and 2</i>	Salmon – ch. 3, 4 Mihesuah – 4, 5 Assignment: Food Reflection 1
Week 4 T 2/2	Changes in Indigenous health, lifestyles <i>General Studies – 1, 2, 4a, 4d – readings and Assignment</i>	Mihesueh Ch. 1 and case study 2 Hoover – Ch. 9 Analysis #1
Week 5 T 2/9	Food Sovereignty, Food Justice, Food Security <i>General Studies – 1, 2 – Both readings</i>	Eric Holt-Giménez, “From Food Crisis to Food Sovereignty: The Challenge of Social Movements” María Elena Martínez-Torres & Peter M. Rosset – “La Vía Campesina: the birth and evolution of a transnational social movement” Shiva - TBA 2nd Food Assignment
Week 6 T 2/16	GMO, BioColonialism <i>General Studies – 1 and 2</i>	D. Harry reading (canvas) Video: Hawaii and the Anti-GMO Movement
Week 7 T 2/23	Indigenous Food Sovereignty <i>General Studies – 1, 4a, 4d – both readings and assignment</i>	Hoover – Ch. 1, 2 TBA Analysis #2
Week 8 T 3/2	~Challenges ~Climate, Environment <i>General Studies – 1 and 2</i>	Hoover- Ch. 14 TBA
Week 9 T 3/9	~Farming, Seeds Policies <i>General Studies – 1 and 2</i>	Hoover- ch. 11, 12 TBA Policy assignment
Week 10 T 3/16	~Recovering – Health <i>General Studies – 1 and 4a</i>	Hoover – ch 13 Salmon – ch 5 Analysis #3
Week 11 T 3/23	~Health ~Initiatives, Actions, Communities <i>General Studies – 1 and 4a</i>	Cajete-ch. 4 Salmon – ch 6 TBA
Week 12 T 3/30	~Initiatives, Actions, Communities <i>General Studies – 1, 4a, 4d</i>	Hoover – 3, 4 Videos – (Canvas) TBA Analysis #4

Week 13 T 4/6	~Initiatives, Actions, Communities	Hoover – ch
Week 14 T 4/13	Where do we go from here Final Presentations <i>General Studies – 1, 4a, 4d</i>	Videos – (Canvas) Analysis #5
Week 15 T 4/20	Final Presentations <i>General Studies – 4d</i>	

Reading List for AIS 494 –

Cajete, Gregory. *A People's Ecology: Explorations in Sustainable Living* 1st ed. Santa Fe, N.M: Clear Light Publishers, 1999.

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INDIGENOUS FOOD SOVEREIGNTY IN THE UNITED STATES

**Restoring Cultural Knowledge,
Protecting Environments,
and Regaining Health**

**Edited by
DEVON A. MIHESUAH and ELIZABETH HOOVER**

Foreword by WINONA LADUKE

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Recovering Our Ancestors' Gardens

*Indigenous Recipes
and Guide to
Diet and Fitness*

REVISED EDITION

Devon A. Mihesuah

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