



Syllabus: ***ANR225N Environmental Issues and Conservation in the US-Mexico Borderlands***

Course Information:

Course Prefix/Number: ANR 225N
 Semester: Spring 2019
 Class Days/Times: MW 12:30-3:15 PM

Credit Hours: 4
 Course Title: Environmental Issues and Conservation in the US-Mexico Borderlands
 Room: GSK-5

Instructor Information:

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 (520) 383-0114
 Office hours: T-R 11:45-12:30

Course Description: This course explore and discuss current environmental issues and challenges in the US-Mexico border region. Due the importance for the Tohono O’odham community, the course will focus on environmental issues of the Southwest’s borderland that have implications in Tohono O’odham communities ‘environment. Includes a strong practicum component where students will visit study cases of representative environmental problems. In addition, guest lectures with expertise in these issues will be invited to give presentations at TOCC or webinars.

Course Structure: This course is organized around extensive reading, discussion, and active engagement with the academic literature on environmental issues in the US-Mexico border. You are expected to do reading before class and come prepared to participate in an informed discussion. This class includes a very strong practicum component that includes field trips to key areas along the border or discussion with academics and stakeholders. Many assignments are broken up into multiple/progressive deadlines to encourage quality material is produced by spreading work across the semester with instructor feedback rather than concentrated just before a final deadline.

Field Trips: Two field trips are contemplated as part of the course. The first one is a visit to the San Miguel gate at the Chukut-Kuk district, which is located right at international borderline between US and Mexico. The objective of this trip is to illustrate students on the effects of international vehicle barriers on the tribal landscape.

The second field trip is at the Organ Pipe Cactus National Monument (U.S. National Park Service). The objective is to illustrate the biodiversity at the US-Mexico border and the potential difficulties for conservation in the border. Also the strategies that institutions like Organ Pipe have to implement in order to accomplish their mission.

Student Learning Outcomes (SLOs) :

Upon completion of the course, the student will be able to do the following:

1. Evaluate the impacts of political decisions on ecosystems in the US-Mexico borderland.
2. Discuss laws and regulations that have been enacted to protect natural resources.
3. Utilize practical management tools and techniques to perform environmental impacts.
4. Demonstrate knowledge of Tohono O'odham cultural/environmental views along with those of Western science regarding borderland conservation methods.
5. Demonstrate applications of ecological principles to evaluate environmental impacts in the US-Mexico borderland.

Evaluation and Grading & Assignments:

class points:

- 300 = attendance (30%)
- 100 = class participation (10%)
- 100 = worksheets (10%)
- 300 = Field trips (30%)
- 200 = Individual project (20%)

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1,000 = Total Points

grading scale:

- 851+ points = A
- 751-850 points = B
- 700-750 points = C
- 600-699 points = D
- < 599 points = F

Himdag Cultural Component:

TOCC and the instructor strive to integrate Tohono O'odham Himdag into the curriculum. Learning in this class is reflective of *t-šo:şon*, TOCC's four core values: 1) this class integrates learning from both an academic geographic and a traditional O'odham perspective [reflecting sensitivity to *t-wohucudadag*, our beliefs]; 2) while academic learning is often based on abstract theories or ideas, this class also seeks practical applications for and use of this information for ourselves, our families, and our communities [*t-apedag*, our well-being]; 3) this class prioritizes a safe and positive learning environment for students [*t-pi:k elida*, our deepest respect,]; and 4) this class provides an environment in which we can learn from each other as a community [*i-we:mta*, working together].

Learning assessment

We will apply the Man in the Maze Indigenous education model (Fig 1, at the end of this syllabus). For the Tohono O'odham, the Man in the Maze symbol is rich in meaning on multiple layers and is reflective of one's journey toward both inner and outer knowledge through life. It serves as a powerful symbol for a holistic educational journey founded on the Himdag. The dark spot in the center symbolizes the four major life sacraments that every person must pass through to complete the journey. Each time a person moves to the center of the Maze during major life transitions, there is time for reflection, evaluation, and transformation before moving onward to the next phase of the life journey. Therefore, it can serve as a visual map that can be utilized to give a person a measurement tool. The symbol can be adapted to any process or format as it provides an assessment for all persons involved to amend the material as completion is attained.

Policies and Expectations:

Reading: You should come to class having read the appropriate assignments and be prepared to actively engage with the instructor and your fellow students. Keeping up with the reading is critical to doing well in this class.

Attendance: Presence in this class is closely correlated with a student's ability to learn the material. Five points will be earned for each full class attended up to a maximum of 300 points (the Friday field trip is worth two sets of attendance points). Students who are late to class or leave early may have points deducted. Active participation in class is expected. Excused absences do not count as days attended and attendance points cannot be made up.

Late Work: It is best to submit all materials on time and take quizzes and exams as scheduled. In the case of unavoidable delay or absence, students must e-mail the instructor immediately with an explanation of the situation in order to make alternate arrangements. Supplemental documentation may be required and points deducted. Only rarely will late work will be approved for credit.

In-class Behavior: Class time is to be reserved exclusively for class work. If you have trouble resisting the urge to text your friends, post to Facebook, or tweet about how exciting the day's discussion is, please turn off your cell phone. This is an important part of maintaining *t-pi:k elida*—our deepest respect—for the learning environment of the classroom. Those who are distracting to the instructor or others may be asked to leave the class and under such circumstances not return until after meeting individually with the instructor. Expectations for behavior also apply to field trips.

Communication: Please be sure to check your TOCC e-mail account regularly for important announcements from the college and instructor.

Special Accommodations: If you need special accommodations due to a disability and or family/social obligations that may interfere with class performance, please instructor early on in the semester (or as soon as possible after the onset of the situation) to make arrangements.

Academic Honesty: Plagiarism is unacceptable. Work presented as your own should in fact be your own. Work from others should be appropriately acknowledged or cited. If you have any questions about academic honesty, be sure to ask!

Incomplete Policy: Incomplete (I) grades are not awarded automatically. The student must request an "I" from the instructor who can choose to award an Incomplete only if all three of the following conditions are met:

1. The student must be in compliance with the attendance policy.
2. There must be an unavoidable circumstance that would prohibit the student from completing the course.
3. The student must have completed over 75% of the course requirements with at least a "C" grade.

Incompletes are not a substitute for incomplete work due to frequent absences or poor academic performance.

Incomplete grades that are not made up by the end of the ninth week of the following semester will be automatically changed to an F if the agreed upon work, as stipulated on the written form signed by the instructor and the student when the I grade is awarded, is not completed.

DISCLAIMER: This syllabus is designed to evolve and change throughout the semester based on class progress and interests. You will be notified of any changes as they occur.

THEMATIC OUTLINE

- A. Geographical context of the US-Mexico borderland.
- B. Historical context of the US-Mexico borderland
- C. Environmental context of the region.
- D. Connectivity and Habitat Transformation in the border region.
- E. Climate Change and Water resources.
- F. Transborder pollution of natural resources.
- G. Environmental treaties between Mexico and the US.
- H. Environmental Justice
- I. Environmental issues and cultural interaction with the Tohono O'odham nation.

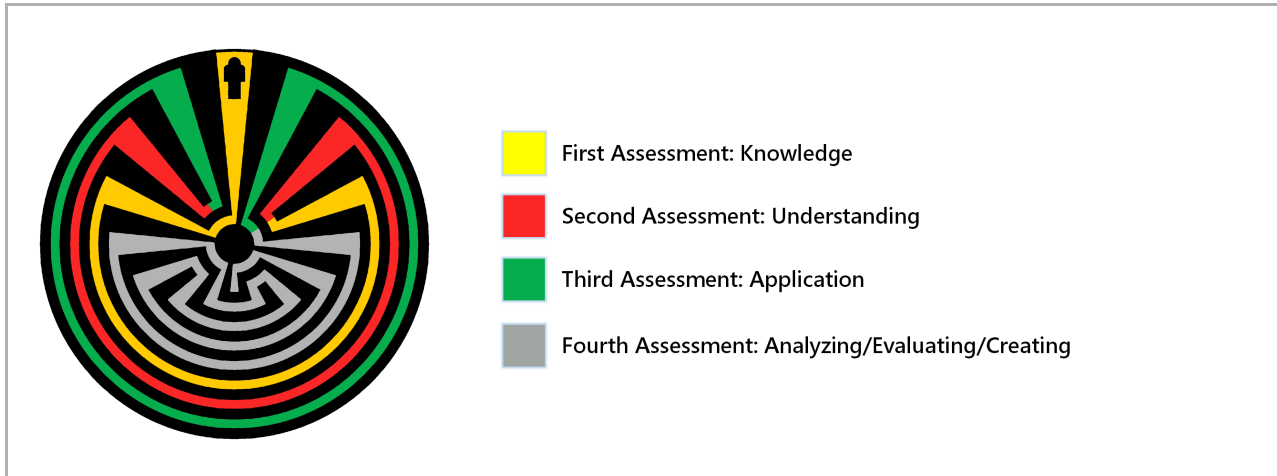


Fig. 1: Indigenous education model derived from the Man in the Maze.