Complete this worksheet after you have modified your course, delivered it, and assessed it. Attach a syllabus/course outline, Activity Sheets for new activities, summary of your assessment, and essential copies of teaching materials to help the mentor team evaluate your achievement of workshop goals.

Course Name: ETHNC 3870: American Indian Women: Sustaining Culture and Community

Instructor Name: Elizabeth Archuleta

List your course, lesson, or activity learning goals that highlight new sustainability elements.

See attached action plan.

Explain the new sustainability element(s) you incorporated into your course and how they related to the learning goals above (at course, lesson, or activity level). Describe how you see these elements relating to sustainability.

See attached action plan.

Provide a concise listing of sustainability lessons and activities and show their location in the course schedule. For selected activities attach a completed Activity Sheet.

See attached action plan.

What motivated you to change your course?

When I first read the call for proposals issued from the Wasatch Experience, I realized that “sustainability” is often approached from a Western perspective, which ignores and/or marginalizes broader discussions of what sustainability is. From my perspective, colonization and settler colonialism provide an opportunity to examine cultural sustainability as it relates to Indigenous communities. From my point of view, Indigenous ways of knowing is synonymous with sustainability, so I took the opportunity to teach students how the issues explored in my
class were all about sustaining Indigenous culture and community after surviving the onslaught of colonization.

**Explain how you approached the modification of your course.**

I changed my course description and added systems thinking/mapping as an assignment. An example of how this played out in the day-to-day would be that we examined gender norms, for example, as something that colonization had changed. We tied this to one or more of sustainability’s big ideas, and tied it to sub-sets related to colonization to show how Indigenous women were retracing how gender norms in their communities had changed with the imposition of Western gender norms, religion, capitalism, and more.

**Did you achieve your proposed desired modification of the course? Why or why not?**

I was able to modify my course easily, because I had always used the big ideas of sustainability in the past. However, I had never used that approach specifically, so all I had to do was change some of vocabulary I had been using and replace it with concepts and terms from conversations in sustainability.

**Describe the process you took to develop the sustainability teaching materials. What did you find particularly helpful? What did you do that was not particularly helpful?**

The biggest help to me was the “big ideas” handout, which I used to derive examples of issues related to sustainability that went beyond the environment.
Did the students achieve the sustainability learning goals of the course, lesson, and/or activity?

What will you do differently in the future to continue to enhance the sustainability content and/or delivery of this course and others?
In retrospect, in what ways could the Wasatch Experience have improved your ability to elevate your teaching of sustainability content?