

ENST 410
ENVIRONMENTAL KNOWLEDGE OF NATIVE PEOPLES
Fall 2019

Rosalyn LaPier
T/TH 8:00am-9:20pm
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COURSE DESCRIPTION:

This course will engage in what traditional ecological knowledge is and how it is transmitted and acquired by Indigenous and other peoples. We will address on-going debates about the relevance of traditional ecological knowledge to contemporary resource management and environmental sustainability. The course will focus not only on human relationships to their environments, but also on how humans found meaning within the natural world.

Traditional ecological knowledge is usually defined as “a cumulative body of knowledge, practice, and belief, evolving by adaptive processes and handed down through generations by cultural transmission, about the relationship of living beings (including humans) with one another and with their environment.” (Berkes, 8)

This is a seminar course oriented toward upper-division undergraduates near the final year of study and graduate students, in which the participation of students in class discussions, exercises, and group activities is expected.

Learning Goals & Outcomes:

- Understand key concepts and literature relating to traditional ecological knowledge (TEK), resource management and sustainability;
- Understand how TEK has shaped human-environmental interactions;
- Appreciate the role of humans in the creation, maintenance, and perpetuation of sustainable land management systems and livelihoods;
- Comprehend the complexity of TEK systems and the need for interdisciplinary approaches in environmental studies research, as well as the challenges and issues associated with applications of TEK in modern-day resource management and sustainability;
- Read and analyze ethnographic and contemporary materials related to Indigenous people, TEK, resource management and environmental sustainability.
- Research ethnographic and contemporary materials to effectively understand and write about Indigenous people, TEK, resource management and environmental sustainability.

REQUIRED READINGS

Peer-reviewed scholarly articles listed each week.

Each week we might also read or review non-scholarly magazine or newspaper articles, documentary films, radio podcasts and/or hear from speakers (in class or on campus).

Recommended Reading

Fikret Birkes. *Sacred Ecology*, Routledge. 4th Edition (required reading for graduate students).

MOODLE

Most readings and assignments will be posted on Moodle on a regular basis.

ATTENDANCE

“Students are expected to attend all class meetings and complete all assignments for courses in which they are enrolled. Instructors may excuse brief and occasional absences for reasons of illness, injury, family emergency, religious observance or participation in a University sponsored activity.... Instructors shall excuse absences for reasons of military service or mandatory public service.”

“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.”

<http://www.umt.edu/catalog/acad/acadpolicy>.

ACADEMIC HONESTY

“All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or disciplinary sanction by the university. All students need to be familiar with the Student Conduct Code. The code is available for review online at ”
http://life.umt.edu/vpsa/student_conduct.php.”

STUDENT CONDUCT CODE

“Being a student at UM presupposes a commitment to the principles and policies embodied in the Code.” http://life.umt.edu/vpsa/student_conduct.php.

DISABILITY STUDENT SERVICES

Appropriate accommodations will be made by the University pursuant to the policies of the Disability Student Services, <http://life.umt.edu/dss>.

WEEKLY SCHEDULE:

PART ONE: What is TEK? How learned & transmitted?

Week 1:

Reading: Fikret Berkes. "Traditional Ecological Knowledge," *Encyclopedia of Religion and Nature*, Bloomsbury, V. 2, 2005, 1646-1649. **DUE: weekly response due Wednesday @ midnight.**

8/27 Introduction, "Tending Nature: Protecting The Coast with the Tolowa Dee-ni'."

8/29 Introduction, Be prepared to discuss reading.

Week 2:

Reading: Berkes, Fikret and Nancy J. Turner. "Knowledge, Learning and the Evolution of Conservation Practice for Social-Ecological System Resilience." *Human Ecology*, Vol. 34, No. 4 (2006): 479-494. **DUE: weekly response due Monday @ midnight.**

9/3 Crisis Depletion Model

9/5 Be prepared to discuss reading.

Week 3:

Reading: Berkes, Fikret and Nancy J. Turner. "Coming to Understanding: Developing Conservation through Incremental Learning in the Pacific Northwest." *Human Ecology*, Vol. 34, No. 4 (2006): 495-513. **DUE: weekly response due Monday @ midnight.**

9/10 Incremental Learning Model

9/12 Be prepared to discuss reading.

Week 4:

Reading (s): Garibaldi, A. and N. Turner. 2004. "Cultural keystone species: implications for ecological conservation and restoration." *Ecology and Society*. Vol. 9, No. 3 (2004). On-line.

DUE: weekly response due Monday @ midnight.

9/17 Gendered Plant Knowledge and Cultural Keystone Species

9/19 Be prepared to discuss reading.

Week 5:

DUE: Interactive Essay due Thursday @ midnight.

9/24 Contemporary Issues - Urban Food Sovereignty: Tending Nature: Decolonizing Cuisine with Mak-‘amham - Guest: Rose Bear Don’t Walk.

9/26 Interactive Essay Q & A

PART TWO: Traditional Knowledge Systems in Practice - Gender, Fire, Plant Foods, & Fish.

Week 6: Gender

Reading: N. Turner. "Women's Work, Traditional Knowledge and Plant Resource Management in Indigenous Societies of Northwestern North America." in *Women and Plants*. **DUE: weekly response due Monday @ midnight.**

10/1 Tending the Wild: Weaving Community & Gathering Medicine

10/3 Be prepared to discuss reading.

Week 7: Fire

Reading: M. Kat Anderson. "The Use of Fire by Native Americans in California." in *Fire in California's Ecosystems*. University of California Press, 2006. **DUE: weekly response due Monday @ midnight.**

10/8 Tending the Wild: Cultural Burning.

10/10 Be prepared to discuss reading.

Week 8: Plant Foods

Reading: Nancy J. Turner and Dawn C. Loewen. "The Original "Free Trade": Exchange of Botanical Products and Associated Plant Knowledge in Northwestern North America." *Anthropologica*, Vol. 40, No. 1 (1998): 49-70. **DUE: weekly response due Monday @ midnight.**

10/14 *GrizRead/Presidential Lecture: Tommy Orange, 12:30-2pm Lunch PFNAC, 2pm-3pm Q&A, 7:30pm Lecture @ Dennison Theater*

10/15 Tending the Wild: Decolonizing the Diet.

10/17 No class: Attend President's Lecture on Monday, 10/14

Week 9: Fish

Reading: Ballard, Heidi L., and Lynn Huntsinger. "Salal Harvester Local Ecological Knowledge, Harvest Practices and Understory Management on the Olympic Peninsula, Washington." *Human Ecology* 34, no. 4 (2006): 529-47. **DUE: weekly response due Monday @ midnight.**

DUE: weekly response due Monday @ midnight.

10/22 Tending the Wild: Keeping the River

10/24 Guest: David Beck, Sturgeon & the Menominee

Week 10

DUE: Interactive Essay due Thursday @ midnight.

10/29 Contemporary Issues - Urban Health Issues & TEK

10/31 Guest

PART THREE: Place and Landscape in Human Understanding of Nature

Week 11:

Reading: Salish-Pend d'Oreille Culture Committee and Elders Cultural Advisory Council. *The Salish People and the Lewis and Clark Expedition*. University of Nebraska Press, Lincoln, 2005.

DUE: weekly response due Monday @ midnight.

11/5 The Salish People & TEK of Missoula Valley

11/7 Be prepared to discuss reading.

Week 12: The Salish People & TEK of Missoula Valley

Reading: Salish-Pend d'Oreille Culture Committee. *The Salish People*. **DUE: weekly response due Monday @ midnight.**

11/12 Research & resource workshop

11/14 Research & resource workshop

Week 13:

11/19 Research & resource workshop

11/21 Research & resource workshop

Week 14:

11/26

11/28 No Class: Turkey Day

Week 15:

12/3 Sharing Interactive Essays

12/5 Sharing Interactive Essays

Finals Week:

12/10 Final Class, 10:10am-12:10noon

ASSIGNMENTS

Class Participation (20 points)

Weekly Reflections (10 @ 2 points, 20 points)

Interactive Essays (3 @ 20 points, 60 points)

GRADING:

Final Grade based on a percentage of Total Points (100).

Late Assignments:

Late assignments will be reduced by 20% of total points and then graded. Late assignments will not be graded and returned to students in a timely manner.

Original Work:

All work students submit for grading must be their own original work, written by the student specifically for this course. Any acts of plagiarism or academic dishonesty will result in **automatic failure of the assignment(s) and possibly the course**, and may result in **further academic punishment**.

ASSIGNMENTS:

Class participation. Attend each class and be prepared for class discussion by doing assignments ahead of time. Graduate students will be assigned classes to co-facilitate with professor.

Weekly Readings & Reflection.

- Reflection 500-700 words: Summary (100+ words), Analysis (350+ words), & Reflection (50+ words). Write your word count at the top of your reflection.
- Chicago Author/Date style for citations.
- PDF version, post on Moodle.
- Written work will be evaluated in terms of your to concisely summarize and address major themes raised in the reading(s), depth of critical analysis of the reading(s), thoughtfulness of reflection, use of citations, and clarity of writing.
- Due at midnight on Mondays – Week 1, 2, 3, 4 & 6, 7, 8, 9 & 11, 12.

Interactive Essays.

- Essay 1,250 - 1,750 words.
- Chicago Author/Date style for citations.
- Create two (2) versions – one as a Word or PPT version, and one in PDF version, post both Moodle.
- Interactive digital essay(s) are a written essay that are embeded with audio, video, photos, and maps to help the reader understand their topic(s).

Essay #1: What is TEK? How have Indigenous people learned and transmitted TEK according to contemporary scholars? And Indigenous people? Use our in-class sources as your primary sources.

Essay #2: Traditional Knowledge Systems in Practice - Gender, Fire, Plant Foods, & Fish.

Essay #3:

Option 1: "*The Salish People*" and western Montana. Write about two (2) places in the Missoula valley &/or western Montana, learn about how the Salish related to and used those places. Visit those places (even if within the urban landscape) to take photographs and/or get photos from Google Earth.

Option 2: Talk to Instructor first. Students have the option of doing a similar essay with another Indigenous group of their choice. However, in-class we will be discussing the Salish in Western Montana and the Pacific Northwest.

Graduate Students:

Graduate students taking ENST 410 will have additional assignments and are expected to work at the graduate level in analysis, writing and critical thinking.

- 1) Reading: Graduate students are expected to read Berkes, *Sacred Ecology*, 4th ed. & code of ethics from various academic societies.
- 2) Class Participation: Co-facilitate class discussion at least one week.
- 3) Project: Graduate students have the option of working on a separate original research paper(s) or the assigned class project(s).

Required Reading:

Fikret Birkes. *Sacred Ecology*, Routledge. 4th Edition (The 4th Edition is the most updated.)

Week 2: Chapt. 1, 2, 3

Week 3: Chapt. 10

Week 4: Chapt. 11, 12

Week 6: Chapt. 4

Week 7: Chapt. 5

Week 8: Chapt. 6

Week 9: Chapt. 7

Week 10: Chapt. 8

Week 11: Chapt. 9

American Anthropological Association Code of Ethics

<http://www.aaanet.org/committees/ethics/ethcode.htm>

Declaration on the Rights of Indigenous Peoples

<http://daccessdds.un.org/doc/UNDOC/LTD/N07/498/30/PDF/N0749830.pdf?OpenElement>

International Society for Ethnobiology Code of Ethics

http://ise.arts.ubc.ca/global_coalition/ethics.php