

ENST 410: ENVIRONMENTAL KNOWLEDGE OF NATIVE PEOPLES
Spring 2014

Rosalyn LaPier
T/TH 11:10-12:30pm
Office Hours: T/TH 12:30-2:00pm or by appointment

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COURSE DESCRIPTION:

Examine traditional environmental knowledge (TEK) of Native peoples with a special focus on ancient peoples of the Northern Great Plains.

This course will explore how different Native groups on the Northern Great Plains, primarily those before contact with Europeans, knew their environments, how different societies utilized the resources within their environments either domesticated or wild species (both plant and animal), and the different societal roles of women and men. The course will focus not only on human relationships to their environments, but also on how humans found meaning within nature.

Learning Goals:

By the end of the course the student will:

- 1) develop an understanding of the field of environmental studies,
- 2) especially as it relates to the study of the relationship between ancient peoples (Native peoples) and their environments on the Northern Great Plains, and
- 3) students will learn contemporary definitions such as “traditional ecological knowledge” and how this terminology helps articulate our understanding of ancient peoples and their understanding of the natural world.

LEARNING OUTCOMES:

By the end of the course the student will be able to:

- 1) Read and analyze ethnographic and contemporary materials related to ancient people of the Northern Great Plains.
- 2) Write an effective academic essay related to an environmental studies issues.
- 3) Research ethnographic and contemporary materials to effectively understand and write about ancient people of the Northern Great Plains.

REQUIRED READINGS

Students will read both books and articles, watch documentary film and listen to public radio programs. See list at end of syllabus.

MOODLE

Most readings, assignments and handouts will be posted 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.” <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>.

SCHEDULE:

Please complete assignments BEFORE class.

Week 1: Place and Landscape in Human Understanding of Nature

1/26 Introduction to Course

1/28 Be prepared to discuss: Berkes: TEK definition & Great Plains: America’s Lingerin Wild, Episode 1: A Long Hard Struggle (1 hr.) & Episode 2: We Live with the Land (1 hr.).

Week 2: Understanding Terminology and Contemporary Ideas of TEK

2/2 Terminology

2/4 Be prepared to discuss: Turner, Ignace and Ignace, Traditional Ecological Knowledge and Wisdom of Aboriginal Peoples in British Columbia.

Week 3: Human Relationships with Nature and Understanding of the Supernatural

2/9 Religion/World View and Ojibwe

DUE: Writing #1

2/11 Be prepared to discuss: Johnston 1-7, and handout

Week 4 Human Relationships with Nature and Understanding of the Supernatural

2/16 Religion/World View and the Ojibwe

2/18 Be prepared to discuss: Johnston, 8-13

Week 5: Contemporary Issues

2/23 Class moved to 2/24 at 8pm (required), 3:10pm (optional) Vandana Shiva presentation

2/25 Be prepared to discuss: Shiva, Golden Rice and Neem: Biopatents and the Appropriation of Women's Environmental Knowledge.

Week 6: Human Relationships with Resources, Animals

3/1 Blackfeet and Bison, Ancient Plains Societies

DUE: Writing #2

3/3 Be prepared to discuss: Brink, 1-5

Week 7

3/8 NEJAC

3/10 NEJAC

Week 8: Human Relationships with Resources, Animals

3/15 Blackfeet, Bison & Beavers

3/17 Be prepared to discuss: Brink, 6-9 (we will not read final chapters)

Week 9: Human Relationships with Resources, Plants & Agriculture

3/22 Hidatsa Agriculture

DUE: Writing #3

3/24 Be prepared to discuss: Buffalo Bird Woman 1-4

Week 10: Human Relationships with Resources, Plants & Agriculture

3/29 Hidatsa Agriculture

3/31 Be prepared to discuss: Buffalo Bird Woman, 5-13

Week 11

SPRING BREAK

Week 12: Human Relationships with Nature

4/12 Be prepared to discuss: Films, Botany of Desire (4 hrs.) & What Plants Think (1 hr.)

4/14 (NASA meeting)

DUE: Writing #4

Week 13: Contemporary Issues

4/19 Contemporary Issues

4/21 Be prepared to discuss: Berkes, Colding and Folke: Rediscovery of Traditional Ecological Knowledge as Adaptive Management.

Week 14: Contemporary Issues

4/26 Contemporary Issues

4/28 Be prepared to discuss; Berkes & Turner: Coming to Understanding & Berkes/Turner: Knowledge, Learning, & Evolution

Week 15: Native Languages and TEK

5/3 Native Languages

5/5 Be prepared to discuss: First Speakers Restoring the Ojibwe Language (1 hr.)

Week 16:

5/9 Final Class, meet in PFNAC rm. 014 from 1:10 to 3:10pm

DUE Writing #5

ASSIGNMENTS

Class Participation (25 points)

Writing #1 (15 points)

Writing #2 (15 points)

Writing #3 (15 points)

Writing #4 (15 points)

Writing #5 (15 points)

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

The work you submit for grading must be your own original work, written by you specifically for this course. Any acts of plagiarism or academic dishonesty will result in **automatic failure of 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.

Writing Assignments. Students will write academic essays addressing one or more questions. For an academic essay – your thesis or argument is the foundation for a good essay. Written work will be evaluated in terms of your depth of critical analysis, thoughtfulness of reflection, clarity of writing, and ability to address issues raised in the sources. Please review the handout on “A Brief Guide to Writing a History Paper” from the Harvard Writing Center.

Undergraduates: 5-7 pages

Graduates: 8-10 pages (Graduate students will be expected to do additional secondary research).

No late assignments.

LIST OF REQUIRED READINGS: (all available via PDF or electronic book)

Berkes, F. 2005. "Traditional Ecological Knowledge." In: *Encyclopedia of Religion and Nature* (B.R. Taylor, ed.) Thoemmes Continuum, London and New York, pp. 1646-1649.

Fikret Berkes, Johan Colding and Carl Folke. "Rediscovery of Traditional Ecological Knowledge as Adaptive Management." *Ecological Applications*, Vol. 10, No. 5. (Oct., 2000), pp. 1251-1262.

Fikret Berkes and Nancy J. Turner. "Knowledge, Learning and the Evolution of Conservation Practice for Social-Ecological System Resilience." *Human Ecology*, Vol. 34, No. 4 (Aug., 2006), pp. 479-494.

Fikret Berkes and Nancy J. Turner. "Coming to Understanding: Developing Conservation through Incremental Learning in the Pacific Northwest." *Human Ecology*, Vol. 34, No. 4 (Aug., 2006), pp. 495-513.

Jack Brink, *Imagining Head-Smashed-In: Aboriginal Buffalo Hunting on the Northern Plains*, Edmonton: Alberta University Press, 2009.

Basil Johnston. *The Manitous: Supernatural World of the Ojibewa*. Minnesota Historical Society, 2001.

Nancy J. Turner, Marianne Boelscher Ignace, and Ronald Ignace. "Traditional Ecological Knowledge and Wisdom of Aboriginal Peoples in British Columbia." *Ecological Applications*, Vol. 10, No. 5 (Oct., 2000), pp. 1275-1287.

Vandana Shiva. "Special Report: Golden Rice and Neem: Biopatents and the Appropriation of Women's Environmental Knowledge," *Women's Studies Quarterly*, Vol. 29, No. 1/2, Earthwork: Women and Environments (Spring - Summer, 2001), pp. 12-23.

Waheenee and Gilbert Wilson, *Buffalo Bird Woman's Garden: Agriculture of the Hidatsa Indians*, Minneapolis: Minnesota Historical Society, 1987.

Films:

Great Plains: America's Lingerin Wild, Episode 1: A Long Hard Struggle (1 hr.) & Episode 2: We Live with the Land (1 hr.) – PBS

Botany of Desire (4 hrs.) & What Plants Think (1 hr.) – PBS

First Speakers Restoring the Ojibwe Language (1 hr.) – PBS

And other readings or documentary films as assigned.