Course Description:
This graduate readings seminar provides an overview of environmental issues of Native American communities primarily through the 19th to 21st centuries.

The purpose of a graduate readings seminar is to intensively read within a defined topic area and a seminar format emphasizes group discussion of methods and ideas. In this course students will read, analyze and reflect on up to ten (10) books, plus learn about the books read by other students. The purpose is to be immersed in the literature with the intention of getting a firm grounding of the field of environmental studies and the environmental issues of Native American communities from the 19th to 21st centuries.

Learning Goals:
By the end of the course the student will:
1) Understand and develop a broad understanding of the field of environmental studies,
2) Especially as it relates to the study of environmental issues of Native American communities in North America through the 19th to 21st centuries,
3) Recognize different methodological approaches with environmental studies, through time and between disciplines. Some readings will be established classics and others will be more contemporary work. They will read literature written by anthropologists, botanists, creative nonfiction, ecologists, historians, investigative journalists, and other scholars.

Learning Outcomes:
By the end of the course the student will be able to:
1) Read, analyze, and synthesize course materials.
2) Write an effective review based on common criteria of an academic journal.
3) Write an effective literature review indicating understanding of both the content and methodology of the literature related to environmental studies of Native American communities.
4) Co-facilitate classroom discussion.
5) Articulate orally and in writing the issues related to environmental studies of Native American communities.

Course Requirements and Readings:
See below under weekly assignments.
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

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:
Week 1: Introduction & Public Policy
1/26 Public Policy

Week 2: Before Contact/Prehistory

Week 3: Pre-Contact/Prehistory/Early Contact
2) Brink. *Imagining Head Smashed In.*
4) Crosby. *Columbian Exchange.*
6) Ewers. *The Horse in Blackfoot Indian Culture.*
10) Harrod. *Becoming and Remaining a People: Native American Religions on the Northern Plains.*

Week 4: Land
2/16 Review: *Lewis. Neither Wolf Nor Dog*

Week 5: Land
2/23 Reviews:
1) Beck. *Seeking Recognition.*
6) Keller & Turek. *American Indians and National Parks.*
8) Nies. *Unreal City: Las Vegas, Black Mesa, and the Fate of West.*
9) Spence. *Dispossessing the Wilderness.*
10) Treuer. (Ojibwe) *The Assassination of Hole in the Day.*

Week 6: Water
3/1 Common: *Van Develder. Coyote Warrior.*

Week 7: Water
3/8 Reviews:
6) O’Gara. *What You See in Clear Water: Indians, Whites, and a Battle*
Over Water in the American West.

7) Pisani. To Reclaim a Divided West: Water, Law and Public Policy, 1848-1902.


11) Ulrich. Empty Nets: Indians, Dams and Columbia River


Week 8: Natural Resources

Week 9: Natural Resources
4) Braun. Buffalo, Inc.
7) Davis. Sustaining the Forest, the People, and the Spirit.
8) Fixico.(Shawnee) Invasion of Indian Country in the Twentieth Century: American Capitalism and Tribal Natural Resources.
10) LaDuke.(Ojibwe) All My Relations: Native Struggles for Land and Life.

Week 10: Public Policy
3/29 Public Policy and Discussion of Literature Review Papers

Week 11:
SPRING BREAK

Week 12: Ancient Values and Contemporary Times
Review Essay topic abstract and list of sources due Week 12.

Week 13: Ancient Values and Contemporary Times
3) Erdrich. (Ojibwe) *Original Local: Indigenous Foods, Stories*
10) Smithsonian. (various Native authors) *Food of the Americas: Native Recipes and Traditions.*
11) Teuer. (Ojibwe) *Rez Life.*

Week 14:
4/26 Documentary Films

Week 15:
5/3 Documentary Films

Week 16:
5/10 Final Class, Review Essay Due.

**GRADING:**
Co-Facilitation: 10
Book Reviews (common): 50 (5 @ 10 points)
Book Reviews (individual) & Documentary Film: 20 (4 @ 5 points)
Final Review Essay: 20
**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 penalization**.

Class attendance is mandatory, careful completion of weekly readings before class meets (be able to summarize, analyze and reflect on the readings), interactive and respectful participation (listening and speaking) in discussion.

**ASSIGNMENTS:**

**Co-Facilitation:**
Each student will serve as a co-facilitator for class discussion on the days of a five (5) common read. The student(s) should prepare to summarize the book, no more than 20 minutes. Be prepared to launch the class in discussion with thought provoking questions (avoid “yes/no” questions) based on the readings. Keep the discussion focused, don’t let the conversation wander. Be prepared to share your own reflections and “ah ha” moments. (10 points)

**Common Book Summary/Analysis/Reflection:**
Every student will read five (5) books in common. Write a Summary/Analysis/Reflection of each book. It should be about 2,500 words (1,000 word summary, 1,000 word analysis, 500 word personal reflection.) Focus on U.S. public policy, initiatives, changes, impacts on Native peoples and the environment. **Due at the beginning of class.** (5 reviews @ 10 points each).

**Individual Books & Documentary Film Summary/Analysis/Reflection:**
Every student will read an additional three (3) books and watch one (1) documentary film (list will be provided). Write a Summary/Analysis/Reflection of each book/film. It should be about 1,200 words (500 word summary, 500 word analysis, 200 word personal reflection.) Focus on U.S. public policy, initiatives, changes, impacts on Native peoples and the environment. **Due at the beginning of class.** Make one (1) copy for each person in class, pass out at the beginning of class, and make one (1) copy for me. Students will also present their book to the entire class (no more than 10 minutes). (4 reviews @ 5 points each)

**Literature Review Essay:**
Select an issue related to Native people and the environment (agriculture, water rights, environmental pollution, climate change, etc.) and write a literature review essay showing a mastery of the literature used within this course and any other academic books read for other courses or individually. [For example with a class of 10 students, we will have “read” 35 books and “viewed” 10 documentary films.] Abstract and source list due Week 12. Review Essay due Week 16. 13-15 pages. (20 points)

**No late assignments.**