

**ENST 510: Environmental Issues of Native American Communities**  
Spring 2016

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T 8:10am-11:00am  
Office Hours: T/TH 12:30-2:00pm or by appointment

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**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 19<sup>th</sup> to 21<sup>st</sup> 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 19<sup>th</sup> to 21<sup>st</sup> 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](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](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:**

Week 1: Introduction & Public Policy

1/26 Public Policy

Week 2: Before Contact/Prehistory

**2/2 Review: Mann. 1491: New Revelations of the Americas Before Columbus.**

Week 3: Pre-Contact/Prehistory/Early Contact

2/9 Reviews:

- 1) Anderson. *Tending the Wild: Native American Knowledge and the Management of California's Natural Resources.*
- 2) Brink. *Imagining Head Smashed In.*
- 3) Binnema. *Common and Contested Ground.*
- 4) Crosby. *Columbian Exchange.*
- 5) Diamond. *Guns, Germs, and Steel.*
- 6) Ewers. *The Horse in Blackfoot Indian Culture.*
- 7) Fenn. *Encounters at the Heart of the World: A History of the Mandan People.*

- 8) Fenn. *Pox Americana: The Great Smallpox Epidemic of 1775-82.*
- 9) Harrod. *Animals Came Dancing: Native American Sacred Ecology and Animal Kinship.*
- 10) Harrod. *Becoming and Remaining a People: Native American Religions on the Northern Plains.*
- 11) Krech. *The Ecological Indian: Myth and History.*
- 12) Weatherford. *Indian Givers: How the Indians of the Americas Transformed the World.*

Week 4: Land  
2/16 Review:

**Lewis. Neither Wolf Nor Dog**

Week 5: Land  
2/23 Reviews:

- 1) Beck. *Seeking Recognition.*
- 2) Carroll. (Cherokee) *Roots of Our Renewal: Ethnobotany and Cherokee Environmental Governance.*
- 3) Clow & Sutton. *Trusteeship in Change.*
- 4) Cronon. *Changes in the Land: Indians, Colonists and the Ecology of New England.*
- 5) Gordon-McCutchan. *The Taos Indians.*
- 6) Keller & Turek. *American Indians and National Parks.*
- 7) Middleton. *Trust in the Land: New Directions in Tribal Conservation.*
- 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.*
- 11) Warren. *The Hunter's Game.*
- 12) Weisiger. *Dreaming of Sheep in Navajo Country.*

Week 6: Water  
3/1 Common:

**Van Devellder. Coyote Warrior.**

Week 7: Water  
3/8 Reviews:

- 1) Bilharz. *The Allegany Senecas and Kinzua Dam: Forced Relocation through Two Generations.*
- 2) Cruikshank. *Do Glaciers Listen?: Local Knowledge, Colonial Encounters, and Social Imaginations.*
- 3) Lawson. *Dammed Indians Revisited: The Continuing History of the Pick-Sloan Plan and the Missouri River Sioux.*
- 4) McCool. *Command of the Waters.*
- 5) McCool. *Native Waters: Contemporary Indian Water Settlements and the Second Treaty Era.*
- 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.*

8) Pisani. *Water and American Government: The Reclamation Bureau, National Water Policy, and the West, 1902-1935.*

9) Reid.(Snohomish) *The Sea is My Country: The Maritime World of the Makahs.*

10) Shurts. *Indian Reserved Water Rights: The Winters Doctrine in Its Social and Legal Context.*

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

12) White. *The Organic Machine: The Remaking of the Columbia River.*

Week 8: Natural Resources

**3/15 Review: Pasternak. *Yellow Dirt.***

Week 9: Natural Resources

- 3/22 Reviews:
- 1) Ambler. *Breaking the Iron Bonds*
  - 2) Black. (ed.) *A Line in the Tar Sands: Struggles for Environmental Justice.*
  - 3) Bressett.(Ojibwe) *Walleye Warriors.*
  - 4) Braun. *Buffalo, Inc.*
  - 5) Chamberlain. *Under Sacred Ground: A History of Navajo Oil, 1922-1982.*
  - 6) Cote. (Nuu-chah-nulth) *Spirits of Our Whaling Ancestors.*
  - 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.*
  - 9) Isenberg. *The Destruction of the Bison: An Environmental History, 1750-1920.*
  - 10) LaDuke.(Ojibwe) *All My Relations: Native Struggles for Land and Life.*
  - 11) Smith & Frehner. (ed.) *Indians and Energy: Exploitation and Opportunity in the American Southwest.*
  - 12) West. *The Contested Plains: Indians, Goldseekers, and the Rush to Colorado.*

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

**4/12 Review: Basso. *Wisdom Sits in Places.***

**Review Essay topic abstract and list of sources due Week 12.**

Week 13: Ancient Values and Contemporary Times

- 4/19    Reviews:
- 1) Berkes. *Sacred Ecology*.
  - 2) Davis. *Wayfinders: Why Ancient Wisdom Matters*.
  - 3) Erdrich. (Ojibwe) *Original Local: Indigenous Foods, Stories*
  - 4) Kimmerer. (Potawatomi) *Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge and the Teachings of Plants*.
  - 5) Menzies. (ed.) *Traditional Ecological Knowledge and Natural Resource Management*.
  - 6) Mihesuah. (Choctaw) *Recovering Our Ancestors Gardens: Indigenous Recipes and Guide to Diet and Fitness*.
  - 7) Nabhan. *Gathering the Desert*.  
Nabhan. *Enduring Seeds: Native American Agriculture and Wild Plant Conservation*.
  - Nabhan. *Cultures of Habitat: On Nature, Culture and Story*.
  - 8) Nelson. (Ojibwe) *Original Instructions: Indigenous Teachings for a Sustainable Future*.
  - 9) Porter. *Native American Environmentalism: Land, Spirit and the Idea of Wilderness*.
  - 10) Smithsonian. (various Native authors) *Food of the Americas: Native Recipes and Traditions*.
  - 11) Teuer. (Ojibwe) *Rez Life*.
  - 12) Turner. *Ancient Pathways, Ancestral Knowledge: Ethnobotany and Ecological Wisdom of Indigenous Peoples of Northwestern North America*  
Turner. *The Earths Blanket*.

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/Anylysis/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.**