ENST 594.05: Environmental Issues of Native Americans

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ENVIRONMENTAL ISSUES OF NATIVE AMERICANS
Spring 2014

Rosalyn LaPier
T/TH 8:10 - 11:00 am
ENST 594, 3 Credits
Office Hours: T 1:00-2:00 pm, JRH 016
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COURSE DESCRIPTION: This course will provide an overview of environmental issues related to Native American communities, primarily in the Rocky Mountain West, during the 19th and 20th centuries.

PURPOSE: This is a graduate readings seminar in Environmental Studies. This course provides graduate students with a general introduction to the literature of environmental studies and Native American communities. The course emphasizes introducing students to leading examples of varied methodological approaches to environmental studies – some readings are established classics and others are more contemporary work. It will be multi-disciplinary utilizing literature written by journalists, anthropologists, historians, ecologists, others, and documentary film. This course can help graduate students develop a broad understanding of environmental studies.

LEARNING OUTCOMES: By the end of the course the student will be able to;
1) Read, critically 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 control of both the content and the literature related to environmental studies and Native American communities.
4) Articulate orally and in writing the issues related to environmental studies and Native American communities.

COURSE REQUIREMENTS:
1) General: Faithful attendance, careful completion of weekly readings before class, interactive and respectful participation in discussion. Class is a place for collective learning, and collective learning requires both active listening and thoughtful speaking.

2) Co-facilitation: Most weeks, one of you will serve as co-facilitator for class discussion. In the week that you co-facilitate, you’ll also read and report on one of the assigned readings. Your report should last no more than 10 minutes, and it should serve as both an introduction to the book you’ve read and as a discussion-launcher for the reading assigned to the class. So, you will need to make connections between the reading you have done and the readings done by other students.

3) Written work: You will write two kinds of papers for this class. First, you will write ten (10)
2-3 page (500-750 word) book reviews of the style you might find in Environmental History, Western Historical Quarterly, or Pacific Historical Review. Students will read five (5) books in common and five (5) books from within the syllabus. These papers should be double-spaced, with standard one-inch margins. Please consult Kate L. Turabian’s A Manual for Writers, 8th edition, University of Chicago Press, for style. **Book reviews are due at the beginning of class.**

Your second paper will be a 13-15 page (3250 to 3750 word) literature review essay that situates an issue or controversy of concern to environmental studies in relation to scholarship that has been addressed in class.

**SCHEDULE:**

Week 1 January 28: Introduction

Week 2 February 4: Prehistory
   **Common Review:** Crosby, *Columbian Exchange*

Week 3 February 11: Prehistory (No Class)
   Reviews: Brink, *Imagining Head Smashed In.*
            Binnema, *Common and Contested Ground.*
            Mann, *1491.*
            Diamond, *Guns, Germs, and Steel.*

Week 4 February 18: Land
   **Common Review:** Lewis, *Neither Wolf Nor Dog*

Week 5 February 25: Land
   Reviews: Debo, *And Still the Waters Run.*
            Clark, *Lone Wolf.*
            Warren, *The Hunter’s Game.*
            Spence, *Dispossessing the Wilderness.*

Week 6 March 4: Land
   Reviews: Beck, *Seeking Recognition.*
            Gordon-McCutchan, *The Taos Indians*
            Clow & Sutton, *Trusteeship in Change.*

Week 7 March 11: Water
   **Common:** Van Develder, *Coyote Warrior.*

Week 8 March 18: Water
Lawson. *Damned Indians Revisited.*
Glenn. *Once Upon an Oldman.*

Week 9 March 25: Documentary Film and TV
Reviews: 
Return of Navajo Boy
In the Light of Reverence
Alaska Gold & Power Paths
To The Last Drop, Parts 1 & 2

Week 10 April 1: **Spring Break**

Week 11 April 8: Natural Resources
**Common Review:** Pasternak. *Yellow Dirt.*

Week 12 April 15: Natural Resources
Reviews: 
Ambler. *Breaking the Iron Bonds*
Fixico. *Invasion of Indian Country.*
LaDuke. *All My Relations.*
Crosby. *Children of the Sun.*

**Review Essay topic abstract and list of sources due Tuesday, April 15**

Week 13 April 22: Natural Resources
Reviews: 
Braun. *Buffalo, Inc.*
Klare. *The Race for What’s Left.*
Nikiforuk. *Tar Sands.*

Week 14 April 29: Ancient Values in Modern Times
**Common Review:** Fikret. *Sacred Ecology*

Week 15 May 6: Ancient Values in Modern Times
Reviews: 
Nabhan. *Gathering the Desert.*

**REVIEW ESSAY DUE Tuesday May 13th**
GRADING:
Book Reviews (common book): 25 (5 @ 5 points)
Book Reviews (individual book): 25 (5 @ 5 points)
Co-facilitation, review presentations and class participation: 25
Literature Review: 25

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

ATTENDANCE
“Students are expected to attend all class meetings and complete all assignments for courses in which they are enrolled.” http://www.umt.edu/catalog/acad/acadpolicy.

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.

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.”
BIBLIOGRAPHY:


