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ENST 491.01: Nature and Native Americans

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ENST 491: NATURE AND NATIVE AMERICANS
Spring 2013

Rosalyn LaPier
T/TH 8:10-9:30pm
Office Hours: T/TH 1-2:30pm, also by appointment

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COURSE DESCRIPTION: An examination of environmental knowledge of Native Americans and their relationship with nature by analyzing historical and ethnographic sources.

PURPOSE: This course will emphasize the environmental knowledge of Native peoples of the Northern Great Plains. It will explore how different groups utilized different environments, the different societal roles of women and men and how different societies utilized either domesticated or wild species (both plant and animal). The course will focus not only on human relationships to their environments, but also on how humans found meaning within nature.

LEARNING OUTCOMES: By the end of the course the student will be able to;

- 1) Read, analyze, and orally summarize historic and ethnographic materials.
- 2) Write an effective academic essay related to environmental studies issues.
- 3) Research historic and ethnographic materials to effectively write about and orally articulate the issues related to environmental knowledge and Native societies.

REQUIRED READINGS

See list at end of syllabus.

MOODLE

Yes, we will use Moodle in this class. The Syllabus, Readings and Assignments will be posted on a regular basis. Always check for updates.

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**Week 1 – Phraseology & Ideas**

8/27 TU Introduction & Writing
8/29 TH Berkes – TEK, Berkes/Turner – Coming to Understanding

Week 2

9/3 TU Berkes/Turner – Knowledge, Learning, & Evolution DUE: Writing #1
9/5 TH Garibaldi/Turner – CKS, Nunez/Simberloff DUE: Writing #2

Week 3

9/10 TU CBC Ideas DUE: Writing #3
9/12 TH CBC Ideas DUE: Writing #4

Week 4 – Relationship with Supernatural/Natural

9/17 TU Introduction to the Ojibway/Anishinabe DUE: Writing #5
9/19 TH Johnston 1-2, and handouts

Week 5

9/24 TU Johnston, 3-6
9/26 TH Johnston, 7-11

Week 6

10/1 TU Johnston, 12-13
10/3 TH Concluding Thoughts on the Ojibway/Anishinabe

Week 7 - Relationship with Wild Species

10/8 TU Introduction to the Blackfeet/Ancient Plains Societies DUE: Essay #1
10/10 TH Brink, 1-3

Week 8

10/15 TU Brink, 4-5
10/17 TH Brink, 6-7

Week 9

10/22 TU Brink, 8-9
10/24 TH Concluding Thoughts on the Blackfeet/Ancient Societies

Week 10 - Relationship with Domesticated Species

10/29 TU Introduction to the Mandan/Hidatsa DUE: Essay #2
10/31 TH Agriculture, Waheenee, 1-9

Week 11

11/5 TU Agriculture, Waheenee 10-18
11/7 TH Agriculture, Buffalo Bird Woman 1-6

Week 12

11/12 TU Agriculture, Buffalo Bird Woman 7-13
11/14 TH Concluding Thoughts on the Mandan/Hidatsa

Week 13 – Environmental Knowledge/New Ideas

11/19 TU Human Relationships with Natural World DUE: Essay #3
11/21 TH New Readings

Week 14

11/26 TU New Readings
11/28 TH THANKSGIVING

Week 15

12/3 TU New Readings
12/5 TH Final Thoughts DUE: Essay #4

ASSIGNMENTS

Class Participation (30 points)
Writing #1-5 (5 @ 5 points, 25 points total)
Essay #1 (10 points)
Essay #2 (10 points)
Essay #3 (10 points)
Final Essay #4 (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 participate in group discussion.

Writing Assignments. Students will complete specific writing assignments.

Essays. Students will write academic essays addressing one or more questions. Please review the handout on “A Brief Guide to Writing a History Paper” from the Harvard Writing Center. For an academic essay – your thesis or argument is the foundation for a good essay.

Note Regarding Assignments:

- Assignments are due in class **on or before** the date listed in the syllabus.
- One grade level reduction (A becomes A-) for each class day an assignment is late.
- Assignments with an undue number of errors of punctuation, spelling, or grammar will be marked down and may be returned ungraded for correction.
- 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 and in class on the topic at hand.

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

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.

Ann Garibaldi and Nancy Turner. "Cultural Keystone Species: Implications for Ecological Knowledge Conservation and Restoration," *Ecology and Society*. 9 (3):1, 2004.

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

Martin Nunez and Daniel Simberloff, "Invasive Species and the Cultural Keystone Species Concept," *Ecology and Society*. 10 (1): r4, 2005.

Gilbert Wilson, *Waheenee*, Lincoln: University of Nebraska Press, 1981.

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