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ENST 594.05: Seminar - Environment Health in Native American Communities

Rosalyn Rae La Pier

University of Montana, Missoula

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Environment, Health and Native Americans

ENST 594 - Spring 2019

Rosalyn LaPier

T 8:00am-10:30am (150 minutes)

Office Hours: TH 8-10:30am or by appointment

Office: JRH 017

243-6787

rosalyn.lapier@mso.umt.edu

Indigenous students (and those with similar protocols) are advised that the following course may contain the names, images, voices, descriptions and discussion of individuals who have died.

Course Description:

There is a connection between the health of the natural world and the health of individuals. And for Native Americans, who are deeply tied to their landscapes, “changes in the land” profoundly impact their health and well being. In this NEW graduate seminar we will focus on these connections and on significant “fence posts” that chronicle the Indigenous experience, including: Contact, Colonization, Contamination and Climate Change. We will study the past in order to understand the present. To provide a framework, we will learn about four geographically diverse regions, including: the northeast U.S., Hawaii & the Pacific, the southwest U.S. and the Arctic. We will also learn about contemporary issues and innovative programs to improve Native American health and restore their environments.

Learning Goals and Outcomes:

- Develop a broad understanding of the field of environmental studies, especially as it relates to the study of environmental issues of Native American communities;
- Discern different methodological approaches used within environmental studies;
- Improve intellectual skills of reading and writing by critically and effectively summarizing, analyzing and reflecting on scholarly and scientific works;
- And improve communication skills by listening to others, speaking publicly, and co-facilitating course discussion.

Creating Community:

Do your part to help create community within the course and among Environmental Studies students. This means: listening, fully participating, and being respectful. Showcase your intellectual curiosity by engaging with all types of ideas, not just the ones that interest you. And when you speak, remember to look at your classmates and engage in a conversation, do not look exclusively at the professor.

Course Requirements and Readings:

See weekly assignments.

UM Policies:**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>.

Cultural Leave

"Cultural or ceremonial leave allows excused absences for cultural, religious, and ceremonial purposes to meet the student's customs and traditions or to participate in related activities. To receive an authorized absence for a cultural, religious or ceremonial event the student or their advisor (proxy) must submit a formal written request to the instructor.... The excused absence or leave may not exceed five academic calendar days (not including weekends or holidays). Students remain responsible for completion or make-up of assignments as defined in the syllabus, at the discretion of the instructor."

[Http://catalog.umt.edu/academics/policies-procedures/](http://catalog.umt.edu/academics/policies-procedures/)

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>.

Weekly Schedule:

Introduction

Week 1: (Jan 17)

Part 1: Contact

Reading: *Changes in the Land: Indians, Colonists, and the Ecology of New England*, William Cronon, Hill & Wang, 1983.

Week 2: (Jan 22) Read Chpt. 1-5

Week 3: (Jan 29) Read Chpt. 6-8, Book analysis Due

Week 4: (Feb 5) Contemporary, selected readings, podcasts, or guest speaker.

Part 2: Colonization

Reading: *Sharks Upon the Land: Colonialism, Indigenous Health, and Culture in Hawai'i, 1778-1855*, Seth Archer, Cambridge University Press, 2018.

Week 5: (Feb 12) Read Chpt. 1-3

Week 6: (Feb 19) Read Chpt. 4-6, Book analysis Due

Week 7: (Feb 26) Attend Presidential Lecture Winona LaDuke, 7:30pm (doors open 6:30pm).

Part 3: Contamination

Reading: *Wastelanding: Legacies of Uranium Mining in Navajo Country*, Traci Brynne Voyles, University of Minnesota Press, 2015.

Week 8: (Mar 5) Read Chpt. 1-3

Week 9: (Mar 12) Read Chpt. 4-6, Book analysis Due

Week 10: (Mar 19) Contemporary, selected readings, podcasts, or guest speaker.

Week 11: (Mar 26) SPRING BREAK

Part 4: Climate Change

Reading: *The Right to Be Cold: One Woman's Fight to Protect the Arctic and Save the Planet from Climate Change*, Sheila Watt-Cloutier, University of Minnesota Press, 2018.

Week 12: (Apr 2) Read Chpt. 1-5

Week 13: (Apr 9) Read Chpt. 6-9, Book analysis Due

Week 14: (Apr 16) Contemporary, selected readings, podcasts, or guest speaker.

Week 15: (Apr 23) Last day/week of Class, Podcast Due

Week 16: (Apr. 30) Finals Week & Graduation

GRADING:

Class Participation: 30 (15 @ 2 points)

Co-Facilitation: 10 (2 @ 5 points)

Book Analysis: 40 (4 @ 10 points)

Podcast: 20 (1 @ 20 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 or created by you specifically for this course. Any acts of plagiarism or academic dishonesty may result in **academic penalization**.

ASSIGNMENTS:

Weekly Discussions & Participation:

Class attendance is mandatory. Please carefully complete weekly readings before class meets, and be prepared to respectfully participate in discussion. Our discussions of the readings will be divided into: 1) understanding the content of the readings as they relate to Native peoples, health and the environment, 2) understanding the methodology of the scholars, their expertise, research, evidence and the way they present information, and 3) understanding current issues (every third week) in relation to the themes of the course. We may have in-class writing assignments, and/or peer review of student work. (2 points each week)

Co-Facilitation:

Each student will serve as a co-facilitator for class discussion during one of the weeks. A small group of students (depending on class size) will be responsible for guiding the class discussion. This is an opportunity to engage in thoughtful scholarly critique about the reading for the week. This will involve preparation through a close reading of the assigned readings and talking with your partner(s) outside of class. Together you will develop a plan for stimulating discussion, whether it is a class activity, small group discussions, bringing in outside materials like video clips, and/or discussion questions posed to the class. Each facilitation group must email the rough plan for class by Monday night before Tuesday class. (2 @ 5 points each)

Book Summary/Analysis/Reflection:

Write a Summary/Analysis/Reflection of each book. It should be about 1,300 words (200 word summary, 1,000 word analysis, 100 word personal reflection.) Focus on the discourse of the scholarship and science, connection between environment/land/landscape and Indigenous health, and the specific concept (contact-colonization-contamination-or-climate change) on Indigenous peoples. **Post by midnight on Moodle on Monday & bring a print copy to class.** (4 reviews @ 10 points each).

Podcast:

Create a 5-minute podcast episode— think critically about how the different forms (writing vs. speaking) allow for different kinds of questions and engagement with themes from the course. Use the podcast episode to illustrate themes from the course, elaborate on issues raised in the course and/or address new ideas from the course. (20 points)

No late assignments.