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### ENST 410.01: Traditional Ecological Knowledge of Indigenous Peoples

Rosalyn Rae LaPier

*University of Montana, Missoula*, [rosalyn.lapier@umontana.edu](mailto:rosalyn.lapier@umontana.edu)

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# **ENST 410:**

## **Traditional Ecological Knowledge of Indigenous Peoples**

Fall 2021

Rosalyn LaPier  
T/TH 11:00-12:20pm  
Office Hours: T/TH 8-9am on Zoom

Office: JRH 104  
243-6787  
rosalyn.lapier@mso.umt.edu

### ***Course Description:***

This course focuses on understanding the key concepts, theories, and ethnographic literature relating to traditional ecological knowledge (TEK), resource management and environmental sustainability. Traditional ecological knowledge is usually defined as “a cumulative body of knowledge, practice, and belief, evolving by adaptive processes and handed down through generations by cultural transmission, about the relationship of living beings (including humans) with one another and with their environment.” (Berkes, 8) This course will engage various interdisciplinary theoretical and methodological tools to assess what traditional ecological knowledge is and how it is transmitted and acquired by Indigenous and other peoples. We will also address on-going debates about the relevance of traditional ecological knowledge to contemporary resource management and environmental sustainability. The course will focus not only on human relationships to their environments, but also on how humans found meaning within the natural world. As part of our explorations of traditional ecological knowledge we will examine the Salish people and their homeland in what is now western Montana & Idaho.

### **Learning Goals & Outcomes:**

- Understand key concepts, theories, and ethnographic literature relating to traditional ecological knowledge (TEK), resource management and sustainability;
- Understand how TEK has shaped human-environmental interactions;
- Appreciate the role of humans in the creation, maintenance, and perpetuation of sustainable land management systems and livelihoods;
- Comprehend the complexity of TEK systems and the need for interdisciplinary approaches in environmental studies research, as well as the challenges and issues associated with applications of TEK in modern-day resource management and sustainability;
- Read, analyze and research ethnographic and contemporary materials related to Indigenous people, TEK, resource management and environmental sustainability.
- Listen to professionals in the field, both Indigenous and non-Indigenous, and learn from their experiences in TEK, resource management and environmental sustainability.

## REQUIRED READINGS

Bear Don't Walk, Rose. *Recovering our Roots: The Importance of Salish Ethnobotanical Knowledge and Traditional Food Systems to Community Wellbeing on the Flathead Indian Reservation in Montana*. M.S. Thesis, Environmental Studies, 2019.

<https://scholarworks.umt.edu/etd/11494/>

Fikret Birkes. *Sacred Ecology*, Routledge, 2017. 4<sup>th</sup> Edition (Must use the 4<sup>th</sup> Edition)

Salish-Pend d'Oreille Culture Committee and Elders Cultural Advisory Council. *The Salish People and the Lewis and Clark Expedition*. University of Nebraska Press, Lincoln, 2019.

Smith, Thompson. *A History of Bull Trout and the Salish and Pend d'Oreille People*. CSKT Natural Resource Department.

<http://fwrconline.csktnrd.org/Explore/ExploreTheRiver/CultureHistory/History/>

## Public Health Policy

"All individuals on the UM campus are *strongly encouraged* to wear masks in indoor public settings. **Masks are required on campus in the following areas:** Classrooms and laboratory settings; Curry Health Center; Clinical settings within the College of Health; and UDASH and Mountain Line Busses (as required by the Transportation Security Administration). All students, employees and visitors can pick up disposable or reusable masks at a variety of locations across the campus, including most student services offices and the Griz Card office in the University Center. This guidance applies to the mountain campus, Missoula College, Bitterroot College and off-site locations, such as Flathead Lake Biological Station and Lubrecht Experimental Forest."

<https://www.umt.edu/coronavirus/mask-policy.php>

## Attendance

"Students are expected to attend all class meetings and complete all assignments.... Instructors may excuse brief and occasional absences for reasons of illness, injury, family emergency, religious observance, cultural or ceremonial events, or participation in a University sponsored activity.... Instructors shall excuse absences for reasons of military service or mandatory public service." <https://catalog.umt.edu/academics/policies-procedures/>.

## Student Conduct Code

An interim version of the Student Conduct Code will take effect on August 1, 2021.

<https://www.umt.edu/student-affairs/community-standards/>.

## Disability Equity

“The Office for Disability Equity (ODE) is the campus resource for disability-related information. We provide consultation, training, and academic services to advance accessibility and inclusion by taking an intersectional approach to disability.” <https://www.umn.edu/disability/>.

## Weekly Schedule:

Week 1:

- 8/31 Introduction to Course & TEK
- 9/2 Researching & Writing about TEK

Week 2: Defining TEK, read Berkes, 1 & 2 (complete all reading & writing before Tuesday class)

- 9/7 Guest: David Beck, UM Native American Studies
- 9/9 Discussion of readings & speakers presentations

Week 3: Read *The History of the Bull Trout & the Salish*

- 9/14 Guest: David Schmetterling, (meet at footbridge)
- 9/16 Discussion of readings & speakers presentations

**DUE: Writing #1**

Week 4: Traditional Knowledge Systems in Practice, Berkes, 3 & 4,

- 9/21 Guest: Marilyn Marler (meet at firepit)
- 9/23 Discussion of readings & speakers presentations

Week 5: Religion/World View & Caribou, Berkes, 5 & 6

- 9/28 Guest: Faith Price & Dana Kingfisher
- 9/30 Discussion of readings & speakers presentations

**DUE: Writing #2**

Week 6: Climate Change & TEK, Berkes, 7 & 8

- 10/5 Guest: Thompson Smith
- 10/7 Discussion of readings & speakers presentations

Week 7: Salish Ethnobotany

- 10/12 Guest: Rose Bear Don't Walk
- 10/14 Discussion of readings & speakers presentations

**DUE: Writing #3**

Week 8: Berkes 10 & 12

- 10/19 Discussion of readings
- 10/21 Guest: Kainai Ecosystem Protection Association (tentative)

Week 9: Berkes 11

- 10/26 Guest: Germaine White (tentative)
- 10/28 Discussion of readings & speakers presentations

**DUE: Writing #4**

Week 10: Read *The Salish People*

11/2 Guest: Donna McCrae, UM Archives (meet in archives)

11/4 The Salish People & western Montana

Week 11:

11/9 Site Visits & Research

11/11 NO CLASS

Week 12: The Salish People

11/16 Maps & other resources

11/18 Archival Resources

**Due: Salish People & Place 1**

Week 13: The Salish People

11/23 Site Visit & Research

11/25 NO CLASS

Week 14: The Salish People & TEK of western Montana

11/30 Group Meetings & Writing

12/2 Group Meetings & Writing

Week 15: The Salish People & TEK of western Montana

12/7 Sharing Projects with Peers

12/9 Sharing Projects with Peers

Finals Week:

**Due: Project**

## **Grading**

Class Participation (50 points)

Writing #1-4 (4 @ 5 points = 20)

Project (30 points)

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

## **Late Assignments:**

Late assignments will be reduced by 20% of total points and then graded. Late assignments may not be returned to students in a timely manner.

## **Assignments:**

Class participation. Students must be present in-class to participate. Since this course has numerous guest speakers, professionals in the field who are both Indigenous and

non-Indigenous, experienced in TEK, resource management and environmental sustainability, in-class participation to listen and learn from them is important. Please be prepared to engage with our guests.

Weekly Readings. Address the questions/statements from *Sacred Ecology*, other readings & our guests. Use Chicago Author/Date style for citations. Written work will be evaluated in terms of your depth of critical analysis of the reading(s), thoughtfulness of reflection, clarity of writing, judicious use of citations and ability to address major issues raised in the reading(s). **Due at midnight on Mondays.** (800 words)

Writing #1: Chapt. 1 & 2, Guest Speaker, Exercise, p. 342. -- Sept. 13th

Writing #2: *History of Bull Trout*, Chapt. 3 & 4, Guest Speakers, Exercise, p. 350. -- Sept. 27th

Writing #3: Chapt. 5, 6, & 8, Guest Speakers, Exercise, p. 352. -- Oct. 11th.

Writing #4: *Salish Ethnobotany*, Chapt. 10 & 12, Guest Speakers, Exercise, p. 341. -- Oct. 25th.

Project. Students will complete an “interactive digital essay” that includes a written essay embedded with both audio (audio or video) and visual (photos and maps) that helps your colleagues understand the basics of TEK based on *The Salish People, History of the Bull Trout & Salish Ethnobotany* and additional research from books, articles, government documents, archival records, maps and photographs. Write the history/story of four (4) places in western Montana important to the Salish, discuss how those places were known, used and/or revered, discuss what and where they are today (parking lot or undeveloped site). Create maps, find historic photographs or drawings, visit those places (even if within the urban landscape) and take your own photographs - include both historic and contemporary images/photographs within your project. And record part(s) of your essay (audio or video) to embed within the overall project.

Project will include the following sections: (30 points total)

Intro: The Salish People (800+) (5 points)

Place 1, with historic and/or contemporary photograph (800-1,000 words) (5 points)

Place 2, with historic and/or contemporary photograph (800-1,000 words) (5 points)

Place 3, with historic and/or contemporary photograph (800-1,000 words) (5 points)

Place 4, with historic and/or contemporary photograph (800-1,000 words) (5 points)

Methods and Sources (800+) (5 points)

Map of western Montana with 4 places highlighted

List of References