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ENST 510.01: Environmental Issues of Indigenous Peoples

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ENST 510: Environmental Issues of Indigenous Communities
Spring 2022

Rosalyn LaPier

Thursdays 9:30am-11:50am

Office Hours: Thursdays 1pm-2pm on Zoom, or by appointment

<https://umontana.zoom.us/j/98276193359>

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Course Description:

The purpose of a graduate readings seminar is to develop an understanding of the field of environmental studies, especially as it relates to the study of environmental issues of Indigenous communities. In this graduate seminar we will focus on themes that chronicle the Indigenous experience, including: Contact, Colonization, Contamination, & 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 (what is now): California, North Dakota, New York/Quebec, and Hawai'i. We will also learn about contemporary environmental issues and innovative programs from guest speakers and/or Indigenous voices in the media.

Learning Goals and Outcomes:

- Develop an understanding of the field of environmental studies, especially as it relates to the study of environmental issues of Indigenous communities;
- Discern different methodological approaches used within environmental studies;
- Improve intellectual skills of reading, writing and speaking 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.

Course Requirements and Readings:

See below with & under weekly assignments.

University of Policies

Public Health

"We expect, despite our best planning, there will be unexpected issues, disruptions and difficulties in the days ahead.... Get vaccinated and get boosted. Vaccination is the best way to prevent severe illness or hospitalization from COVID-19.... Wear a mask. Masks are required indoors on campus. With the high transmissibility of Omicron, masks with multiple layers of nonwoven material, such as the blue disposable surgical masks, offer better protection."

https://www.umt.edu/coronavirus/communications/jan_14_22_returnspring.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.umt.edu/disability/>.

Weekly Schedule:

Introduction

Reading: “The Trouble with Wilderness,” Cronon (please read this before first day of class)
Week 1, 1/20: Environmental Issues of Indigenous Communities

Part 1: Contact

Reading: *Tending the Wild: Native American Knowledge and the Management of California's Natural Resources*, University of California Press, 2006.
Week 2, 1/27: Read Chpt. 1-5
Week 3, 2/3: Read Chpt. 6-12
Week 4, 2/10: Contemporary issues and/or guest speaker. Book analysis DUE midnight Wed.

Part 2: Colonization

Reading: *Coyote Warrior: One Man, Three Tribes, and the Trial That Forged a Nation*. Bison Books, 2010.
Week 5, 2/17: Read Chpt. 1-6
Week 6, 2/24: Read Chpt. 7-10
Week 7, 3/3: Contemporary issues and/or guest speaker. Book analysis DUE midnight Wed.

Part 3: Contamination

Reading: *The River is in Us: Fighting Toxins in a Mohawk Community*. Minnesota, 2017.
Week 8, 3/10: Read Chpt. 1-2
Week 9, 3/17: Read Chpt. 3-5

SPRING BREAK, 3/24 (extra week in schedule)

Week 10, 3/31: Contemporary issues and/or guest speaker. Book analysis DUE midnight Wed.

Part 4: Climate Change & Community Resurgence

Reading: *A Nation Rising: Hawaiian Movements for Life, Land, and Sovereignty*, Duke University, 2014.

Week 11, 4/7: Read Chpt. 1-7

Week 12, 4/14: Read Chpt. 8-16

Week 13, 4/21: Contemporary issues and/or guest speaker. Book analysis DUE midnight Wed.

Week 14, 4/28: Podcast presentations.

Week 15, 5/5: Podcast presentations.

Week 16: Finals Week, Wednesday, May 11th, 8am to 10am. Podcasts DUE.

GRADING:

Class Participation: 30 (15 @ 2 points)

Co-Facilitation: 10 (1 @ 10 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 participate in discussion. Our discussions of the readings will be divided into: 1) addressing the content of the readings and public policy as it relates to Indigenous peoples, 2) discussing the scholar/writer, their research, methods, evidence and presenting information, and 3) discussing current events of the week in regards to the topics of the course. We may have in-class assignments. (2 points each week)

Do your part to help foster community and academic curiosity. This means: Listen. Participate fully. Be respectful. Showcase your intellectual curiosity by engaging with all types of ideas, not just the ones that you are interested in. And when you speak, remember to look at your classmates and engage in a conversation, try not to engage exclusively with the professor.

Co-Facilitation:

Each student will serve as a co-facilitator for class discussion during one week of class. Two (2) students (depending on class size) will be responsible for guiding the class discussion for 30+ minutes. 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 coordinating with your partner(s) outside of class. Together you will develop a plan for co-facilitation: it can be a class activity, small group discussions, bringing in outside materials like video clips or a podcast to share in class, and/or posing discussion questions. Each facilitation group must email the draft plan by Wednesday night before Thursday class. (1 @ 10 points each)

Book Summary/Analysis/Reflection:

Write a Summary/Analysis/Reflection of each book. It should be about 1,000 words (100 word summary, 800 word analysis, 100 word personal reflection.) Focus on the discourse of the scholarship, connection between environmental issues or concept (contact-colonization-contamination-climate change) and Indigenous peoples. Post a PDF by midnight on Moodle on Wednesday's – 2/9, 3/2, 3/30, & 4/20. (4 reviews @ 10 points each).

Podcast:

Create a 15-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).

Required Readings:

Cronon, William. "The Trouble with Wilderness: Or, Getting Back to the Wrong Nature." *Environmental History* 1, no. 1 (1996): 7–28. <https://doi.org/10.2307/3985059>.

Anderson, Kat. *Tending the Wild: Native American Knowledge and the Management of California's Natural Resources*, University of California Press, 2006.

VanDevelder, Paul. *Coyote Warrior: One Man, Three Tribes, and the Trial That Forged a Nation*. University of Nebraska Press, 2010.

Hoover, Elizabeth. *The River is in Us: Fighting Toxins in a Mohawk Community*. University of Minnesota Press, 2017.

Goodyear-Ka'opua, Noelani, et.al., *A Nation Rising: Hawaiian Movements for Life, Land, and Sovereignty*, Duke University Press, 2014.