

1-2014

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*
Harmon. *The Power of Promises*.
Clow & Sutton. *Trusteeship in Change*.

Week 7 March 11: Water

Common: Van Devellder. *Coyote Warrior*

Week 8 March 18: Water

Reviews: McCool. *Command of the Waters*.

Lawson. *Damned Indians Revisited*.
Matsui. *Native Peoples, Water Rights*.
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: Bressett. *Walleye Warriors*.
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: Basso. *Wisdom Sits in Places*.
Nabhan. *Gathering the Desert*.
Turner. *The Earths Blanket*.
Grossman & Parker (ed.). *Asserting Native Resilience*.

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

“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>.

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:

Alfred Crosby, *Columbian Exchange: Biological and Cultural Consequences of 1492*. Westport, CT: Praeger, 2003.

Jack Brink. *Imagining Head Smashed In: Aboriginal Buffalo Hunting on the Northern Plains*, Edmonton: Alberta University Press, 2009.

Theodore Binnema. *Common and Contested Ground: A Human and Environmental History of the Northwestern Plains*. Norman: University of Oklahoma Press, 2001.

Charles C. Mann. *1491: New Revelations of the Americas Before Columbus*. New York: Vintage Books, 2003.

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Louis S. Warren. *The Hunter's Game: Poachers and Conservationists in the Twentieth-Century America*. New Haven: Yale University, 1997.

Mark David Spence. *Dispossessing the Wilderness: Indian Removal and the Making of the National Parks*. Oxford: Oxford Press, 1999.

David R.M. Beck. *Seeking Recognition: The Termination and Restoration of the Coos, Lower Umpqua, and Siuslaw Indians, 1855-1984*. Lincoln: University of Nebraska, 2009.

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Alexandra Harmon. *The Power of Promises: Rethinking Indians Treaties in the Pacific Northwest*. Center for the Study of the Pacific Northwest, 2008.

Richmond Clow & Irme Sutton. *Trusteeship in Change: Toward Tribal Autonomy in Resource Management*. Boulder: University of Colorado Press, 2001.

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Kenichi Matsui. *Native Peoples and Water Rights: Irrigation, Dams and Law in Western Canada*. McGill-Queen's University Press, 2009.

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Marjane Ambler. *Breaking the Iron Bonds: Indian Control of Energy Development*. University Press of Kansas, 1990.

Donald Fixico. *The Invasion of Indian Country in the Twentieth Century: American Capitalism and Tribal Natural Resources*. Boulder: University of Colorado, 2012.

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Michael Klare. *The Race for What's Left: The Global Scramble for the World's Last Resources*. Picador, 2012.

Andrew Nikiforuk. *Tar Sands: Dirty Oil and the Future of a Continent*. Greystone, 2010.

Fikret Berkes. *Sacred Ecology*. Routledge, 2012.

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