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ENST 410.01: TEK of Native Peoples

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ENST 410: TEK OF NATIVE PEOPLES

Spring 2018

Rosalyn LaPier
T/TH 11:00-12:20pm
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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) Traditional ecological knowledge often informs decision-making about natural resources, which may or may not be environmentally sustainable depending on many factors. 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 part of their homeland, the Missoula valley.

This is a seminar course oriented toward senior undergraduates in the final year of study and graduate students, in which the participation of students in class discussions, exercises, and group activities is expected.

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 and analyze ethnographic and contemporary materials related to Indigenous people, TEK, resource management and environmental sustainability.
- Research ethnographic and contemporary materials to effectively understand and write about Indigenous people, TEK, resource management and environmental sustainability.

REQUIRED READINGS

Fikret Birkes. *Sacred Ecology*, Routledge. 4th Edition (Must use the 4th 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, 2005.

And additional readings, films, radio podcasts and guest speakers, as assigned.

MOODLE

Most readings and assignments will be posted on a regular basis.

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>.

WEEKLY SCHEDULE:

Week 1: Place and Landscape in Human Understanding of Nature

1/23 Introduction to Course

1/25 Be prepared to discuss: [Interactive: Bull Trout & Missoula]

Week 2: Defining, Meaning & Significance of TEK

1/30 Context of TEK

DUE: Writing #1

2/1 Be prepared to discuss: Berkes, 1

Week 3: Defining, Meaning & Significance of TEK

2/6 TEK Comes of Age

DUE: Writing #2

2/8 Be prepared to discuss: Berkes, 2

Week 4: Defining, Meaning & Significance of TEK

2/13 Intellectual Roots of TEK

DUE: Writing #3

2/15 Be prepared to discuss: Berkes, 3

Week 5: Defining, Meaning & Significance of TEK

2/20 Traditional Knowledge Systems in Practice

DUE: Writing #4

2/22 Be prepared to discuss: Berkes, 4

Week 6: Human Relationships with Nature and Understanding of the Supernatural

2/27 Religion/World View, Case Studies

DUE: Writing #5

3/1 Be prepared to discuss: Berkes, 5-6-7

Week 7: Climate Change & TEK

3/6 Climate Change & TEK

DUE: Writing #6

3/8 Be prepared to discuss: Berkes, 8

Week 8:

3/13 Community Based Management Case Studies

DUE: Writing #7

3/15 Be prepared to discuss: Berkes, 9-10

Week 9: TEK & Contemporary Issues

3/20 History, International & Contemporary Issues

DUE: Writing #8

3/22 Be prepared to discuss: Berkes, 11-12

Week 10

SPRING BREAK (March 26th to 30th)

Week 11: The Salish People & TEK of Missoula Valley

4/3 Guests: The Salish Culture Committee

4/5 Guest: Marilyn Marler, UM Natural Areas Manager

Be prepared to discuss: The Salish People, xi-125 pp.

Due: Salish People

Week 12: The Salish People & TEK of Missoula Valley

4/10 Library Resources with Barry Brown

4/12 Library Resources with Donna McCrea

Week 13: The Salish People & TEK of Missoula Valley

4/17 Library Resources

4/19 Library Resources

Due: Methods

Week 14: The Salish People & TEK of Missoula Valley

4/24 Group Meetings & Writing

4/26 Group Meetings & Writing

Due: Place 1

Due: Place 2

Week 15: The Salish People & TEK of Missoula Valley

5/1 Project Discussions

5/3 Project Discussions

Due: Place 3

Due: Place 4

Week 16:

5/10 Final Class, 8:00-10:00am

DUE: Project

ASSIGNMENTS

Class Participation (30 points)

Writing #1-8 (8 @ 5 points = 40)

Project (30 points)

GRADING:

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 will not be returned to students in a timely manner.

Original Work:

All work students submit for grading must be their own original work, written by the student 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 be prepared for class discussion by doing assignments ahead of time. Graduate students will be assigned classes to co-facilitate with professor.

Weekly Readings. Address/answer the “exercise” questions/statements from Sacred Ecology. 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. (1,000-1,250 words)

Writing #1: Exercise, p. 341.

Writing #2: Exercise, p. 342.

Writing #3: Exercise, p. 344.

Writing #4: Exercise, p. 345.

Writing #5: Exercise, p. 350.

Writing #6: Exercise, p. 352.

Writing #7: Exercise, p. 353 (for Chapter 10)

Writing #8: Exercise, p. 357.

Project. Students will complete a multi-pronged project based on “*The Salish People*” and additional research from books, articles, government documents, archival records, maps and photographs. Write about four (4) places in the Missoula valley, learn about how the Salish related to and used those places. Create maps, find historic photographs or drawings, visit those places (even if within the urban landscape) and take photographs.

Project will include the following sections:

The Salish People (1,250 words) (5 points)

Place 1, with historic and/or contemporary photograph (750 - 1,250 words) (5 points)

Place 2, with historic and/or contemporary photograph (750 - 1,250 words) (5 points)
Place 3, with historic and/or contemporary photograph (750 - 1,250 words) (5 points)
Place 4, with historic and/or contemporary photograph (750 - 1,250 words) (5 points)
Methods and Sources (1,250 words) (5 points)
Map of Missoula Valley with 5 places highlighted
List of References

Suggested Resources on the Salish:

Bigart, Robert J. Bigart and Clarence Woodcock, eds., *In the Name of the Salish and Kootenai Nation: The 1855 Hell Gate Treaty and the Origin of the Flathead Indian Reservation*, Pablo MT: Salish Kootenai College Press, 1996.

Cohen, Stan. *Missoula (Images of America)*, Arcadia Publishing, 2013.

Confederated Salish and Kootenai Tribes. *Bull Trout's Gift: A Salish Story about the Value of Reciprocity*, Confederated Salish and Kootenai Tribes/Bison Books, 2011.

Confederated Salish and Kootenai Tribes. *Beaver Steals Fire: A Salish Coyote Story*, Confederated Salish and Kootenai Tribes/Bison Books, 2008.

Confederated Salish and Kootenai Tribes (Compiler, Translator). *Ktunaxa Legends*, Pablo MT: Salish Kootenai College Press, 1997.

Earling, Debra Magpie. *Perma Red*. New York: BlueHen Books, 2002.

Farr, William E. and K. Ross Toole. *Montana: Images of the Past*, Pruett Publishing Co., 1st edition, 1978.

Jones, Tate. *Fort Missoula (Images of America)*, Arcadia Publishing, 2013.

McNickle, D'Arcy. *The Surrounded*. Albuquerque: University of New Mexico Press, 1978 [1936].

McNickle, D'Arcy. *Wind From an Enemy Sky*. San Francisco: Harper and Row, 1978.

Montana Historical Society Press. *Coyote Stories of the Montana Salish Indians*, Montana Historical Society Press, 1999.

Pete, Tachini. *Medicine for the Salish Language: English to Salish Translation Dictionary*, Second Edition Bilingual Edition, Pablo MT: Salish Kootenai College Press, 2011.

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

Whealdon, Bon. *I Will Be Meat for my Salish: The Federal Writers Project and the Buffalo of the Flathead Indian Reservation*. Helena: Montana Historical Association, 2002.

Graduate Students:

Graduate students taking ENST 410 will have additional assignments and are expected to work at the graduate level in analysis, writing and critical thinking.

- 1) Readings: Read all eight (8) articles (see below), one per week, during Weeks 2-9.
- 2) Class Participation: Facilitate class discussion at least one week.
- 3) Project: Graduate students have the option of working on a separate 30 page original research paper or the assigned class project.

List of Additional Required Readings for Graduate Students: (Find on JSTOR)

Week 2: Turner, Nancy J., and Fikret Berkes. "Developing Resource Management and Conservation." *Human Ecology*, 34, no. 4 (2006): 475-78.

Week 3: Turner, Nancy J., Marianne Boelscher Ignace, and Ronald Ignace. "Traditional Ecological Knowledge and Wisdom of Aboriginal Peoples in British Columbia." *Ecological Applications*, Vol. 10, No. 5 (2000): 1275-1287.

Week 4: Berkes, Fikret and Nancy J. Turner. "Knowledge, Learning and the Evolution of Conservation Practice for Social-Ecological System Resilience." *Human Ecology*, Vol. 34, No. 4 (2006): 479-494.

Week 5: Berkes, Fikret and Nancy J. Turner. "Coming to Understanding: Developing Conservation through Incremental Learning in the Pacific Northwest." *Human Ecology*, Vol. 34, No. 4 (2006): 495-513.

Week 6: Berkes, Fikret, Johan Colding and Carl Folke. "Rediscovery of Traditional Ecological Knowledge as Adaptive Management." *Ecological Applications*, Vol. 10, No. 5. (2000): 1251-1262.

Week 7: Davidson-Hunt, Iain J. "Adaptive Learning Networks: Developing Resource Management Knowledge through Social Learning Forums." *Human Ecology* 34, no. 4 (2006): 593-614.

Week 8: Parlee, Brenda, Fikret Berkes, and Teetl'it Gwich'in Renewable Resources Council. "Indigenous Knowledge of Ecological Variability and Commons Management: A Case Study on

Berry Harvesting from Northern Canada." *Human Ecology*, 34, no. 4 (2006): 515-28.

Week 9: Ballard, Heidi L., and Lynn Huntsinger. "Salal Harvester Local Ecological Knowledge, Harvest Practices and Understory Management on the Olympic Peninsula, Washington." *Human Ecology* 34, no. 4 (2006): 529-47.

Suggested Readings for Ethics & TEK:

American Anthropological Association Code of Ethics
<http://www.aaanet.org/committees/ethics/ethcode.htm>

Declaration on the Rights of Indigenous Peoples
<http://daccessdds.un.org/doc/UNDOC/LTD/N07/498/30/PDF/N0749830.pdf?OpenElement>

International Society for Ethnobiology Code of Ethics
http://ise.arts.ubc.ca/global_coalition/ethics.php

Smith, Linda Tuhiwai. *Decolonizing Methodologies: Research and Indigenous Peoples*. London: Zed Books Ltd, 1999. Introduction, 1-17.