ENST 594.02: Environmental Issues of Native Americans

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ENVIRONMENTAL ISSUES OF NATIVE AMERICANS
ENST 594: Spring 2015

Rosalyn LaPier
Jeanette Rankin Hall 017
T 8:10 - 11:00 am
Office Hours: T 1:00-4:00 pm, or by appointment
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COURSE DESCRIPTION:
This course will provide an overview of environmental issues related to Native Americans, 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 peoples. We will read examples from 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 and others. 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, 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 peoples.
4) Articulate orally and in writing the issues related to environmental studies and Native communities.

COURSE REQUIREMENTS:
1) General: Faithful attendance, careful completion of weekly readings before class meets, 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 (or more) 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 supplemental texts assigned. 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 whole class. So, you’ll need to make connections between the reading you’ve done on your own and the assigned weekly reading.
3) Written work: You will write two kinds of papers for this class. First, you will write a 2-3 page (500-750 word) book review of one of the books assigned to the class as a whole (of the style you might find in American Historical Review, Journal of American History, Western Historical Quarterly, or Pacific Historical Review). These papers should be double-spaced, with standard one-inch margins. It should have no grammatical or typographical errors or misspellings. When in doubt, please consult: Kate L. Turabian’s A Manual for Writers, 8th edition. University of Chicago Press.

Your second paper will be a 13-15 page (3250 to 3750 word) historiographical review essay that situates an issue or controversy of recent and current concern to environmental studies in relation to scholarship that has been addressed in class.

**SCHEDULE:**

**Week 1**
January 27: Introduction & Selection of Readings

**Week 2**
February 3: Prehistory
- **Common Review:** Mann. 1491

**Week 3**
February 10: Prehistory
- Reviews: Individual Reviews by Students

**Week 4**
February 17: Land
- **Common Review:** Lewis. Neither Wolf Nor Dog

**Week 5**
February 24: Land
- Reviews: Individual Reviews by Students

**Week 6**
March 3: Land
- Reviews: Individual Reviews by Students

**Week 7**
March 10: Water
- **Common:** Van Develder. Coyote Warrior.

**Week 8**
March 17: Water
Week 9
March 24: Water
Reviews: Individual Reviews by Students

Week 10
March 31: Spring Break

Week 11
April 7: Natural Resources
Common Review: Pasternak. Yellow Dirt.

Week 12
April 14: Natural Resources
Reviews: Individual Reviews by Students

Review Essay topic abstract and list of sources due Tuesday, April 14.

Week 13
April 21: Natural Resources
Reviews: Individual Reviews by Students

Week 14
April 28: Ancient Values
Common Review: Fikret. Sacred Ecology

Week 15
May 5: Ancient Values
Reviews: Individual Reviews by Students

Week 16
REVIEW ESSAY DUE Tuesday May 12th

Grading:
Book Reviews (common): 25 (5 @ 5 points)
Book Reviews (individual): 25 (5 @ 5 points)
Co-facilitation, Book presentations and class participation: 25
Literature Review: 25
GRADING: Final Grade based on a percentage of Total Points (100).

The work you submit for grading must be your own original work, written by you specifically for this course and individual assignments. 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 participate in group discussion.

Common Book Reviews and Discussion: Read five (5) books in common. Following the guidelines of Environmental History, write individual book reviews of each book. Please go to the website (http://environmentalhistory.net/submit/) and read the rules for submitting a book review. Follow the same rules -- with one exception -- from week to week word length will vary. Book reviews are due at the beginning of class.

Each student will also lead class discussion of one common book.

Individual Book Reviews and Presentation: Read five (5) additional books from the syllabus and present book to the class, write a book review for each (see above). Book reviews are due at the beginning of class. Plus make one (1) copy for each person in class, pass out at the beginning of class. Presentations will be graded on content, organization, preparation, and delivery. You must make the presentation on the day assigned or you will receive a 0 for the assignment.

Literature Review: Select what you think is a significant issue in Indian country related to environmental issues. Write a literature review on the topic showing a mastery of the literature relating to the topic you choose.

Late Assignments: No late assignments.

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

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:


