

Environmental Issues in Native America [Proposed Syllabus]

Course Description: This course is designed to introduce students to current environmental issues as they impact American Indians in environmental, economic, and socio-cultural contexts. Further, it will address how planning and public policy might be used to promote the cultural survival and sovereignty of American Indians. Through bi-weekly meetings consisting of lectures, discussions, and assigned readings, this course is intended as a survey of environmental issues for students interested in continuing coursework in environmental studies, planning, archaeology, historic preservation, and American Indian Studies. Students will also be encouraged to explore their own areas of interest in more depth through a research project devoted to one issue in environmental policy.

Topics Covered:

- Natural Resource Planning
- Environmental Problems
- Archeology
- Historic Preservation
- Sacred Sites
- Tourism

Readings: Class readings will be made available on reserve in the library, as well as in class handouts, or on-line via the course site. Students are encouraged to complete all readings listed on the syllabus prior to attending class; this will facilitate understanding and discussions.

Assignments and Grades:

Attendance/Participation (5% of grade): Attendance will be taken during the first fifteen (15) minutes of class. Students arriving after this time period will not receive participation points for the session. Each student will be allowed two (2) absences from class during the semester. Beyond these two days, absences will adversely impact grades. Students who miss class will be responsible for finding out about discussions and activities missed. Those who are absent from class for more than 20% of the semester due to illnesses should contact the instructor as soon as possible. Participation in class discussions and application exercises is also an important requirement for this class.

Class Reaction Papers (40% of grade): All students must submit four (4) reaction papers. Beginning the fourth week of class, students must respond to four separate classes by submitting a 500-700 word single-spaced reaction paper to the class session and readings. It should summarize the key points of the readings within one paragraph and then critique the substance of the arguments presented both in the readings and in class discussions. Papers may be submitted for any week chosen and individuals may do additional papers and have the four best grades counted. Late submissions will not be accepted except for officially permitted excuses such as religious holidays and illnesses with a physician's note. Papers will not be accepted via email.

Book Review (15% of Grade): Students must select a book that addresses in depth one of the issues covered in class (**Note:** There are suggested books in some sections of the syllabus). Students must receive instructor approval for selected books. Each student must submit a

three- to five-page **critique** of the chosen book that is not merely a summary of the work's themes or the perspective of the author. These reviews will serve as the foundation for the final paper.

Final Paper/Project (40% of grade): Based on the **Book Review** above, students will choose a case study that relates to a subject covered by the book. Students may choose to write a research paper or report or complete a project relating to the case study. The paper will explain the selected environmental planning issue, provide a brief history of the group impacted in a selected case study, detail the case study, and analyze and critique solutions used to address the problem. Alternatively, students may choose to work with a community to provide assistance and or research towards some goal of promoting environmental awareness, preventing environmental degradation, or other project relating to the subject-matter of the course. Projects involving community participation require the production of some tangible work product and a written summary of your process. Students will be required to meet with the instructor to discuss topics for prior approval as well as submit an outline or proposal and first draft prior to submitting the final paper or project. Late papers (at the outline, draft and final stage) will be penalized one letter grade for each day beyond the due date.

Grading Summary

- 5% Attendance and participation
- 40% Response papers – 10% each
- 15% Book Review
- 40% Final Paper/Project (Outline or proposal, 5%; Draft, 5%; and Final Draft 30%)

Laptops: The use of laptops during class is prohibited. Exceptions will be made for students with documented disabilities.

Academic Honesty: All students are expected to comply with the University Code of Academic Integrity. Students are welcome to talk with each other about class content, including the content of the readings; however, any work submitted by a student in this course must be the student's own work.

Contacting the Instructor: You are encouraged to come to office hours and to be in regular contact with the instructor. I welcome your feedback and am happy to discuss your concerns during office hours. If you would like to use email, please be willing to wait for a response.

Change: As the course develops, I may make changes in the readings, assignments, and/or scheduling. If there are issues, ideas or readings you want to include in this course, please let me know. This is your course, and we will make time for any new ideas if possible. You should be willing to devote some time to finding material and leading discussion on those new ideas.

Accommodations For Students With Disabilities: In compliance with University policy and equal access laws, I am available to discuss appropriate accommodations required for students with disabilities. Requests for academic accommodations are to be made during the first two weeks of the semester, except for unusual circumstances, so arrangements can be made.

Detailed Schedule:

INTRODUCTION

Class 1 Orientation and Introduction to Environmental Issues in Native America

Class 2 The Ecological Indian

HISTORY AND POLICY:

Class 3 General American Indian History

Hirschfelder, A. & Montaña, M. (1993). *The Native American Almanac: A Portrait of Native America Today*. New York, NY: Prentice Hall General Reference.

Class 4 History of Policy and Indian/White Relations

Deloria, V. (Ed.)(1985). *American Indian Policy in the Twentieth Century*. Norman, OK: University of Oklahoma Press.

Chapter 4: The United States and American Indians: Political Relations
(Michael G. Lacy).

Chapter 11: The Evolution of Federal Indian Policy Making (Vine Deloria, Jr.).

Books:

Venables, R. (2004). *American Indian History: Five Centuries of Conflict & Coexistence. Volume I: Conquest of a Continent 1492-1783*. Santa Fe, NM: Clear Light Publishers.

Venables, R. (2004). *American Indian History: Five Centuries of Conflict & Coexistence. Volume II: Confrontation, Adaptation & Assimilation 1783-Present*. Santa Fe, NM: Clear Light Publishers.

Class 5 Sovereignty

Churchill, W. (2002). "The Trajedy and the Travesty: The Subversion of Indigenous Sovereignty in North America," in *Struggle For the Land: Native North American Resistance to Genocide, Ecocide, and Colonization*, pp. 37-90.

Martin, K. (1996). "Indians Not Taxed: Will Sovereignty Survive?" *Native Americas*, Vol. 13, No. 2, pp. 14-25.

Ewen, A. (1996). "A Supreme Question of Power: High Court Paves Legal Road to States' Supremacy," *Native Americas*, Vol. 13, No. 2, pp. 26-29.

Class 6 Review of Policy and Application Exercise

UNDERSTANDING CASE STUDIES AND CONDUCTING RESEARCH

Class 7 Seminoles and Iroquois

Nabokov, P. & Easton, R. (1989). "Wigwam and Longhouse," in *Native American Architecture*. New York, NY: Oxford University Press, pp. 76-91.

Sturtevant, W. & Cattelino, J. (2004). "Florida Seminole and Miccosukee," in Sturtevant, W. (Ed.) *Handbook of North American Indians: Southeast. Vol. 14.* Washington, DC: Smithsonian Institution, pp. 429-449.

Class 8 Hopi and Navajo

Sturtevant, W. (1979). *Handbook of North American Indians: Southwest, Vol. 9.* Washington, DC, Smithsonian Institution, pp. 533-563.

Sturtevant, W. (1983). *Handbook of North American Indians: Southwest, Vol. 10.* Washington, DC: Smithsonian Institution, pp. 524-535, 624-658, 679-684.

Class 9 Methodologies in Indigenous Research

Nielsen, M. & Gould, L. (2007). "Non-Native Scholars Doing Research in Native American Communities: A Matter of Respect," *The Social Science Journal*, Vol. 44, pp. 420-433.

Smith, L. (1999). *Decolonizing Methodologies: Research and Indigenous Peoples.* New York, NY: University of Otago Press. (Introduction).

ECONOMIC DEVELOPMENT

Class 10 Economic Development, General

Goodman, D. (1994). "The Development of Underdevelopment at Akwesasne: Cultural and Economic Subversion," *American Journal of Economics and Sociology*, Vol. 53, No. 1, pp. 41-56.

Taliman, V. (2001). "From Dependency to Development: Alternatives for Indian Country," *Native Americas*, Vol. 18, No. 3/4, pp. 32-39.

Vinje, D. (1996). "Native American Economic Development on Selected Reservations: A Comparative Analysis," *American Journal of Economics and Sociology*, Vol. 55, No. 4, pp. 427-442.

Book:

Hosmer, B. & O'Neill, C. (2004). *Native Pathways: American Indian Culture and Economic Development in the Twentieth Century.* Boulder, CO: University Press of Colorado.

Class 11 Tourism, Park Service

Kellern R. & Turek, M. (1998). *American Indians & National Parks.* Tuscon, AZ: The University of Arizona Press.

Chapter 2: From Yosemite to Zuni: Parks and Native People, 1864-1994
(pp. 17-29)

Chapter 9: Navajoland: Sharing the Gift of Changing Woman (pp. 185-215)

Chapter 10: Everglades National Park and the Seminole Problem (pp. 216-232)

Wilkinson, T. (July/August, 1993). "Ancestral Lands: Native Americans Seek to Restore Treaty Rights to Worship and Hunt in Many National," *National Parks*, July/August pp. 31-35.

Books:

Burnham, P. (2000). *Indian Country, God's Country: Native Americans and the National Parks*. Washington, DC: Island Press.

Spence, M. (1999). *Dispossessing the Wilderness: Indian Removal and the Making of the National Parks*. New York, NY: Oxford University Press.

Class 12 Tourism, Private

Hoover, W. (2004). "Tourism and Recreation," in *Kinzua: From Cornplanter to the Corps*. New York, NY: iUniverse, Inc., pp. 181-194.

Johnston, A. (2001). "Ecotourism and the Challenges Confronting Indigenous Peoples: An Industry of Mixed Reviews," *Native Americas*, Vol. 18, No. 2, pp.42-47.

Olp, S. (February 26, 2009). "Message to Tribes: Museums Work," *Billings Gazette*, retrieved from www.billingsgazette.net/articles/2009/02/26/news/state/29-message.txt

Sanders, J. (1996). "A Comparative Study of the Planning and Management of Monument Valley Tribal Park and Canyon de Chelly National Monument," *Landscape and Urban Planning*, Vol. 36, pp. 171-182.

Book:

West, P. (1998) *The Enduring Seminoles: From Alligator Wrestling to Ecotourism*. Gainesville, FL: University Press of Florida.

Class 13 REVIEW AND APPLICATION EXERCISE

*****TURN IN BOOK REVIEW**

ENVIRONMENTAL AND NATURAL RESOURCE PLANNING

Class 14 Environmental/Natural Resource Planning, General

Lewis, D. (1998). "Native Americans and the Environment" A Survey of Twentieth-Century Issues," *American Indian Quarterly*, Vol. 19, No. 3, pp. 423-450.

Nearing, B. (Feb. 27, 2009). "State Widens Tribes' Rights, DEC Chief Says Nine Nations Will Get Voice on Environmental Issues That Affect Their Reservation Lands," *Times Union*, retrieved from www.timesunion.com/AspStories/storyprint.asp?StoryID=774465.

Quintana, J. (1992). "American Indian Systems for Natural Resource Management,"

Akwe:kon Journal, Vol. 9, No. 2, pp. 92-97.

Sly, P. (1990). "EPA and Indian Reservations: Justice Stevens' Factual Approach," *Environmental Law Reporter*, Vol. 20, pp. 10429-10437.

Books:

Ambler, M. (1990). *Breaking the Iron Bonds: Indian Control of Energy Development*. Lawrence, KS: University Press of Kansas.

LaDuke, W. (1999). *All Our Relations: Native Struggles for Land and Life*. Cambridge, MA: South End Press.

Class 15 Peabody Coal

Grinde, D. & Johansen, B. (1994). "Navajos and National Sacrifice," in *Ecocide of Native America*. Santa Fe, NM: Clear Light Publishers, pp. 119-143.

Hardeen, G. (February 24, 2009). "President Shirley Attends U.S. Supreme Court Hearing: Shirley to Hear Arguments in Navajo Nation's \$600 Million Peabody Coal Case," *Navajo-Hopi Observer*, retrieved from www.navajohopiobserver.com/print.asp?ArticleID=112918SectionID=18SubSectionID=1

Wilkenson, C. (1996). "Home Dance, the Hopi, and Black Mesa Coal: Conquest and Endurance in the American Southwest," *Brigham Young Law Review*, Vol. 1996, No. 2, pp. 449-482.

Class 16 Toxic Waste

Johnny, R. (1994). "Showing Respect for Tribal Law: Siting a Nuclear Waste MRS Facility," *Akwe:kon Journal*, Vol. 11, No. 1, pp. 16-27.

LaDuke, W. (1999). "Nuclear Waste: Dumping on the Indians," in *All Our Relations: Native Struggles for Land and Life*. Cambridge, MA: South End Press, pp. 97-114.

Nelkin, D. (1981). "Native Americans and Nuclear Power," *Science, Technology, & Human Values*, Vol. 6, No. 35, pp. 2-15.

Sheehan, K. & Aquino, J. (1991). "Waste Disposal on Indian Lands: A Boon or Bust Proposition?" *Waste Age*, October 1991, pp. 58-66.

Class 17 Toxic Waste, cont'd.

Dawson, S. & Madsen, G. (American Indian Uranium Millworkers: A Study of the Perceived Effects of Occupational Exposure" *Journal of Health and Social Policy*, Vol. 7, No. 2, pp. 19-31.

Pasternak, J. (Nov. 19, 2006). "Blighted Homeland: A Peril that Dwelt Among the Navajos," *Los Angeles Times*, retrieved from www.latimes.com/news/nationworld/nation/la-na-navajo19nov19,0,1645689.story.

--- (Nov 20, 2006). "Oases in Navajo Desert Contained 'A Witches Brew,'" *Los*

Angeles Times, retrieved from www.latimes.com/news/nationworld/nation/la-na-navajo20nov20,0,4270583.full.story.

--- (Nov. 21, 2006). "Navajo's Desert Cleanup No More Than a Mirage," *Los Angeles Times*, retrieved from www.latimes.com/news/nationworld/nation/la-na-navajo21nov21,0,6565476.story.

--- (Nov. 22, 2006). "Mining Firms Again Eyeing Navajo Land," *Los Angeles Times*, www.latimes.com/news/nationworld/nation/la-na-navajo22nov22,0,7024230.story.

Books:

Brugge, D. et al. (2006). *The Navajo People and Uranium Mining*. Albuquerque, NM: University of New Mexico Press.

Eichstaedt, P. (1994). *If You Poison Us: Uranium and Native Americans*. Santa Fe, NM: Red Crane Books.

Class 18 Water

Gray, P. (Jul. 22, 1991). "A Fight Over Liquid Gold," *Time Magazine*, retrieved from www.time.com/magazine/article/0,9171,973431,00.html.

Martin, K. (Spring 1999). Akwesasne Environments, 1999: Relicensing a Seaway After a Legacy of Destruction, *Native Americas*, Volume 16, No. 1, pp. 24-28.

Turque, B. (Sept. 30, 1991). "The War For the West: In America's Mythic Land, Environmentalists, Ranchers, and Loggers Collide Over the Future of the Frontier," *Newsweek*, retrieved from www.newsweek.com/id/127026.

Williams, S. & Montoya-Lewis, R. (2000). "Federal Indian Water Right: Fundamentals and New Developments in Federal Indian Water Law," *Native Americas*, Vol. 17, No. 2, pp. 20-31.

Class 19 Reclamation, Everglades

Kloor, K. (May 19, 2000). "Everglades Restoration Plan Hits Rough Waters," *Science*, Vol. 288, No. 5469, pp. 1166-1167.

LaDuke, W. (1999). "Seminoles: At the Heart of the Everglades," in *All Our Relations: Native Struggles for Land and Life*. Cambridge, MA: South End Press, pp. 27-48.

Levin, T. (2003). *Liquid Land: A Journey Through the Florida Everglades*, Athens, GA: The University of Georgia Press, pp. 201-235.

NPR Audio | U.S. Sugar Tastes Sour To Everglades Tribe, retrieved from <http://legendarysurfers.com/naw/blog/2008/10/miccosukee-everglades-restoration.html>.

Book:

Grunwald, M. (2006). *The Swamp: The Everglades, Florida, and the Politics of*

Paradise. New York, NY: Simon & Schuster.

*** **TURN IN OUTLINE**

Class 20 Reclamation, Dams

Danker, K. (Autumn, 1997). "'The Violation of the Earth.' Elizabeth Cook Lynn's 'From the Rivers' Edge' in the Historic Context of the Pick-Sloan Missouri River Dam Project," *Wacazo Sa Review*, Vol. 12, No. 2, pp. 85-93.

"Hauptman, L. (1986). *The Iroquois Struggle for Survival: World War II to Red Power*. Syracuse, NY: Syracuse University Press. Chapters 6-9.

Books:

Bilharz, J. (1998). *The Allegany Senecas and Kinzua Dam: Forced Relocation Through Two Generations*. Lincoln, NE: University of Nebraska Press.

Lawson, M. (1982). *Dammed Indians: The Pick-Sloan Plan and the Missouri River Sioux, 1944-1980*. Norman, OK: University of Oklahoma Press.

Hoover, W. (2006). *Kinzua: From Cornplanter to the Corps*. New York, NY: iUniverse, Inc.

Class 21 REVIEW AND APPLICATION EXERCISE

PRESERVING ENVIRONMENTAL HERITAGE

Class 22 Historic Preservation and Archaeology

Downer, A. (2003). "Native Americans and Historic Preservation," in Stipe, R. A *Richer Heritage: Historic Preservation in the Twenty-First Century*. Chapel Hill, NC: University of North Carolina Press.

Hoagland, A. (1997). "Totem Poles and Plank Houses: Reconstructing Native Culture in Southeast Alaska," *Perspectives in Vernacular Architecture*, Vol. 6, pp. 174-185.

Ferguson, T. (1996). "Native American and the Practice of Archeology," *Annual Review of Archeology*, Vol. 25, pp. 63-79.

Foster, L. (2008). "Archaeological Outreach and Indigenous Communities: A Personal Commentary," in Jameson, J. & Baugher, S. (Eds.) *Past Meets Present: Archeologist Partnering With Museum Curators, Teachers, and Community Groups*, pp. 107-112. New York, NY: Springer.

Holt, H. (1983). "A Cultural Resource Management Dilemma: Anasazi Ruins and the Navajos," *American Antiquity*, Vol. 48, No. 3, pp. 595-599.

Book:

Thomas, D. (2000). *Skull Wars: Kennewick Man, Archaeology, and the Battle for Native American Identity*. New York, NY: Basic Books.

***** TURN IN ROUGH DRAFT**

Class 23 Sacred Sites

Baughner, S. (1994). "Who Determines the Significance of American Indian Sacred Sites and Burial Grounds" in *Preservation of What, For Whom? A Critical Look at Historic Significance*. Ithaca, NY: National Council for Preservation Education.

Deloria, V. (1994). "Sacred Places and Moral Responsibility," in *God is Red*, pp. 267-282. Golden, CO: Fulcrum Publishing.

Jett, S. (1995). "Respecting Sacred Landscapes. Navajo Sacred Places: Management and Interpretation of Mythic History," *The Public Historian*, Vol. 17, No. 2, pp. 39-47.

Books:

Brown, B. (1999). *Religion, Law, and the Land: Native Americans and the Judicial Interpretation of Sacred Land*. Westport, CN: Greenwood Press.

LaDuke, W. (2005). *Recovering the Sacred: The Power of Naming and Claiming*. Cambridge, MA: South End Press.

Class 24 Film: The Snowbowl Effect

Brown, B. (1999). "Wilson v. Block: Skiing the Slopes of a Sacred Mountain," in *Religion, Law, and the Land: Native Americans and the Judicial Interpretation of Sacred Land*. Westport, CN: Greenwood Press.

Rahimi, S. (August 18, 2008). "Court OKs Use of Sewage on Sacred Mountain," *Indian Country Today*, retrieved from <http://www.indiancountrytoday.com/living/tourism/27099924.html>

Toensing, G. (February 6, 2009). "Tribes, Individuals Struggle to Protect Sacred Sites: San Francisco Peaks Ruling Evokes Response From Many," *Indian Country Today*, retrieved from www.indiancountrytoday.com/national/southwest/39219172.html.

Class 25 Presentations

Class 26 Presentations

Class 27 Presentations

Class 28 Conclusion and Course Wrap-Up

***** TURN IN FINAL PAPER**

