NATURAL RESOURCES AND THE ENVIRONMENT IN NATIVE COMMUNITIES

AMERICAN INDIAN STUDIES 595 / 495 – SPRING 2009
SCHANTZ 242E
THURSDAY 3:30 – 6:00

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hours · thursday 2:00 – 3:00 and by appointment

instructor's web site · www.u.arizona.edu/~bcolombi

required readings · www.d2l.arizona.edu

statement
This course is a survey of basic issues and concepts in natural resource management and the environment in Native communities using integrated case studies that survey all the major varieties of environmental issues in Indian Country in the 21st century. A central theme will be developing tribally-specific solutions to rebuilding the resiliency of degraded ecosystems. We will consider particular case studies such as: tribal sovereignty, land tenure, reserved rights and Native claims; Native knowledge systems and Western science; co-management and restoration; water; fish and wildlife; agriculture and rangeland management; energy, mining and nuclear waste; and global climate change.

course goals
This course is designed to help you produce the highest quality scholarship and gain experience in:

identifying natural resource and environmental issues of importance in American Indian Studies and related fields of inquiry, and to American Indian communities and Native peoples.

establishing appropriate ways of knowing by examining Native knowledge systems and tribally-specific solutions to degraded ecosystems and the environment.

understanding fundamental concepts related to tribal sovereignty, land tenure, reserved rights, and Native claims to natural resources and the environment.

developing a broad understanding of the value of land and examining the complexities of development and growth in present-day Native communities.
course outline

This course will be held in combined lecture, seminar and interactive formats. It will meet once a week and requires extensive student participation. The following topics will be covered:

1. Land Tenure, Sovereignty, Reserved Rights, Native Claims
2. Native Knowledge Systems and Western Science
3. Native Knowledge Systems, Co-Management, Restoration
4. Water
5. Energy, Mining, Nuclear Waste
6. Fish and Wildlife
7. Agriculture and Rangeland Management
8. Global Climate Change

course requirements

This will be a highly interactive course, emphasizing informed discussion, close reading of assigned texts, written analyses, and pro-active participation in engaging the readings and themes under study. It is essential that you prepare for each class meeting by reading the required material and taking notes in a disciplined fashion. Students are required to prepare notes and questions on each reading (that are brought and used in class).

Points will be assigned as follows: 30 points for seminar participation (discussion, special seminar presentations, and attendance); 60 points for the research paper, allocating 10 points for the prospectus, 20 for the first draft, and 30 for the final draft. To get full credit work must be completed on time, and be professional quality.

engagement (30 points): All class members must come to class, do the readings on time, and participate in class discussions. Class participation, based on understanding of the works read for class, and your insights/Reflections on these texts, will count in an evaluation of your work. If you miss more than two classes without a legitimate excuse your grade will be lowered.

weekly response papers (50 points): During roughly each week of the semester all class members must prepare a short analytical response paper. The response paper covers a minimum of 3 of the assigned readings per week. The short analytical papers will be 2 to 3 pages each, double-spaced, and properly proofread. During the weeks of guest lecturer presentations and directed discussion, students will be required to read the same 2 or 3 readings selected by the professor. Specific students will be assigned to open up the directed discussion (handouts and power point presentations are encouraged). The short analytical papers and directed discussion will include preparing notes, providing brief background of author; and identifying key words, themes, and questions linked to the readings for that day.

research paper (60 points): Everyone will write a research paper. Research papers must be preceded by a prospectus, and a first draft. The final draft may be 15 to 20 pages in length for 595 students and 8 to 10 pages in length for 495 students. The prospectus must have a title, an
abstract, and a short summary of your intentions, explaining your objectives, and the sources that you will use. The prospectus may be up to four pages. Points will be assigned as follows: 10 points for the prospectus, 20 for the first draft, and 30 for the final draft. To get full credit work must be completed on time, and be professional quality.

**class presentation of research paper (10 points):** During the final weeks of class to provide you with experience for an oral presentation and feedback on your research paper.

**evaluation**

Written work will be graded on the basis of scholarship, creativity, clarity of expression and style (including grammar and spelling), as well as improvement during the semester. I expect that your drafts will not be “works in progress,” but that your final research paper will be something that you would be proud to show others, including members of your MA or PhD committee, your fellow students, and your family. All work must be properly cited.

Satisfactory completion of the research paper includes identification of a subject area relevant to the core concerns of this course; articulating a research question; significant research on the question throughout the semester; elaboration of an argument or analysis; and integration of materials read for class as well as materials from your semester-long research.

Your participation will be judged on the effectiveness of your contribution to a productive dialogue, evidenced by your familiarity with the readings, your insights and critical reflections, and listening respectfully and responding to the comments of your peers.

Professionalism includes completing assignments on time. Failure to do so will result in a lower grade. Failure to turn in an assignment that is marked “not graded” will result in a failing grade. No incompletes will be given; failure to complete the course requirements will result in a grade of E, as specified in university policy.

**NO GRADING WILL BY DONE BY THE GRADUATE TEACHING ASSISTANT**

All written assignments must be typed (single or double-spaced as directed). Complaints that your computer or printer have failed does not constitute an acceptable excuse for turning in material late. If this happens there are several places on campus you can print the material, including my office. Also always backup your writing. Where your research paper is concerned a slight case of paranoia is acceptable.

**required assignments**

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<th>Assignment</th>
<th>Points</th>
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<tr>
<td>Engagement</td>
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<td>Weekly Response Papers</td>
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<td>Research Paper</td>
<td>60</td>
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<td>Prospectus</td>
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<td>First Draft</td>
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<td>Final Draft</td>
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<td>Class Presentation of Research Paper</td>
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grades
The final grade for this course will be assessed according the percentage of points earned from the total points available for the course. The following breakdown of percentage points and grades will be used:

100—90 A 89—80 B 79—70 C 69—60 D 59—0 E

academic integrity
Pursuant to the University Code of Integrity, all submitted work, examinations, reports and other projects must be a student's own work. Papers submitted for other courses are NOT acceptable for credit. Sources shall always be properly cited in established scholarly formats.

university policy on absences
Students are expected to be regular and punctual in class attendance. Students who miss more than 30 percent of the classes are dropped from the class according to university policy.

disability accommodations
Reasonable accommodations are available for students who have a documented disability. Please notify the instructor during the first week of class of any accommodations needed for the course. Late notification may cause the requested accommodations to be unavailable.

provisional course schedule

week 1 · jan 15
key topics · introduction to the course, discussion of goals and student wishes, discussion of required readings and their value

guest lecturer – Professor Joe Hiller (Lakota)

week 2 · jan 22
key topics · sovereignty, land tenure, reserved rights, native claims

required readings ·

assignments due · (1) weekly response papers

week 3 · jan 29
key topics · native knowledge systems and western science
guest lecturer – Professor Richard Stoffle

required readings ·

assignments due · (1) weekly response papers

week 4 · feb 05

key topics · native knowledge systems, co-management, restoration

guest lecturer – Becca Lloyd

required readings ·
(1) Brody 1981 (ch 10) The Indians’ Maps; (2) Lohse, Colombi, Lloyd 2008 Transforming Ecosystem Restoration: Linking Cultural Paradigms and Ecosystem Science through Co-Management; (3) Long et al. 2003 Cultural Foundations for Ecological Restoration on the White Mountain Apache Reservation; (4) Zontek 2007 (ch 1) A Relationship from Time Immemorial and (ch 6) A Comparative Perspective on Canada’s Native Restoration of the Bison

assignments due · (1) weekly response papers

week 5 · feb 12

key topics · water

guest lecturer – Jolene Tallsalt Robertson (Navajo)


assignments due · (1) weekly response papers

week 6 · feb 19

key topics · energy, mining and nuclear waste

guest lecturer – Dailan Long (Navajo)

required readings · (1) Stoffle and Arnold 2003 Confronting the Angry Rock: American Indians’ Situated Risks from Radioactivity; (2) Johnston 2007 (ch 2) “more like us than mice”; Radiation Experiments with Indigenous Peoples, Johnston et al. 2007 (ch 5) Uranium Mining and Milling:

assignments due · (1) research paper prospectus; (2) weekly response papers

week 7 · feb 26

topic: fish and wildlife [salmon]


assignments due · (1) weekly response papers

week 8 · mar 05

key topics · Colombi Gone [films: Homelands and In the Light of Reverence]

assignments due · (1) prospectus for research paper

week 9 · mar 12

key topics · Agriculture and Rangeland Management, part one [Field Trip – Gila River Indian Community]


assignments due · (1) weekly response papers

week 10 · mar 19 [no class, spring break]

week 11 · march 26

key topics · native perspectives on environmental and social justice

guest lecturer – Evon Peter (Neetsaii Gwich’in)


assignments due · (1) weekly response papers

week 12 · apr 02
key topics · Agriculture and Rangeland Management, part two [Field Trip – Tohono O’odham Nation]


assignments due · (1) weekly response papers

week 13 · apr 09
key topics · climate change and drought

guest lecturer – Dan Ferguson

required readings · (1) Bodley 2008 (ch 11) Petroleum, the Commercial World, and Indigenous People; (2) Grossman 2008 Indigenous Nations’ Responses to Climate Change; Hanna et al. 2007 Native Communities and Climate Change: Protecting Tribal Resources as Part of National Climate Policy; (4) Barnett et al. 2008 Human-Induced Changes in the Hydrology of the Western United States, and 2005 The Effects of Climate Change on Water Resources in the West: Introduction and Overview.

assignments due · (1) weekly response papers

week 14 · apr 16
key topics · Colombi Gone [films: Oil on Ice and The Wilderness]

assignments due · (1) first draft of research paper

week 15 · apr 23 [student presentations]
key topics · (1) 20 minute class presentation of your research paper

week 16 · apr 30 [student presentations]
key topics · (1) 20 minute class presentation of your research paper
week 17 · may 07 [no class, reading day]

week 18 · [finals week]

assignments due · (1) research paper, submit no later than monday, may 11 by 5:00pm