

**University of Wisconsin-Madison**  
**Environmental Studies 306, Summer 2017**  
**Indigenous Peoples and the Environment**

**Course Details**

Summer Session Dates: May 30 - June 16

Classroom: 1125 Nancy Nicholas, 1300 Linden Drive

Class Meetings: Mondays thru Thursdays 9 am-1215 pm

Instructor: Jessie Conaway, Faculty Associate for Native Nations Partnerships, Nelson Institute for Environmental Studies

Email: [jessie.conaway@wisc.edu](mailto:jessie.conaway@wisc.edu)

Phone: 608-265-6712

Office Hours: Wednesdays 12:30-2:30 pm, and by appt. Science Hall, Room 10 (lower level, thru Nelson student lounge, 1<sup>st</sup> door on left)

**Introduction**

Indigenous peoples have very close relationships to ancestral homelands, species and natural resources. However, definitions of “indigenous” can be controversial and highly politicized. This course highlights Native American perspectives, conservation practices, and policy environments. Global case studies offer diverse outlooks on indigenous identities, worldviews and environmental governance. Native American and Global Indigenous experiences shed light on pressing questions of resource sustainability and Sovereignty.

**Course Objectives**

Students in this course will:

- Identify diverse Indigenous experiences of and relationships to landscapes
- Recognize that Native American and Global Indigenous identities are inextricably linked with the environment
- Analyze how Native American and Global Indigenous histories and epistemologies have been marginalized
- Explore outside of their cultural and academic comfort zones
- Reflect on personal, family, and cultural identity Critique Native American stereotypes, exploring subtle versus overt racism
- 
- Relationships between local and global indigenous environmental issues
- Practice global citizenry skills- cross-cultural communications and honoring diverse protocols

**Required Reading**

All reading assignments will be posted in Canvas in each module.

## Course Format

Each class is 3.25 hours, 195 min

### Monday, Wednesday schedule

Lecture 50 min

Break 10 min

Student presentation 30 min

Group activities (Discussion with professor, collaborative exercise, switch) 60 min

Break 10 min

Group discussion 15 min

Water in the World: Indig Perspectives 10 minutes

Review and wrapup 10 min

### Tuesday schedule

Lecture 50 min

Break 10 min

Student presentation 30 min

Lecture 50 min

Break 10 min

Group activities 30 min

Group discussion 15 min

### Thursday schedule

Field trips (plus exam on last day)

## Course Outline - Snapshot

Lectures highlighted in blue are Horowitz

Lectures highlighted in yellow are Baird

Lectures highlighted in green are Conaway

Native American content is highlighted in green

Date	Lecture topic - Assignment due that day
<b>Week 1</b>	
May 30	Syllabus. Maps. Introduction to course communities and concepts Indigenous peoples and the environment
May 31	Wisconsin Tribes – Indigenous Identity and Environment
June 1	Co-management of protected areas
<b>Week 2</b>	
June 5	Leveraging of Traditional Ecological Knowledge and Native Science for Natural Resource Protection
June 6	Local Environmental Knowledge Corporate Social Responsibility and Indigenous peoples
June 7	Indigenous Movements in Hawaii Indigeneity in Asia
June 8	Dejope Ho-Chunk Living History
<b>Week 3</b>	

June 12	Native American Water Sovereignty: Northeast, Rockies, Pacific NW.
June 13	Communal land titling-Focus on SE Asia Indigenous Resource Sovereignty vis-à-vis Mining Threats in the Great Lakes Basin
June 14	Climate Justice issues and Indigenous movements
June 15	Final exam. Field trip: Lake Mendota-Ho Chunk Nation homelands

## Course Outline – Details

### Course Introduction

The importance of Indigenous Voices

Introduction to direct action for environmental protection—Lac Courtes Oreilles Harvest Camp 2013, Standing Rock 2016

### Module 1

#### Thinking about Indigeneity (Baird)

Introduction to the concept of Indigenous Peoples

Who are Indigenous People?

What other terms are used to describe them? (i.e. aboriginal, ethnic minorities, American Indian, native people, etc.)

Basic history of the concept of Indigenous Peoples

Decolonization and Indigeneity

Why is the concept of indigeneity so important when it comes to the environment?

Readings:

Dove, Michael 2006. Indigenous Peoples and Environmental Politics. Annual Review of Anthropology 35: 191-208.

Indigenous Rights UN declaration - final adopted version of the UNDRIP

Wright Tomaselli Ordonez 2014 Five years after UNDRIP

### Module 2

#### Wisconsin Tribes – Indigenous Identity and Environment (Conaway)

Introduction to historic and current environmental issues for tribes in Wisconsin. Ho Chunk Nation, forced removals and the Kickapoo Reserve; Oneida agriculture and water quality management; Potawatomi, fungibility of Casino wealth, and Ojibwe tribal environmental management infrastructure.

Readings:

Catellino, J (2008) High Stakes: Florida Seminole Gaming and Sovereignty

Loew, P (2013) Indian Nations of Wisconsin. Ho-Chunk, Oneida, Potawatomi, and Ojibwe chapters.

Great Lakes Indian Fish and Wildlife Commission, online resources

Treaty of Prairie du Chien

<http://content.wisconsinhistory.org/cdm/ref/collection/tp/id/55638>

<https://www.youtube.com/watch?v=4DFcqYH-92Q>

### Module 3

#### Co-management of Protected Areas (Horowitz)

Indigenous Peoples, Protected Areas and National Parks

Indigenous Peoples have had a troubled history with protected areas. That is touched on here, along with more recent efforts to develop extractive reserves and other forms of protected areas that closely involve Indigenous Peoples. Look at Yosemite and Yellowstone National Parks and impacts on indigenous people.

Readings:

Diver 2016 - Co-management in California

Tang & Gavin 2015 - impacts of government policies on resource management in China

Supplemental readings:

Deepananda et al 2016 - Stilt fisher co-management in Sri Lanka

Vaughan et al 2017 - indigenous coastal management

Youdelis 2016 - Antipolitics of consultation

### Module 4

#### Leveraging of Traditional Ecological Knowledge and Native Science for Natural Resource Protection (Conaway)

Readings:

Berkes, (2012) Sacred Ecology

Cajete, (2000) Native Science

Kimmerer (2013) Braiding Sweetgrass

## **Module 5**

### **Local Environmental Knowledge (Horowitz)**

#### Readings:

Gomez-Baggethun & Reyes-Garcia 2013 - Change in TEK

Kirsch 2014 - Rethinking IK politics

McCarter et al 2014 - Maintaining IEK.pdf

#### Supplemental Readings:

Costanza 2015 - right to prior consultation in Guatemala.pdf

Sekar 2016 - village relocations India.pdf

## **Module 6**

### **Corporate Social Responsibility and Indigenous peoples (Horowitz)**

#### Readings:

Henry 2016 - CSR the Oil Industry in the Russian Arctic

Rodhouse & Vanclay 2016 - is fpic csr

#### Supplemental readings:

Billo 2015 - csr in Ecuador

Campero & Barton 2015 - Bolivia social licenses.pdf

## **Module 7**

### **Indigenous Movements in Hawaii (Conaway)**

#### Readings:

Louis, R. P. (2007). Can You Hear us Now? Voices from the Margin: Using Indigenous Methodologies in Geographic Research. *Geographical Research*, 45(2), 130-139. doi:10.1111/j.1745-5871.2007.00443.x

Rohrer, Judy 2006. "Got Race?" The Production of Haole and the Distortion of Indigeneity in the Rice Decision. *The Contemporary Pacific* 18(1): 1-31.

Schachter, Judith and Albrecht Funk 2012. Sovereignty, indigeneity, identities: perspectives from Hawai'i. *Social Identities* 18(4): 399-416.

## Module 8

### Indigenous Movements in Asia (Baird)

Consider Indigenous Peoples' struggles and land and resources in Asia. The concept of indigeneity is emerging in Asia, but is highly contested.

#### Readings:

Baird, Ian G. 2016. Indigeneity in Asia: an emerging but contested concept. *Asian Ethnicity* 17(4): 501-505.

Gray, Andrew 1995. "The Indigenous Movement in Asia." In *Indigenous Peoples in Asia*, edited by R. H. Barnes, A. Gray, and B. Kingsbury, 35–58. Ann Arbor, MI: Association of Asian Studies.

Karlsson, B. G. 2003. Anthropology and the 'Indigenous Slot': Claims to and Debates about Indigenous Peoples' Status in India. *Critique of Anthropology* 23(4): 403–423. doi:10.1177/0308275X03234003.

Hathaway, Michael J. 2015. China's Indigenous Peoples? How Global Environmentalism Unintentionally Smuggled the Notion of Indigeneity into China. *Humanities* 5: 54.

Li, Tania-Murray 2002. Ethnic Cleansing, Recursive Knowledge, and the Dilemmas of Sedentarism. *International Social Science Journal* 54: 361–371. doi:10.1111/issj.2002.54.issue-173.

## Module 9

### Dejope Ho-Chunk Living History

Ho-Chunk people have oral traditions, confirmed by archaeological records, of their continued presence in the Madison area, a place they call *Dejope*. Explore how cultural and environmental resource preservation are linked for Ho-Chunk Nation.

## Module 10

### Native American Water Sovereignty: Northeast, Rockies, Pacific NW (Conaway)

Consider the relationships between Indigenous Peoples and water resources. Look at water quantity and water quality controversies, and large hydropower dams. Discuss Treatment As State policy implications for US tribes.

#### Readings:

Harris, Maureen 2014. *Indigenous Futures Submerged by Dams*. November 12, 2014.

#### Penobscot Tribe and Watershed Restoration

<https://indiancountrymedianetwork.com/news/dam-removal-launches-penobscot-river-restoration/>

## Blackfeet Nation Water Compact

<https://indiancountrymedianetwork.com/news/environment/blackfeet-nation-ratifies-water-compact/>

## Nisenan and Bear River Protection

<https://www.newsdeeply.com/water/articles/2017/01/09/new-california-dam-proposed-to-combat-climate-change-concerns>

## Module 11

### Indigenous Communal Land Titling in Cambodia (Baird)

Consider how Communal Land Titling has become popular in various countries, including Cambodia, and is linked specifically to the concept of indigeneity.

#### Readings:

Baird, Ian G. 2011. The Construction of 'Indigenous Peoples' in Cambodia. In *Alterities in Asia: Reflections on Identity and Regionalism*, edited by L. Yew, 155–176. London: Routledge.

Baird, Ian G. 2013. 'Indigenous Peoples' and Land: Comparing Communal Land Titling and Its Implications in Cambodia and Laos. *Asia Pacific Viewpoint* 54(3): 269–281. doi:10.1111/apv.12034.

## Module 12

### Indigenous Resource Sovereignty vis-à-vis Mining Threats in the Great Lakes Basin (Conaway)

Consider local examples: Mole Lake and Potawatomi and the Crandon mine, Bad River Band of Lake Superior Chippewa and Penokee Hills mine, and Menominee and Back 40 mine. Includes discussion of state, federal, and Tribal policy environments.

#### Readings:

Dharam, D., De la Terre, J., & Zewdie, S. (n.d.). Frac Sand Mining in Wisconsin: Implications on Community Wellness.

Miley, W. (n.d.). Assessing the Silica (Frac) Sand Mining Environmental Regulatory Frameworks in Minnesota and Wisconsin: Who Has a Better Plan for Digging, the Gophers or Badgers? *Hamline Journal of Public Law & Policy*, 35(2).

## Module 13

### Climate Justice and Indigenous Movements (Horowitz)

Consider the links between Indigenous Peoples and challenges associated with Climate Change.

Readings:

Hicks & Fabricant 2016 - Bolivian climate justice

Smith & Rhiney 2016 - climate injustice in the Caribbean

Supplemental readings:

Fisher 2015 - geographies of climate justice

Grossman 2012 - Indigenous responses to international framework.pdf

## Module 14

### Menominee Nation and Sustainable Yield Forestry Management

The Menominee Nation are global leaders in sustainable forestry practices. Explore how Menominee Tribal values and Traditions inform forest conservation and management.

Loew, P (2013) Indian Nations of Wisconsin.

Mausel, D., Waupochick, A., & Pecore, M. (2017). MENOMINEE FORESTRY: PAST, PRESENT, FUTURE Menominee Sustained-Yield Management: A Successful Land Ethic in Practice. *Journal Of Forestry*, 115(5), 366-369.

Grignon, J., & Kimmerer, R. (2017). Listening to the Forest. In *Wildness* (p. Wildness, Chapter 009). University of Chicago Press.

## Assignments

### I. Case Study Presentations

Each day beginning Day 2 of class, we will have a 30-minute presentation from a team of students who will present a case study based on that days topic(s). You will present together with your team-mate and you will be evaluated as a team. You should divide up you time so that each presenter has equal timeslots, leaving five minutes at the end for questions to be answered jointly. You should coordinate so that your presentations complement, rather than overlap with or contradict, each other. You may use PowerPoint or Prezi for visuals. Please upload your presentation to the Group assignment folder labeled Presentations in Canvas, at least one hour before class time on the day of your presentation.

In researching your case study, you may use journal articles or books from the UW library, or news articles or government reports. The Web of Science database may be useful:

<https://search.library.wisc.edu/database/UWI03657>. Please be careful to make sure that your sources contain reliable information. If you are uncertain about a source, you can check with me. On your last slide, please list the sources that informed your presentation.



When citing sources for both your presentation and exercises (see below), use Author-Date referencing. This website may be helpful (click on the “Author-Date” tab):  
[http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html).

Rubrics for the presentations may be found in Canvas. Please look at these before giving your presentation to see how you will be evaluated. Remember that each speaker should provide not just facts but analysis as well. Show how your case study ties into the broader themes covered this week, and throughout this course.

You will be doing peer reviews, submitted in Canvas, for 3 presentations.

If you cannot make it to class on the day of your presentation due to illness or another valid reason, you will need to provide documentation such as a doctor’s note, and upload your slides before class time if at all possible. You will either be assigned another presentation slot or, if none are available, you will present during the last week of class.

## **2. Exercises**

Each day in class, we will participate in an exercise designed to help you engage with that week’s material. That 30-minute slot is an opportunity to receive guidance and ask any questions you might have. You should then continue working on the exercise on your own, after class.

As many of the exercises will involve internet-based research, please bring a laptop computer to class if possible.

Exercises will involve activities such as working in small teams that role-play different stakeholder groups. If you miss class, please contact me to know which role you have been assigned.

Although you may collaborate in class, the write-up is done individually. What can make your write-up stand out is: evidence of further research into the issue; integration of insights from other course material; and original, creative thinking.

Each write-up should be a maximum of 250 words; less is fine. Think of the exercise as a mini-essay: use correct grammar and punctuation, structure it logically, and be sure to proof-read. At the end of your write-up (not included in the word count), provide a list of three references that you used.

Please upload your completed exercises for that day’s exercise into Canvas at any time before the following class. Late exercises can only receive a maximum of half credit. If you upload an exercise after the time it is due, email me to let me know it is there; otherwise, I might have already downloaded the others and might not see yours.

Please upload your exercise as a Microsoft Word document, single-spaced. I will use the Track Changes and Comments feature of Word to provide feedback, so please ensure you have those features enabled. If you cannot see any comments, please let me know.

Each exercise will be worth four points.

## **3. Midterm paper**

Choose topic and submit topic to Conaway by end of day June 2.

#### 4. Exam

There will be one final in-class exam. More information about the exam will be provided during the first week.

You will not be allowed to consult any notes, books or papers during the exams.

Think about the key points from each week's lectures and readings, as those are what I will be looking for when grading your exam. However, you need to show me that you fully understand these points rather than simply regurgitating factual information. You will only earn points if you express ideas in your own words.

#### Grading

Grades will be assigned according to the following scale: A (93-100); AB (88-92); B (83-87); BC (78-82); C (70-77); D (60-69); F < 60.

The overall grade for the semester will be based on the following:

Attendance	10 points
Exercises (all)	40 points
Presentation	20 points
Midterm Paper	20 points
Final Exam	20 points
Total	100 points

#### Academic Integrity

You are responsible for ensuring that anything you turn in is your own original work. Even if you copy something accidentally (such as by forgetting to cite the source), it still counts as plagiarism. Sanctions range anywhere from an oral reprimand all the way to expulsion from the university. For more information, please see: <https://www.students.wisc.edu/doso/academic-integrity/>

#### Students with Disabilities

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life.

Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform me of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. I will work in coordination with the McBurney Center to identify and provide reasonable instructional accommodations.

Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

#### Course Policies

Please turn off cell phones in the classroom; text messaging during the class period will not be tolerated. Computers should only be used for note-taking or in-class exercises. You are expected to be professional, respectful, and courteous to other students and the instructor.

If due dates, exam date, or classes conflict with an important date for a religion you practice, you must notify me within the first two days of the summer session so that appropriate arrangements may be made.

**Course communications**

Syllabus, readings, assignments, and other information will be posted in Canvas. Be sure to check your UW email daily to keep informed of updates or additional postings.