

ES 402, Summer 2016

Course title:

Seasons of the Anishinabe: Ethnobiology and Ethnohistory of the Bad River Watershed

Prepared by Joe Rose, Sr. and Jessie Conaway
4.1.16

This is a syllabus for a 3 credit environmental studies course to be taught by Bad River Ojibwe elder, member of the Midewiwin Lodge, and retired Northland College faculty Joe Rose, Sr. Conaway will be the assistant instructor.

The course will focus on local environmental case studies of the past four decades. The course format will include classroom lectures, guest speakers, field trips, outside readings, and research on various local environmental case studies.

The course will take place on the Bad River Indian Reservation, in Odanah, Wisconsin. Field sites include Joe Rose's campground and Roundhouse on the shores of Lake Superior, the Rose family sugarbush on the Bad River corridor, Copper Falls State Park, Kakagon and Bad River sloughs, etc. Maps of these places will be used for conducting fieldwork. Ethnohistory, ethnobiology, Traditional Lifeways, and Spirituality of the peoples of the Bad River Watershed will be included.

Three credits: 37.5 hours of instruction time, 75 hours for out-of-class learning (fieldwork, readings, homework)

Course requirements include:

- 1) Regular attendance
- 2) Journals
- 3) Research/Reaction papers and Oral Presentations

Guest speakers for this course include:

- 1) Mike Wiggins, Jr., Bad River Tribal Chairman
- 2) Bryan Bainbridge, Red Cliff Tribal Chairman
- 3) James Zorn, GLIFWC Executive Administrator
- 4) Joe Dan Rose, Bad River tribal member & GLIFWC Fisheries Biologist
- 5) Tom Fitz, Northland College Geology Professor
- 6) Edith Leoso, Bad River tribal member & Tribal Historic Preservation Officer
- 7) Tom Maulson, Lac du Flambeau tribal member & Voigt Task Force representative
- 8) Marvin DeFoe, Red Cliff tribal member & traditional birchbark canoe builder
- 9) Carmen Butler, St Croix tribal member & Voigt Task Force representative
- 10) Lawrence (Butch) Stone, Bad River tribal member & Bad River Ojibidaa
- 11) Joe Bates, Bad River tribal member & hunter, fisher, gatherer
- 12) Pete Russo, Chairman of the Ashland County Board
- 13) Glenn Stoddard, Attorney for Farms Not Factories

Course schedule:

We will have one week of instruction on campus in Madison for Indigenous Perspectives in Resource Sovereignty 101, and pre-trip planning

Fieldwork Trip Day 1:

- Ojibwe Origin Story
- Ojibwe Spirituality
- Ojibwe Migration Story
- Seventh Generation Environmental Ethics
- Introduce fieldwork projects
- Discuss outside research projects

Guest speaker: Mike Wiggins, Bad River Tribal Chairman (Welcome)

Readings: Benton Banai, Mishomis Book; Loew, Indian Nations of Wisconsin

Fieldwork Trip Day 2:

- Ojibwe traditional lifestyles
- Seasonal harvests, 13 Moons of the Lunar Year
- Native ways of knowing: Harvesting as Stewardship
- Visit sugarbush and Bad River corridor

Readings: Keewaydinoquay, Puhpowee for the People; Makoons Geniusz, Our Knowledge is not Primitive: Decolonizing Anishinaabe Botany Teachings

HW: Draft Concept for Personal Project (Research/Reaction Paper)

Fieldwork Trip Day 3:

- Ojibwe Natural History and Native Geology of the Penokee Hills
- Native ways of knowing: The Importance of Traditional Teachings and Traditional Ecological Knowledge
- Fieldwork: geology, flora and fauna of the upland forests of the Bad River watershed

Guest speaker: Tom Fitz, Northland College geology professor

Readings: Whyte, TEK as Collaborative Process; Brown, Thunderbirds;

HW: Outside research assignments

Fieldwork Trip Day 4:

- Ojibwe identity and the central role of *Nibi* (water)
- Visit tribal fish hatchery on the Kakagon River corridor,
- Boat Tour of the Kakagon Sloughs
- Native ways of knowing: Ojibwe Perspectives on Invasive Species
- Fieldwork: intro to flora and fauna of the Kakagon River and Sloughs

Readings: Conaway, Ganawendan Ginibiminaan ; Reynolds, Native American Water Ethic

HW: Outside research

Fieldwork Trip Day 5:

- MoningwaningKaning: Madeline Island Site visit
- The Seventh Stopping Place – Ojibwe Migration Story
- Apostle Islands National Lakeshore: A cultural and ecological Treasure
- HW: Outside Research

Readings:

Fieldwork Trip Day 6:

- Ojibwe Environmental History I
- History of Ojibwe Treaties
- Windigo, the Spirit of Greed and Excess,
- Multinational Corporations
- Ojibwe environmental justice timeline: Proposed Nuclear Waste Repository, proposed Neutralysis Solid Waste Incinerator, Terra Energy LTD, Proposed Solution Mining at White Pine Mine
- Ogichida Railroad Blockade on Bad River Reservation

Readings: GLIFWC, Ojibwe Treaty Rights; Loew, Indian Nations of Wisconsin; Rose, Ojibwe Environmental History of Western Lake Superior (forthcoming)

HW: Fieldwork project

Fieldwork Trip Day 7:

- Ojibwe Environmental History II
- Walleye Wars, Proposed Taconite mining in the Penokee Hills,
- Visit to site of Proposed Concentrated Animal Feeding Operation (CAFO) in the Fish Creek watershed

Readings: Nesper, Walleye Wars; Rose, Ojibwe Environmental History of Western Lake Superior (forthcoming)

HW: Fieldwork project

Fieldwork Trip Day 8:

- Ojibwe Prophecy of the Seventh Fire
- Integrating Native Knowledge and Western Science
- Visits to the Bad River Tribal Natural Resources Department and the Great Lakes Indian Fish & Wildlife Commission offices at the Chief Blackbird center in Odanah

Readings: GLIFWC publications (TBD); Huntington, TEK and Science; Berkes, Sacred Ecology; Cajete, Native Science

HW: Outside Research

Fieldwork Trip Day 9:

- Seventh Generation Ethics: Integrative Environmental Management and Paths for sustainable economic growth in the Bad River watershed
- Indigenous environmental protection strategies: Communication and Education
- HW: Fieldwork project in afternoon

HW: Complete Research project, prepare presentation

Day 10:

- Wrap-Up
- Student presentations on Research/Reaction Papers
- Students submit copies of Research/Reaction Papers to Professor Joe Rose Sr. for Final Grade
- Feast

Nelson Institute learning goals for undergraduates that are addressed in the course:

Understand and explain the social, historical, environmental, political, and spiritual forces that impact our local, regional and global environments. Interpret the meanings, values, and aesthetics that are created, shaped, and revealed as humans interact and modify the ecosystems and environments that they inhabit.

Recognize through critical thinking a diversity of viewpoints, ethical commitments, and disciplinary approaches to environmental concerns across various scales from the local to the global.