University of Wisconsin at Madison

Managing Nature in Native North America

Geography /American Indian Studies/ Environmental Studies 345

Spring Semester 2019

Instructor: Bill Gartner
Office: 115D Science Hall
Phone: 890-3816
Email: wgartner@wisc.edu
Office Hours: W 1:00 - 3:00

Place: 1280 Grainger
Time: Tu & Th 9:30 - 10:45 AM
Final: Project Presentation
Credits: 3
Class Code: 72850 (Geog); 73398 (Am Ind St); 73399 (Env St)

Course Synopsis and Structure

This course surveys the concepts, practices, and issues associated with natural resource management in American Indian communities. Native nations retain sovereign powers of self-government over their own internal affairs. Many tribal authorities view the rebuilding of degraded environments and the culturally appropriate management of natural resources as essential to their continued survival. Yet, rehabilitating ecosystems and managing natural resources on native North American lands is complicated by a number of factors including (1) varied political and jurisdictional arrangements; (2) contrasting systems of land tenure; (3) integrating selected theories and techniques of applied Western science with many different indigenous and local knowledge systems; (4) diverse cultural, political, and historical ecologies; and (5) balancing economic development for "the next seven generations" with varied and sometimes, competing concerns both within and between indigenous communities. The course begins with an overview of tribal sovereignty, varied indigenous conceptions of place and nature, and the uneasy co-existence between indigenous knowledge systems and Western science in native North America. Most of this course is an in-depth exploration of particular case studies and tribally-specific solutions to issues of ecological restoration, land and rangeland management, forestry, water resources, fish and wildlife management, food sovereignty, energy independence, and global climate change.

HLC Accreditation Statement

This class meets for two 75-minute class periods each week over the semester. It carries the expectation that students will work on course learning activities (reading, writing, working on projects, studying, and so on) for a minimum of 2 hours per class and laboratory period per 50-minute period (eg you should plan on 6 hours/week of outside work over the course of the

semester). The syllabus includes additional information about meeting times and expectations for student work.

Learning Outcome Statement

The primary purpose of this course is to provide students with a solid understanding of the complexity of environmental issues in "Indian Country" and the varied circumstances, conditions, and experiences of native nations and peoples with respect to natural resource management. More specifically, this course will help students understand and appreciate:

- The diverse arrangements for tribal sovereignty, indigenous land tenure, and Native claims to natural resources and the environment.
- Natural resource and environmental issues important to American Indians.
- Natural resource and environmental issues important to Wisconsin Indians.
- Similarities and differences between indigenous knowledge systems and Western Science.
- The marked cultural and natural diversity across native North America.
- The many different conceptions of place, nature, and development in native North America.
- The diversity of American Indian experiences and their varied responses to assorted histories of exclusion and marginalization.

Text and Class Materials

There is no textbook for this class. *All readings* are posted on Canvas. Although most readings are optional, you will have to write a response essay to two posted readings. You should also incorporate selected posted readings into your final project.

Grading

Individual assignments are typically graded on the following scale: (A) 93-100%, (AB) 90-93%, (B) 82-89%, (BC) 79-81%, (C) 70-78%, (D) 60-69%, and (F) 59%. This percentage scale approximates, and is derived from, grade breaks in previous classes.

Your final grade is calculated from the total number of points earned over the semester and your relative rank with respect to your classmates (see below). In addition, each of you will evaluate the other member of your research group on a standardized form at the end of the

semester. If necessary, your peer evaluations will be used to modify individual grades for the final project.

Your final grade will be calculated from the assignments and activities listed below. The weight of each category towards your final grade is shown below as a percentage in parentheses.

Quizzes (50 points total or ca 23% of the final grade)

There will be two quizzes that cover concepts and topics from lecture and the readings. The quizzes will have multiple choice, T/F, and matching questions. You may have to interpret maps, pictures, graphs, or diagrams for some questions. A few questions may ask you to apply key course concepts to new situations. Some evaluations may have short answer and/or essay questions that ask you to expound on a major theme in the course.

Response Essays to Readings (50 points total or ca 23% of the final grade)

Students will submit two short analytical response essays (2-3 pages) to articles posted on the course website. An analytical response essay consists of a concise summary of the article followed by an evaluation of the author's argument and your reaction to it. Additional instructions are posted on the course website.

Written assignments must be typed in a 12-point font, double-spaced, and have one-inch margins. Proper citation, including page numbers is required.

Final Project Proposal (10 points total or ca 4.5% of the final grade)

Students will work in pairs in order to research a tribal environmental or natural resource management issue of their choosing. A one-page project proposal that describes the issue and lists a few sources is due by 14 February.

Final Project Website (100 points total or ca 45% of the final grade)

Your overall objective is to create a website integrating some combination of text, images, maps, video, audio, or other digital content that contextualizes the environmental issue and highlights American Indian viewpoints. Many tribes use the internet and digital media to report on the environment and express their concerns. A final project website greatly increases the likelihood that native voices can be heard.

Final Project Presentation (10 points total or ca 4.5% of the final grade)

Students will present their website to the class during the last two weeks of the semester. Research topics must be approved by the instructor. All projects must incorporate both course

materials and outside resources. *You should plan on 10 to 15 pages of narrative for your final project website, excluding bibliography, captions, and other ancillaries*. Science Hall Computing will host a private, though dedicated, WordPress network site for our class. WordPress is arguably the easiest and most robust program for creating and hosting multi-media websites Additional instructions for using WordPress, as well as a list of tribal internet resources, are posted on Canvas. Students will briefly present their websites to the class at the end of the semester.

For each component listed above, your score will appear in the Canvas grade book as the number of points scored out of the total points possible for the exercise (eg 18/25).

In sum your final grade will be determined as follows:

Quizzes	**50 points**
Response Essays	**50 points**
Final Project Proposal	**10 points**
Final Project Website	**100 points**
Final Project Presentation	**10 points**
	220 points possible

Your final grade is determined by a computer algorithm, often termed “Jenks optimal breaks”, that places students into groups based on the total number of points earned throughout the semester. You will earn points throughout the semester from exams, lab assignments, and your final project. At the end of the semester, I will generate a histogram for the class based on the total number of points earned throughout the course. The Jenks optimal breaks algorithm will place similar point scores into one of *seven* groups or bins. Each group or bin corresponds to a letter grade. Thus, the group with the highest set of scores will have earned an "A". The group with next highest set of scores will have earned an "AB". Those in the third group will have earned a “B”. And so on.

I will periodically post grade progress reports on Canvas throughout the semester. However, only the final histogram, the one based on the total number of points earned throughout the semester, will be used to assign your course grade.

If the percentage-based scale generates the best possible grades for the most number of students at the end of the semester, then this method will supplant the “Jenks optimal breaks” method described above when calculating final grades.

I am happy to discuss your grade and correct errors in grading, but please bring any errors in grading to my attention immediately. *Do not wait until the end of the semester to ask questions about grades, as it is very difficult to make corrections then*.

Unfortunately, the UW-Madison reports student final grades as letters rather than as a percentage of points earned. A letter-based grading system requires class breaks, which in turn disenfranchises everyone near the upper boundary of their grade cohort. A letter-based grading system is inherently unfair. But, sadly, it is the system that is in place. UW System policies and procedures require all grading methods to be systematic. Giving a student a higher grade because they are only "a few points away" is not systematic. I will use the grading system that gives the most students the best possible grade. Since I am choosing the grading method that gives most students the best possible grade, and since I am required to grade systematically, I will ignore student groveling, begging, and any other obsequious behavior for the purposes of receiving a higher final grade.

Class Policies

Academic Integrity

By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Madison's community of scholars in which everyone's academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. Substantial or repeated cases of misconduct will be forwarded to the Office of Student Conduct & Community Standards for additional review. For more information, refer to studentconduct.wiscweb.wisc.edu/academic-integrity/.

- It is your responsibility to become familiar with the rules of academic misconduct, and your rights to due process, according to UW Administrative Code 14. An overview of academic integrity, misconduct, and detailed information concerning UW Administrative Code, Chapter 14 are available at http://www.students.wisc.edu/doso/academic-integrity/

- Please see the UW Writing Center's guide for avoiding plagiarism, which also details the many substantial penalties for acts of intellectual theft at http://writing.wisc.edu/Handbook/QuotingSources.html

Accommodations for 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 faculty [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. Faculty [I], will work either directly with the student [you] or 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.

- If you need special accommodations or have a developmental disability, please contact me by phone, email, or come to my office. The McBurney Disability Resource Center provides resources for students with disabilities. Please see http://www.mcburney.wisc.edu/ or call 263-2741.

Diversity & Inclusion

Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.

- It is the responsibility of all students to familiarize themselves with University policies concerning special accommodations, misconduct, discrimination, sexual harassment, and disruptive behavior. For details, please see Chapter 14 of the UW Administrative Code cited above and the resources posted at the Office for Equity and Diversity website at http://www.oed.wisc.edu/

Other Class Policies

- Readings, the class schedule, and any other component of the course may be amended by the instructor at any time.

- Chronic absenteeism may result in a lower or failing grade for the course at the discretion of the instructor.

- Neither I nor the TA will accept late assignments unless you have an excused absence or made prior arrangements with one of us. We well understand the difficulties of balancing school, work, and family concerns. Please talk to us *ahead of time* if you have work or family obligations that necessitate flexibility.

- **There is no extra-credit.**

Course Schedule

Week	Tuesday	Thursday
Week 1 (1/22, 1/24)	Course Introduction and Class Overview	Traditional Natural Resource Management by Wisconsin Indians.
Week 2 (1/29, 1/31)	Traditional Natural Resource Management by Wisconsin Indians.	Native American Perspectives on the Ecological Indian.
Week 3 (2/5, 2/7)	Treaties, Sovereignty, and Tribal Environmental Governance	Treaties, Sovereignty, and Tribal Environmental Governance
Week 4 (2/12, 2/14)	A Brief Primer on Traditional Land Tenure, Usufruct, and Place in Native North America	Traditional Ecological Knowledge and Western Science ****Final Project Proposal Due****
Week 5 (2/19, 2/21)	Tribal Land and Rangeland Management ****Quiz 1****	Tribal Land and Rangeland Management
Week 6 (2/26, 2/28)	Tribal Forestry	Tribal Forestry

Week 7 (3/5, 3/7)	Tribal Plant Management (Food, Fiber, Medicines, Dyes, …)	Tribal Plant Management (Food, Fiber, …) ****Response Essay 1****
Week 8 (3/12, 3/14)	Tribal Fish and Wildlife Management	Tribal Fish and Wildlife Management
Week 9 3/16 – 3/24	****Midterm Break****	
Week 10 (3/26, 3/28)	Tribal Fish and Wildlife Management	Tribal Fish and Wildlife Management
Week 11 (4/2, 4/4)	Tribal Food Sovereignty	Tribal Food Sovereignty
Week 12 (4/9, 4/11)	Environmental Justice in Indian Country	Environmental Justice in Indian Country
Week 13 (4/16, 4/18)	Cultural Resource Management	Global Climate Change and American Indians ****Response Essay 2****
Week 14 (4/23, 4/25)	Student Website Presentations ****Quiz 2****	Student Website Presentations
Week 15 (4/30, 5/2)	Student Website Presentations	Student Website Presentations

* The course schedule may be amended at the discretion of the instructor at any time.