

Spring 2022

History 473

Topics in American Environmental History: Native American Environmental History

Lecturer: Professor Marsha Weisiger

office: 381 McKenzie

email: weisiger@uoregon.edu

Dr. Weisiger's office hours: Wednesday and Thursday, 2-3:00 p.m., or by appointment.

Lecture schedule: Mon. and Wed., 12 noon-1:20 p.m., 189 PLC

Introduction

This course examines the environmental history of Native Americans from the earliest times to the present. Environmental history explores the past through an interdisciplinary approach that incorporates insights from ecology, geography, anthropology, and cultural studies, as well as history. At its essence, it considers how humans and their natural environments have interacted and reshaped each other through time. Those interactions undergird all history, but that truth is particularly evident in Native American history. In this course, we'll follow several paths of inquiry: How has the natural environment influenced Native peoples' actions, decisions, and cultural and social development? How have Native peoples perceived or imagined the natural world? How have they shaped the natural environment over the course of millennia? How has settler colonialism impacted the environments of Native peoples and their own relations with nature? What are the relationships between environment and cultural identity?

This course counts as a(n):

- *upper division requirement for history majors,*
- *core humanities course for majors in Environmental Studies and Environmental Science* due to its focus on environmental change through a historical perspective, and
- *a Group 2 distribution requirement and an upper-division course for the Native American Studies minor* due to its focus on Native American history.

Learning Outcomes:

By the end of the quarter, you should be able to:

- Trace the history of changes to the Native American environment over time
- Trace the rise of Native American environmental politics over time
- Analyze and interpret "primary" sources of historical information
- Identify an author's argument or thesis
- Write an essay and develop your own argument

Course Requirements

In addition to participating in class, this course involves extensive reading and writing, plus a term project and a final exam, as detailed below.

Readings

History is a literary field, and thus this course is reading-intensive. Historians, however, do not read books or scholarly articles to commit data or formulas to memory, as scientists might. They look for arguments, persuasive evidence, and cogent analysis. A guide for critically reading history is posted on Canvas. **Reading assignments are listed at the end of each week but are due on the date of the writing assignment or on the date of the related lecture, as indicated in the syllabus. Anticipate reading about 95 pages per week**, though the actual number of pages may be more or less in a particular week. (Be sure to look ahead; the reading load is particularly heavy in weeks 3, 4, 6, and 9, and I strongly advise you to begin each book well before the due date.)

BOOKS (AVAILABLE AS E-BOOKS THROUGH KNIGHT LIBRARY)
Andrew Isenberg, <i>The Destruction of the Bison</i> (2000).
Marsha Weisiger, <i>Dreaming of Sheep in Navajo Country</i> (2009).
ESSAYS (AVAILABLE ON CANVAS)
Shepard Krech III, "Reflections on Conservation, Sustainability, and Environmentalism in Indigenous North America," <i>American Anthropology</i> 107 (2005): 78-86.
David J. Meltzer, "Pleistocene Overkill and North American Mammalian Extinctions," <i>Annual Review of Anthropology</i> 44 (2015): 33-53.
Stuart Fiedel and Gary Haynes, "A Premature Burial: Comments on Grayson and Meltzer's 'Requiem for Overkill,'" <i>Journal of Archaeological Science</i> 31 (2004): 121-31.
Amos Esty, "Investigating a Mega-Mystery: Two Recent Studies Try to Help Unravel the Causes of Late Pleistocene Extinctions," <i>American Scientist</i> 93 (2005): 408-409.
Matthew T. Boulanger and R. Lee Lyman, "Northeastern North American Pleistocene Megafauna Chronologically Overlapped Minimally with Paleoindians," <i>Quaternary Science Reviews</i> 85 (2014): 35-46.
Jacqueline Gill, "Why Are There So Few Ice Age Megafaunal Kill Sites?" <i>The Contemplative Mammoth</i> (blog), 21 April 2015, https://contemplativemammoth.com/2015/04/21/why-are-there-so-few-ice-age-megafaunal-kill-sites/
Robert Boyd, "The Pacific Northwest Measles Epidemic of 1847-1848," <i>Oregon Historical Quarterly</i> 95 (1994): 6-47.
Elizabeth A. Fenn, "Biological Warfare in Eighteenth-Century North America: Beyond Jeffrey Amherst," <i>The Journal of American History</i> 86 (2000): 1552-80.
Paul Kelton, "Cherokee Medicine and the 1824 Smallpox Epidemic," in <i>Indigenous Knowledge in Africa and North America</i> , eds. David Gordon and Shepard Krech III (2012), pp. 151-70.
Dan Flores, "Bison Ecology and Bison Diplomacy: The Southern Plains from 1800 to 1850," <i>Journal of American History</i> 78 (1991): 465-85.
Jeffrey Ostler, "'The Regard Their Passing as Wakan': Interpreting Western Sioux Explanations for the Bison's Decline," <i>Western Historical Quarterly</i> 30 (1999): 475-97.
Joshua Reid (Snohomish), "Marine Tenure of the Makahs," in <i>Indigenous Knowledge in Africa and North America</i> , eds. David Gordon and Shepard Krech III (2012), pp. 243-58.
Mark David Spence, "Crown of the Continent, Backbone of the World: The American Wilderness Ideal and Blackfeet Exclusion from Glacier National Park," <i>Environmental History</i> 1 (1996): 29-49.
Marsha Weisiger, "Happy Cly and the Unhappy History of Uranium Mining," <i>Environmental History</i> 17 (2012): 147-59.
Patty Loew (Mashkiižiibii Ojibwe), "Hidden Transcripts in the Chippewa Treaty Rights Struggle: A Twice-Told Story: Race, Resistance, and the Politics of Power," <i>American Indian Quarterly</i> 21 (1997): 713-28.

Andrew H. Fisher, "Tangled Nets: Treaty Rights and Tribal Identities at Celilo Falls," <i>Oregon Historical Quarterly</i> 105 (2004): 178-211.
PRIMARY SOURCES (AVAILABLE ON CANVAS OR IN AN E-BOOK)
Robin Wall Kimmerer (Citizen Potawatomie), <i>Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge, and the Teachings of Plants</i> (2013) (excerpts). E-Book available through Knight Library.
"The Creation Story and the Malheur Cave," as told by Wilson Wewa (Northern Paiute/Palouse), from <i>Legends of the Northern Paiute</i> , comp. and ed. by James A. Gardner.
"The Creation of the Klamath World," "In the Beginning of the Modoc World," "In the Beginning of the Nisqually World," "How the Coyote Made the Indian Tribes," all in Ella E. Clark, ed., <i>Indian Legends of the Pacific Northwest</i>
"The White Buffalo Woman," in Alfonso Ortiz and Richard Erdoes, eds., <i>American Indian Myths and Legends</i> .
J. B. A. Brouillet, "Authentic Account of the Murder of Doctor Whitman and Other Missionaries, by the Cayuse Indians of Oregon in 1847 and the Causes which Led to that Horrible Catastrophe" (1869)
Radiation Exposure Compensation Act of 1981: Hearing before the Committee on Labor and Human Resources (1981) (excerpts)
Dina Gilio-Whitaker (Colville Confederated Tribes), "Hearts Not on the Ground," in <i>As Long as Grass Grows: The Indigenous Fight for Environmental Justice</i> , Ch. 6.
Nick Estes (Lower Brule Sioux), "Fighting for Our Lives: #NoDAPL in Historical Context," <i>Wicazo Sa Review</i> 32 (2017): 115-22.

Participation (25 pts.)

Your participation grade will be based on your attendance and **active participation** in class discussions. (Merely attending class merits only a C.) I have four ground rules for discussion: (1) Come prepared for discussions by critically reading all the assigned materials and have the reading with you for the class meeting on Zoom. (2) You must *participate* in our conversations with thoughtful discussion. (3) Don't try to lead the conversation astray in an effort to cover your lack of preparedness. (4) Show respect for your classmates' ideas, even—or especially—when they're different from your own.

Attendance is required. After the first two absences (including absences for illnesses, doctor's appointments, religious holidays, etc.), each absence will result in a loss of 5 points from your participation grade. I base attendance on whether you answer quiz questions, which can pop up at any point during lectures. Excused absences due to prolonged illness or other calamities will be determined at my discretion. **Please note:** I am well aware that some of you may be faced with unexpected difficulties due to the COVID-19 pandemic. If you are facing challenges that make it especially difficult to attend class, please contact me for alternative arrangements. If you become so ill that you must miss more than two class sessions, please email me through Canvas. Documentation may be required for you to submit a late assignment or take a make-up exam. Leaving early or arriving after the lecture has begun may count as an absence.

Journal entries (20 pts. each, for a total of 60 pts.)

As indicated in the syllabus, for three of the five sets of journal articles posted on Canvas, you will write a journal entry of **250-300 words** on Canvas. (You may skip one journal entry or write on all five for extra credit on your lowest score(s) of at least a C.) This may be submitted either by writing directly in a text box or by uploading a Word document (uploaded documents must be in the doc or docx format, which makes it possible for me to provide specific comments). Your entry must be posted before the class discussion on the given reading, as the assignment portal will “close” at **11:30 a.m.**

How to: For each article or set of articles, select one interesting aspect and record your reflections, thoughts, and insights. The journal entries do not need to be formal essays, although they should be structured by your own argument; beyond that, they need to show thoughtful reflection on the author’s argument and evidence. They should be neither rants nor reviews. Do not gush. Strong “A” journals will show some depth of understanding and cite examples to support your points. See below for the grading rubric.

Grading Rubric:

18-20 pts.= Offers insight, makes interesting connections, and shows depth of understanding of the issues raised. Offers a thesis and at least one specific example as evidence.

16-17 pts.= Provides a clear thesis and at least one specific example as evidence but doesn’t show real insight.

14-15 pts. = Clearly read and engaged with the essay but lacks a clear thesis and/or does not provide specific evidence.

0 pts. = It’s not clear that you read and understood the essay.

Lab Notebook (20 pts. each, for a total of 60 pts.)

As indicated in the syllabus, for 3 of the 4 collections of primary sources (labeled “PS” in the weekly reading assignments), you will write a Lab Notebook entry of about **250-300 words on Canvas**.

(You may skip one or do all four and receive extra credit for your lowest score of a C or better.)

This entry may be submitted either by writing directly in a text box or uploading a Word document (uploaded documents must be in the doc or docx format, which makes it possible for me to provide specific comments). Your entry must be posted before the class discussion on the given set of primary sources, as the assignment portal will “close” at **11:30 a.m.**

How to: For each set of primary sources, write a roughly 250-300-word analysis beginning with an argument that connects the entire set of documents (if there are more than one). In crafting your argument, consider how these documents complement, challenge, or complicate each other and/or what we’ve been talking about in lecture. How do they change your perspective on a historical event or concept? After you state your argument, select ONE of the documents within the group and analyze it thoroughly. As you do this, remember to think about the document within the historical context of its production. (See “How to Read Primary Sources” for guidance.) This does not need to be a formal essay but should show thoughtful analysis of and reflection on one of the sources AND effectively connect all of the sources with an original argument. Strong “A” Lab Notebook entries will show some depth of understanding and analyze specific examples to support your points.

Grading Rubric:

18-20 pts.= Offers insight, makes interesting connections, and shows depth of understanding of the issues raised. Offers a thesis that connects the entire set of sources and clearly analyzes one source, placing it in its broader historical context.

16-17 pts.= Provides a clear thesis that connects the entire set of sources and discusses one source in some depth but does not analyze it clearly or provide any sense of historical context.

14-15 pts. = Clearly read and engaged with at least one primary source, but doesn't connect the entire set of sources, lacks a clear thesis, and/or does not provide evidence.

12 pts.= It appears that you have read only one of the sources in the set.

0 pts.= It is not clear that you have read any of the sources in the set.

Short Analytical Papers (50 pts. each, for a total of 100 pts.)

For each of the two major books (*The Destruction of the Bison* and *Dreaming of Sheep in Navajo Country*), you will write an analytical paper of approximately **750-1000 words** and upload the paper to Canvas by **11:30 a.m.** Analyze a theme or issue you think is important, interesting, provocative, or surprising in the book. The point is to think deeply about one of the issues that the author raises, or perhaps the book's argument or "big idea," and analyze it. I will give you some ideas to think about as you read each book. **Tip:** I am not looking for a "book report," a synopsis of the book, or a discussion of whether or not you liked the book. I want analysis. **Please consult Canvas for "Tips for Writing Essays," which also contains a grading rubric.**

Term project (100 pts.)

For your term project, you will produce a podcast, which should be about 10 minutes long. Creating the podcast involves four stages, as outlined below. A more complete set of instructions, including how to access newspapers and journal articles, a list of potential primary sources, and how to record and save your podcast is available on Canvas, as "Term Project Instructions."

(1) First choose:

- A tribal nation (whether "recognized" or not)
- A specific place (root your history in place and within a specific ecosystem)
- A **single** environmental issue of concern to that tribal nation

To make these choices, you will need to do some reconnaissance research to figure out which tribal nations, places, ecosystems, and issues (which must be interrelated) have sufficient primary source material to work with. It is strongly suggested that you begin this exploration early in the course. The list of primary sources will help guide you. You will submit these choices as a "Final Project Form," **due on Monday, April 25**. Failure to submit the Final Project Form will result in a 5-point reduction of your Term Project grade.

(2) Next, conduct research, including:

- At least three articles published in *Indian Country Today*; *High Country News*; and/or another newspaper, selecting one article published within the last two years and the other two published at least one decade (10 years) apart, between 1970 and 2009 (e.g. 2001, 2011, and 2021; or perhaps 1979, 1990, 2021—the point is to have a span of at least twenty years). The purpose here is to understand the most recent political developments associated with your

tribal nation and its environmental issues. Instructions for accessing these newspapers are available in the Term Project Instructions posted on Canvas.

- At least one government hearing record or set of archival primary sources related to your topic and the articles you read in the newspapers to gain more depth of understanding of the issue. A list of primary sources is available on Canvas. Some of these may be accessed online; others require use of Special Collections in Knight Library.
- An academic **history** journal article **and** a related **scientific** article that provides broader context regarding the issue.

Conducting research necessarily takes time. So be sure to start this stage early, so that you aren't rushed.

(3) Write a 4-5-page script for your podcast (about 1000-1250 words, double spaced, with a 12-point font), which should produce a podcast of about 10 minutes. The sources you use in the script must be cited, and they must demonstrate that you've incorporated information from the required newspaper articles, primary sources, and journal articles. The script is worth 20 points, which will be automatically awarded if you meet the minimum requirements regarding the use of newspapers with the required time span, an appropriate archival source or hearing record, and the required journal articles, the shape of the podcast (hook, argument, evidence, storytelling, and conclusion), and length. The podcast script is **due on May 18, by 11:30 p.m., uploaded as a Word document through Canvas.**

(4) Record the podcast. **Save as an MP3** (not a WAV) file and upload it through the Canvas assignment page. **The podcast recording is due on June 1, at 11:30 a.m., uploaded through Canvas.**

FORMATTING PAPERS AND CITATIONS
All essays should be double-spaced with one-inch margins and a Times New Roman 12-point font. Indent the beginning of each paragraph by 5 spaces. Do not add a space between paragraphs. (Microsoft's default format is 1.5 spaces with an extra space between paragraphs, so you need to reset those defaults.) All papers must be saved in Word and uploaded through Canvas.
If you're identifying a quotation within an assigned reading that is the sole focus of the assignment (as with the analytical essays and most of the journals, as well as some of the lab notebooks), you should simply cite the page number in parentheses at the end of the sentence. For the lab notebooks, you should also note which of the primary sources you are analyzing in detail. In all other instances (such as the Term Project), please use the Chicago Manual of Style citation method (see Canvas).

Final Exam (100 pts.)

The final exam will have two sections: a matching section and an analytical essay section. In the matching section, you will match a name, place, or term to the best statement identifying it. In the essay section, you will write extended answers to two questions. You will have a choice of questions to answer, and you must write a coherent essay on each, drawing on the lectures and readings for the class. Each essay will be graded on the basis of the argument you make, the evidence you use to

support your argument, your demonstrated understanding of the information and historical interpretations provided both in class and in the readings, and the overall coherence of the essay. We will discuss the exam format in more detail during an in-class review session. To help you focus your studying, I will give you a long list of possible questions and a list of names/events/terms from which the actual exam questions will be chosen.

<i>CANVAS</i>	
Please refer frequently to the course site on Canvas for the following materials. Some are located within the modules. Others are located on the Home Page (see “Term Paper” and “How to. . .”)	
<ul style="list-style-type: none"> • Readings (other than the required books) • Book guides • Note sheets (posted on Fridays) • Slides and videos (posted on Fridays) • Portals for journals, lab notebooks, essays, and term project • Term Paper Instructions (including instructions for accessing newspapers and journal articles, a list of potential primary sources, guidance regarding how to analyze primary sources, and how to cite Sources. 	<ul style="list-style-type: none"> • Tips for critically reading history • Tips for writing essays • Tips for taking an essay exam • Tips for avoiding plagiarism • Rubrics for grading essays and the term project • Announcements and reminders

Grading

Below are the course requirements and their value in determining your final grade. Failure to engage any one of these requirements will be grounds for failure in the course. In addition, ***class attendance is required.***

Short Analytical Papers on the Books	100 pts.
Journals on Essays	60 pts.
Lab Notebooks on Primary Sources	60 pts.
Term Project	100 pts.
Final Exam	100 pts.
Class Participation	25 pts.
TOTAL POSSIBLE POINTS	445 pts.

Grading Scale

437-445 = A+	418-436 = A	401-417 = A-
392-400 = B+	374-391 = B	356-373 = B-
347-355 = C+	329-346 = C	312-328 = C-
267-311 = D	<267 = F	

This grading rubric is based on standards adopted by the history department. For the department’s official standards, see: <http://history.uoregon.edu/undergraduate/index.php>.

My grading standards follow those adopted by the history department. For more specific guidelines on how I grade essays and the term project, please consult the rubrics posted on Canvas.

A+: Work of unusual distinction. This grade is rarely awarded.

A: Work that distinguishes itself by the excellence of its grasp of the material and the precision and insight of its argument, in addition to being well executed and reasonably free of errors.

B: Work that satisfies the main criteria of the assignment and demonstrates command of the material, but does not achieve the level of excellence that characterizes work of A quality.

C: Work that demonstrates a rudimentary grasp of the material and satisfies at least some of the assigned criteria reasonably well.

D: Work that demonstrates a poor grasp of the material.

F: Work that is weak in every aspect, demonstrating a basic misunderstanding of the material and/or disregard for the assignment, or it is plagiarized.

For the department's official standards, see: <http://history.uoregon.edu/undergraduate/index.php>.

Extra Credit

Up to 10 points of extra credit may be earned by completing additional Journal or Lab Notebook writings as indicated in the syllabus, by attending Totem Pole Journey events, or by attending a public lecture on a related topic **and** writing a reaction/reflection paragraph, due within 7 days of the lecture or event. These will use a rubric based on 3-5 points. Extra credit lectures will be announced in class and advertised on Canvas. **To be eligible for any extra credit, you must have no more than 2 absences from the class lectures. Extra credit is not available to anyone who commits plagiarism on any assignment.**

Classroom Policies

Please turn off all electronic devices, including your computer, while in class. Studies show that computers distract those around you and that notes taken by hand help to promote memory recall. Texting and ringing phones in class are my pet peeves. Please do not leave the room to take a call or respond to a text; people moving in and out of the room disrupt my lectures.

I do not accept graded course work after the class period for which the assignment is due, and a missed deadline will result in a 0 on the assignment. It is your responsibility to read the syllabus and know the due dates. I will always accept an assignment early if you anticipate an absence. I do not accept emailed assignments; please plan ahead so that you successfully upload your work to Canvas before class. **“Make up” exams and late assignments will be accepted only for an excused absence due to illness, severe illness or death in your family, or a calamity you could not anticipate. Ideally, you should contact me before the deadline if you need an excused absence or extension.**

I take plagiarism very seriously. All work that you turn in must be your own. Any work submitted for credit that **includes the words or ideas of anyone else** must fully and accurately identify your source with a citation. Note that replacing words with synonyms, changing verb tense, stringing together phrases from a source, skipping words, or other minor alterations does not qualify as paraphrasing. Even with a citation, **failure to put quotation marks around direct quotations constitutes plagiarism**, because the absence of quotation marks implies that the writing is your own. (By the way, submitting the same paper to more than one class for credit is also academic misconduct.) In the event of an act of plagiarism, I will impose sanctions, as provided in the Student Code of Conduct. The minimum sanction will be an F (0 pts.) on the assignment, but plagiarism can also merit an F in the course, even for a first offense. Moreover, a letter detailing your plagiarism will be sent to the UO Office of Student Conduct and Community Standards for their records. See <https://dos.uoregon.edu/code-procedures>. If you are confused about this or do not understand the consequences of academic dishonesty at the UO—or the

ethical issues behind these university policies—please read these guidelines:
<https://researchguides.uoregon.edu/citing-plagiarism>

Additional Assistance

Accommodations: Please let me know within the first two weeks of the term if you need assistance to fully participate in the course. Participation includes access to lectures, web-based information, in-class activities, and exams. The Accessible Education Center (<http://aec.uoregon.edu/>) works with students to provide an instructor notification letter that outlines accommodations and adjustments to class design that will enable better access. Contact the Accessible Education Center for assistance with access or disability-related questions or concerns.

Mental Health and Wellness. Life at college can be very complicated, and COVID-19 has made life even more challenging. Students often feel overwhelmed or stressed, experience anxiety or depression, struggle with relationships, or just need help navigating challenges in their life. If you're facing such challenges, there's help and support on campus. University Counseling Services (UCS) has a team of dedicated staff members to support you with your concerns, many of whom can provide identity-based support, if needed. All clinical services are free and confidential. Find out more at counseling.uoregon.edu or by calling 541-346-3227.

SCHEDULE OF LECTURES AND READINGS

Adjustments to the lecture schedule may occur at my discretion and will be announced in class.

Week 1

M • (March 28): Beginnings

W • (March 30): The “Ecological Indian”: Myth and Reality

▶ **Lab Notebook on creation stories (labeled PS below) due by Wednesday, 11:30 a.m.**

▶ **Journal entry on Krech, “Reflections,” due by Wednesday, 11:30 a.m.**

READING ASSIGNMENT (55 pp.), all due by Wednesday:

(PS) Robin Wall Kimmerer (Citizen Potawatomie), “Skywoman Falling,” “In the Footsteps of Nanabozho: Becoming Indigenous to Place,” and “Windigo Footprints” in *Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge, and the Teachings of Plants*, pp. 3-10, 205-215, 303-09. **E-Book, Knight Library.**

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(PS) “The Creation Story and the Malheur Cave,” as told by Wilson Wewa (Northern Paiute/Palouse), from *Legends of the Northern Paiute*, comp. and ed. by James A. Gardner.

(PS) “The Creation of the Klamath World,” “In the Beginning of the Modoc World,” “In the Beginning of the Nisqually World,” “How the Coyote Made the Indian Tribes,” all in Ella E. Clark, ed., *Indian Legends of the Pacific Northwest*.

(PS) “The White Buffalo Woman,” in Alfonso Ortiz and Richard Erdoes, eds., *American Indian Myths and Legends*.

Shepard Krech III, “Reflections on Conservation, Sustainability, and Environmentalism in Indigenous North America,” *American Anthropology* 107 (2005): 78-86.



Week 2

M • (April 4): First Peoples

► **Journal entry on Pleistocene readings due by Monday, 11:30 a.m.**

W • (April 6): Indigenous Urban Societies

READING ASSIGNMENT (37 pp.), **all due by Monday** (please be prepared to debate the positions in readings):

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David J. Meltzer, "Pleistocene Overkill and North American Mammalian Extinctions," *Annual Review of Anthropology* 44 (2015): 33-53.

Stuart Fiedel and Gary Haynes, "A Premature Burial: Comments on Grayson and Meltzer's 'Requiem for Overkill,'" *Journal of Archaeological Science* 31 (2004): 121-31.

Amos Esty, "Investigating a Mega-Mystery: Two Recent Studies Try to Help Unravel the Causes of Late Pleistocene Extinctions," *American Scientist* 93 (2005): 408-409.

Matthew T. Boulanger and R. Lee Lyman, "Northeastern North American Pleistocene Megafauna Chronologically Overlapped Minimally with Paleoindians," *Quaternary Science Reviews* 85 (2014): 35-46.

Jacqueline Gill, "Why Are There So Few Ice Age Megafaunal Kill Sites?" *The Contemplative Mammoth* (blog), 21 April 2015, <https://contemplativemammoth.com/2015/04/21/why-are-there-so-few-ice-age-megafaunal-kill-sites/>

Week 3

M • (April 11): Discussion of final project/archives visit

W • (April 13): Disease, Depopulation, and Disruption

► **Journal entry on disease articles due on Wednesday, 11:30 a.m.**

► **Lab Notebook entry on Brouillet, "Authentic Account," due on Wednesday, 11:30 a.m.**

READING ASSIGNMENT (84 pp.), **all due by Wednesday** (please be prepared to discuss):

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Robert Boyd, "The Pacific Northwest Measles Epidemic of 1847-1848," *Oregon Historical Quarterly* 95 (1994): 6-47.

Elizabeth A. Fenn, "Biological Warfare in Eighteenth-Century North America: Beyond Jeffrey Amherst," *The Journal of American History* 86 (2000): 1552-80.

Paul Kelton, "Cherokee Medicine and the 1824 Smallpox Epidemic," in *Indigenous Knowledge in Africa and North America*, eds. David Gordon and Shepard Krech III (2012), pp. 151-70.

(PS) J. B. A. Brouillet, "Authentic Account of the Murder of Doctor Whitman and Other Missionaries, by the Cayuse Indians of Oregon in 1847 and the Causes which Led to that Horrible Catastrophe" (1869)

Week 4

M • (April 18): Ecological Imperialism and Adaptation

W • (April 20): Beavers and Bison/Discussion of *The Destruction of the Bison*

► **Essay on The Destruction of the Bison and the articles by Flores and Ostler (see instructions) due by Wednesday, 11:30 a.m.**

READING ASSIGNMENT (242 pp.), **all due by Wednesday** (please be prepared to discuss):

Andrew Isenberg, *The Destruction of the Bison* (2000) **E-book, Knight Library, due by Wednesday, April 20, in its entirety.** (198 pp.)

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Dan Flores, "Bison Ecology and Bison Diplomacy: The Southern Plains from 1800 to 1850," *Journal of American History* 78 (1991): 465-85.

Jeffrey Ostler, "'They Regard Their Passing as Wakan': Interpreting Western Sioux Explanations for the Bison's Decline," *Western Historical Quarterly* 30 (1999): 475-97.

Week 5

M • (April 25): Fishing and Whaling

► **Final Project Form Due by Monday, 11:30 a.m.**

W • (April 27): Dispossessed

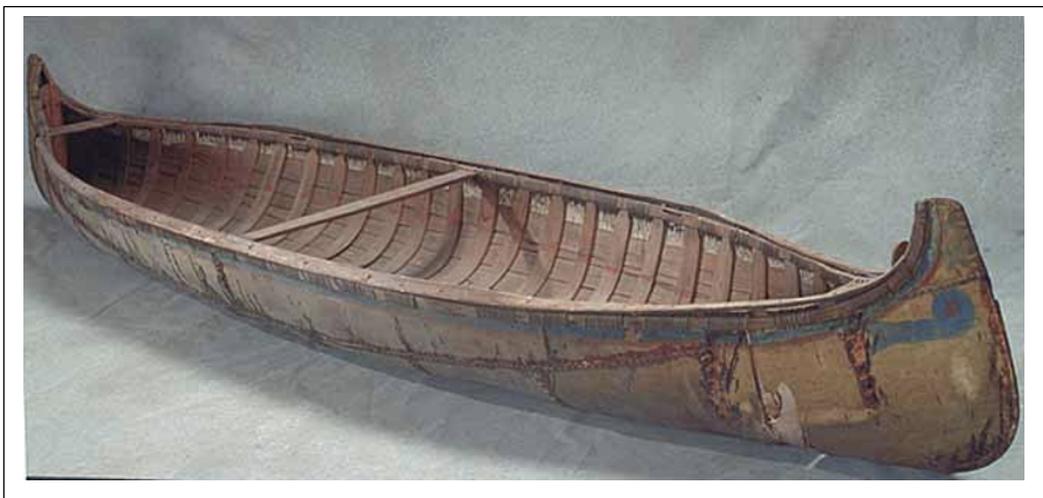
► **Journal entry on Reid and Spence due by Wednesday, 11:30 a.m.**

READING ASSIGNMENT (25 pp.), **all due by Wednesday** (please be prepared to discuss):

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Joshua Reid (Snohomish), "Marine Tenure of the Makahs," in *Indigenous Knowledge in Africa and North America*, eds. David Gordon and Shepard Krech III (2012).

Mark David Spence, "Crown of the Continent, Backbone of the World: The American Wilderness Ideal and Blackfeet Exclusion from Glacier National Park," *Environmental History* 1



Week 6

M • (May 2): *In the Light of Reverence*, dir. by Christopher McLeod (documentary film)/Discussion

W • (May 4): Indian New Deal/Discussion of *Dreaming of Sheep in Navajo Country*

► **Essay on *Dreaming of Sheep in Navajo Country* due by Wednesday, 11:30 a.m.**

R • (May 5): Totem Pole Journey Welcoming; “Science in Ceremony Symposium” (Se’Si’Le, Lummi Nation), 2-4 p.m., EMU Gumwood Room

F • (May 6): Whale Exhibit; “Art, Ceremony, Activism” (Se’Si’Le and Natural History Museum), 12-1:30, EMU Ballroom

F&S • (May 6-7): Whale People and Totem Pole Exhibit and IMAX-style film screening, 8-10 p.m., EMU Green

◆ **Extra Credit:** Write a 400-500-word reflection essay on one or more of these events. Worth 5-10 pts. of extra credit depending on number of events you attend. Essay due

READING ASSIGNMENT (244 pp.) (*please be prepared to discuss*):

Marsha Weisiger, *Dreaming of Sheep in Navajo Country* (2009) **E-book, Knight Library, due by Thursday, May 4, in its entirety.** (244 pp.)

Week 7

M • (May 9): Termination and Plunder

W • (May 11): Nuclear Wars

► **Lab Notebook on *Return of Navajo Boy* and Radiation exposure documents due by Wednesday, 11:30 a.m.**

READING ASSIGNMENT (29 pp.), **due by Wednesday** (*please be prepared to discuss*):

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(PS) Radiation Exposure hearings

Marsha Weisiger, “Happy Cly and the Unhappy History of Uranium Mining on the Navajo Reservation” *Environmental History* 17 (Jan. 2012): 147-59.

FILM ASSIGNMENT:

Return of Navajo Boy, dir. by Jeff Spitz (58 min.)—**watch before Wednesday’s class** (see Canvas for link) (*please be prepared to discuss*).

Week 8

M • (May 16): Fish Wars

▶ **Journal entry on Loew and Fisher articles due by Monday, 11:30 a.m.**

W • (May 18): Regaining Power

▶ **Podcast Script due by Wednesday, 11:30 p.m.**

READING ASSIGNMENT (44 pp.) **due by Monday** (please be prepared to discuss):

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Patty Loew (Mashkiiizibii Ojibwe), "Hidden Transcripts in the Chippewa Treaty Rights Struggle: A Twice-Told Story: Race, Resistance, and the Politics of Power," *American Indian Quarterly* 21 (1997): 713-28.

Andrew Fisher, "Tangled Nets: Treaty Rights and Tribal Identities at Celilo Falls," *Oregon Historical Quarterly* 105 (2004): 178-211.

Week 9

M • (May 23): Water, Forests, and Fisheries

▶ **Extra Credit: Lab Notebook Entry on Kimmerer, "Burning Cascade Head," due Monday, 11:30 a.m.**

W • (May 25): Environmental Justice

▶ **Lab notebook on Gilio-Whitaker, Estes, and Kimmerer due by Wednesday, 11:30 a.m.**

READING ASSIGNMENT: (70 pp.)

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(PS) Robin Wall Kimmerer (Citizen Potowatomie), "Burning Cascade Head," in *Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge, and the Teachings of Plants*, pp. 241-53 (E-book, Knight Library), **due by Monday.**

(PS) Dina Gilio-Whitaker (Colville Confederated Tribes), "Hearts Not on the Ground," in *As Long as Grass Grows: The Indigenous Fight for Environmental Justice*, Ch. 6, **due by Wednesday.**

(PS) Nick Estes (Lower Brule Sioux), "Fighting for Our Lives: #NoDAPL in Historical Context," *Wicazo Sa Review* 32 (2017): 115-22, **due by Wednesday.**

(PS) Robin Wall Kimmerer (Citizen Potowatomie), "The Sacred and the Superfund," in *Braiding Sweetgrass*, pp. 310-40 (E-book, Knight Library), **due by Wednesday.**

Week 10

M • (May 30): MEMORIAL DAY—NO CLASS

W • (June 1): Final Exam Review

▶ **Podcast due by Wednesday, 11:30 a.m.**

Finals Week • Final exam: Wednesday (June 8, 10:15 a.m.)

Due Dates

Lab Notebook entry on creation stories due	March 30
Journal entry on “Reflections” due	March 30
Journal entry on Pleistocene readings due	April 4
Archives visit	April 11
Journal entry on disease articles due	April 13
Lab Notebook on Brouillet, “Authentic Account,” due	April 13
Essay on <i>The Destruction of the Bison</i> due	April 20
Final Project Form due	April 25
Journal entry on Reid and Spence articles due	April 27
Essay on <i>Dreaming of Sheep in Navajo Country</i> due	May 4
(Optional: Totem Pole Journey Welcoming; “Science in Ceremony Symposium,” 2-4 p.m.)	(May 5)
(Optional: Whale Exhibit; “Art, Ceremony, Activism,” 12-1:30 p.m.)	(May 6)
(Optional: Whale People and Totem Pole Exhibit and Film screening, 8-10 p.m.)	(May 6 and 7)
Watch <i>Return of Navajo Boy</i> , due	May 11
Lab Notebook on <i>Return of Navajo Boy</i> and radiation exposure documents	May 11
Journal entry on Loew and Fisher articles due	May 16
Podcast Script due	May 18
(Optional Extra Credit Lab Notebook on Kimmerer, “Burning Cascade Head,” due)	(May 23)
Lab Notebook entry on Gilio-Whitaker, Estes, and Kimmerer articles due	May 25
NO CLASS	May 30
Podcast due	June 1
Final exam	June 8