Indigeneity and Environment
Indigenous Peoples and Environmental Struggles
SOC 360 / AIS360
Spring 2012

Instructor: Paul Prew
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Course Description

Since 1492, indigenous peoples have faced genocide through direct military conquest, biological warfare and the intentional destruction of their environment. The underlying cause of this genocide has changed little since 1492. In order for the contemporary economic system to operate, it requires vast amounts of resources and energy to create the products it sells in the global marketplace. From the very origins of the capitalist system in the 1400's to the present day, these resources have been found where people already live. In order to access these resources, the people who already occupy the area are displaced, poisoned and/or murdered.

In this class, you will learn about indigenous relationships with the environment and how interactions with Europeans and other invading groups have altered this interaction with nature. We will begin with an understanding of how indigenous groups view nature differently than Western societies and move to the general interaction of societies with the environment. By looking at our general interaction with the environment, we will be able to discuss the similarities and differences between the sociological and indigenous critiques of contemporary environmental interactions.

We will look at the specific examples of natural resource extraction in indigenous territory and the processes involved. We will compare and contrast past struggles with contemporary conflicts. By looking at historical examples, you will be able to place the contemporary struggles in context to better understand why the conflicts are occurring and what the future may hold for these societies. We will also look at a variety of social movements within indigenous societies to resist invasion and encroachment. Additionally, we will contemplate the role of the social scientist in these struggles and movements.

The grading for the course breaks down as follows:

- 40% - Weekly Reading Outlines
- 30% - Reading Presentations (2 presentations)
- 20% - Attendance
- 10% - Participation

Grades for the course will use the +/- scale and will have divisions as follows: 92 and above = A, from 91.99 to 90 = A-, 89.99 – 88 = B+, 87.99 – 82 = B, etc.

Required Texts

- Readings for the course are found on D2L. If you have difficulty with the format, please let me know.

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Course Expectations

- This course will focus on discussion and analysis of the issues presented in the readings and films.
  - We will discuss the readings in detail and contrast them with the course material, including lectures and films.
  - You are expected to attend each class and be prepared to discuss the readings for the day.

- I have certain expectations for you when you are in the classroom.
  - The use of laptops or cell phones is not permitted in the classroom.
  - Other distractions such as text messages, conversations between students, etc. are not permitted.
  - I will stop the class if students are using laptops, checking cell phones, or otherwise distracting other students in the class.
  - If the problem persists, students distracting others will be asked to leave.
  - I request that you abide by these expectations, not for my benefit, but for the students around you.

Quality of Work and "Academic Honesty"

- Students are responsible for ensuring that their assignments, essays and general intellectual contributions are their own.
  - In other words, I demand that the students' contributions are the result of their own creativity and critical assessment of the material covered during this course.
- I encourage students to study together and discuss the course material outside of class, but do not write your assignments together.
  - Intentional or unintentional similarities in papers, assignments or answers will result in the students failing the course.
    - This includes:
      - borrowing portions or whole essays from another source such as a friend or "paper mill."
      - using authors' ideas without proper credit,
      - submitting a paper that is not your own work,
      - similarities between student papers,
      - copying answers from others in class,
      - submitting work for others such as attendance sign in, assignments, etc.

Students' Needs

- If you are having trouble in the class understanding the material or doing well on the exams, feel free to contact me.
  - If you are worried about how you are doing in the class, contact me early in the term.
    - If you wait until late in the term, it may be too late.
  - There are also resources on campus to aid your study skills and provide tutoring.
    - Check the syllabus, or ask me about your options.
  - Please let me know if you have any need for accommodations in the classroom to meet your needs.
    - I realize that students have different learning styles and different needs.
    - My objective in this course is to get you to look at the world in a different, more sociological, way.
    - My goal is not to "weed out" those who cannot do well on a test.
    - In this way, I do encourage you to use my office hours or make an appointment to discuss the course material, concerns you may have, or general issues relevant to the course.
- For those of you who may have more specific needs, MSU-Mankato provides students with disabilities reasonable accommodation to participate in education programs, activities or services.
  - Students with disabilities requiring accommodation to participate in class activities or meet course requirements should first register with the Office of Disability Services (contact info below) and then contact me as soon as possible.

Resources for Students on Campus

There are many resources on campus for students, especially those new to the campus. Below you can find the location and contact information for various services on campus. They are there for you, so take advantage of them. All of these resources are aimed at helping you succeed and excel while you are here. Please ask me if there is anything I can help you find. I may be able direct you to other offices that can help you out.

Tutoring and Other Services for All Students

Center for Academic Success
Memorial Library in ML 125 (lower level)
Phone: 507-389-1791
Email: academicsuccess@mnsu.edu
http://www.mnsu.edu/success/

General Information and Help with Study Skills

Student Relations, College of Social and Behavioral Sciences
Advising "U"
Armstrong Hall 114
Phone No: 507-389-6306
http://sbs.mnsu.edu/advisingu/advisingu.html

Resources for International Students

The International Student Office (ISO)
Kearney International Center
250 Centennial Student Union
Phone: 507-389-1281 (V) or 800-627-3529 (MRS/TTY)
E-mail: iso@mnsu.edu
http://www.mnsu.edu/iso/

Facilities and Resources for Students with Disabilities

Office of Disability Services
132 Memorial Library (lower level)
Phone: 507-389-2825 (Voice/TTY)
Email: julie.snow@mnsu.edu
http://www.mnsu.edu/dso/index.html

Sexual Violence Awareness Education

The Women's Center
218 Centennial Student Union
Phone: (507) 389-6146
http://www.mnsu.edu/wcenter/

Diversity Resources

Institutional Diversity Departments
http://www.mnsu.edu/cultdiv/departments/

Resources for First-Generation College Students and Others

Student Support Services
355 Wiecking Center
Phone: (507) 389-2797
http://www.mnsu.edu/sss/

Confidential Help to Assist Students in Resolving Personal, Social, and Educational Concerns

The Counseling Center
245 Centennial Student Union (CSU)
Phone: (507) 389-1455
http://www.mnsu.edu/counseling/

Student Health Services

Medical Clinic
21 Carkoski Commons
Phone: 507-389-6276
Health Education
100 Carkoski Commons
Phone: 507-389-5689
http://www.mnsu.edu/shs/

Readings
(Readings are due at the beginning of the week for which they are assigned)

Week 1
Introduction, Course Themes, and Syllabus

Lecture: Introductions and Complexity of Indigenous Perspectives
Film: Mino-Bimadiziwin: The Good Life (57 min)

Week 2
Why Indigeneity and the Environment?
Why the Indigenous Perspective Offers a Critique to Contemporary Environmental Relations

- Nerbern, Kent. 2002. "Chapter 3: Talking for the Grandfathers" pp. 39-51 in *Neither Wolf Nor Dog*. Novato, CA: New World Library

- LaDuke, Winona. 1999. "Introduction" Pp. 1-6 in *All Our Relations: Native Struggles for Land and Life*. Cambridge: South End Press.

- Grinde, Donald A. and Bruce E. Johansen. 1995. "Native Americans: America's First Ecologists?" Pp. 23-55 in *Ecocide of Native America: Environmental Destruction of Indian Lands and Peoples*. Santa Fe: Clear Light Publishers.

Film: Kanesatake (120 min)
Lecture: Discussion of Readings

Week 3
Indigenous Ways of Knowing and Views of Nature - Relationship with Nature

- Nerbern, Kent. 2002. "Chapter 4: Old Wiley Indian" Pp. 53-61 in *Neither Wolf Nor Dog*. Novato, CA: New World Library

- Momaday, N. Scott. 1976. "Native American Attitudes to the Environment" Pp. 79-85 in Capps, Walter Holden. *Seeing With a Native Eye: Essays on Native American Religion*. New York: Harper & Row Publishers.

- Toelken, Barre. 1976. "Seeing with a Native Eye: How Many Sheep Will It Hold?" Pp. 9-24 in Capps, Walter Holden. *Seeing With a Native Eye: Essays on Native American Religion*. New York: Harper & Row Publishers.

- Silko, Leslie Marmon. 1996. "Interior and Exterior Landscapes: The Pueblo Migration Stories." Pp. 25-47 in *Yellow Woman and a Beauty of the Spirit*. New York: Touchstone.

Lecture: Ways of Knowing
Lecture: Discussion of Readings

Week 4

Indigenous Ways of Knowing and Views of Nature - Contrasting Worldviews

- Nerbern, Kent. 2002. "Chapter 14: Seeing With Both Eyes" pp. 153-169 in *Neither Wolf Nor Dog*. Novato, CA: New World Library

- Fixico, Donald L. 2003. "Indian Thinking in a Linear World" Pp. 1-19 and "American Indian Circular Philosophy" Pp. 41-61 in *The American Indian Mind in a Linear World: American Indian Studies & Traditional Knowledge*. New York: Routledge.

- Deloria Jr., Vine. 1994. "Sacred Places and Moral Responsibility." Pp.267-282 in *God Is Red: A Native View of Religion*. Golden: Fulcrum.

Film: In the Light of Reverence (73 min)
Lecture: Discussion of Readings

Week 5

Societal Interactions with the Environment – Commodification of Nature

- Torres, Bob. 2007. "Chained Commodities" Pp. 13-56 in *Making a Killing: The Political Economy of Animal Rights*. Oakland: AK Press

Lecture: Capitalism, Commodities, and "Value"
Lecture: Discussion of Readings

Week 6

Societal Interactions with the Environment – The "Right" of Private Property

- Torres, Bob. 2007. "Property, Violence, and the Roots of Oppression" Pp. 57-88 in *Making a Killing: The Political Economy of Animal Rights*. Oakland: AK Press

- Berkes, Fikret. 2008. "Cree Worldview 'From the Inside'." Pp. 97–115 in *Sacred Ecology*. New York: Routledge

Lecture: Discussion of Readings

Week 7

First Contact in the Americas

- Galeano, Eduardo. 1973. "Lust for Gold, Lust for Silver." Pp. 21-70 in *Open Veins of Latin America: Five Centuries of the Pillage of a Continent.* New York: Monthly Review Press.

Film: They Killed Sister Dorothy (94 min) or Choropampa (75 min)
Lecture: Discussion of Readings

Week 8

Incorporation of Indigenous Peoples and Land

- Dunaway, Wilma A. 1994. "The Southern Fur Trade and the Incorporation of Southern Appalachia into the World-Economy, 1690-1763." *Review of the Fernand Braudel Center* 17: 215-42.

- Dunaway, Wilma A. 1996. "The Incorporation of Mountain Ecosystems into the Capitalist World-System." *Review of the Fernand Braudel Center* 19: 355-381.

Film: Trinkets and Beads (52 min)
Lecture: Discussion of Readings

Week 9

Contemporary Natural Resource Extraction – Ecuador

- Sawyer, Suzana. 2004. "Crude Excesses." Pp. 57-87 in *Crude Chronicles: Indigenous Politics, Multinational Oil, and Neoliberalism in Ecuador*. Durham: Duke University Press.

Film: Crude (104 min) or Extreme Oil: The Oil Curse (57 min)
Lecture: Discussion of Readings

Week 10

Contemporary Natural Resource Extraction – Nigeria

- Okonta, Ike and Oronto Douglas. 2003. "Colossus on the Niger." Pp. 43-60 and "A Dying Land." Pp. 61-95 in *Where Vultures Feast: Shell, Human Rights, and Oil*. New York: Verso.

Lecture: Discussion of Readings

Week 11

Contemporary Natural Resource Extraction – United States

- LaDuke, Winona. 2005. "Salt, Water, Blood, and Coal: Mining in the Southwest." Pp. 33-46 in *Recovering the Sacred: The Power of Naming and Claiming*. Cambridge: South End Press.

- Churchill, Ward and Winona LaDuke. 1992. "Native North America: The Political Economy of Radioactive Colonialism." Pp. 241-66 in *The State of Native America: Genocide, Colonization, and Resistance*. Boston: South End Press

Film: Drumbeat for Mother Earth (54 min)
Lecture: Discussion of Readings

Week 12

Indigenous Environmental Movements – Part I

- Clark, Brett. 2002. "The Indigenous Environmental Movement in the United States: Transcending Borders in the Struggle Against Mining, Manufacturing, and the Capitalist State." *Organization & Environment* 15:410-42.

- Moore, Mik. 1998. "Coalition Building Between Native American and Environmental Organizations in Opposition to Development: The Case of the New Los Padres Dam Project." *Organization & Environment* 11:287-313.

Film: Sarayacu (personal research and film footage)
Lecture: Discussion of Readings

Week 13

Social Scientists and Indigenous Environmental Movements

- Gedicks, Al. 2004. "Liberation Sociology and Advocacy for the Sakaogon Ojibwe." *Organization and Environment* 17:449-70.

- Tavakolian, Bahram. 2009. "Indigenous Cultures: Environmental Knowledge, Practice, and Rights" Pp. 255-268 in Gould, Kenneth and Tammy Lewis. *Twenty Lessons in Environmental Sociology*. New York: Oxford University Press.

Lecture: Discussion of Readings
Film: Homeland (88 min)

Week 14

Indigenous Environmental Movements – Part II

- LaDuke, Winona. 1999. "White Earth: A Lifeway in the Forest" Pp. 115-134 in *All Our Relations: Native Struggles for Land and Life*. Cambridge: South End Press.

- LaDuke, Winona. 2005. "Food as Medicine: The Recovery of Traditional Foods to Heal the People." Pp. 191- 210 in *Recovering the Sacred: The Power of Naming and Claiming*. Cambridge: South End Press.

Lecture: Discussion of Readings

Week 15

Course Wrap Up and Discussion of Course Themes

- No Readings