

SYLLABUS  
*Native American Forestry*  
Spring, 2007

**Class Times:** 1:00-3:30 Wednesday

**Instructor & Office Hours:**

Dr. Demchik (CNR 246; [mdemchik@uwsp.edu](mailto:mdemchik@uwsp.edu))

Dr. Foret (CPS 436; [mforet@uwsp.edu](mailto:mforet@uwsp.edu)) TBA

**Required Text:** Tim Silver. *A New Face on the Countryside: Indians, Colonists & Slaves in South Atlantic Forests, 1500-1800*

Ronald Satz, *Chippewa Treaty Rights, The Reserved Rights of Wisconsin's Chippewa Indians in Historical Perspective*

**REQUIRED FIELD TRIP**      **Full day trip to see Native American Forestry in a modern context**

**Course Objectives:**

1. Increase student awareness of the cultural history of North American forests (EL, NW)
  - a. How Native Americans impacted forest conditions prior to European occupation of the continent
  - b. How their historic management patterns influence current management
2. Increase student ability to describe the relationship of Native American society to forested ecosystems and how they have affected each other (EL)
3. Increase student ability to analyze both historic and current environmental issues from a different cultural perspective (NW)
4. Increase student awareness of tribal entities involved in natural resource management
5. Increase student awareness of the scope, impact and legal interpretation of treaty rights (EL, NW)
6. Increase student awareness of alternative ways of viewing forest management and alternative management patterns/prescriptions (EL, NW)
7. Increase student awareness of historic, socioeconomic and ecological implications of selected issues (i.e. treaty rights and scope of tribal land management efforts) and how these rights impact current societal demands on the shared resource (EL)
8. Increase student awareness of the cultural component of describing and evaluating impacts on the environment (i.e. what appears to be good management to one culture can appear to be terrible destruction to another culture). (EL)
9. Increase student ability to work with and for tribal entities
10. Increase student comparative advantage in the job market when making application to tribal entities or those groups working with tribal entities

**Class Format:** This course will involve reading of cultural, historic and ethanobotany papers and reports. You will be expected to have done the readings prior to class discussion periods (readings are listed next to the discussion periods and, with the exception of required books, are available in e-reserve). This will greatly influence your understanding of the content and your resulting participation during class. Our in-class time will be divided into three formats: discussion (and/or learning circles), guest speakers and lecture.

**TOPICAL OUTLINE and READING ASSIGNMENTS (highlighted areas include required readings)**

Week	First 45 minutes	Second 45 Minutes	Third 45 minutes
1	General course introduction Project discussion	Cultural Introduction	Basic Forestry History and Forestry Terms
2	Cultural Introduction (guest speaker)	Early historic record of Indian burning	<b>Discussion of Paper Mechanics</b> Timeline due date
3	Ecological implication of burning (savannas, prairies etc.)	Indians and the US constitution	Quiz- Discussion of the ecological and social impacts of fire suppression (Williams paper and Whitlock paper)
4	Culturally Modified Trees (how they originated, examples)	Treaty Rights	Quiz- Discussion based on 'Chippewa Treaty Rights' chapters
5	Midwest and East Coast Ag	History of Columbian Exchange	Quiz- Discussion of impacts of Ag (Doug MacCleery paper and Davies Paper)
6	TBA		Quiz- Discussion on how NA altered succession (Silver book, Bromley paper and Suzuki Foundation paper)
7	Food and fiber uses (SE and NE) On-campus field tour		
8	Open computer lab for work on posters (CNR 322 and CNR 356)		
9	<b>Presentation by guest speaker and Field Trip</b>		
10	TBA		
11	Tribal management by Menominee	History	Quiz- Discussion (Menominee Indian Timber Case History) Papers electronically due to group partners
12	Critique of papers and posters		
13	More on tribal management (hopefully a guest speaker)		
14	Student Presentations and Follow-up Learning Circle		
15			

**Individual Research Project/Learning Circle-** You will be divided into groups of six students. Each of you will select a specific Native American group (list at end of syllabus). You will research this group using written historical accounts or natural resource based reports, internet research and if appropriate, interviews with tribal foresters or historians. The topic of this paper will be either historic or current natural resource use and/or management by these groups. A timeline on how you will meet the requirements of this paper is due by Wednesday of the second week of class. You will prepare a 15-20 page paper and a visual (poster) display that will be hung in the hallway of the CNR for public exhibition. On the 8<sup>th</sup> week of class, you will be given the entire class period to work on the visual portion of the presentation. While the paper must be individual, the visual display can be done in groups of 2 or 3 if appropriate. During this same class, the rough draft of your paper is due to the instructors (if this is turned in late, you will drop a full letter grade in final grade for the class). During week 10, you will send out your paper to your group members for review. During week 12 you will critique these papers in class. During weeks 14 and 15, you will present your research to your group of six people.

Grading of the research project (which is 50% of the total grade for the class) will be based on the written paper (50%), visual display (25%) and group participation (as assessed by peer evaluation and instructor observation) (25%). If you do not have adequate input on the other students papers, the last 25% of your project grade will be forfeited. The results of these projects may be used in future classes.

**EXAMS AND GRADING**

Exam 1 and 2 (take home)	20% each
Quizzes	10% total
Learning Circle Project	50% (see specifics on the grading of this section above)

## ***ATTENDANCE POLICY***

This class is greatly influenced by attendance. Each unexcused absence will result in a 2% reduction in your final grade. If you have a legitimate reason for missing, you **MUST** submit it to an instructor **IN WRITING**. This policy protects you and ensures that we are fair in grading everyone.

## **Citations for Required Readings** (This is subject to additions and deletions.)

Adams, E.C. 1988. United States Forest Service: programmatic issues concerning Native Americans. Gen-Tech-Rep-RM-Rocky-Mt-For-Range-Exp-Stn-U-S-Dep-Agric-For-Serv. Fort Collins, Colo. : The Station. 1988. (164) p. 32-35.

Adams, E.C.; Brandt, E.; Ladd, E.; Leonard, T.; Pilles, P.J.Jr.; Tamez, S. 1988. Modeling solutions to Indian needs concerning cultural and natural resources on Forest Service and other public lands. Gen-Tech-Rep-RM-Rocky-Mt-For-Range-Exp-Stn-U-S-Dep-Agric-For-Serv. Fort Collins, Colo. : The Station. 1988. (164) p. 41-51.

Anderson, R.C. 1990. The historic role of fire in the North American grassland. In Fire in North American tallgrass prairies, ed. S.L.Collins and L.L.Wallace, pp.8-18. Norman. University of Oklahoma Press.

Becker,-R.R.; Corse,-T.S. 1997. The Flathead Indian reservation: resetting the clock with uneven-aged management. J-for. Bethesda, Md. : Society of American Foresters. Nov 1997. v. 95 (11) p. 29-32.

Boyd, R. 1986. Strategies of Indian burning in the Willamette Valley. Canadian Journal of Anthropology, No. 5.

Bromley SW (1935) The original forest types of southern New England. Ecological Monographs 5: 61-89.

Butler EL (1948) Algonkian culture and use of maize in southern New England. Bull of the Archaeological Soc of Connecticut 22: 2-39.

Cutsforth,M. 1992. Managing Indian land for profit, quality of life, and forest health. SO: J-For. Bethesda, Md. : Society of American Foresters. Sept 1992. v. 90 (9) p. 15-19.

Davies, K.M. 1994. Some Ecological Aspects of Northeastern American Indian Agroforestry Practices, Annual Report of the Northern Nut Growers Association (Volume 85).

Day GM (1953) The Indian as an ecological factor in the northeastern forest. Ecology 34(2): 329-346.

Dobyns, H.F. 1983. Their number become thinned: Native American population dynamics in eastern North America. Knoxville: University of Tennessee Press.

Delcourt, H.R. and Delcourt,-P.A. 1997. Pre-Columbian Native American use of fire on southern Appalachian landscapes. Conserv-biol. Cambridge, Mass : Blackwell Science, Inc. Aug 1997. v. 11 (4) p. 1010-1014.

Dorney, C.H.; Dorney, J.R. 1989. An unusual oak savanna in northeastern Wisconsin: the effect of Indian-caused fire. Am-Midl-Nat. Notre Dame, Ind. : University of Notre Dame. July 1989. v. 122 (1) p. 103-113.

Doolittle, W.E. 1992. Agriculture in North America at the time of contact: A reassessment. Annals of the Association of American Geographers. Vol. 82, No. 3.

Goodrum PD, Reid VH, Boyd CD (1971) Acorn yields, characteristics, and management criteria of oaks for wildlife. J of Wildlife Management 35: 520-532.

Gordon, J.C. 1993. An Assessment of Indian forests and forest management in the United States. Portland, Or. : The Council. Selected info.

Gordon,-J.; Franklin,-J.F.; Johnson,-K.N.; Patton,-D.; Sedell,-J.; Sessions,-J.; Williston,-E. 1997. An independent report on tribal forestry: redefining the government's role. J For. Bethesda, Md. : Society of American Foresters.

Nov 1997. v. 95 (11) p. 10-14.

Graham, J. 1999. Exploring the relationship between Aboriginal peoples and the Canadian forest industry. *For-chron.* Ottawa : Canadian Institute of Forestry. Jan/Feb 1999. v. 75 (1) p. 67-72.

Gruell, G.E. 1983. Fire and vegetative trends in the northern Rockies: interpretations from 1871-1982 photographs. Intermountain Forest and Range Experiment Station, General Technical Report INT-158, USDA/Forest Service. Ogden, Utah, December 1983.

Tamez, S. 1988. Forest Service and Native American relationships: considerations for research. SO: Gen-Tech-Rep-RM-Rocky-Mt-For-Range-Exp-Stn-U-S-Dep-Agric-For-Serv. Fort Collins, Colo. : The Station. 1988. (164) p. 36-40.

Lassoie JP, Siebert SF, Lieberman AS, MacDaniels LH (1980) Acorns from natural woodlands and their utilization. In: *Tree Crops for Energy Co-Production on Farms: 33-52.* US Dept of Energy. National Tech Info Serv. Springfield, VA.

Long, A.J.; Frank, J. 1997. The Seminole Indian reservations: conservation of a subtropical forest. *J-for.* Bethesda, Md. : Society of American Foresters. Nov 1997. v. 95 (11) p. 33-36.

MacCleery, 1994. Understanding the role the human dimension has played in shaping America's forest and grassland landscapes: Is there a landscape archaeologist in the house? In *EcoWatch*, 1994. 12 p.

McCorquodale, S.M.; Leach, R.H.; King, G.M.; Bevis, K.R. 1997. The Yakama Indian reservation: integrating Native American values into commercial forestry. 1997. *J For.* Bethesda, Md. : Society of American Foresters. Nov 1997. v. 95 (11) p. 15-18.

Martin C (1973) Fire and forest structure in the aboriginal Eastern forest. *Indian Historian* 6(4): 38-42, 54.

Martinez, D. 1993. Back to the future: Ecological restoration, the historical forest, and traditional Indian stewardship. Presented to "A Watershed Perspective on Native Plants" Conference, 2/26/93, Olympia, WA. American Indian Cultural Center, Talent, OR.

Miller, R.K. 1997. Southwest woodlands: cultural uses of the "forgotten forest". *J-for.* Bethesda, Md. : Society of American Foresters. Nov 1997. v. 95 (11) p. 24-28.

Miller, R.K.; Albert, S.K. 1993. Zuni cultural relationships to pinon-juniper woodlands. Gen-tech-rep-RM. Fort Collins, Colo. : Rocky Mountain Forest and Range Experiment Station, Forest Service, U.S. Department of Agriculture. Oct 1993. (236) p. 74-78.

Electronic storage of discussion at Mississippi Valley Archaeology Center,  
<http://www.uwlax.edu/MVAC/Knowledge/NativeVoices.htm>

The National Aboriginal Forestry Association and the Institute On Governance. 2000. *Aboriginal-Forest Sector Partnerships: Lessons For Future Collaboration, Report*

The National Aboriginal Forestry Association and the Institute On Governance. 2000. *Aboriginal Criterion for Sustainable Forest Management, Report.*

Pecore, M. 1992. Menominee sustained-yield management: a successful land ethic in practice. SO: *J-For.* Bethesda, Md. : Society of American Foresters. July 1992. v. 90 (7) p. 12-16.

Proceedings from the The First Nations Forestry Program (FNFP), a joint initiative between Natural Resources Canada and Indian and Northern Affairs Canada. National Conference on Aboriginal Forestry – Creating a New Climate for Aboriginal Forestry May 11-13, 2004. This is not yet available, but will be by class time.

Russell EWB (1983) Indian-set fires in the forests of the northeastern United States. *Ecology* 64(1): 78-88.

Russel HS (1980) *Indian New England Before the Mayflower.* Hanover, NH: Univ Press of New England.

Sacred Cedar. 2004. Suzuki Foundation Report on Culturally Modified Trees.

Sloan,-G.L.; Welton,-B. 1997. Haskell Indian Nations University: holistic education in the natural resources. J-for. Bethesda, Md. : Society of American Foresters. Nov 1997. v. 95 (11) p. 37-40.

Smith JR (1950) Tree crops: A Permanent Agriculture. New York: Harper Colophon edition (1978).

60Smith, B.D. 1989. Origins of agriculture in eastern North America. Science, 246(1989) pp. 1566-71.

Teensma, P.D., J.T. Rienstra, & M.A. Yeiter. 1991. Preliminary reconstruction and analysis of change in forest stand age classes of the Oregon Coast Range from 1850 to 1940. Technical Note OR-9. USDI/Bureau of Land Management. Portland, OR. 10/91.

Thompson DQ, Smith RH (1970) The forest primeval in the Northeast--a great myth? In: Proc Ann Tall Timbers Fire Ecology Conf 10: 255-265. Tallahassee, FL.

Yazzie-Durglo,-V. 1998. The right to change tribal forest management. J-for. Bethesda, Md. : Society of American Foresters. Nov 1998. v. 96 (11) p. 33-35.

Wood,-D.B.; Dewhurst,-M. 1998. A decision support system for the Menominee legacy forest. J-for. Bethesda, Md. : Society of American Foresters. Nov 1998. v. 96 (11) p. 28-32.

Reservations with significant timber ownerships (over 10,000 of timber) Information from Intertribal Timber Council. 1993

Annette Islands  
Bad River  
Blackfeet  
Bois Forte  
Coeur D'Alene  
Colville  
Crow  
Eastern Band of Cherokee  
Flathead  
Grand Portage  
Grand Ronde  
Hoopa Valley  
Hualapai  
Jicarilla  
Lac Courte Oreilles  
Lac Du Flambeau  
Leech Lake  
Makah  
Menominee  
Mescalero Apache  
Mississippi Choctaw  
Navajo  
Nez Perce  
Northern Cheyenne  
Passamaquoddy  
Penobscot  
Quinault  
Red Lake  
San Carlos  
Siletz  
Southern Ute  
Spokane  
Stockbridge/Munsee  
Tulalip  
Tule River  
Uintah and Ouray  
Umatilla  
Warm Springs  
White Earth  
White Mt. Apache  
Yakima