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M/W 12 – 1:50 pm

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## Climate Change and Indigenous Peoples in the United States

Indigenous peoples have contributed comparatively little to the causes of climate change, and yet face disproportionate risks. American Indian, Alaska Native and Native Hawaiians in the United States have unique rights, cultures, and economies that are, or could be, vulnerable to climate change impacts. For indigenous peoples, the environmental impacts of climate change and some of the proposed solutions threaten ways of life, subsistence, lands rights, future growth, cultural survivability, spirituality, and financial resources. This course will introduce students to the impacts that climate change is already having and is anticipated to have on tribal culture and sovereignty in the U.S. The course will include a brief introduction to the history, culture and political standing of indigenous peoples the U.S., and an overview of the projected impacts of climate change for tribes in the U.S. Other topics explored during the course will include indigenous rights and tribal sovereignty in the U.S., social vulnerability and resilience, and climate justice.

Students in this course will have several unique opportunities to engage with this topic. The course will culminate with a conference at the University of Oregon on Climate Change and Indigenous Peoples Conference that will take place on December 2-3, 2014. The University will welcome two distinguished keynote speakers to the conference: Dr. Mirna Cunningham Kain and Patricia Cochran. Dr. Cunningham Kain is an internationally renowned advocate for Indigenous peoples' rights and women's rights who has served Indigenous peoples in countless fashions, most recently as chair of the United Nations Permanent Forum on Indigenous Issues (2011-2013). Patricia Cochran is currently Executive Director of the Alaska Native Science Commission (ANSC), an organization that works to create links and collaborations among scientists, researchers and Alaska Native communities. Students in this course will participate in a poster session at the conference and engage with the keynote speakers and several tribal college students who will be visiting from other Universities.

Additionally, this course will intersect and interact with Professor Mark Carey's HC 434H course on Climate Culture in the Americas in what we call "simultaneous courses." Every other week, we will join Professor Carey's class in Anstett 191 to engage in lively discussions and an exchange about the common themes and diverse readings that each class is focused on.

### **Course Objectives** (*This course is focused on*):

- Introducing you to the unique ways in which climate change is affecting indigenous communities in the United States.
- Researching issues facing indigenous populations in the United States, and investigating consequences to indigenous peoples in the U.S. broadly, including native Hawaiian populations and un-recognized tribes.
- Drawing connections between the impacts of climate change on indigenous culture and traditional ways of life and a range of environmental sectors, including natural resources, fisheries and wildlife, marine and freshwater environments and other ecosystems.
- Building an understanding of traditional knowledge and environmental justice in the context of climate change, while drawing parallels with other environmental issues.

**Learning Objectives** (*By the end of this course, you will be able to*):

- Explain why federally-recognized tribes are sovereign and in what circumstances the United States government has a legal responsibility to assist tribes in addressing climate change.
- Identify how specific impacts from climate change are affecting both the culture and sovereignty of indigenous peoples in the United States.
- Describe the relationship between traditional knowledge and western science.
- Identify strategies that tribes are using to reduce greenhouse gas emissions and prepare for the physical impacts of climate change through adaptation.

**Course Literature**

There is one required book for this course and it is available at the UO Bookstore for purchase. This book will be on hold in the Environmental Studies Office and available in my office during office hours.

- Wildcat, D. (2009). *Red Alert! Saving the Planet with Indigenous Knowledge*. Boulder, CO: Fulcrum Publishing.

All other articles and readings can be accessed online and on blackboard. If you have trouble downloading any of the articles email [kathy@uoregon.edu](mailto:kathy@uoregon.edu).

**Assignments**

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**In-class Participation**

Attendance will be taken each day, and will comprise a part of the in-class participation grade. However, students must come prepared to ask questions, engage the reading materials and actively participate in class discussions to receive full credit for in-class participation. During many class sessions, students will participate in small group discussions about the reading and must be prepared to engage the reading material in an analytical and substantive way with other students. Students should prepare at least one comment or question from each reading to share in class the day that reading is assigned.

**Short Essays**

Short essays (3 pages each) will critically reflect upon assigned readings, drawing out themes, trends, connections, and potential weaknesses in these readings. These essays must be refined, substantive, and polished papers that make clear arguments supported by detailed evidence. The exercise is designed to facilitate critical reading (analysis), to connect diverse themes, and to practice making arguments in writing. Your essays must go beyond summaries of the reading.

Essay #1 will examine Mirna Cunningham's concept of "Living Well." How does this concept— and Cunningham's explanation of it—address the issues of indigenous climate knowledge, power dynamics, gender, and the decentering of Western science discussed in other assigned readings? If this concept does not address these issues, how does it fall short? What are potential limitations and gains with the concept of Living Well? You don't have to answer all these questions, but grapple with significant issues along these lines. Your essay must analyze (1) Cunningham's writings; (2) one of the indigenous climate declarations; (3) examples from the other readings for the Latin American case study; and (4) at least one other assigned reading. Essay #1 is due on Monday, November 3.

Essay #2 will analyze Patricia Cochran's indigenous framework for observing and responding to climate change. The goal in this essay is to examine the extent to which other assigned readings on the interaction between indigenous knowledge and Western science support or challenge the framework

Cochran et al. offer in their article. Your essay must analyze (1) Cochran's writings; (2) at least two assigned readings that relate western science and indigenous knowledge; (3) at least one assigned reading from the first four weeks of the course. Essay #2 is due on Monday, November 17.

### Research Paper

Students will write a research paper on a topic related to an issue on the course syllabus. Research papers will identify a clear research question and provide a critical analysis of issues facing indigenous peoples in the context of climate change. Topics must relate in some way to climate change and indigenous peoples in the United States or Canada and focus on the interactions between science and culture. You may choose to explore issues facing a particular indigenous community in the United States, or look more broadly at a common issue facing multiple indigenous communities. I encourage you to narrow it down to a particular region of the country, though, if you take the latter approach.

- **Research Paper Proposal due 10/13:** Research paper proposals should include a proposed research question, a justification and overview of what you plan to explore in your research paper, and an abstract that is approximately 250 words. For examples of abstracts, visit: <http://undergradsymposium.uoregon.edu/writing-an-abstract/sample-abstract/>.
- **Research Paper Outline and Annotated Bibliography due: 10/27:** Your outline should illustrate the issues you plan to explore in your research. Your annotated bibliography should include at least 8 sources, including 2 primary sources (manuscripts, oral histories, newspapers, government documents, etc.), 2 peer-reviewed sources, as well as 2-4 sources from the class syllabus. For more information on annotated bibliographies, visit: <https://owl.english.purdue.edu/owl/resource/614/03/>.
- **\*\*Draft paper due 11/21:** *Students can submit a draft paper by 11/21 and will receive comments by 11/28. This draft will not be graded. You are highly encouraged to submit a draft for comments.*
- **Final research paper due 12/10:** Undergraduate students will submit an 8-12 page double-spaced research paper including citations. Graduate students will submit a 12 – 15 page research paper. Final research papers should include all sources included in the annotated bibliography.

### Conference Participation

Conference participation includes an Oral Presentation or Poster for the Climate Change and Indigenous Peoples Conference and Student Symposium on December 2-3, 2014. Each student will develop an oral presentation or a poster based on her or his research paper. You will submit an abstract for your presentation and identify whether you would like to present a poster or an oral presentation on 10/27. Oral and Poster presentations will be made during the 3rd Annual [Climate Change and Indigenous Peoples Conference and Student Symposium](#) on December 2-3, 2014. The poster presentation will take place on the evening of Tuesday, December 2, 2014 in the Many Nations Longhouse, and will be followed by a keynote lecture. Selected student oral presentations will take place on Wednesday, December 3, 2014. All students are expected to participate in and attend the poster presentation and keynote lecture, and as much of the day as possible on December 3, 2014 (including regular class time). If you have any conflicts with attendance at these events, you must notify Professor Lynn in advance.

- Posters must be printed on 12/1/2014 no later than 4 pm. Poster presentations will occur on 12/2/2014 at 5 pm and Oral Presentations will take place on 12/3/2014
- Conference reflection form due 12/5.

## Grading Summary

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Grading Summary	% of grade	Due Date
Participation	10%	Duration of fall term
Research Paper Proposal & Abstract	5%	10/13
Outline and Annotated Bibliography for Research Paper	15%	10/27
Reading Essay #1	15%	11/3
Reading Essay #2	15%	11/17
Oral or poster presentation	10%	Posters must be printed by 12/1 at 4 pm
Conference participation and written reflection	5%	12/2, 5:00 – 8:30pm 12/3, 8:30am – 3:00pm ( <i>attend as much of as possible</i> ) Written reflection due 12/5
Final Research Paper	25%	Final Paper Due 12/10 <i>**Draft paper due 11/21</i>

### Final Grade Breakdown:

%	Grade	%	Grade
94 +	A	74-76	C
90-93	A-	70-73	C-
87-89	B+	67-69	D+
84-86	B	64-66	D
80-83	B-	60-63	D-
77-79	C+	59-	F

## Course Policies and Procedures

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**Communication:** If you have questions, concerns or thoughts about the class, you should email me at [kathy@uoregon.edu](mailto:kathy@uoregon.edu) or plan to come by and talk with me during office hours. In the subject of all emails, please include ENV5 411/511. This will ensure I look at your email in a timely manner.

**Assignments:** Assignments are due electronically **before class** on the assigned date. All assignments must be posted to blackboard. Late papers and assignments will be penalized one-third of a letter grade (for example, B- to C+) per day. Extensions on papers or rescheduling of exams will occur only under extraordinary circumstances that must be verified in writing and approved beforehand.

**Attendance:** Please arrive on time and be prepared to participate fully in the class. Please let me know in advance (by email) if you will be arriving late or need to leave early. Attendance is a critical part of your participation in the course given the emphasis placed on class participation and small group interactions. Please inform me *ahead of time* (or as soon as possible after the fact) if you will be absent from a class and we can work out a way to accommodate the absence.

**In-class Participation:** You are expected to prepare for, attend and actively participate in classes. The course content will include discussion of a wide range of cultural, political and social issues related to indigenous peoples and climate change. As such, it will require critical thinking, sensitivity, and mutual respect in all of our discussions. Being prepared for each class means completing the readings, which directly relates to that day's class discussion. Accordingly, the quality of your learning is directly related to the quality of your preparation.

**Technology:** To reduce distraction and increase classroom participation, cell phones are not to be used during class. Please contact me by email or during office hours if you would like to request an exception. Please be sure to turn your cell phones to silent before class begins. You may bring your computers into the classroom to take notes. However, I ask that you be highly respectful to your fellow students and me by only using your computer for class purposes during the class period. I will reserve the right to ask students to stop using computers in class if they are a distraction in any way.

**Citing Sources:** For all written assignments, please cite your sources according to a commonly used standard. You can find links to commonly used style guides on the UO library website at: <http://libweb.uoregon.edu/guides/citing/index.html>.

**UO Affirmation of Community Standards:** “The University of Oregon community is dedicated to the advancement of knowledge and the development of integrity. In order to thrive and excel, this community must preserve the freedom of thought and expression of all its members. The University of Oregon has a long and illustrious history in the area of academic freedom and freedom of speech. A culture of respect that honors the rights, safety, dignity and worth of every individual is essential to preserve such freedom. We affirm our respect for the rights and well-being of all members. We further affirm our commitment to:

- Respect the dignity and essential worth of all individuals.
- Promote a culture of respect throughout the University community.
- Respect the privacy, property, and freedom of others.
- Reject bigotry, discrimination, violence, or intimidation of any kind.
- Practice personal and academic integrity and expect it from others.
- Promote the diversity of opinions, ideas and backgrounds, which is the lifeblood of the university.”

The University of Oregon provides specific codes of conduct and how academic misconduct will be addressed. Please be aware of the following policies:

- [University of Oregon Student Conduct Code](#)
- [Academic Misconduct](#)
- [Plagiarism](#)

### **Syllabus Statement Regarding Sexual Violence**

The University of Oregon is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic and dating violence and gender-based stalking. If you (or someone you know) has experienced or experiences gender-based violence (intimate partner violence, attempted or completed sexual assault, harassment, coercion, stalking, etc.), know that you are not alone. UO has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more. Please be aware that all UO employees are required reporters. This means that if you tell me about a situation, I may have to report the information to my supervisor or the Office of Affirmative Action and Equal Opportunity. Although I have to report the situation, you will still have options about how your case will be handled, including whether or not you wish to pursue a formal complaint. Our goal is to make sure you are aware of the range of options available to you and have access to the resources you need. If you wish to speak to someone confidentially, you can call 541-346-SAFE, UO’s 24-hour hotline, to be connected to a confidential counselor to discuss your options. You can also visit the SAFE website at [safe.uoregon.edu](http://safe.uoregon.edu).

## Course Schedule

Week	Class #	Date	Topic(s)	Required Reading	Assignments
1	1	9/29	<b>Course Introduction</b> Introduction to the course content, and orientation to the course format.		
	2	10/1	<b>Climate Science and Impacts</b> Overview of climate science and impacts, and in particular how known science impacts pertain to American Indian and Alaska Native tribes.	<ul style="list-style-type: none"> <li>Bennett et al. 2014: <a href="#">Ch. 12: Indigenous Peoples, Lands, and Resources. Climate Change Impacts in the United States: The Third National Climate Assessment</a>. pp. 298-307. doi:10.7930/J09G5JR1.</li> <li>Melillo, Jerry M., Terese (T.C.) Richmond, and Gary W. Yohe, Eds., 2014: <a href="#">Overview of Climate Change Impacts in the United States: The Third National Climate Assessment</a>. U.S. Global Change Research Program. pp. 1-19.</li> <li>IPCC. 2014: <a href="#">Summary for policymakers. In: Climate Change 2014: Impacts, Adaptation, and Vulnerability. Part A: Global and Sectoral Aspects. Contribution of Working Group II to the Fifth Assessment Report of the Intergovernmental Panel on Climate Change</a>. Cambridge University Press, Cambridge, United Kingdom and New York, NY, USA, pp. 1-32.</li> </ul>	
2	3	10/6	<b>Decolonized Research</b> Decolonized research and indigenous approaches to understanding climate change <ul style="list-style-type: none"> <li>Meet in the Knight Library: Visit to Paulson Special Collections Reading Room 201 – 2<sup>nd</sup> floor of the north wing.</li> </ul>	<ul style="list-style-type: none"> <li>Cochran et al. 2008. Indigenous Ways of Knowing: Implications for Participatory Research and Community. Am J of Public Health. <a href="http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2156045/">http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2156045/</a>. pp. 1-6</li> <li>Sakakibara C. 2008. <a href="#">Our Home is Drowning: Inupiat Storytelling and Climate Change in Point Hope, Alaska</a>. Geographical Review; Oct 2008; 98, 4. pp. 456 - 475.</li> </ul>	**You will put all of your materials in a locker. You can bring in paper and pencil only.
	4	10/8	<b>Indigenous People's Perspectives and Climate Declarations</b> <ul style="list-style-type: none"> <li>Meet in Anstett 191: Joint Class with HC 431</li> </ul> Impacts of climate change on tribal culture and traditional ways of life. Cultural context and conceptions of climate change among indigenous peoples, as articulated in international declarations	<ul style="list-style-type: none"> <li>Wildcat, D. 2009. <i>Red Alert! Saving the Planet with Indigenous Knowledge</i>. Boulder, CO: Fulcrum Publishing. <b>Introduction &amp; Chapters 1 -3 pp. 1 – 54</b></li> <li>Inuit Petition to the Inter-American Commission on Human Rights Seeking Relief from Violations Resulting from Global Warming. pp. 1 – 8</li> <li><a href="#">International Indigenous Peoples Forum on Climate Change (IIPFCC) Policy Paper on Climate Change</a>. 2009. pp. 1 – 3</li> <li><a href="#">The Bhutan Declaration on Climate Change and Mountain Indigenous Peoples</a>. pp. 1 – 3</li> </ul>	
3	5	10/13	<b>Climate Change Impacts on Tribal Sovereignty</b> Understanding tribal sovereignty and federal Indian policy in the United States	<ul style="list-style-type: none"> <li>National Congress of American Indians. <a href="#">An Introduction to Indian Nations in the United States</a>. pp. 1-18.</li> <li>Cornell S, Kalt J. 2010. <a href="#">American Indian Self-Determination</a>. Joint Occasional Papers on Native Affairs. Working Paper No. 1. pp. 1-28</li> </ul>	Research Paper Proposal and Abstract due

	6	10/15	<b>Federal Trust Responsibility:</b> Understanding the impacts of climate change on cultural resources on- and off-reservation	<ul style="list-style-type: none"> <li>Whyte KP (2013) <a href="#">Justice Forward: Tribes, Climate Adaptation and Responsibility in Indian Country</a>. Climatic Change. DOI: 10.1007/s10584-013-0743-2. <b>pp. 1-14.</b></li> <li>Treaty Indian Tribes in Western Washington (2011) <a href="#">Treaty Rights at Risk: Ongoing Habitat Loss, the Decline of the Salmon Resource, and Recommendations for Change</a>. <b>pp. 1-28.</b></li> </ul>	
4	7	10/20	<b>Gender, Power and Climate Change</b> <i>Kirsten Vinyeta, Guest Lecturer</i> <ul style="list-style-type: none"> <li>Meet in Anstett 191: Joint Class with HC 431</li> </ul>	<ul style="list-style-type: none"> <li>Godden N. 2013. Gender and Declining Fisheries in Lobitos, Peru: Beyond <i>Pescador</i> and <i>Ama De Casa</i>. In: Alston, M.; Whittenbury, K., eds. Research, action and policy addressing the gendered impacts of climate change. Dordrecht: Springer. <a href="http://dx.doi.org/10.1007/978-94-007-5518-5">http://dx.doi.org/10.1007/978-94-007-5518-5</a>. <b>pp. 251-263</b></li> <li>Tauli-Corpuz, Victoria. 2011. Indigenous women, climate change and forests. Baguio City, Philippines: Tebtebba Foundation. <b>Introduction pp. xiii - xxxiv</b></li> <li>Whyte, K.P. 2014. Indigenous women, climate change impacts, and collective action. <i>Hypatia</i>. DOI: 10.1111/hypa.12089. <b>pp. 599 - 616</b></li> </ul>	
	8	10/22	<b>Disasters, climate change and indigenous peoples</b>	<ul style="list-style-type: none"> <li>United Nations. 2014. Promotion and protection of the rights of indigenous peoples in disaster risk reduction, prevention and preparedness initiatives. United Nations General Assembly. <b>Pp. 1 - 24</b></li> <li>Jolivet A. 2008. <a href="#">Introduction: Beyond Invisibility and Disaster</a>. <i>American Indian Culture and Research Journal</i>. 32: <b>pp. 3-8</b></li> <li>Dardar, T.M. 2008. <a href="#">Tales of wind and water: Houma Indians and hurricanes</a>. <i>American Indian Culture and Research Journal</i>. 32: <b>pp. 27-34.</b></li> </ul>	
5	9	10/27	<b>Traditional Knowledge and Cultural Perspectives on Climate Change</b> The role of traditional knowledge in understanding climate change impacts	<ul style="list-style-type: none"> <li>Red Alert. Chapter 5 (<b>pg. 73 – 98</b>)</li> <li>McGregor D. 2004. <a href="#">Coming Full Circle: Indigenous Knowledge, Environment, and Our Future</a>. <i>American Indian quarterly</i>. Volume 28, Number 3&amp;4, Summer/Fall 2004. <b>pp. 385-410</b>. 10.1353/aiq.2004.0101</li> </ul>	Outline and Annotated Bibliography for Research Paper Due
	10	10/29	<b>Bridging Western Science and Traditional Knowledges</b>	<ul style="list-style-type: none"> <li>Williams, Terry; Hardison, Preston D. (2013) <a href="#">Culture, Law, Risk and Governance: The Ecology of Traditional Knowledge in Climate Change Adaptation</a>. <i>Climatic Change</i>.</li> <li>Barnhardt R and Kawagley AO. 2005. Indigenous Knowledge Systems and Alaska Native Ways of Knowing. <i>Anthropology and Education Quarterly</i>, Vol. 36, Issue 1, <b>pp. 8-23.</b></li> </ul>	



6	11	11/3	<b>Climate Change and “Living Well” in Central America</b> <b>Meet in Anstett 191:</b> <i>Joint Class with HC 431</i>	<ul style="list-style-type: none"> <li>• Cunningham Kain, Mirna. 2011. Laman Laka: Our Indigenous Path to Self-Determined Development. In <i>Towards an Alternative Development Paradigm: Indigenous Peoples’ Self-Determined Development, Philippines: Tebtebba Foundation</i>: pp. <b>89-116</b>.</li> <li>• Jaramillo E. 2011. <a href="#">Mother Earth and “Living Well” new paradigms for indigenous struggles?</a> Indigenous Affairs. 1-2/10. pp. <b>60-63</b></li> <li>• Cunningham Kain, Rose. 2011. <a href="#">The Grandmothers of the Wangki. Indigenous women, climate change and forests</a>. Tebetta Foundation. pp. <b>3 - 40</b></li> </ul>	Short Essay #1 Due
	12	11/5	<b>Climate Change Impacts on Indigenous Peoples: Water Resources and Fisheries</b> Impacts of climate change on water and culturally significant fisheries.	<ul style="list-style-type: none"> <li>• Cozzetto et al. (2013) <a href="#">Climate change impacts on the water resources of American Indians and Alaska Natives in the U.S.</a> Climatic Change. DOI 10.1007/s10584-013-0852-y. pp. <b>1-18</b></li> <li>• Colombi, B.J. 2012. <a href="#">Salmon and the adaptive capacity of Nimiipuu (Nez Perce) culture to cope with change</a>. The American Indian Quarterly. 36: pp. <b>75-97</b>.</li> </ul>	
7	13	11/10	<b>Climate Change Impacts on Indigenous Peoples: Forests</b> Impacts of climate change in forested areas on culturally important fungi, plant and animal species. Traditional practices related to forestry, invasive species, traditional use of fire and tribal-federal coordination.	<ul style="list-style-type: none"> <li>• Mason et al. 2012. <a href="#">Listening and learning from traditional knowledge and Western science: a dialogue on contemporary challenges of forest health and wildfire</a>. J For 110: pp. <b>187–193</b></li> <li>• Chief et al. 2014. <a href="#">Indigenous Experiences in the U.S. with Climate Change and Environmental Stewardship in the Anthropocene</a>. Pp. <b>161-176</b></li> </ul>	
	14	11/12	<b>Traditional Foods</b> Cultural context for the importance of traditional foods to tribal culture and examination of the multi-faceted relationship that tribes have with places, ecological processes and species.	<ul style="list-style-type: none"> <li>• Lynn et al. 2013 <a href="#">The Impacts of Climate Change on Tribal Traditional Foods</a>. Climatic Change. DOI: 10.1007/s10584-013-0736-1. Pp. <b>1-12</b></li> <li>• Centre for Indigenous Environmental Resources [CIER]. 2007. <a href="#">Climate Change impacts on abundance and distribution of traditional foods and medicines— effects on a First Nation and their capacity to adapt</a>. Pp. <b>1-30</b></li> </ul>	
8	15	11/17	<b>Indigenous Knowledge and Western Science in the Arctic</b> <b>Meet in Anstett 191:</b> <i>Joint Class with HC 431</i> Effects of melting sea ice and sea level rise on tribal resources and homelands in the Arctic.	<ul style="list-style-type: none"> <li>• Cochran et al. 2013. <a href="#">Indigenous Frameworks for Observing and Responding to Climate Change in Alaska</a>. Climatic Change. pp. <b>1 - 11</b></li> <li>• Cochran P. and Geller A. (2002) <a href="#">The Melting Ice Cellar</a>. American Journal of Public Health: September 2002, Vol. 92, No. 9, pp. 1404-1409. pp. <b>1 - 6</b></li> <li>• Bronen, R. (2010) ‘<a href="#">Forced migration of Alaskan indigenous communities due to climate change</a>’, in Afifi, T. and Jäger, J. (Eds.): Environment, Forced Migration and Social Vulnerability, 1st ed., pp.87–98, Springer, NY. pp. <b>87-98</b></li> </ul>	Short Essay #2 Due



	16	11/19	<b>Climate Change Impacts on Indigenous Peoples: Health and Relocation</b> Effects of climate change on public health and relocation of tribal communities in the U.S.	<ul style="list-style-type: none"> <li>• Maldonado et al. (2013) <a href="#">The Impact of Climate Change on Tribal Communities in the US: Displacement, Relocation, and Human Rights</a>. Climatic Change. Doi.10.1007/s10584-013-0746-z. <b>pp. 1-14</b></li> <li>• Donatuto et al. 2014. <a href="#">Indigenous Community Health and Climate Change: Integrating Biophysical and Social Science Indicators</a>, Coastal Management, 42:4. DOI: 10.1080/08920753.2014.923140. <b>pp. 355-373.</b></li> <li>• Ford et al. <a href="#">Adapting to the Effects of Climate Change on Inuit Health</a>. American Journal of Public Health: June 2014, Vol. 104, No. S3. doi: 10.2105/AJPH.2013.301724. <b>pp. e9-e17.</b></li> </ul>	<i>**Optional:          Submit a draft paper by 11/21 to <a href="mailto:Kathy@uoregon.edu">Kathy@uoregon.edu</a> and receive comments by 11/28.</i>
9	17	11/24	<b>An exploration of Indigenous Peoples and Climate Change in film</b> <ul style="list-style-type: none"> <li>• Meet in Anstett 191: <i>Joint Class with HC 431</i></li> </ul>		
	18	11/26	Review of Research Papers		
10	19	12/1	<b>Climate Change Solutions: Adaptation and Mitigation</b>	<ul style="list-style-type: none"> <li>• Wildcat, D. (2009). <i>Red Alert! Saving the Planet with Indigenous Knowledge</i>. Boulder, CO: Fulcrum Publishing. <b>Chapters 6 and 7 pp. 99 – 139</b></li> </ul>	Posters printed by 12/1 at 4 pm
	20	12/3	<b>Climate Change &amp; Indigenous Peoples Conf.</b>	Attend conference during class time and as a much of the day as possible	Submit CCIP reflection 12/5
11		12/10	<b>Final Research Paper Due by 5 pm by email to <a href="mailto:Kathy@uoregon.edu">Kathy@uoregon.edu</a>.</b>		

## Bibliography

- Barnhardt R and Kawagley AO. 2005. Indigenous Knowledge Systems and Alaska Native Ways of Knowing. *Anthropology and Education Quarterly*, Vol. 36, Issue 1, pp. 8-23, ISSN 0161-7761.
- Bennett, T. M. B., N. G. Maynard, P. Cochran, R. Gough, K. Lynn, J. Maldonado, G. Voggeser, S. Wotkyns, and K. Cozzetto, 2014: [Ch. 12: Indigenous Peoples, Lands, and Resources. Climate Change Impacts in the United States: The Third National Climate Assessment](#), J. M. Melillo, Terese (T.C.) Richmond, and G. W. Yohe, Eds., U.S. Global Change Research Program, 297-317. doi:10.7930/J09G5JR1.
- Bronen, R. (2010) '[Forced migration of Alaskan indigenous communities due to climate change](#)', in Afifi, T. and Jäger, J. (Eds.): *Environment, Forced Migration and Social Vulnerability*, 1st ed., pp.87–98, Springer, New York, NY, USA.
- Centre for Indigenous Environmental Resources [CIER]. 2007. [Climate Change impacts on abundance and distribution of traditional foods and medicines— effects on a First Nation and their capacity to adapt](#). [http://www.tribesandclimatechange.org/docs/tribes\\_498.pdf](http://www.tribesandclimatechange.org/docs/tribes_498.pdf)
- Chief K, Daigle JJ, Lynn K, Whyte KP. 2014. [Indigenous Experiences in the U.S. with Climate Change and Environmental Stewardship in the Anthropocene](#). [http://www.fs.fed.us/rm/pubs/rmrs\\_p071/rmrs\\_p071\\_161\\_176.pdf](http://www.fs.fed.us/rm/pubs/rmrs_p071/rmrs_p071_161_176.pdf)
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