Course Description:
In this course we will introduce, explore, and weave together various perspectives of Myaamia (Miami) ecology and history. From these perspectives, the class will create a shared understanding of the web of relationships that links humans, animals, plants, landscapes, other-than-human beings, and the stories that one particular group of humans – the Myaamiaki – have told about these interactions over time. Through an exploration of some of the general aspects of Myaamia ecology and history, each individual participant of the class will begin develop their own personalized understanding of this complex web of relationships. Half of the class meetings will be dedicated to discussing historical topics, i.e. focused on the past, but one of our explicit goals is to discuss how historical understandings and ecological practices are a part of, or can be made a part of, our contemporary lives.

Course Requirements:
Attendance every week is required. Students will be responsible for weekly reading assignments, weekly current affairs research, and participating in class. Students will also be required to take an in-class mid-term exam and submit a final paper.

Evaluation:
Class participation .................. 20%
Mid-term .................................. 30%
Final Paper ................................ 50%

Class participation (20% total): your participation grade is determined by attendance (10%) and constructive contributions to the class in either small group settings or large group settings (10%). See rubric posted on the class website for a breakdown of participation grades. Prior to each class meeting, you will be recording your weekly ecological observations as well as any questions or comments you may have on our group’s Blackboard site.

Mid-term Exam (30% total): your mid-term exam will be discussion-based and conducted in small groups. Each small group will be observed and graded by a staff member. You will be graded on the critical thoughts raised by the questions you bring to the group, as well the critical thinking evident in your responses to the your group member’s questions. See rubric posted on the class website for a breakdown of the Mid-term oral exam grades.

Final Project (50%): your final writing assignment is to complete your ongoing reflections about observing ecological interactions and thinking, talking, and reading about Myaamia history. Your completed observations will form the core of the first entry of a wiki page that the Myaamia Project is going to begin using to share knowledge with the Myaamia community.

90-100 ..... A
80-89 ..... B
70-79 ..... C
60-69 ..... D
0-59 ..... F
Course Outline: *This course is designed to be flexible in responding to our interests and the expertise of campus visitors, so there may be minor adjustments made as we move through the semester.*

Week 1 – January 15 (meeting day/time/location TBD)
Introduction this Semester and a Brief Review
- Welcome back!
- General outline of the class for the semester.
- Brief Review of historical and ecological progress last semester

Week 2 – January 21
The Peaceful Interlude called the Treaty of Greenville

Readings: Excerpts from the Minutes of Treaty of Greenville in the American State Papers--Indian Affairs Vol. I (1832)

Guiding Questions: How do the various participants refer to each other? How does this change at the end of the treaty council? What disagreements do you observe among the participants?

Week 3 – January 28
Tecumseh and the Invasions of 1812-13


Guiding Questions: Create some hypotheses regarding Harrison’s motivations in this very tense period. How do Mihšikinaahkwa (Little Turtle) and Eepikaanita (William Wells) respond to Harrison’s accusations?

Week 4 – February 4
The Treaty Era 1795-1871


Guiding Questions: How do the Americans describe Myaamia “use” of their lands? How do the Myaamia respond to these claims?

Week 5 – February 11
Removal

Readings: Excerpts from “A Legacy of Forced Migration: The Removal of the Miami Tribe in 1846” by Kate Berry and Melissa Rinehart.

Guiding Question: How prepared was the community when the day of removal arrived? What were the ecological impacts of removal?

Week 6 – February 18 Myaamia New Year Celebrated this Week!
The Unorganized Territory

Readings: “Miami Reserve Matters” Eecipoonkwia (John B. Roubideaux)

Guiding Question: How does Eecipoonkwia describe his people’s attachment to their lands in Kansas? How does he describe their treatment by their neighbors in Kansas?
Week 7 – February 25
Indian Territory


Guiding Questions: What was it like in the early years living in Indian Territory? What did the tribe do when Oklahoma became a state?

Week 8 – March 4
Midterm
- Oral exam. Students will be evaluated based on the critical thinking evident in the questions they ask as well as their responses to questions posed by the fellow students. These discussions will occur in small groups and will be moderated by senior staff.

Week 9 – March 11
Spring Break No Class

Week 10 – March 20
Class Meets as a Part of the Myaamiaki Conference on Saturday March 20

Readings: no readings this week – Students will be responsible for assisting in the conference

Week 11 – March 25
Peekitahantaawi! Let’s play lacrosse!

Readings: French Observations of Miami Lacrosse Games: Perrot, Charlevoix, and Deliette

Guiding Questions: After reading all three sources describe a Myamia lacrosse game in your own words. What values or skills do you think this game emphasized or reinforced?

Week 12 – April 1
ahsenamiši, ahsenamišapoowii, neehi siihsipaahkwi (Maple Trees, Syrup, and Sugar)


Guiding Question: How would you describe the size and scope of the maple sugaring operation that Hopkins observes? Why are the Quakers visiting the Myamia? How does the community respond to their visit?

Week 13 – April 8
Allotment and its Consequences – Harvesting and eating roots and tubers

Readings: The Dawes Severality Act of 1887 and the Ottawa County Allotment Map

Guiding Questions: What is the purpose of the Dawes Act? How does the document claim to achieve that purpose? What is the effect of these ideas on Myamia people?

Week 14 – April 15
Boarding School and its Impacts – Harvesting and eating eeyoonsaaweekiša

Readings: Mildred Walker’s account of Boarding School

Guiding Questions: What affect did boarding school have on Mildred? What is the impact of external schooling on a group?
Week 15 – April 22
Leninși, waapinkwaaphkahki, neehi maamilaneewia (milkweed, goosefoot, and poke)

Readings: Excerpts from Myaamia Ethnobotany a dissertation by Mike Gonella

Guiding Questions: What plants does Mike record the Myaamia eating in the spring? How did historical change (for example fragmentation of our land base and removal) affect the kinds of foods we ate in the spring?

Week 16 – April 29 (classes end)
Aatotamankwi: discussion

- In this session we will discuss the multitude of ways in which we’ve seen and experienced Myaamia ecological perspectives and history. You’ll also have an opportunity to ask questions about the final.

Week 17 – (finals week)

- Papers due at this time via email.