

***GEOGRAPHY / AMERICAN INDIAN STUDIES 322 / 522***  
**NATIVE GEOGRAPHIES**

**AT THE UNIVERSITY OF WISCONSIN-EAU CLAIRE,  
FALL 2004**

Syllabus subject to revisions (via e-mail);  
bookmark on-line syllabus at [www.uwec.edu/grossmzc/native.html](http://www.uwec.edu/grossmzc/native.html)

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**[TRIBAL NATIONS CASE STUDIES](#)**

**HOURS AND ROOMS**

Class in Phillips 104, 12:00 pm MWF  
[Professor Zoltán Grossman](#),  
[grossmzc@uwec.edu](mailto:grossmzc@uwec.edu)

Office in 258 Phillips Hall, 836-4471  
Office hours 9:00-9:50, 11:00-11:50 MW

**COURSE GOALS**

Native Geographies covers the historical and contemporary relationships of American Indians to place, including land use and environmental issues, indigenous mapping techniques, sacred sites, territorial nationhood, and legal rights to ceded and sovereign lands. Native Geographies will focus on place and territorial identity in the historical and contemporary life of North American Indians and as a result, provides insight regarding other indigenous (Native) peoples around the world. The course may touch on, but not emphasize, Native themes that are not related to place. The course is in three thematic sections: 1. Historical/Cultural, 2. Political/Legal, and 3. Environment/Mapping.

Native peoples are often viewed as a minor adjunct within a general ethnic studies approach that treats them merely as a racial minority. The unique status of indigenous nations can be better understood by highlighting the centrality of territory in Native identity, and the strong Native

connections to place. These connections can be seen in the legal field, in the emphasis on Native territorial sovereignty and a continuing attachment to treaty-ceded lands. The connection can be seen in the cultural field, in the focus on traditional natural resource use and protection of sacred sites. The connection can also be seen in the environmental field, in the tribal stress on resource protection and sustainable planning. All of these connections have been expressed geographically, through indigenous cartographies and modern mapping techniques.

[Geography](#), or the study of place, allows us to break down boundaries between disciplines, and particularly boundaries between human beings and the rest of nature. The geographic approach treats "place" not only as a single "site," but as a "location" (linked to other places through networks) and as partly defined by a "sense of place." The examination of "sense of place," in particular, allows students to use geography to examine Native cultural values, environmental ethics, and continuing attachment to "sacred sites." The course will view Western legal doctrines through geographic lenses, such as the territorial basis of treaties and sovereign tribal entities. The course will place a heavy emphasis on cartography, including precolonial indigenous mapping, Western approaches to mapping indigenous lands, the definition of Native "nationhood" through mapping, and more recent Native "countermapping" to strengthen cultural and territorial autonomy.

The course will include lectures offering thematic angles that transcend the tribal nations, using various modes of geographical analysis. It will also involve guest lectures, videos, and class discussions and presentations to compare and contrast our different case studies. You are encouraged to use [critical thinking skills](#) in interpreting the readings, videos, and lectures.

Written skills are enhanced through the series of exercises and exam essays. Oral and listening skills are enhanced through in-class discussions, and interactions with Native guest lecturers and field trip guides. Cultural diversity skills will be infused throughout the course, and Native perspectives will be presented to balance dominant perspectives in the larger society. This course uses geography as a "common ground" for strengthening intercultural communication. Students will understand differences and potential meeting points between Native and Western cultural value systems, and understand differences between and among tribes, and American Indians' ability to define and set their own social, cultural, and spatial boundaries.

## REQUIRED BOOKS

[LaDuke, Winona](#). *All Our Relations: Native Struggles for Land and Life* (South End Press, 1999). You can purchase it from the [University Bookstore](#) or [South End Press](#).

**Waldman**, Carl. *Atlas of the North American Indian*. (Facts on File, Inc., 2000). You can purchase it from the [University Bookstore](#) or [Amazon.com](#) (paperback).

**Warhus**, Mark. *Another America: Native American Maps and the History of Our Land* (St Martins Press, 1997). You can *only* purchase it from [Amazon.com](#) (paperback for \$2-5).

**Wilkins, David.** *American Indian Politics and the American Political System.* (Rowman & Littlefield, 2002). You can purchase it from the [University Bookstore](#) (paperback) or [Amazon.com](#) (hardcover).

You are responsible for completing all the readings. In this Native Geographies course, readings are more important than in other courses, because they are from the point of view of people and places that the instructor alone cannot convey! For this reason, readings will be incorporated into class exercises and discussions. You will be expected to have completed the week's readings by classtime on Friday, in order to participate in class discussions. The best time to do readings is the weekend before the week they are assigned. The best way to read is to find a quiet place and to [take notes](#) in your own handwriting. If any readings are added or subtracted, the class will be notified via the class e-mail list. Print out this syllabus for your use, but also please *bookmark* this syllabus page to consult it for any changes.

## **OUTSIDE READING:**

**Readings about your nation.** Your exercises and projects will center around the tribal nation that you will select early in the class. The [Tribal Nations Case Studies](#) list has links to books and websites specific to each nation, as a starting point for your research. These links only scratch the surface; you should also use other websites, library, and electronic library database sources for your on-going research into your tribal nation. You should immediately e-mail or write for past issues of a tribal newspaper from a reservation in your tribal nation. The page also has numerous general links that are useful for researching any Native nation. The nations are shown on this [map](#).

**Native News.** A great way to keep track of developments in Indian Country is to subscribe (for free) to the Native News e-mail news at <http://nativenewsonline.org> (click on Subscription Info; a Native Environmental listserve is also available. The daily listserves pass on 5-10 articles on current issues in different Native nations. You can also tune in to [WOJB-FM](#) radio on the web;

it is based on the Lac Courte Oreilles Ojibwe Reservation near Hayward, Wis.

<b>GRADING</b>	
Exercise #1 (Research on <a href="#">tribal nation</a> , due Sept. 20)	100 points
Exercise #2 (Research on place names, due Oct. 4)	50 points
Midterm I Exam (Oct. 8)	150 points
Exercise #3 (Reading a treaty, due Oct. 20)	100 points
Exercise #4 (Research on census data, due Nov. 3)	100 points
Midterm II Exam (Nov. 8)	150 points
Final Project (Powerpoint or poster, due Nov 29, revise by Dec 8)	150 points
Final Exam (Mon. Dec. 13, 1:00-2:50 pm)	150 points
Class participation and field trips	50 points
<b>Total</b>	<b>1000 points</b>

### **ATTENDANCE**

You will be more successful in this class only if you cover the full range of expectations: lectures, videos, readings, and exercises. Doing only the readings and exercises outside class are not a substitute for attending the lectures or videos, which will very often present different information. Similarly, only attending the lectures will not substitute for readings and exercises outside the class. If it is impossible for you to attend a lecture, you must get notes from another student--not from me-- and also talk with the fellow student about the lecture. Some, but not all, of the lecture information may be on the W drive and the on-line syllabus (click on the theme and the PowerPoint will download). You should *never* rely on the PowerPoint alone; geography is a very visual subject, and many lectures will show maps and graphics with no explanation other than from the verbal, in-class lecture !!! If you have special needs, please inform me when starting the course.

## CLASS DISCUSSION

Class discussion and field trips are part of your grade. If you are normally reticent about speaking in class, take notes ahead of time about what you might say. Don't be intimidated by others; I encourage shy people to speak up and express their opinions--please raise your hand to get a word in. In class discussions, we will be conducting comparative analysis of our different tribal nations, so you will be seen as the class resource person on that nation.

## FIELD TRIPS

There will be three field trips in the course. You can come on all three, but *two are absolutely required for credit*.

You will write up a short report on your geographical insights during the field trips, or keep a journal on the trip.

**Fri., Sept. 17:** Tour of [Skunk Hill](#) by a [Ho-Chunk Nation](#) official in central Wisconsin (to examine

sacred site issues), and attend part of the [Highground Veterans Powwow](#).

**Sat.-Sun, Sept. 25-26:** [Mole Lake Sokaogon Chippewa Community](#) (former Crandon mine site and

wild rice) and the [Menominee Reservation](#) (Wolf River and sustainable forestry).

**Fri. Oct. 22:** [Prairie Island Mdewakanton Dakota Community](#) just across the Mississippi River in Minnesota (nuclear plant and waste storage site next to tiny Sioux reservation).

## EXTRA CREDIT

I am open to extra credit opportunities for 10 points each, with a limit of five for the semester. I would

expect a 2-page typed report with some proof of attendance, geographical observations, and your opinions/

impressions. You can visit the "Paths of the People" exhibit of the [Chippewa Valley Museum](#) in Carson

Park on your own for free, if you sign in with "UWEC Geography 322" (Open Tues. 1-8 pm; Wednes.-Fri 1-5 pm;

Sat. 10 am-5 pm). Other tribal and state historical [museums](#) in Wisconsin also cover Native history.

You can also visit powwows, such as [Indian Summer](#) (Milwaukee, Sept 10-12), Lac Courte Oreilles

Veterans' Powwow (Nov. 11), and [other reservation powwows](#) later in the

semester. You may suggest other opportunities, such as speakers or conferences on campus.

## CASE STUDIES AND FINAL PROJECT

Each student will sign up to study a specific tribal nation listed on the [Tribal Nations Case Studies](#) page. The

four exercises and the Final Project will focus on your case study nation (which will most likely include more than one reservation). Examining one tribal nation enables you to go more in-depth in local-scale geography than we can in class. You will become the class "resource person" on your nation, and you will be called upon to relate your nation to the week's theme and readings. The [Tribal Nations Case Studies](#) page has links to initial sources you can use in your research, and general Native links for any nation, but do not be limited to these!

The Final Project (150 points) will examine in-depth an environmental dispute (or another geographical or sacred site conflict) involving your tribal nation. It will be in the form of a poster or powerpoint. Posters are strongly emphasized at UWEC's Student Research Day, so you may want to enter your poster in the competition. The Final Project should include or relate to the readings in the last third of the course. Collectively, the four exercises and the Final Project can serve as a single research project for your [Baccalaureate Student Portfolio](#).

If you need PowerPoint training, or want to brush up or want a critique of your past powerpoints, [contact BITS \(Bringing Instructional Technology to Students\)](#) to set up an appointment (email [bits.training@uwec.edu](mailto:bits.training@uwec.edu)).

BITS staff are extremely helpful no matter what level you are at. I'd encourage you to go in small groups so you can help each other along later. You should be trained in PowerPoint by Week 8.

(Oct. 22). You can also call for a one-on-one or small group training at 836-5157 (Hours 10-3 Mon. ,

10-4 Tu./Wed./Th, and 12-3 Fri.). You can also e-mail BITS a past powerpoint for a critique and

suggestions for improving your style.

### **EXERCISES**

You will have four exercises, focused on your tribal nation, which you will do *on your own*.

They are due at the start of class on the due date. The four exercises are worth 50 or 100 points

each, and require that you have done the readings for the theme.

*Start working on these exercises as soon as you receive them!* They will be available on the W Drive

(geog/grossman/322), and as links from the on-line syllabus (click on the exercise to download).

**Exercise 1:** Use your Atlas and case study sources to uncover the history/geography of your tribal nation.

**Exercise 2:** Review tribal place names and place name controversies.

**Exercise 3:** Read and interpreting a treaty or agreement from your tribal nation.

**Exercise 4:** Use Census data to analyze a reservation's demographics and economy.

Don't wait until the last minute to do these exercises, because you may not be able to overcome unforeseen difficulties. *No excuses* will be accepted for problems that could have been solved by starting the exercise earlier (such as a computer crash). For this reason, exercises handed in late will automatically be knocked down 10 points in the maximum grade for every class day they are overdue. *No exceptions*. Help with writing can be easily gained by visiting the [Writing Center](#). Review some common [grammatical errors](#). Never rely only on your [spell checker](#) !

### **PLAGIARISM**

For all projects you *must not* simply lift your textual material from the Web (or [plagiarize](#) any other source), and you must have a variety of printed and digital sources.

### **EXAMS**

You will have three exams (150 points each) , which will use essays, multiple choice, matching, true/false, map quizzes, etc. , covering the readings, lectures, exercises, and videos. They are not cumulative, but the Final is more extensive and draws from concepts from the entire course. The first exam will include a map quiz of Native nations; the second and third exams will have map quizzes of major U.S. reservations.

You can make up an exam *only* under extenuating and verifiable circumstances that

I recognize, and only if you notify me *before* the scheduled exam at [grossmzc@uwec.edu](mailto:grossmzc@uwec.edu)

or 836-4471 (or the departmental secretary at 836-3244.). Unauthorized absences will

result in a zero on the exam--no exceptions. The Final Exam *cannot* be rescheduled

by the Professor, only by your Dean.

## TENTATIVE COURSE SCHEDULE

If changes are made to the syllabus, the class will be informed via the class e-mail list.

Week	Class dates	General theme	Book readings	Other readings	Exercises and Exams	Guest lecture/video (if any)
Week 1	Sept. 3	<u><b>INTRODUCTION</b></u>	Wilkins Ch. 1 (pp 11-40)	LaDuke Intro pp 1-6)		<a href="#">New York Times</a> on Lewis & Clark anniversary
Week 2	Sept. 8, 10	<u><b>INDIGENOUS RESOURCE USE</b></u> (Precolonial era)	LaDuke Ch. 7 (pp 139-162)	<a href="#">1491</a> Charles Mann	Pick tribal nation Sept. 8; get copy of tribal paper.  <a href="#">Exercise 1</a> starts Wed., Sept. 8	
Week 3	Sept. 13, 15, 17	<u><b>ENCOUNTER WITH WESTERN LAND USE</b></u> (Colonial era)	LaDuke Ch. 1-2 (pp 11-45)	Our Manoomin, Our Life (booklet)		<a href="#">Ojibwe Waasa Inaabidaa</a> Economy (video)  Fri. Sept. 17 field trip to <a href="#">Skunk Hill</a> (photos)
Week 4	Sept. 20, 22, 24	<u><b>SACRED SITES</b></u>	<a href="#">Basic Call to Consciousness (part 1)</a>	<a href="#">Sacred Landscapes</a> Valerie Taliman	<b>Ex. 1 due Monday, Sept. 20</b>  <a href="#">Exercise 2</a> starts Mon., Sept. 20	<a href="#">In the Light of Reverence</a> video (3 parts)



Week 5	Sept. 27, 29, Oct. 1	<a href="#"><u>INDIGENOUS CARTOGRAPHIES</u></a>	Warhus Ch. 1 (pp 1-56)	<a href="#"><u>Indigenous Geography as Discipline Arrives</u></a>		Sept. 25-26 field trip to <a href="#"><u>Mole Lake</u></a> (Crandon mine / wild rice) & <a href="#"><u>Menominee</u></a> (forest). Field trip <a href="#"><u>PowerPoint</u></a>  <a href="#"><u>Crandon mine</u></a> powerpoint
Week 6	Oct. 4, 6, 8	<a href="#"><u>TRIBE AND NATIONHOOD</u></a>  (19th Century)	Wilkins Ch. 2 (pp 41-62)		<b>Ex. 2 due Monday, October 4</b>  <a href="#"><u>Exercise 3</u></a> starts Wed., Oct. 6  <b>MIDTERM I Friday, Oct. 8</b>  <a href="#"><u>Study Guide</u></a>	Mon., Oct. 4 meet at north end of footbridge for discussion of place names (bring Ex. 2). <i>Dress warm!</i>  Review in class, Wed., Oct. 6
Week 7	Oct. 11, 13, 15	<a href="#"><u>LEGAL GEOGRAPHIES</u></a>  (20th Century)	Wilkins Ch. 4 (pp 103-118)			
Week 8	Oct. 18, 20, 22	<b>THE RESERVATION AS A PLACE</b> (no powerpoint)	Wilkins Ch. 5 (pp 119-156)	LaDuke Ch. 4 (pp 74-92)	<b>Ex. 3 due Wed, Oct. 20</b>  <a href="#"><u>Exercise 4</u></a> starts Wed., Oct. 20	Fri., Oct. 22 field trip to <a href="#"><u>Prairie Island reservation &amp; nuke</u></a>
Week 9	Oct. 25, 27, 29	<a href="#"><u>TREATY-CEDED TERRITORIES</u></a>	Wilkins Ch.8 (pp 201-223)	GLIFWC pamphlet		<a href="#"><u>Lighting the 7th Fire (video)</u></a>  <a href="#"><u>Native Traditions: Back to the Future</u></a> powerpoint

Week 10	Nov. 1, 3, 5	<a href="#"><u>SOVEREIGNTY CONFLICTS</u></a>	Wilkins Ch. 6 (157-184)	LaDuke Ch. 6 (pp 114-134)	<b>Ex. 4 due Wed., Nov. 3</b>	Review Fri., Nov. 5
Week 11	Nov. 8, 10, 12	<a href="#"><u>ENVIRONMENTAL JUSTICE</u></a>	LaDuke Ch. 5 (pp 97-111)	LaDuke Ch. 3 (pp 48-70)	<b>MIDTERM II, Monday, November 8</b> <a href="#"><u>Study Guide</u></a> <b>Final Project proposal due Wed., Nov. 10</b>	Rick St. Germaine, Nov. 10 Mother Water video Deadly Power video
Week 12	Nov. 15, 17, 19	<a href="#"><u>SUSTAINABILITY ALLIANCES</u></a>	LaDuke Ch. 9-10 (pp 187-200)	<a href="#"><u>NativeEnergy</u></a>		<a href="#"><u>Removal Reversed</u></a> powerpoint Beyond the Impasse video
Week 13	Nov. 22, 24	<a href="#"><u>INDIGENOUS COUNTERMAPPING</u></a>	Warhus Ch 6 (pp 208-229)			
Week 14	Nov. 29, Dec. 1, 3	<b>TRIBAL GIS / GEOGRAPHIC WORK</b> (same powerpoint)	<a href="#"><u>GIS &amp; Indigenous</u></a> (Rundstrom)		<b>Final project first draft due by Mon., Nov. 29</b> (but earlier better!)	<a href="#"><u>Countermapping &amp; Native GIS links</u></a>
Week 15	Dec. 6, 8, 10	<b>FUTURE GEOGRAPHIC DIRECTIONS</b>	Wilkins Ch 10 (pp 245-258)		Review for Final Exam <b>Final Project due Wed., Dec. 8</b>	Final review, Fri., Dec. 10 <a href="#"><u>STUDY GUIDE</u></a>

Week 16	Dec. 13	<b>FINAL EXAM</b>			<b>Monday, Dec. 13, 1:00-2:50 pm</b>	Final in the classroom. <i>Cannot be rescheduled by Professor (only by your Dean)</i>

## GENERAL NATIVE LINKS

### Great Lakes:

[Great Lakes Inter-Tribal Council](#)

[Indian Country Wisconsin](#)

[Midwest Treaty Network](#)

[UWEC American Indian Studies Program](#)

[Native resources in McIntyre Library](#)

[WOJB-FM Radio \(Lac Courte Oreilles\)](#)

[Gt. Lakes Indian Fish & Wildlife Commission](#)

[The Circle \(Minneapolis\)](#)

### United States:

[U.S. Census Data](#)

[Tribal Census Tract Outline Maps](#)

[Reservation maps by state](#)

[U.S. Native Relations \(Yale documents\)](#)

[Indigenous Environmental Network](#)

[Native Land Cessions maps](#)

[Indian Lands Working Group](#)

[American Memory \(Library of Congress documents and maps\)](#)

[Tribal Education programs](#)

[Laws & Treaties](#)

[National Park Service Tribal Preservation](#)

### North America:

[NativeNews on-line](#)

[Native Web](#)

[Indianz.com](#)

[Native Americans and the Environment](#)

[Indian Country Today](#)

[Native American tribal homepages](#)

[Native organizations & urban centers](#)

[Native Resources on Internet](#)

[Native media](#)

[Compact tribal histories](#)

[Indian Land Areas \(1978\)](#)

[Maps of Native Nations \(1997\)](#)

[Native American Map Links](#)

[Traditional Ecological Knowledge & database](#)

[News from Indian Country archives](#)

[Native languages](#)

[Honoring Our Neighbors' Origins & Rights](#)

[ESRI Native Conservation papers & links](#)

### Canada:

[First Nations Environmental Network](#)

[Aboriginal Digital Collections](#)

[Assembly of First Nations](#)

[First Nation Information Project](#)

[Aboriginal Mapping Network](#)

[Aboriginal Peoples](#)

### International Indigenous

[Center for World Indigenous Studies](#)

[Fourth World Documentation Archives](#)

[Survival International](#)

[United Nations Indigenous Forum](#)

[U.N. Indigenous Resources & Guide](#)

[Cultural Survival](#)

[Society for Endangered Peoples](#)

[Globalization effects on Indigenous Peoples \(pdf map\)](#)

[Sacred Land Film Project](#)

**TRIBAL NATION CASE STUDIES**

[Map](#) of nations

*The books and websites are not necessarily endorsed by Professor Grossman as complete or accurate sources;*

*all should be read critically. Major geography-related link suggestions are welcome. Links are subject to change!*

#	Tribal nation	Other tribal name(s) (and language family)	Lands in states/provinces	Book/chapter sources (check in <a href="#">library</a> )	Native website sources and current issues
1	<b>Lake Superior Ojibwe</b>	Chippewa, Anishinaabeg  (Algonquian language family)	N. WI, N.E. MN, U.P.	<a href="#">Loew</a> (pp 54-83)  <a href="#">Wisconsin's Past &amp; Present</a> (pp10-11, 14-15)  <a href="#">Walleye Warriors</a>  <a href="#">Paths of the People</a>  <a href="#">Ojibwe bibliography</a>  <a href="#">Native American Communities in Wisc.</a>	<a href="#">GLIFWC</a>  <a href="#">Midwest Treaty Network</a>  <a href="#">Understanding the Conflict</a>  <a href="#">Ojibwe Waasa Inaabidaa</a>  <a href="#">Mille Lacs</a>
2	<b>Other Ojibwe</b>	Chippewa, Ojibwa, Anishinaabeg, Anishinabek  (Algonquian language family)	N.W. MN, S. MI, ND, S. Manitoba, Ontario	Same as above  <a href="#">LaDuke</a> , Ch. 6  <a href="#">Culture/history</a>	<a href="#">Ojibwe Waasa Inaabidaa</a>  <a href="#">White Earth Land Recovery Project</a>

					<a href="#">Union of Ontario Indians</a>  <a href="#">Nawash (Lake Huron)</a>
3	<b>Potawatomi</b>	Pottawatomie, Bodewadmi, Nishnawbe  (Algonquian language family)	WI, MI, Ontario, KS, OK	<a href="#">Loew</a> (pp 84-99)  <a href="#">Wisconsin's Past &amp; Present</a> (pp 12-15)  <a href="#">Potawatomi bibliography</a>  <a href="#">Native American Communities in Wisc.</a>	<a href="#">Forest County Potawatomi</a>  <a href="#">Potawatomi Web</a>  <a href="#">Culture/language</a>
4	<b>Menominee</b>	Omaeqnominnewwuk (Algonquian language family)	WI	<a href="#">Loew</a> (pp 24-39)  <a href="#">Wisconsin's Past &amp; Present</a> (pp 6-7, 14-15)  <a href="#">Menominee bibliography</a>  <a href="#">Sustaining the Forest</a>  <a href="#">Freedom with Reservation</a>  <a href="#">Native American Communities in Wisc.</a>  <a href="#">Siege &amp; Survival</a>	<a href="#">Menominee Treaty Rights</a>  <a href="#">Menominee Clans Story</a>  <a href="#">Midwest Treaty Network</a>  <a href="#">College of the Menominee Nation</a>  <a href="#">Sustainable forestry (pdf)</a>

5	<b>Oneida</b>	<p>Onyota'a:ka</p> <p>Part of Haudenosaunee (Iroquois Six Nations Confederacy)</p> <p>(Iroquoian language family)</p>	WI, NY, Ontario	<p><a href="#">Loew</a> (pp 100-112)</p> <p><a href="#">Wisconsin's Past &amp; Present</a> (pp 6-7, 14-15)</p> <p><a href="#">Oneida Land Claims</a></p> <p><a href="#">Oneida secondary sources</a></p> <p><a href="#">Oneida bibliography</a></p> <p><a href="#">Native American Communities in Wisc.</a></p>	<p><a href="#">Oneida Nation WI</a></p> <p><a href="#">Oneida Nation NY</a></p> <p><a href="#">Oneidas for Democracy</a></p> <p><a href="#">Degiyagoh.net</a></p> <p><a href="#">Museum</a></p> <p><a href="#">Natural World</a></p>
6	<b>Mohican</b>	<p>Muhhekaneok</p> <p>Stockbridge- Munsee Band (WI)</p> <p>(Algonquian language family)</p>	WI, NY, NJ, MA	<p><a href="#">Loew</a> (pp 113-123)</p> <p><a href="#">Wisconsin's Past &amp; Present</a> (pp 6-7)</p> <p><a href="#">Mohican history &amp; bibliography</a></p> <p><a href="#">Native American Communities in Wisc.</a></p>	<p><a href="#">Mohican Nation</a></p> <p><a href="#">Stockbridge-Munsee</a></p>
7	<b>Dakota</b>	<p>Santee Sioux, Mdewakanton Dakota</p> <p>(Siouan language family)</p>	MN, NE, E. SD	<p><a href="#">Wisconsin's Past &amp; Present</a> (pp 8-9)</p> <p><a href="#">History of Santee Sioux</a></p> <p><a href="#">Through Dakota Eyes</a></p> <p><a href="#">Lakota/Dakota Bibliography</a></p>	<p><a href="#">Prairie Island Community</a></p> <p><a href="#">Prairie Island Coalition</a></p> <p><a href="#">Mendota Community</a></p> <p><a href="#">Mendota oaks</a></p>

					<a href="#">Midwest Treaty Network</a>
8	<b>Lakota</b>	Teton Sioux (Siouan language family)	W. SD, ND	<a href="#">Lakota Woman</a> <a href="#">Ohitika Woman</a> <a href="#">In the Spirit of Crazy Horse</a> <a href="#">Bury My Heart at Wounded Knee</a> <a href="#">Black Elk Speaks</a> <a href="#">Crow Dog</a> <a href="#">Lakota/Dakota Bibliography</a>	<a href="#">Black Hills Defenders</a> <a href="#">Yankton burials</a> <a href="#">Lakota Journal</a> <a href="#">Lakota Mall links</a> <a href="#">Teton Sioux Treaty Council</a> <a href="#">Rosebud hog farm</a> <a href="#">Stronghold</a> <a href="#">Natural World</a> <a href="#">White Clay alcohol</a>
9	<b>Ho-Chunk</b>	Winnebago, Hocak, Hochungra, Hotcak (Siouan language family)	WI, NE	<a href="#">Loew (pp 40-53)</a> <a href="#">Wisconsin's Past &amp; Present (pp 8-9, 14-15)</a> <a href="#">Ho-Chunk bibliography</a> <a href="#">Mountain Wolf Woman</a> <a href="#">Ho-Chunk Chiefs</a>	<a href="#">Ho-Chunk Nation (WI)</a> <a href="#">Winnebago Tribe (NE)</a> <a href="#">Midwest Treaty Network</a> <a href="#">Ho-Chunk links</a> <a href="#">Winnebago books</a>



				<a href="#">Native American Communities in Wisc.</a>	
10	<b>Navajo</b>	Diné (Athabascan language family)	AZ, NM, UT	<a href="#">Book of the Navajo</a> <a href="#">Diné: A History</a> <a href="#">Navajo bibliography</a> <a href="#">Navajo Atlas</a> <a href="#">The Wind Won't Know Me</a> <a href="#">Navajo sandpainting</a> <a href="#">Four Corners</a>	<a href="#">Black Mesa</a> <a href="#">Coal slurry protests</a> <a href="#">Navajo Nation</a> <a href="#">Diné CARE</a> <a href="#">Uranium mining</a> <a href="#">Uranium links</a>
11	<b>Hopi</b>	Moqui (Aztec-Tanoan language family)	AZ	<a href="#">Book of the Hopi</a> <a href="#">Fourth World of the Hopis</a> <a href="#">No Turning Back</a> <a href="#">Hopi migrations</a> <a href="#">Hopi Survival Kit</a> <a href="#">Four Corners</a>	<a href="#">Navajo-Hopi land dispute</a> <a href="#">Hopi Cultural Preservation office</a> <a href="#">Black Mesa</a> <a href="#">Natural World</a>

				<a href="#">Hopi bibliography</a>	
12	<b>Pueblo tribes</b>	Taos, Picuris, San Juan, Santa Clara, Nambe, San Ildefonso, Pojoaque, Tesuque, Jemez, Sandia, Isleta (Aztec-Tanoan family); Laguna, Acoma, Cochiti, Santa Ana, Santo Domingo, San Felipe, and Zia (Keresan family); Zuñi (Penutian family)	NM	<a href="#">Pueblo Nations</a> <a href="#">Pueblo Indians</a> <a href="#">Pueblo partial bibliography</a> <a href="#">Zuni Atlas</a> <a href="#">Archaeology sources</a> <a href="#">Visitors' Guide</a>	<a href="#">Pueblo Indian overview</a> <a href="#">Cultural Center</a> <a href="#">Zuni Salt Lake</a> Search for Pueblo tribes listed at left
13	<b>Apache</b>	Jicarilla, Mescalero, Chiricahua, San Carlos, White Mountain  (Athabascan language family)	AZ, NM	<a href="#">Wisdom Sits in Places</a> <a href="#">Apache bibliography</a> <a href="#">History &amp; Culture Portrait</a> <a href="#">Eagles of the Southwest</a> <a href="#">Once They Moved Like the Wind</a>	<a href="#">Apache links</a> <a href="#">Mount Graham &amp; case</a> <a href="#">Mescalero nuclear waste</a>

14	<b>Tohono O'odham</b>	Papago (Aztec-Tanoan language family)	AZ, Mexico	<a href="#">Of Earth and Little Rain</a>  <a href="#">The Desert Smells Like Rain</a>  <a href="#">Desert Indian Woman</a>  <a href="#">Sharing the Desert</a>	<a href="#">Citizenship bill</a>  <a href="#">A nation divided</a>  <a href="#">Tohono O'odham Today</a>  <a href="#">Community Action</a>  <a href="#">Mexican office occupation</a>
15	<b>Tlingit and Haida</b>	(Na-Dené language family, also including Athabascan)	AK, BC	<a href="#">Images of a People</a>  <a href="#">Haa Aani, Our Land</a>  <a href="#">Haida Gwaii (Queen Charlotte Islands)</a>  <a href="#">Memory Eternal (Russians)</a>  <a href="#">Against Culture</a>	<a href="#">Tlingit-Haida Council</a>  <a href="#">Haida Gwaii forests</a>  <a href="#">Natural World</a>  <a href="#">AK Native Knowledge Network</a>  <a href="#">ANCSA Resource Center</a>  <a href="#">AK Federation of Natives</a>
16	<b>Northern Athabascan</b>	Dené (Athabascan language family)	AK, Yukon, NWT	<a href="#">Arctic Refuge: Circle of Testimony</a>  <a href="#">Under the Arctic Sun</a>  <a href="#">We Traveled from Place to Place</a>  <a href="#">Two Old Women</a>	<a href="#">Gwich'in &amp; ANWR</a>  <a href="#">ANCSA &amp; Alaska Federation of Natives</a>  <a href="#">Alaska Native Knowledge Network</a>  <a href="#">Chickaloon village</a>

				<a href="#">Northern Athabaskan Survival</a>	<a href="#">Subsistence rights</a> <a href="#">Gwich'in Environmental Knowledge</a>
17	<b>Inuit</b>	Eskimo (Eskimo-Aleut language family)	AK, Yukon, Nunavut, Quebec, Russia, Greenland	<a href="#">Alaska to Nunavut</a> <a href="#">The Road to Nunavut</a> <a href="#">Inuksuk Book</a> <a href="#">Arctic Crossing</a> <a href="#">Gift of the Whale</a>	<a href="#">Inuit Circumpolar Conference</a> <a href="#">Nunavut (Canada)</a> <a href="#">Inupiaq (AK)</a> <a href="#">ANCSA &amp; Alaska Federation of Natives</a> <a href="#">Alaska Native Knowledge Network</a>
18	<b>Cree</b>	Eeyou (Algonquian language family)	Alberta, Sask., Manitoba, Ontario, Quebec	<a href="#">Defending the Land</a> <a href="#">The Eeyou</a> <a href="#">Never Without Consent</a> <a href="#">Religious Persistence</a> <a href="#">Plot to Drown the Northwoods</a>	<a href="#">Quebec dams</a> <a href="#">Manitoba dams</a> <a href="#">Quebec referendum 1995</a> <a href="#">Saskatchewan uranium mining</a>

				<a href="#">James Bay Memoirs</a>	
19	<b>Seminole</b>	Simanoli (Muskogean language family)	FL, OK, TX	<a href="#">LaDuke, Ch. 2</a>  <a href="#">Seminoles of Florida</a>  <a href="#">Seminole bibliography</a>  <a href="#">Black Seminoles</a>	<a href="#">Seminole Nation (OK)</a>  <a href="#">Seminole Nation (FL)</a>  <a href="#">Traditional Seminole (FL)</a>  <a href="#">Everglades land acquisition</a>
20	<b>Western Shoshone</b>	Newe (Aztec-Tanoan language family)	NV, CA, UT	<a href="#">LaDuke, Ch. 5</a>  <a href="#">Road on Which We Came</a>  <a href="#">The Way It Is</a>  <a href="#">Shoshone Mike</a>  <a href="#">Shoshone-Paiute bibliography</a>	<a href="#">Western Shoshone Defense Project</a>  <a href="#">Nuclear issues1</a> <a href="#">2</a>  <a href="#">Western Shoshone sovereignty</a>  <a href="#">Western Shoshone history</a>
21	<b>Blackfeet</b>	Siksika  Pikuni  Blood and Piegan (Alberta)  (Algonquian language family)	MT, Alberta	<a href="#">Blackfeet bibliography</a>  <a href="#">Rebirth of Blackfeet Nation</a>  <a href="#">Tales of Glacier Park</a>	<a href="#">Blackfeet Nation</a>  <a href="#">Blackfeet Reservation</a>  <a href="#">Badger-Two Medicine</a>

				<a href="#">The Sun Came Down</a>	
22	<b>Nez Perce</b>	Nimiipu (Penutian language family)	ID, OR, WA	<a href="#">Salmon &amp; the People</a> <a href="#">Yellow Wolf</a> <a href="#">Hear Me My Chiefs</a> <a href="#">Nez Perce bibliography</a>	<a href="#">CRITFC</a> <a href="#">Lewis &amp; Clark</a> <a href="#">Nez Perce Tribe (ID)</a> <a href="#">Columbia-Snake dams</a>
23	<b>Puget Sound tribes</b>	Lummi, S'Klallam, Klallam, Muckleshoot, Upper Skagit, Squaxin I., Nisqually, Nooksack, Puyallup, Swinomish, Sauk-Suiattle, Tulalip, Skokomish, Stillaguamish, Suquamish, Quinault (Salish language family); Makah (Wakashan family); Quileute (Chimakuan family)	WA	<a href="#">Treaties on Trial</a> <a href="#">Salmon resources</a> <a href="#">Messages from Frank's Landing</a> <a href="#">Comanagement</a> <a href="#">Indians in the Making</a>	<a href="#">NWIFC</a> <a href="#">Makah Nation</a> <a href="#">Makah whaling conflict</a> <a href="#">For the Sake of the Salmon</a> <a href="#">Washington treaties</a> <a href="#">Tulalip Natural Resources</a> Search for tribes listed at left

24	<b>Mohawk</b>	<p>Kahniakehake</p> <p>Part of Haudenosaunee (Iroquois Six Nations Confederacy)</p> <p>(Iroquoian language family)</p>	<p>NY, Ontario, Quebec</p>	<p><a href="#">LaDuke, Ch. 1</a></p> <p><a href="#">Akwesasne Notes</a></p> <p><a href="#">In Defense of Mohawk Land</a></p> <p><a href="#">Heeding Voices of Our Ancestors</a></p> <p><a href="#">This Land is Our Land</a></p> <p><a href="#">Entering the War Zone</a></p> <p><a href="#">White Roots of Peace</a></p> <p><a href="#">Debating Democracy</a></p>	<p><a href="#">Iroquois Constitution</a></p> <p><a href="#">Basic Call to Consciousness (parts 2, 3)</a></p> <p><a href="#">Mohawk Nation Council of Chiefs</a></p> <p><a href="#">Akwesasne Environment</a></p> <p><a href="#">Natural World</a></p> <p><a href="#">Degiyagoh.net</a></p> <p><a href="#">Oka Crisis 1990</a></p>
25	<b>Innu</b>	<p>Montagnais-Naskapi</p> <p>(Algonquian language family)</p>	<p>Quebec, Labrador</p>	<p><a href="#">LaDuke, Ch. 3</a></p> <p><a href="#">Nitassinan</a></p> <p><a href="#">Way of Life That Does Not Exist</a></p> <p><a href="#">People of Sheshatsit</a></p> <p><a href="#">Canada's Tibet</a></p> <p><a href="#">Innu bibliography</a></p>	<p><a href="#">Innu Nation</a></p> <p><a href="#">Low-level flights</a></p> <p><a href="#">Voisey's Bay mine</a></p> <p><a href="#">Innu Nation land claim</a></p>

26	<b>Choctaw</b>	Chata (Algonquian language family)	OK, MS	<a href="#">Removal of the Choctaw</a> <a href="#">Rise &amp; Fall of Choctaw Republic</a> <a href="#">History of the Choctaw</a> <a href="#">Choctaw Nation</a> <a href="#">Roots of Dependency</a> <a href="#">Choctaw bibliography</a>	<a href="#">Choctaw Nation (OK)</a> <a href="#">Choctaw links</a> <a href="#">Choctaw Indians</a>
27	<b>Northern Cheyenne</b>	Tsitsistas (Algonquian language family)	MT	<a href="#">LaDuke, Ch. 4</a> <a href="#">Morning Star Dawn</a> <a href="#">Tell Them We Are Going Home</a> <a href="#">Northern Cheyenne &amp; Energy Crisis</a> <a href="#">People of the Sacred Mountain</a>	<a href="#">Northern Cheyenne Net</a> <a href="#">Social Preservation Project</a> <a href="#">Environmental Justice</a> <a href="#">Sand Creek massacre</a> <a href="#">Northern Cheyenne links</a> <a href="#">History bibliography</a>
28	<b>Crow</b>	Absaroka, Apsaalooke (Siouan language family)	MT	<a href="#">Parading Through History</a> <a href="#">From the Heart of Crow Country</a> <a href="#">History &amp; Culture of Crow</a>	<a href="#">Crow Nation</a> <a href="#">CrowNations.net</a> <a href="#">Crow bibliography</a>



29	<b>Micmac</b>	Mi'kmaq (Algonquian language family)	ME, New Brunswick, Nova Scotia, Quebec	<a href="#">Resistance, Accommodation, &amp; Cultural Survival</a> <a href="#">Our Lives in Our Hands</a> <a href="#">Red Earth</a> <a href="#">On the Trail of Elder Brother</a>	<a href="#">Burnt Church news</a> <a href="#">Burnt Church fishery</a> <a href="#">Atlantic Policy Congress</a> <a href="#">Mikmaq.net</a> <a href="#">Mikmaq links</a>
30	<b>Yakama</b>	Yakima (Penutian language family)		<a href="#">Empty Nets</a> <a href="#">Time of Gathering</a> <a href="#">Powwow &amp; other traditions</a> <a href="#">Columbia River bibliography</a> <a href="#">Hanford nuclear legacy</a> <a href="#">Kennewick Man &amp; Skull Wars</a>	<a href="#">CRITFC</a> <a href="#">Yakama Nation</a> <a href="#">Columbia-Snake dams</a> <a href="#">Hanford nuclear dump</a> <a href="#">Alcohol ban conflict</a> <a href="#">Recalling Celilo Falls</a>
31	<b>Cherokee</b>	Tsalagi Ani-Yun'wiya (Iroquoian language family)	NC, OK	<a href="#">Cherokee Nation bibliography</a> <a href="#">Books on Cherokee</a> <a href="#">Blood Politics</a> <a href="#">Trail of Tears</a> <a href="#">Eastern Homeland</a> <a href="#">Legal Ideology of Removal</a>	<a href="#">Cherokee History</a> <a href="#">Cherokee Nation (OK)</a> <a href="#">Eastern Cherokee (NC)</a> <a href="#">Cherokee Indian links</a> <a href="#">Cherokee National Historical Society</a>

32	<b>Creek</b>	Muscogee (Muskogean language family)	OK	<a href="#">Creek Indian bibliography</a> <a href="#">Destruction and Regeneration</a> <a href="#">The Only Land They Knew</a> <a href="#">A Sacred Path</a>	<a href="#">Muscogee Creek Nation</a> <a href="#">Muscogee (Creek) History</a> <a href="#">Creek Indian Researcher</a> <a href="#">Creek links &amp; Intro</a> <a href="#">Study of Creek Indians</a>
33	<b>Yurok</b>	Olekw'ol (Algonquian language family)	CA	<a href="#">The Fisherman's Problem</a> <a href="#">Standing Ground</a> <a href="#">Reminiscences of a Yurok Woman</a> <a href="#">Basket Weavers</a> <a href="#">Restoring the Klamath Basin</a>	<a href="#">Yurok homepage</a> <a href="#">Yurok Tribe</a> <a href="#">Klamath fishing</a> <a href="#">Salmon controversy</a> <a href="#">Basketweavers Assoc.</a>
34	<b>Osage</b>	Wasash (Siouan language family)	OK	<a href="#">Invasion of Indian Country (Chapter 2)</a> <a href="#">The Underground Reservation</a> <a href="#">Osage &amp; the Invisible World</a> <a href="#">Earth People/Sky People</a> <a href="#">Hegemony on the Prairie/Plains</a>	<a href="#">Osage Nation</a> <a href="#">Osage Indians</a> <a href="#">Archives of Oklahoma</a> <a href="#">Osage in Indian Territory</a>

35	<b>Flathead</b>	Salish and Kootenai (Salish language family)	MT	<a href="#">Meat for My Salish</a> (buffalo) <a href="#">Flathead Indians of Montana</a> <a href="#">Hell Gate Treaty</a> <a href="#">Libby Dam</a>	<a href="#">Salish &amp; Kootenai Tribes</a> <a href="#">Char-Koosta News</a> <a href="#">People's Center</a> <a href="#">Salish &amp; Kootenai links</a> <a href="#">Salish-Kootenai College</a>
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### NATIONAL HOMELANDS

*(before cessions, migrations or removals)*



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[Aboriginal Mapping Network](#)

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