Anthropology 515B/461.

Anthropological Study of Local Ecological Knowledge

Sept. – Dec. 2014. Monday 4:00pm-7:00pm. Class located in AERL, rm. 107.
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Course Overview:
This course will focus on the role of traditional & local ecological knowledge in environmental assessment processes and in the development of resource management plans. As part of our explorations of Traditional/Local Ecological Knowledge we will examine two very important north coast BC examples: the Northern Gateway JRP process, with a focus on the community and knowledge holder panels from Gitsaala and the role of local knowledge in laying a baseline of engagement in structuring marine use plans. Global examples will be used in conjunction with these local case studies that include both aboriginal and non-aboriginal resource harvesters and managers.

This is a hands-on seminar/workshop course in which cooperative learning and collaborative practices will be the guiding approach to learning. Our overarching intellectual approach is one framed by Indigenous Knowledge.

Course Readings
- Remainder of primary readings will be available online at http://faculty.arts.ubc.ca/menzies/co515.html or via UBC Library online.

Evaluation Profile:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Marks</th>
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</thead>
<tbody>
<tr>
<td>Participation in class</td>
<td>5 marks</td>
</tr>
<tr>
<td>Assignments (3)</td>
<td>45 marks</td>
</tr>
<tr>
<td>Group Project</td>
<td>10 marks</td>
</tr>
<tr>
<td>Term Paper</td>
<td>40 marks</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100 marks</strong></td>
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Please note:
Graduate students are expected to register in ANTH 515B
Undergraduate students are expected to register in ANTH 461.
Course Topics, Readings, and Tentative Schedule of Seminars

Readings are listed in approximate order in which they will be discussed in class. Additional readings may be assigned as the course develops and the need arises.

The two primary examples [Northern Gateway and Marine Use Planning] will be presented throughout the course in addition to our targeted seminar sessions. Background information and illustrations from the case studies will be used to frame each session’s discussions.

Preliminary Reading Timetable

Sept. 8, 2014: Introduction to Key Concepts and Issues

Sept. 15, 2014: Ecological Knowledge –thing or process?

Sept. 22, 2014: Research and Relations
- View from Gitxaala and Returning to Gitxaala (videos)
- Menzies (2001). Reflections on Research. (Online)

Sept. 29, 2014: Syt Guulm Goot –principles of resource management
- Menzies and Butler (2007). Returning to Selective Fishing (Online)

Oct. 6, 2014: Case Study: Northern Gateway Project & Traditional Knowledge
(These readings are technical reports available on the JRP Registry)
- Gitxaala TUS Report
- Gitga’at Social Impact Assessment Report
- Haisla Report

Oct. 20, 2014: Case Study: Marine Use Planning & Traditional Knowledge
- Gitxaala Marine Use Plan (available in class)

Oct. 27, 2014: Case Study: Indigenous fisheries – fin fish
- Menzies (2012). Disturbed Environment (Online)

Nov. 3, 2014: Case Study: Indigenous fisheries – invertebrates
Important things to know

There are several things that you will find important to know before you begin the course. Some of these items are of the order of ‘rules of engagement,’ others are preferences, and some simply good ideas for you to consider.

Laptops, cell phones, and any other form of electronic recording or communication device will not be permitted in our class for any purpose without explicit and prior approval from your instructor. There are good reasons for some people with documented learning profiles to use laptops to take notes rather than using pen and paper. However, for most people the art and craft of writing notes by hand still remains a critical practice to engage in. As potential and aspiring anthropologists you will find yourself in locations in which the only way to take notes is by paper and pen. Please consider this to be a practicing ground for those circumstances. There are no good reasons (under normal circumstances) to use a cell phone in class.

Critique vs comprehension. As practitioners of the liberal arts we have done a great job over the course of several decades teaching ourselves (and our students) the art and thrust of trenchant critique. What we have ignored is the capacity to fully and completely comprehend that which we are critiquing. In this course our first task is comprehension. From there we will try to place our selves in the shoes of the writer whose work we are reading. Only after we have fully mastered their work will we move forward to the possibility of critique. Be mindful that effective critique fundamentally relies upon comprehension.

Assignment and Grading Policy

Late Policy: circumstances beyond one’s control may at times make it difficult for a student to hand a particular assignment in on time. In such cases, a student should speak with the instructor in advance of the deadline to discuss a modest extension. Assignments handed in late without prior approval or after the date of a pre-arranged extension will be docked 1 mark per day late. If a student is unable to complete more than one assignment on time due to extenuating circumstances they should speak with an advisor in their home department/faculty to determine whether they should withdraw from the course or request deferred standing.

Academic Honesty: for policies regarding academic honesty, please refer to the University’s Policies as published at http://www.ubc.ca. See also: http://www.library.ubc.ca/hss/instruction/sts/Whole_page.htm

Grading and Distribution of Grades: Grades in ANTH 461 will be assigned in accordance with the Faculty of Arts Guidelines for Grading. ANTH 515B will conform to Faculty of Graduate Studies expectations. According to the Faculty of Arts Guidelines “results in an average class of reasonable size will normally fall somewhere within the following broad limits:

| Grade “A” | 5% to 25% of the class |
| Grades “A” and “B” combined | not more than 75% of the class |
| Grade “F” | not over 20% of the class |
**Participation (5 marks)**

**Overview:** Participation is an important aspect of the learning environment for this course. Students are expected to be prepared to **participate fully** in class room activities including, but not restricted to, small group discussions, problem solving-sessions, and short presentations based on assigned readings.

**Evaluation Criteria:** the chart below outlines the evaluation criteria being used in this course to determine participation grades. In assigning these grades peer and self-assessment will be used in conjunction with the instructor’s assessment.

<table>
<thead>
<tr>
<th>Mark</th>
<th>Category</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Outstanding</td>
<td>Continually encouraging and supportive of others, very active leadership and interpersonal skills. Volunteers, facilitates the learning of others. 100% punctual attendance and on-time assignment completion. Excellent attitude and effort.</td>
</tr>
<tr>
<td>4</td>
<td>Very Good</td>
<td>Demonstrates leadership and active support with colleagues. Near 100% punctual attendance. Assignments completed on-time. Positive attitude and high level of effort.</td>
</tr>
<tr>
<td>3</td>
<td>Adequate</td>
<td>Works well with others, willing to contribute toward class discussion. Only 2-3 sessions non-punctual/non-attendance. Completed assignments on-time. Satisfactory effort and attitude.</td>
</tr>
<tr>
<td>1</td>
<td>Poor</td>
<td>Zero contribution and support given during class processes. Poor punctual and attendance record. Assignments not completed on-time. Attitude, participation and effort do not meet acceptable standard.</td>
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**Assignments (45 marks)**

**Objectives:** to explore in detail (either individually or in groups) key concepts and processes.

**Assignment 1: Indigenous Animal Taxonomy**

**Objective:** to explore points of similarity/difference between indigenous, folk, and biological systems of classification.

**Working individually:**
- Select an Indigenously harvested marine entity(deliberately not saying species) typically harvested in BC waters.
- Write a description of this entity that includes its historical and contemporary use. Examine the ways in which it has been classified by local indigenous peoples and other harvesters. Please be sure to describe how it is classified with and against other entities. Consider how the indigenous method of classification differs from or corresponds to the taxonomic description of your entity.

**Due date:** Oct. 6

**Length:** 6-8 pages double spaced -including any diagrams or visual representations.

**Assignment 2: Indigenous Fisheries Management Plan**

**Objective:** to explore the nature and extent of knowledge that would be involved to design a resource management plan that takes seriously Indigenous knowledge and perspectives.

**Working in groups of three or four:**
- Design an Indigenous-based fisheries management plan for a commercially targeted entity available for harvest in BC waters today.
- Plan should outline core Indigenous principles.
- Plan should be practical and reference appropriate scholarly literature.
- Plan should contain a discussion of points of similarities/differences with standard fisheries management plans. Discussion should consider pitfalls and opportunities involved in designing such a plan.

**Due Date:** Nov. 10.
**Supplemental Reading:** Berkes (2008) Chapters 9 & 11, *Sacred Ecologies*, should be read in conjunction with completing this assignment.

**Length:** 10-14 pages double-spaced including any diagrams or visual representations.  
Note: this plan will form the basis of your group project presentation scheduled during the last two sessions of the course.

Assignment 3: Reflective Mini-Essay

**Write a short essay (maximum of 750 words!) in which you reflect on what you have learned in this course.**

- This paper will ideally draw from your notes and reflections recorded as the course develops. Your essay should not be a ‘plot portent’ in which you summarize the discussions, lectures, or readings from the course. The objectives of this assignment are to: reflect on the material learned during the course; develop critical insight, and; engage in a process of self-evaluation.
- Writing a ‘reflective’ essay is different from one in which you argue a point or describe something. Ultimately, this exercise asks you to consider how your thinking on this subject has been changed through the various experiences you have had in this course.

**Due Date:** Nov. 24.  
**Length:** 750 words.  
**Evaluation:** Please refer to ‘writing formal essays’ below.

**Group Project (15 marks)**

The projects will be developed within assigned learning teams of 3-4 students. Though some class time will be dedicated to develop and facilitate the assigned group projects, it is anticipated additional work will occur outside of the scheduled class times.

Evaluations of group projects will be based on both individual participation and the collective outcome. The marking process will include peer evaluations in the determination of each individual’s grade. The emphasis is on cooperation and teamwork.

Projects will focus on the challenges (ethical and methodological) of collecting, evaluating, and/or the possibilities for integrating indigenous/local ecological knowledge with natural resource management systems and will be directly linked to issues raised class discussions and readings.

Each group project will include a presentation to the class (Nov. 17 or 24).

Students are encouraged to avoid the standard talking head style of presentation and to explore alternative approaches to conveying what they have learned.

**Essay (40 marks)**

**Objective:** The objective of this assignment is to explore in detail one of the key subject areas of the course. Students have a fair degree of flexibility in the selection of research topics. The key point is to select an area of the course that most interests you and then use the individual essay as an opportunity to delve into the subject in greater detail.

**Topic:** to be developed in consultation with the course instructor. Graduate students are advised to identify a subject that relates to their research interests (as long as this fits within the scope of the course).

**Length:** Maximum 2,500 words for undergrad students. Maximum 4,500 words for grad students. Please note: these are maximums, not targets.

**Format:** Papers are to be double-spaced and submitted electronically using a standard word processing program. Please take into consideration that I am using MS Word for MAC 2004 and ensure that you save your essay in a format that I am able to open.
Due Date: By 3:00pm, Dec. 8, by email. Please submit using standard word processing software (no Mac Pages or PDF files please).

Evaluation: refer to ‘writing formal essays,’ below.

Writing Formal Essays (Guide and Evaluation Scheme)

1. General Expectations
   • Evidence that you have really explored and understood the issue under discussion.
   • Evidence that you have understood the assignment and have successfully conveyed that understanding in your treatment of the material.
   • Evidence that you have managed to properly limit and focus your argument (appropriate register to topic; try not to get lost in a discussion of broad general issues but focus on specifics of the topic, making reference to broader issues only as appropriate).

2. Argument
   • Thesis: appropriate to assignment, focused, thoughtful, original.
   • Support of thesis: consistent throughout (no internal contradictions), logically developed, persuasive, original.

3. Organization
   • Introduction: Should get the reader’s attention, let the reader know what the essay will be about, give some sense of what your argument will be.
   • Body: Paragraph should be well organized. Each paragraph should have a topic sentence and should deal with one general idea. Paragraphs should be logically ordered – ordered in a way that best conveys your ideas and argument. There should be smooth transitions between sentences and paragraphs, with no abrupt shifts in topic or “gaps” where your reader is left wondering what the connection in between what you have just said and what comes next. Your sentences and paragraphs should be devoted to analysis and argument. Avoid plot summary or highly descriptive paragraphs.
   • Conclusion: May involve some summary or very brief overview of your argument or analysis, and should convey some sense of the significance of your argument.

4. Style
   • Diction: Avoid slang, clichés, euphemisms, jargon. Try to be conscious of the language you are using and find language that specifically states what you are trying to convey (rather than implying the meaning).
   • Spelling: Check you spelling; use a spell check if you have one and/or ask someone to read your essay for you.
   • Syntax: Check your writing for sentence fragments, run-on sentences, comma splices, subject/verb agreement, and dangling modifiers. If you are not familiar with syntax errors, please check a grammar handbook.
   • Tense: Try to use the present tense as much as possible. Try not to shift tenses unless it is necessary.

5. Form and Research Methods
   • Incorporation of primary sources: It is important that you make adequate and specific reference to relevant literature. When you cite a text, you need to analyze the specific features of the passage you are quoting and comment on the significance of the passage in relation to your larger argument. Do not over-quote. Quotations from sources should support or supplement rather than “prove” or overwhelm you own argument.
   • Quotation format: Quotations should be introduced with smooth transitions and incorporated within the flow of your argument.
   • Citation format: You always need to include a References Cited list. For format style, check the American Ethnologist guide to authors included in each issue.