

ANTH 220: BC First Nations –Resources and Economy

Instructor: Dr. Charles Menzies, Associate Professor of Anthropology
E-mail: cmenzies@interchange.ubc.ca
Office Hours: Tuesdays, Starting Sept. 8, 2009. 11:00 – 12:00.
Class Time/Day/Location: Tues./Thurs. 9:30-11:00 am, rm 207 AnSo Building
Web page: <http://www.charlesmenzies.ca/> <http://www.ecoknow.ca>

Course Overview:

This course provides a basic introduction to the first peoples of British Columbia, their resources and their economies. Topics covered include: an overview of the people and the place; the involvement of aboriginal peoples in the industrial economy, and; the processes of decolonialization. This is accomplished through reference to Indigenous-based approaches to the environment, governance, and 'research.' Students planning careers in education, natural resource management, health care, or social science research and who are interested in learning about and from First Nations perspectives are encouraged to enroll.

Course Aim and Objectives:

The aim of this course is to enable students to develop their understandings of First Nations in British Columbia with respect to their customary practices, history, experiences of colonialism and the industrial economy, and contemporary approaches to governance and self-determination.

At the end of this course it is expected that students will be able to:

1. describe the traditional social organization of First Nations in B.C. in terms of their political, economic, and social systems.
2. assess the extent of change in First Nations' control over, access to, and involvement in the 20th century industrial economy of BC.
3. evaluate the possibilities and opportunities for sustained processes of decolonialization and self-determination.

Course Themes

- Understanding BC First Nations today and in the past
- First Nations and the Industrial Economy
- Sustainable Futures: Economy and Self-determination

Required Readings:

- Charles Menzies (Ed.). **Traditional Ecological Knowledge and Natural Resource Management** Nebraska University Press 2006.
- John Lutz. **Makúk: A New History of Aboriginal-White Relations** UBC Press 2008.
- Eden Robinson. **Monkey Beach**. Random House 2001.
- Additional assigned readings are located on the course web page.

Evaluation Profile:

Assignment	Marks
Unit Quizzes (3 @ 10 marks each)	30 marks
Final Exam	35 marks
Participation	10 marks
Group Project	25 marks
Total	100 marks

Course Reading List and Timetable

Please note: readings not in the text books are posted to the course webpage:
http://faculty.arts.ubc.ca/menzies/co220_2008.html

Unit 1: Indigenous Nations, Rights and Title (Sept. 8 - 29)

Sept. 8, 2009: Introduction- building the framework.

- Lutz, Chapter 1.

Sept. 10, 15, 17, 2009: Case Studies – Gitxaala and Ts'msyen Nation, Coast Salish.

Reading Assignment

- **Tsimshian Ethnography** -overview article by Sequin & Halpin
- Menzies (Ed) **TEK and Natural Resource Management**. Chapter 3 –The Forest and the Seaweed; Chapter 4 –The Case of the Pine Mushroom.
- Miller (Ed) **Be of Good Mind**. Chapter 3 –to take care of everything.

Sept. 22, 2009: Newcomers, New Economies, and Colonialism

Reading Assignment

- Extract from ship's logs.
- **Adawxk of Sabaan**
- Susan Marsden and Robert Galois "The Tsimshian, the Hudson's Bay Company, and the Geopolitics of the Northwest Coast Fur Trade, 1787-1840." *The Canadian Geographer* Vol. 39(2):169-183, 1995.
- Lutz, Chapter 2.

Sept. 24, 2009: Infringement of Rights and Title and the Industrial Economy

Reading Assignment

- James McDonald "Social Change and the Creation of Underdevelopment." *American Ethnologist* Vol. 21(1):152-175, 1994.
- Lutz, Chapter 7.

Sept. 29, 2009: Unit 1 Quiz

Unit 2: First Nations and Natural Resources (Sept.29 – Oct. 22)

Sept. 29, Oct. 1, 2009: Industrial Development and Regulation

Reading Assignment

- Menzies and Butler. The Indigenous Foundation of the Resource Economy of BC's North Coast. *Labour/Le Travail*, 61 (Spring 2008)
- **Film**, *Laxwesa Wa: Strength of the River*.

Oct. 6, 8, 13, 2009: Participation in the Industrial Resource Economy

Reading Assignment

- Menzies and Butler (2001) Working in the Woods Tsimshian Resource Workers and the Forest Industry of BC." *American Indian Quarterly*. 25(3):409-430
- **Film**, *Working in the Woods* (online- www.ecoknow.ca)

Oct. 15, 20, 2009: First Nations' Natural Resource Governance Approaches

Reading Assignment

- Charles Menzies and Caroline Butler. Introduction **Traditional Ecological Knowledge and Natural Resource Management**.

- Menzies, Chapters 1 (Langdon).
- Menzies and Butler. Returning to Selective Fishing through Indigenous Fisheries Knowledge: The Example of K'moda, Gitxaala Territory *American Indian Quarterly*. Vol. 33(3):441-464. 2007
- Caroline Butler. *Canadian Journal of Native Education*. Vol. 28 (1&2) paper online at www.ecoknow.ca.

October 22, 2009: Unit 2 Quiz.

Unit 3, Decolonialization, Self-Determination, Governance (Oct. 21 - Nov - 27)

Oct. 22, 27, 29, 2009: Decolonizing Research

Reading Assignment

- Special Issue: Forests/Oceans for the Future Research Project, *Canadian Journal of Native Education* Vol. 28 (1&2) papers online at www.ecoknow.ca. Students will read papers by Lewis and Menzies.
- Charles Menzies (2001) "Reflections on Research With, For, and Among Indigenous Peoples." *Canadian Journal of Native Education*. 25(1):19-36
- **Films**, View from Gitxaala and Returning to Gitxaala.

Nov. 3, 5, 10, 12, 2009: Enacting Sovereignty

Reading Assignment

- Neil Sterritt (1989) Unflinching Resistance to an Implacable Invader. In Boyce Richardson (ED) **Drumbeat: Anger and Renewal in Indian Country**. Toronto: Sumerhill Press.
- Kimberly Brown (2005) Chapter Four: Warriors on the Water.
- **Film**, *Blockade*

Nov. 17, 19, 24 2008: Land Claims and Treaties

Reading Assignment

- Aboriginal Canada Portal. Select language (French/English). From home page click on left hand menu bar -'Claims and Treaties.' Review information related to treaty making as presented on this web site. <http://www.aboriginalcanada.gc.ca/>
- BC Provincial Government Treaty Negotiation Office. <http://www.gov.bc.ca/arr/treaty/negotiating/default.html>
- BC Treaty Commission. Review information on site and summarize information on the treaty process stages. <http://www.bctreaty.net/>
- Nisga'a Nation web page. Review details on government structure and treaty. <http://www.nisgaalisims.ca/>
- Andrew Woolford and R.S. Ratner (n.d.) "A Measured Sovereignty: The Politics of Nation-Making in British Columbia.
- R.S. Ratner, William K. Carroll, and Andrew Woolford (2003). "Wealth of Nations: Aboriginal Treaty Making in the Era of Globalization." In John Torpey (ed). *Politics and the Past: Repairing Historical Injustices*. Pages 217-247.
- **Film**, *Time Immemorial*.

Nov. 26, 2008: Unit 3 Quiz

Dec. 1, 2008: Poster Fair

[No class Dec. 3, 2009]

Assignment Guidelines and Evaluation Criteria

Academic Policies

Late Policy: Circumstances beyond one's control may at times make it difficult for a student to hand a particular assignment in on time or, on occasion to miss a scheduled quiz. In such cases, a student should do their best to speak with the instructor **before the deadline** to discuss a modest extension or alternative. Missed assignments and quizzes will be entered as a zero unless the student make prior alternative arrangements with the instructor.

Academic Honesty: For policies regarding academic honesty, please refer to the University's Policies as published at <http://www.ubc.ca>. Ignorance of the regulations or the definitions of academic dishonesty will not be considered a reason for leniency or an excuse for academic dishonesty.

Please be advised that any act of academic dishonesty will result in an immediate grade of zero (F) on the assignment in question. In addition, the student will be dismissed from the class and will be referred to the department head for review prior to being permitted back into the course.

Unit Quizzes (3 @ 10 marks each = 30 marks)

There will be three in class unit quizzes. Each quiz will take about 20 minutes of the scheduled lecture. See the timetable for the specific dates of each quiz.

Format: Each quiz will have three basic sections. The first will involve short, fill in the blank and/or matching type questions. The second will involve brief -one or two sentence- definition and/or description type questions. The third part will involve answering a number of paragraph type questions. For the third section there will typically be a set of four or five possible questions from which students will select two or three to answer in the space provided.

Final Exam (35 marks)

The final exam will be a comprehensive exam scheduled during the Christmas exam period. The format will be similar to that of the quizzes, with the exception that more time and more detail will be expected in the answers.

Participation (10 marks)

Participation is an important aspect of the learning environment for this course. Students are expected to be prepared to participate fully in all classroom activities such as small group discussions, problem solving-sessions, and short presentations based on assigned readings. Tutorial and lecture attendance is expected and the Instructor and Teaching Assistant will work together to record attendance and level of participation in all aspects of the course. An important component of the participation grade is based on students' involvement in the weekly discussion groups. The chart below outlines the evaluation criteria that are being used in this course to determine participation grades.

Mark	Category	Criteria
10	Outstanding	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.
8	Very Good	Demonstrates leadership and active support with colleagues. Near 100% punctual attendance. Assignments completed on time. Positive attitude and high level of effort.
6	Adequate	Works well with others, willing to contribute toward class discussion. Only 1 or 2 days non-punctual/non-attendance. Completed assignments on time. Satisfactory effort and attitude.
4	Minimal	Little contribution and support given during class processes. More than 2 days non-punctual/non-attendance. One or more assignments not completed on time. Motivation and initiative low. Minimal effort.
1	Poor	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.

Group Project (25 marks)

The ability to work effectively and cooperatively in team or group settings is an important skill to develop and has applications in both the public and private sector. Most 'real-time' employment situations involve some form of group work. Educational studies have demonstrated that students who study and work in groups recall and understand more of their course material than they would have had they studied alone.

The project 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 project, it is anticipated most of the poster project work will occur outside of the scheduled class and discussion times.

Evaluations of the group project 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.

Group Presentation Fair

The objective of this project is to explore the intersection between first nations and anthropological research. Each group will prepare a presentation for display in class on December 1, 2009.

The standard format of the presentation will be a poster. Posters can be on paper, textiles, cardboard, plastic, etc.. They can be made by hand or with the assistance of software such as PowerPoint. With the permission of the instructor students can also select an alternative form of presentation. Alternative forms of presentation may include, murals, digital video and/or audio, performance [limited to 5 minutes]. However, a typical 'presentation' of talking heads is not permitted.

The problem: The relationship between social science research and First Nations' people is one fraught by ambivalence, distrust, and co-operation. Within First Nation communities there is a persistent feeling that non-Indigenous researchers misappropriate cultural knowledge while leaving nothing of benefit to First Nations. At the same time there are social science researchers actually work for First Nations as consultants and researchers. In fact, nearly every major rights and title case in BC has had at least an anthropologist, archeologists, historian, or geographer involved as an expert witness on behalf of the First Nation. Your assignment is to examine one

aspect of the social science research/first nations relationship through a specific case study or example of your choice (this could be, for example, in the area of natural resource management, healthcare, education, rights and title, or governance).

Designing a question. In this assignment students will explore the intersection of social science research and First Nations by designing and answering a question. The question should be designed in such a way that your poster will shed light on the problem discussed above.

General Instruction for Poster Design

A poster session is a presentation of the results of a recent field or research project that can be described graphically. Presenters post materials such as maps, photographs, graphs, charts and/or tables on a display board along with textual summaries of their work. Poster sessions provide a more intimate forum for exchange than do regular paper presentations by facilitating informal discussions between presenters and their audience. Ideally, a well-constructed poster will be self-explanatory and free you from answering obvious questions so that you are available to supplement and discuss particular points of interest. Successful poster presentations are those, which achieve both coverage and clarity.

Posters can be designed graphically using software such as PowerPoint. Instructions and suggestions are posted on the course webpage. Posters should be no larger than a standard Bristol board (about 36" x 48"). Printing of posters can be arranged at modest cost through a variety of local copy and print shops on or near campus. In addition to software options for preparing the poster students can also use cardboard and paper, paints, textiles, digital video and/or audio to explore this assignment.

Evaluation Criteria

Each poster will be evaluated according to how it achieves or exceeds the criteria for three key areas (coverage, clarity, content). This criterion has been adapted from the American Anthropological Association poster guidelines: www.aaanet.org/ The same criterion will be used to assess alternative format presentation (modified to take into account the format).

Coverage: Have you provided all the obvious information? Will a casual observer walk away understanding your major findings after a quick perusal of your material? Will a more careful reader learn enough to ask informed questions? In addition to a title/author label and abstract, most successful posters provide brief statements of introduction, method, subjects, procedure, results and conclusions. Ask yourself, "What would I need to know if I were viewing this material for the first time?" and then state that information clearly.

Clarity: Is the sequence of information evident? Indicate the ordering of your material with numbers, letters or arrows, when necessary. Is the content being communicated clearly? Keep it simple. Place your major points in the poster and save the non-essential, but interesting sidelights for informal discussion. Be selective. Your final conclusions or summary should leave observers focused on a concise statement of your most important findings.

Content: Extensive, imaginative use of captioned illustrations, photographs, graphs or other types of visually appealing material is the point of a poster presentation. Please do not simply mount the text of a paper as a "poster." It will not be effective in this medium. People attending a poster session are free to move about from poster to poster, so presenters should limit the text to two or three pages of double-spaced (at the very most!), 16-20 point text. Lettering needs to be large enough to read from several feet away, so it should be at least 3/8" high in a bold font, or if hand-lettered, written with a regular felt-tip pen (not fine point).