

Anthropology 403/502: Ts'msyen and Gitxaala and the North Coast of BC -Advanced Ethnography

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Course Overview:

Ts'msyen and *Gitxaala* peoples have lived on BC's north coast for at least ten millennia. This course takes the perspective of indigenous scholarship to examine the historical and contemporary social, cultural, and economic organization of the Ts'msyen, the Gitxaala and their neighbours. Particular attention will be given to social relations with non-Ts'msyen and non-Gitxaala (such as Tlingit, Haida, K'amksiwah –non-Indigenous peoples) historically and in the contemporary period as it relates to questions of land and marine resource ownership and management and the processes whereby the Ts'msyen have asserted and maintained sovereignty. Graduate students wishing to take this course should enrol in ANTH 502B. Undergraduates should enrol in ANTH 403E.

Course Readings

- Chris Roth. **Becoming Tsimshian: The Social Life of Names.** Univ. of Washington Press. 2008.
- Thomas Thornton. **Being and Place Among the Tlingit** Univ. of Washington Press 2007.
- Margaret Anderson(Sequin) and Halpin. **Potlatch at Gitsegukla** UBC Press 2000.
- Charles Menzies. **Traditional Ecological Knowledge and Natural Resource Management** Nebraska University Press 2006.
- Doug Harris. **Landing Native Fisheries** UBC Press 2008.
- Daryle Fedje and Rolf Mathewes. **Haida Gwaii: Human History and Environment** UBC Press 2005.
- Eden Robinson. **Monkey Beach** Random House 2000.
- Ernestine Hayes. **Blonde Indian** Arizona 2006.

Evaluation Profile

Assignment	Marks
Participation in class	15 marks
Course Journal	30 marks
Mid Term Exam	20 marks
Term Essay	35 marks
Total	100 marks

Course Topics, Reading List, and Tentative Schedule of Lectures

Readings are listed in approximate order in which they will be discussed in class. Each session has core readings outlined. Students will be expected to orally present critical commentaries on core readings and supplemental readings at least once during the course commencing with the second class on Sept. 9th. In addition to the questions to consider posed below, students are to design their own questions for consideration to bring to class as a way to facilitate discussion and engagement.

Sept. 2: Introduction

Sept. 9: Research in a Colonial Society

Question to consider: Is respectful research possible? When, where, how?

Core Reading:

- Special Issue –Canadian Journal of Native Education.
<http://www.ecoknow.ca/journal/index.html>
- Charles Menzies. (2001) “Reflections on Research With, For, and Among Indigenous Peoples.” *Canadian Journal of Native Education*. 25(1):19-36. <http://www.ecoknow.ca/research.html>

Sept. 16: Tsimshian, Ts’msyeen and Gitxaala

Question to consider: What makes an Indigenous People? Who are the Tsimshian, the Ts’syeen, the Gitxaala?

Core Reading:

- Franz Boas. Tsimshian Society.
- Viola Garfield. Tsimshian Clan and Society.
- Margaret Sequin and Marjorie Halpin. Tsimshian Essay from Handbook of Native Americans.
- Anderson and Halpin. **Potlatch at Gitsegukla**
- C. Menzies. The Gitxaala –a north coast aboriginal people.

Sept. 23: Gitxaala and Ts’msyeen: Industrial Economy

Question to consider: Are ‘Indians’ real people? What is ‘authentic’ and according to whom?

Core Reading: [<http://www.charlesmenzies.ca/publications.html> & <http://www.ecoknow.ca/research.html>]

- Menzies/Butler. Working in the Woods.
- Menzies/Butler. The Indigenous Foundation of the Industrial Economy.
- Butler/Menzies. Out of the Woods.
- Butler/Menzies. TEK and Indigenous Tourism.
- Jim McDonald. Social Change and Underdevelopment.
- Jim McDonald. Poles and Potlatching.
- Anderson and Halpin. **Potlatch at Gitsegukla**

Sept. 30. *Being Tsimshian Today.*

Questions to consider: What are names? How do names, places, history, and people interconnect?

Core Reading:

- Roth. **Becoming Tsimshian.**
- Anderson and Halpin. **Potlatch at Gitsegukla**

Oct. 7: *Race relations*

Question to consider: In what ways have aboriginal peoples been ‘racialized’ through the development of the industrial capitalist resource industry?

- C. Menzies. Stories from Home. <http://www.ecoknow.ca/research.html>
- C. Menzies. Indian or White. In A. Marcus (Ed). **Anthropology for a Small Planet.** 1996.
- John Lutz. “Making the Lazy Indian.” **Makúk: A New History of Aboriginal-White Relations.**

Oct. 14: *Fisheries and Aboriginal Rights from the Legal Historian’s Perspective.*

Question to consider: In what ways is legal history different than historical anthropology? What are the underlying forces that drove the appropriation of aboriginal resources?

Core Reading:

- Harris. **Landing Native fisheries.**

Oct. 21: *Legal Anthropology and the Lax Kw’alaams Fisheries Case.*

Question to consider: Does anthropology ‘work’ in a courtroom? Has the post-modernist turn led anthropology into a moral quagmire when it comes to legal proceedings?

Core Reading:

- Decision in the Lax Kw’alaams fishing case.
- Joan Lovisek’s report for the Crown.
- Margaret Anderson’s report for Lax Kw’alaams
- Testimony at trial.
- Students will be encouraged to read other court decisions that relate to aboriginal rights and title.

Oct. 28. *Natural Resource Management*

Questions to consider: Are traditional approaches effective management tools in the contemporary period?

Core Reading:

- Menzies. **Traditional Ecological Knowledge and Natural Resource Management.**
- Menzies/Butler. Returning to Selective Fishing.
- Robinson. **Monkey Beach.**
- Hayes. **Blonde Indian**

Nov. 4: Haida –science and narrative.

Questions to consider: Does narrative require corroboration from science to be true?

Core Reading:

- Fedje and Mathewes. **Haida Gwaii –Human History and Environment**

Nov. 11: Mid-Term Exam

The exam is a do at home exam. The questions will be emailed to students by November 10th. Completed exams are to be returned to the department November 12th.

Nov. 18: Being ‘Indigenous’ -Places and Names.

Questions to consider: In what way are places, names and history interconnected?

Core Reading:

- Roth. **Becoming Tsimshian.**
- Thornton. Being and Place Among the Tlingit

Nov. 25: Memoir and Fiction

Question to consider: How does the genre of fiction and/or memoir allow for different representations of reality? How does the world of Haisla and Tlingit people appear in these texts? What do we learn that complements the ethnography?

Core Reading:

- Robinson. **Monkey Beach.**
- Hayes. **Blonde Indian**

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 students 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.students.ubc.ca/calendar/index.cfm?tree=3,286,0,0>

Ignorance of the regulations or the definitions of academic dishonesty will not be considered a reason for leniency or an excuse for academic dishonesty. For clarity on the matter see: <http://www.library.ubc.ca/home/plagiarism/>

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.

Course Journal (30 marks)

The course journal consists of reflective journal entries (9 weekly plus 1 final reflective essay), assignments (2), in class exercises assigned as the course progresses, and your term essay. Reflective journal entries are to be submitted each class beginning Sept. 16 in order to document their timely completion and ensure that they are consistent with expectations. Assignments are handed in as indicated below and as assigned throughout the course. The completed course journal will be handed in on Dec. 9 for evaluation and the assignment of a grade. See below for grading criteria.

Approximate mark distribution for reflective journal:

Component of Journal	approximate distribution of journal grade
Regular journal entries (9) and in class exercises	45 %
Final journal entry (1)	15 %
Assignments (2)	30 %
Overall coherence, content, organization, and fit with course criteria	10 %

Reflective Journal Entries

Objectives for reflective journal entries are:

1. to reflect on the material presented in readings, lectures, and discussions each week.
2. to develop critical insight.
3. to engage in a process of self-evaluation.

Instructions for reflective journal entries:

Weekly reflections: Write a journal entry at the end of each week in which you reflect upon and critically appraise what you have learned. Use the following questions as a reflective guideline:

- What have I learned this week?
- What were the key concepts presented?
- How are these concepts linked to ethnographic data (or not, as the case maybe).
- Does this new information make sense to me?
- How might I apply this knowledge in a novel/different situation?

Nine weekly reflections will be completed by each student. Reflections are to be handed at the beginning of every class starting Sept. 16 and continuing until Dec. 2. Please note that while there are eleven classes during this period you are only required to hand in nine reflections. This allows for you to skip handing in a reflection twice during this period. However, the first reflection is mandatory –so, please don't skip it.

Final reflection: Write a short reflective essay (**maximum of 1000 words!**) in which you explore one or more key issues of the course. Your essay should not be a 'plot portent' in which you summarize the discussions, lectures, or readings from the course. Neither should your reflective essay be an evaluation of what you have learned. Rather, your essay should focus on a specific concept or idea that allows you to reflect on the ideas of the course. As you write your last reflection keep the reflective guideline questions above in mind. The final reflection is to be handed in on December 9 as part of your reflective journal.

Assignments

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

Instructions: Two individual and/or group exercises will be assigned throughout the course. Please refer to specific assignment handouts for details.

Evaluation criteria for course journal:

A range -all reflective journal entries and assignments completed on time.
Entries (reflections and assignments) clearly demonstrate critical self-reflection and contain an element of originality, indicating a high quality of thought.

B range -one or two reflective journal entries and/or one assignment missing or late. They are of a consistently good quality, though lacking the originality of an 'A' reflection.

C range -three or four reflective journal entries and/or two assignments missing or late. For assignments, inadequate and/or inappropriate use of source material without proper citation. Adequately meet the requirements.

D range -five or six reflective journal entries and/or two assignments missing or late. Largely off topic. For assignments, inadequate and/or inappropriate use of source material without proper citation.

F range -more than six reflective journal entries and/or all assignments missing or late. Does not meet the minimum requirements. For assignments, inadequate and/or inappropriate use of source material without proper citation.

Term Essay and Related Assignments (35 marks)

The objectives:

Term papers will be designed 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 some detail.

Instructions:

The final product of this assignment will be a research essay of no more than 2500 words for ANTH 403 and no more than 5000 words for ANTH 502. The following assignments will be completed in the process of writing the final essay draft.

1. File card assignment: Each student will be given a small file card (3x5 inches) on which they will write down an initial idea or concept related to the course topics (as listed in the outline). This exercise will be completed in class. Students will come to class on September 23 with one or two ideas in mind. In class time will be provided to write down your initial essay idea on a file card. You will be asked to what you already know about your essay subject and also what additional material you will need to know/learn in order to complete your essay successfully.

Due September 23 (students are to arrange an appointment with the instructor to pick up their cards before next class on September 27).

Mandatory. Please note that no marks will be assigned for essays if a student does not complete this or any other of the subsequent components of the Essay Assignment. Late marks will be assigned for file cards submitted after September 20 as per the late assignment policy.

2. One page summary (abstract, essay outline, and provisional bibliography).

Due October 21.

Mandatory. Please note that no marks will be assigned for essays if a student does not complete this or any other of the subsequent components of the Essay Assignment. Late marks will be assigned

for one page summaries submitted after October 21 as per the late assignment policy.

3. First draft. The first draft should be presented and developed as a final product. As aspiring professional writers you should anticipate that all finished products are in essence incomplete and capable of improvement. The objective of submitting a first draft for evaluation and comment is to provide a ‘real-time’ opportunity for developing your ability to communicate effectively in an anthropological genre. Please keep in mind that this is a short paper. Thus, your task is to make strategic decisions concerning what needs to be put in and what has to be left out. The marked papers will contain comments that can be used as a basis for revision and resubmission of your paper. For those interested in improving their writing a good reference text is Howard Becker’s *Writing for Social Sciences* (This is an informative and engaging text that should be considered an essential book in every student’s library). You will be marked on the clarity and cogency of your argument. Please see the writing guide below for a detailed evaluation guide.

Due November 25. Draft essays will be available for pick up from the instructor December 2 with suggestions for revision.

20 marks.

4. Final draft. The final draft will take into account the comments on the first draft. The final drafts will be evaluated in terms of the effectiveness of the revisions and additional improvements. The final will be evaluated in terms of how well the revisions have been made.

Due December 9 (as part of the course journal).

10 marks.

Formatting instructions. Please use a standard font (such as Times New Roman) with a minimum font size of 12. Use standard margins (for example, top/bottom = 1”, left/right = 1.25”).

Evaluation:

For a detailed explanation, please refer to the writing formal essays guide and evaluation scheme below.

Mid Term Exam (20 marks) November 11.

The mid term exam is a ‘do at home’ exam. It is designed to be completed in one hour. The exam will be emailed to the class by November 10th. It is to be hand written in exam booklets (to be provided in the Nov. 4th class). Exams are to be handed in and time/date stamped by close of business on November 12th.

The exam will have two parts: (1) a series of short conceptual questions that will be answered in single paragraphs, and; (2) a short essay (**max. of four, double-spaced handwritten pages**) that is based upon your term essay.

Participation (15 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.

Discussion Groups: Group discussion sessions will be held throughout the course. Students will be randomly assigned to small groups. These sessions are designed to provide a forum for peer led discussions of the key concepts and ethnographic data presented in the course. They are an opportunity to review each unit's materials and to identify strengths upon which students can build further learning.

Evaluation Criteria: the chart below outlines the evaluation criteria that are 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.

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 2-3 sessions non-punctual/non-attendance. Completed assignments on-time. Satisfactory effort and attitude.
4	Minimal	Little contribution and support given during class processes. More than 2-3 sessions of non- punctual/non-attendance. An assignment 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.

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 is 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 your 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 your 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.