

ANTH 220: BC First Nations –Resources and Economy

Instructor: Dr. Charles Menzies, Associate Professor of Anthropology
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Office Hours: Tuesdays, Starting Sept. 9, 2010. 11:00 – 12:00.
Class Time/Day/Location: Tues./Thurs. 9:30-11:00 am, rm 207 AnSo Building
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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.

Required Readings:

- E. Richard Atleo. **Tsawalk: A Nuu-chah-nulth Worldview** UBC Press 2004.
- Henry Pennier. **Call Me Hank: A Stó:lō Man's Reflections on Logging, Living, and Growing Old** UTP 2006.
- Tony Penikett. **Reconciliation: First Nations Treaty Making in British Columbia.** Douglas and MacIntyre 2006.
- Eden Robinson. **Monkey Beach.** Random House 2001.
- Additional assigned readings are located on the course web page.

Evaluation Profile:

Assignment	Marks
Midterm	25 marks
In class essay	20 marks
Final exam	40 marks
Participation	5 marks
Group project	10 marks
Total	100 marks

Course Reading List and Timetable

Please note: readings not in course books are posted to the course webpage:
http://faculty.arts.ubc.ca/menzies/co220_2009.html

Unit 1: Indigenous Nations in BC (Sept. 8 – Oct. 4)

Sept. 8, 13, 2010: Introduction- building the framework.

- Lutz, Chapter 1.
- Menzies, Feature Article: First Nations of BC (BC Encyclopedia).

Sept. 15, 20, 22, 27, 29, 2010: Case Studies – First Nations of BC.

Reading Assignment

- BC First Nations Studies. Chapters 1, 2 & 3.
- Atleo, **Tsawalk: A Nuu-chah-nulth Worldview.**
- Naxaxalhts'i (Albert Sonny McHalsie), "We have to take care of everything that belongs to us."
- **Film** *Bax Laansk –pulling together.* (Sept. 15).

Oct. 4, 2010: Newcomers

Reading Assignment

- Extract from ship's logs.
- **Adawxk of Sabaan**

Oct. 6, 2010: Colonialism and the Emergence of a New Economy

Reading Assignment

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

Unit 2: First Nations and Natural Resources (Oct. 6 – Oct. 26)

Oct. 11, 13 2010: Industrial Development and Regulation

- Menzies and Butler. The Indigenous Foundation of the Resource Economy of BC's North Coast. *Labour/Le Travail*, 61 (Spring 2008)
- Pennier. 'Call Me Hank.' Editors introduction (pp xiii-xxxix)
- **Film**, *Laxwesa Wa: Strength of the River.* (Oct. 11)

Oct. 18, 20, 25, 2010: 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
- Pennier. 'Call Me Hank.' (pp 3-89).

Oct. 27, Nov. 1, 2010: First Nations' Natural Resource Governance Approaches

Reading Assignment

- Menzies & Butler. Introduction **Traditional Ecological Knowledge and Natural Resource Management**.
- 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
- Menzies. Dm sibilhaa'nm da laxyuubm gitxaala: Picking abalone in gitxaala territory. *Human Organization*. 69(3) 2010.
- Butler Researching Traditional Ecological Knowledge for Multiple Uses. *Canadian Journal of Native Education*. 28(1/2) 2004.

Nov. 3, 2011: Midterm Exam.

Unit 3, Decolonization, Self-Determination, Governance (Nov - 3)

Nov. 8, 2010: 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.
- **Films.** *View from Gitxaala and Returning to Gitxaala* (Oct. 28).

Nov. 10, 2010: 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. "Highliners and Moneymakers: Understanding Accommodation and Resistance in the Sto:lo Commercial Fishery." New Proposals." <http://tinyurl.com/2cun47p>

Nov. 15, 22, 24, 29, 2010: Land Claims and Treaties

Reading Assignment

- Peniket. **Reconciliation: First Nations Treaty Making in BC.**

Nov. 17, 2010: In Class Essay

Dec. 1, 2010: Presentation Fair

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.

Midterm Exam (25 marks)

There will be a midterm exam scheduled November 3, 2011.

Format: the midterm will have two basic sections. The first will involve short, fill in the blank and/or matching type questions that focus on the details of course readings. The second will involve answering a number of paragraph type questions. For this section there will typically be a set of questions from which students will several to answer in the space provided.

In Class Essay (20 marks)

The in class essay will be scheduled November 17, 2011.

The in class essay provides an opportunity for you to explore the main themes in the course through a close analysis of Eden Robinson's novel, *Monkey Beach*. We will read the novel alongside of the primary readings as the course progresses. From time to time we will stop and consider the ways in which these 'abstract' concepts show up within the world of Eden Robinson's novel. For the in class essay you will be asked to reflect upon the ways in which the concepts discussed in class intersect in the everyday world of indigenous peoples in BC today.

Final Exam (40 marks)

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

Participation (5 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. The chart

below outlines the evaluation criteria that are being used in this course to determine participation grades.

Mark	Category	Criteria
5	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.
4	Very Good	Demonstrates leadership and active support with colleagues. Near 100% punctual attendance. Assignments completed on time. Positive attitude and high level of effort.
3	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.
2	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 (10 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 social science 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. Students are encouraged to 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 their own question. The question should be designed in such a way that your poster/alternative presentation will shed light on the problem discussed above.

Evaluation Criteria

Each poster will be evaluated according to how it achieves or exceeds the criteria for three key areas (coverage, clarity, content). 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).