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www.sfu.ca/grad

MEMORANDUM

ATTENTION Senate
FROM Jeff Derksen,
Chair of Senate Graduate Studies
Committee (SGSC)
RE: New Course Proposals

DATE November 15, 2018



For information:

Acting under delegated authority at the meeting of November 6, 2018, SGSC approved the following new courses, effective **Summer 2019**:

Faculty of Arts and Social Sciences

Department of Political Science

- 1) New course: POL 880 NATO Field School, Simulation, and Experiential Learning Program

Faculty of Environment

School of Resource and Environmental Management

- 2) New course: REM 606 Indigenous People and Co-Management of Natural Resources (effective **Spring 2020**)
- 3) New course: REM 607 Indigenous Governance and Resource Relationships (effective **Spring 2020**)



FACULTY OF
ARTS AND SOCIAL SCIENCES

MEMO

Office of the Dean

ATTENTION: Jeff Derksen, Dean
Graduate & Postdoctoral Studies

STREET ADDRESS
Academic Quadrangle
Room 6164

FROM : Sean Zwagerman, Chair
Faculty of Arts and Social Sciences Graduate Studies Committee

MAILING ADDRESS
8888 University Drive
Burnaby BC Canada
V5A 1S6

RE: FASSGSC Proposals

DATE: October 15, 2018

778-782-4415 (Tel)
www.sfu.ca/fass (Web)

The Faculty of Arts and Social Sciences Graduate Committee met on October 15, 2018 and passed the attached motions. Please place these items on the agenda for the next SGSC meeting.

We would like the above changes to become effective Summer 2019.

Sean Zwagerman
Associate Dean, Faculty of Arts and Social Sciences

- ~~u) FASSGSC approve the calendar changes in MA and PhD programs {program requirements}.~~
- ~~3. Department of Humanities FASSGSC 18-10~~
~~a) FASSGSC approve the calendar changes {program requirements}.~~
- ~~4. School for International Studies FASSGSC 18-11~~
~~a) FASSGSC approve the calendar changes to IS 806 {description}.~~
- ~~5. School of Public Policy FASSGSC 18-12~~
~~a) FASSGSC approve the course change to PLCY 830 {title}.~~
~~b) FASSGSC approve the course changes to PLCY 821 {title}.~~
~~c) FASSGSC approve the course deletion of PLCY 822.~~
~~d) FASSGSC approve the course deletion of PLCY 899.~~
6. Department of Political Science FASSGSC 18-13
a) FASSGSC approve the new course POL 880.



Department of Political Science

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MEMORANDUM

ATTENTION Dr. Sean Zwagerman, Chair of FASSGSC DATE 10 September, 2018
FROM Dr. Mark Pickup, Graduate Chair, PAGES 1
Department of Political Science
RE: Proposal for a New Course for Graduate Program in Political Science

The following new course proposal was discussed and approved by the Chair of Political Science and the Graduate Program Chair on September 7, 2018. The new course is POL 880 "NATO Field School- Simulation and Experiential Learning Program". As requested, the course proposal and sample syllabus were revised and a library assessment was conducted on September 21, 2018.

Included with the attachments are the Course Proposal form and sample syllabus for POL 880.

Please let me know if you need anything else.

Thank you,
Mark Pickup

SIMON FRASER UNIVERSITY
Senate Committee on International Activities (SCIA) MEETING
Meeting Minutes

Date:	February 02, 2017
Location:	Electronic Voting

1. Approval of the amended Agenda.
Adopted as presented. *Approved*
2. Approval of the minutes for November 24, 2016.
Adopted as presented. *Approved*
3. Business arising from the minutes.
No business arising from the minutes.

The following items were sent to the committee electronically for review and voting.

- ④ For Approval: Field School – NATO Defense College (Dr. Alexander Moens, Political Science)
Approved
5. For Approval: Letter of Intent – Universidad del Valle de Guatemala (Guatemala City, Guatemala)
(Dr. John O’Neil, Faculty of Health Sciences)
Approved
6. For Information: 2016 SCIA Annual Report
7. Confirmation of next meeting - March 30, 2017, 2:00pm - 4:00pm – Finance Boardroom – SH 3009

Pol 880 Rationale

Alexander Moens

The Canada NATO Field School and Simulation Program is a new experiential and engagement learning program open to both senior undergraduate and graduate students. It has run successfully as a pilot in both 2017 and 2018 with graduate students from SFU, the University of Calgary and Manitoba. We expect graduate enrolment to go up to 10-15 students per course offering. The program is supported by a SFU-NATO Defense College MOU to make the course available to students enrolled in Canadian graduate schools in Political Science and related disciplines. All graduate assignments and requirements are different from the undergraduate level and taught by permanent faculty. The program is co-taught by two Political Science instructors. Beside short expert modules, students engage in three crisis simulation exercises mentored by professionals from various international organizations.

The Canada NATO Field School and Simulation Program offers both applied learning and directed practice in the areas of national security, defence, diplomacy and international cooperation. It offers students hands-on experience in decision-making and negotiation. It is a type of applied policy-community engagement that provides students with professional skills in government service, diplomacy, and policy making. The Field School offers a platform that prepares students for entrance-level work in policy making, coordination, and implementation. This field school introduces students to civilian and military practitioners on how composite international organizations such as NATO, the UN, and the UN Security Council manage multi-level complexity in their attempt to translate national interests and principles into international common policy and then into joint operations. The classroom learning, simulation training, and the professional briefings and demonstrations culminate in a week of NATO crisis-management simulation supported by background documents, video-based scenarios, and continuous feedback from NATO mentors in Rome. The NATO Field School aims to generate among students awareness and understanding about Canada's military and defence policy and the means to pursue these, and the international relationships needed to enhance these efforts. Completing this field school will help students compete for several internships, including with the NATO Association in Canada, the Youth Atlantic Treaty Association, NATO Defense College, and the Canadian Mission to the European Union.



New Graduate Course Proposal

Course Subject (eg. PSYC) POL	Number (eg. 810) 880	Units (eg. 4) 6
Course title (max. 100 characters) NATO Field School, Simulation, and Experiential Learning Program		
Short title (for enrollment/transcript - max. 30 characters) NATO Field School		
Course description for SFU Calendar (course descriptions should be brief and should never begin with phrases such as "This course will..." or "The purpose of this course is..." If the grading basis is satisfactory/unsatisfactory include this in the description) Intensive international security and defence policy engagement program with over 240 hours of contact learning. Observation and interaction with military, diplomats, and experts in Canada and Europe (Riga, Brussels, Rome, Bucharest). Visiting Expert sessions and multiple simulation training. NATO, EU, UN multilateral negotiation simulation, strategic communication and crisis management.		
Rationale for introduction of this course <i>see attached</i>		
Term of initial offering (eg. Fall 2019) summer 2019	Course delivery (eg. 3 hrs/week for 13 weeks) 244 hours of multiple learning activity	
Frequency of offerings/year every summer	Estimated enrollment per offering 10-15	
Equivalent courses (courses that replicates the content of this course to such an extent that students should not receive credit for both courses) None		
Prerequisite and/or Corequisite admitted graduate student in Canadian University Political Science Program		
Criminal record check required? <input type="checkbox"/> Yes if yes is selected, add this as prerequisite		Additional course fees? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Campus where course will be taught <input type="checkbox"/> Burnaby <input type="checkbox"/> Surrey <input type="checkbox"/> Vancouver <input type="checkbox"/> Great Northern Way <input checked="" type="checkbox"/> Off campus		
Course Components * <input type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Lab <input type="checkbox"/> Independent <input type="checkbox"/> Capstone <input checked="" type="checkbox"/> FLD		
Grading Basis <input checked="" type="checkbox"/> Letter grades <input type="checkbox"/> Satisfactory/ Unsatisfactory <input type="checkbox"/> In Progress / Complete		
Repeat for credit? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Total repeats allowed? _____	Repeat within a term? <input type="checkbox"/> Yes <input type="checkbox"/> No
Required course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Final exam required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Capstone course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Combined with a undergrad course? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, identify which undergraduate course and the additional course requirements for graduate students: Pol 480. Additional requirements in all written assignments		

* See important definitions on the curriculum website.

RESOURCES

If additional resources are required to offer this course, provide information on the source(s) of those additional resources.

Faculty member(s) who will normally teach this course Alexander Moens
Additional faculty members, space, and/or specialized equipment required in order to offer this course Jeremie Cornut

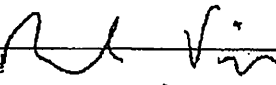

CONTACT PERSON

Academic Unit / Program Political Science	Name (typically, Graduate Program Chair) Mark Pickup	Email mark.pickup@gmail.com
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ACADEMIC UNIT APPROVAL

A course outline must be included.

Non-departmentalized faculties need not sign

Graduate Program Committee MARK PICKUP	Signature 	Date 09/10/2018
Department Chair ALEXANDER MOENS	Signature 	Date 09/10/2018

FACULTY APPROVAL

The course form and outline must be sent by FGSC to the chairs of each FGSC (fgsc-list@sfu.ca) to check for an overlap in content

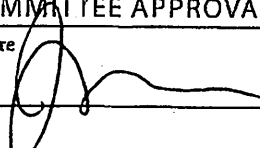
Overlap check done? YES

This approval indicates that all the necessary course content and overlap concerns have been resolved. The Faculty/Academic Unit commits to providing the necessary resources.

Faculty Graduate Studies Committee SEAN ZWAGGERMAN	Signature 	Date 11 OCT. 2018
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A library review will be conducted. If additional funds are necessary, DGS will contact the academic unit prior to SGSC.

SENATE GRADUATE STUDIES COMMITTEE APPROVAL

Senate Graduate Studies Committee Jeff Derksen	Signature 	Date NOV 15 2018
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ADMINISTRATIVE SECTION (for DGS office only)

Library Check: **NOV 01 2018**
 Course Attribute: _____
 Course Attribute Value: _____
 Instruction Mode: _____
 Attendance Type: _____

If different from regular units:
 Academic Progress Units: _____
 Financial Aid Progress Units: _____

Graduate Course Proposal: NATO Field School, Simulation, and Experiential Learning Program

Watch our first video:

<https://drive.google.com/file/d/1PnURoyn4e3J3K2TpG7EN0OpueXOBosu-/view>

Professor and Director: Dr. Alexander Moens

Assistant Field Director: Alexandra Richards (ajrichar@sfu.ca) AQ 6053

Field School Manager: Cornel Turdeanu (cturdean@sfu.ca) AQ 6035

Summary

This program offers a new and innovative method of student learning by engaging and observing professionals and experts in their working environment and by student immersion in the decision tasks that political, diplomatic, and military personnel face. This program admits students from across Canada and thus creates a cohort of SFU and Canadian students with a unique skillset for future vocations in international affairs, government, commerce, and the NGO sector. Students are educated in practical and professional problem solving by simulating an international crisis resolution and strategic communications at a professional level. The program takes place at multiple locations in Western Canada and in four countries in Europe. The NATO Field School and Simulation Program offers 12 undergraduate or 6 graduate credits. In addition to their tuition, students pay a Program fee.

Prerequisites

- Must be enrolled in a graduate program in Political Science at a Canadian University
- Consent of the Field School Director
- Must be 19 years of age or older prior to departure

Grading:

10% Research Proposal

20% Overall participation (Canada and Europe).

15% Field Journal (Canada: Wainwright and Marpac).

25% Field Journal (Europe).

30% Research Essay.

5% Bonus - Research Participation or Alternate Assignment

Required Texts:

- Christopher Lamont, *Research Methods in International Relations*, Sage Publications, 2015.

- Lawrence S. Kaplan, *NATO Divided, NATO United: The Evolution of an Alliance*, Westport Connecticut: Praeger, 2004.
- Course Reader including various journal articles, book chapters and government and think tank reports (See details below)

Learning Objectives and Outcomes

In this Program students will learn:

- Why Canada's security and defence policy exists in a multilateral format, including the United Nations, NORAD, NATO, NATO-EU, and NATO-AU.
- How NATO works, including the role of the political and military organs in NATO such as the North Atlantic Council, the Military Committee, and SHAPE.
- What rules and procedures NATO nations practice and how delegations negotiate in NATO.
- How consensus decision-making, red lines, silence procedures, non-papers, working papers, comment periods, and communiqués form part of the negotiations.
- How both Canada's and NATO's recent initiatives promote the role of women in peace and security and how Canada leads in this regard.
- How to formulate one's national position in writing and speaking, and how to negotiate respectfully with other national positions represented by peers and how to use effective procedure techniques to achieve objectives and obtain consensus.
- How to write a national position paper and defend national interests.
- How Canada and NATO work with likeminded partners that are not NATO Allies, both in Europe such as Sweden and Finland, and with Partners across the Globe which include Japan, South Korea, Australia and New Zealand.
- How NATO, the European Union, and the African Union, and other organizations work with United Nations missions.
- How to write a research proposal and paper.

This Program aims to equip a diversity of Canadian university students with the know-how, skills, experience, and confidence to embark on careers in the Canadian government, multilateral organizations, diplomacy, peace and security, the Canadian Armed Forces as well as in law, Non-Governmental Organizations, international business and higher education sectors and Media.



FACULTY OF
ENVIRONMENT

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OFFICE OF THE DEAN

Simon Fraser University, 8888 University Drive, Burnaby
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To: Dr. Jeff Derksen, Dean of Graduate Studies / Chair of SGSC
From: Dr. Dongya Yang, Chair, Faculty of Environment Graduate Studies Committee
cc: Dr. Sean Markey, Chair, REM Graduate Program Committee
Date: Sept 21, 2018
Re: Two new courses REM 606 and REM 607

The Faculty of Environment Graduate Studies Committee has approved the proposal from the School of Resource and Environmental Management (REM) to create two courses REM 606 and REM 607 for Spring 2020,

- REM 606 Indigenous People and Co-Management of Natural Resources
- REM 607 Indigenous Governance and Resource Relationships

Please add to the agenda of the next SGSC meeting.

Should you have any questions or concerns, please feel free to contact.

Dongya Yang, Ph.D., Professor
Associate Dean of Research and Graduate Studies

MEMO

ATTENTION Dr. Dongya Yang, Associate Dean, FENV

FROM Dr. Sean Markey, Graduate Chair, REM

RE Scheduling REM STT courses for Spring ~~2019~~ 2020

DATE September 13, 2018

Dear Dongya,

On behalf of the School of Resource and Environmental Management, I request approval from the FENV Graduate Program Committee for two new REM graduate courses as described below and in the attached "new course" forms.

These courses have been approved by the REM Graduate Program Committee and REM faculty. We would like to offer the new courses changes for the spring 2020 semester.

REM 606-5

Instructor: Evelyn Pinkerton

This course will piggy-backed with REM 406.

REM 607-5

Instructor: Clifford Atleo

Please see documents for full details.

Thank you.



Sean Markey
Graduate Chair, REM

New Graduate Course Proposal

Attach a separate document if more space is required.

Course Subject (eg. PSYC) Resource Management	Number (eg. 810) 606	Units (eg. 4) 5
Course title (max. 100 characters including spaces and punctuation) INDIGENOUS PEOPLE AND CO-MANAGEMENT OF NATURAL RESOURCES		
Short title (for enrollment/transcript - max. 30 characters) Co-Mgmt of Natural Resources		
Course description for SFU Calendar * Students taking this course will develop the analytical skills to identify and evaluate general types, stages of development, and particular aspects of co-management within a broader framework of what is possible in co-management and co-governance arrangements. Students will learn to situate their particular research question and resource type (fish, forests, wildlife, water, parks, etc.) in relation to and in comparison with other resource types and research questions, e.g., what are the givens and the constraints of co-managing a fugacious resource such as fish or wildlife vs. a stationary resource such as forests? They will develop an appreciation of the particular roles that communities of place, especially indigenous people, may play in co-management, and the types of co-management institutions that are most appropriate for them. They will be able to analyze the strengths and weaknesses of different kinds of co-managing partnerships, and appreciate the broader governance issues which influence co-management arrangements.		
Rationale for introduction of this course This course had been taught as a special topics course for over a decade, and now it is time to formally register it as a regular course, especially as it will become cross-listed as also an undergraduate 4th year course, REM-406.		
Term of initial offering 1201	Course delivery (eg. 3 hrs/week for 13 weeks) 4 hrs/week for 13 weeks	
Frequency of offerings/year once a year	Estimated enrollment/offering 15-25	
Equivalent courses (These are previously approved courses that replicate the content of this course to such an extent that students should not receive credit for both courses.) REM-662 (special topics course) - Course Topic ID: 5 ST-Aboriginal People & Co-mgmt		
Prerequisite and/or Corequisite **		
Criminal record check required? <input type="checkbox"/> Yes ***	Additional course fees? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Campus where course will be taught <input type="checkbox"/> Burnaby <input type="checkbox"/> Surrey <input checked="" type="checkbox"/> Vancouver <input type="checkbox"/> Great Northern Way <input type="checkbox"/> Off campus		
Course Components <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Seminar <input type="checkbox"/> Lab <input type="checkbox"/> Research <input type="checkbox"/> Practicum <input type="checkbox"/> Independent <input type="checkbox"/> _____		
Grading Basis <input checked="" type="checkbox"/> Letter grades <input type="checkbox"/> Satisfactory or Unsatisfactory <input type="checkbox"/> In Progress/Complete		
Repeat for credit? **** <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Total repeats allowed? _____	Capstone course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

* Course descriptions should be brief and should never begin with phrases such as "This course will..." or "The purpose of this course is..." If the grading basis is satisfactory/unsatisfactory include this in the description.

** If a course is only available to students in a particular program, that should be stated in the prerequisite.

*** If yes, then add this requirement as a prerequisite.

**** This applies to a Special Topics or Directed Readings course.

Required course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Final exam required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Repeat within a term? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Combined with an undergrad course? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, identify which undergraduate course and what the additional course requirements are for graduate students: REM 406. Graduate students will write a longer term paper, and undergraduates will have a few short papers.		

RESOURCES

If additional resources are required to offer this course, the department proposing the course should be prepared to provide information on the source(s) of those additional resources.

Faculty member(s) who will normally teach this course Evelyn Pinkerton
Additional faculty members, space, and/or specialized equipment required in order to offer this course

CONTACT PERSON

Department / School / Program REM	Contact name Evelyn Pinkerton	Contact email epinkert@sfu.ca
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DEPARTMENTAL APPROVAL

Remember to also include the course outline.

Non-departmentalized faculties need not sign

Department Graduate Program Committee Sean Markey	Signature 	Date October 18, 2017
Department Chair Sean Cox	Signature 	Date October 23, 2017

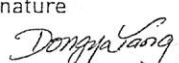
OVERLAP CHECK

Overlap check done? YES

The course form and outline must be sent by FGSC to the chairs of each FGSC (fgsc-list@sfu.ca) to check for an overlap in content.

FACULTY APPROVAL

This approval indicates that all the necessary course content and overlap concerns have been resolved, and that the Faculty/Department commits to providing the required Library funds and any other necessary resources.

Faculty Graduate Studies Committee (FGSC) Dongya Yang	Signature  <small>Digitally signed by Dongya Yang DN: cn=Dongya Yang, o=Simon Fraser University, ou=Archaeology, email=donyang@sfu.ca, c=CA Date: 2018.09.25 16:33:11 -0700</small>	Date Sept. 25, 2018
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SENATE GRADUATE STUDIES COMMITTEE APPROVAL

Senate Graduate Studies Committee (SGSC) Jeff Derksen	Signature 	Date NOV 15 2018
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ADMINISTRATIVE SECTION (for DGS office only) Course Attribute: _____ Course Attribute Value: _____ Instruction Mode: _____ Attendance Type: _____	If different from regular units: Academic Progress Units: _____ Financial Aid Progress Units: _____
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Library
checked
done
NOV 01 2018

REM-606. INDIGENOUS PEOPLE AND CO-MANAGEMENT Spring Semester 2018

Instructor: Evelyn Pinkerton, Office TASC I - 8217, Tel: 778-782-4912 (forwarded to home)

Class Time: Tuesdays and Thursday: 6:30-8:30PM

Class Location: Harbour Centre, Rm 1525 (515 West Hastings St., Vancouver)

Office Hours: TBA, or email epinkert@sfu.ca, phone, or skype evelyn.pinkerton to make appt.

COURSE REQUIREMENTS:

1. To attend and participate in every class unless you have a valid reason presented in advance.
2. To do one of the basic shared readings (listed below) OR to report on a related reading you substitute.
Only one reading will be required for most classes, selected by each student from list related to topic. Students may share a reading and do a joint report on it.
3. To do readings in your own area of interest and present them to the class as your draft term paper; contribute to theory-building and the shared annotated bibliography in the way you report on your reading.
4. To develop and present your own co-management research question(s) to the class for discussion and analysis both during the semester and in your term paper; likewise to devote your full attention to discussing the research questions of other class members. Class participation constitutes 50% of your mark.
5. To write a 15-25 page paper on an aspect of co-management which interests you, relating it to the general analytical frameworks presented in class (50% of your mark) OR to participate in writing a joint article with some other class member on a relevant topic related to course content, in the second half of the course. The class may prefer a mix of covering some of the topics below through lectures and some readings, combined with students presenting reviews of articles from the partial bibliography of recent literature on co-management and Indigenous people below.

COURSE OBJECTIVES:

General Objectives:

1. To develop the analytical skills to identify and analyze/evaluate general types, stages of development, and particular aspects of co-management within a broader framework of what is possible in co-management and governance arrangements.
2. To situate your particular research question and resource type (fish, forests, wildlife, water, parks, etc.) in relation to and in comparison with other resource types and research questions, e.g., what are the givens and the constraints of co-managing a fugacious resource such as fish or wildlife vs. a stationary resource such as forests?
3. To develop an appreciation of the particular roles that communities of place, especially aboriginal people, may play in co-management, and the types of co-management institutions that are most appropriate for them. To analyze the strengths and weaknesses of different kinds of co-managing partnerships.
4. To develop an appreciation of broader governance issues which influence co-management arrangements.
5. To build an appreciation of the range of the theory and literature on co-management. To be able to identify what literature helps answer what questions.
6. This course counts toward the Certificate in Development Studies.

Specific Objectives:

1. To become familiar with several basic models of co-management.
2. To become familiar with a framework for analyzing conditions which permit co-management institutions to develop and thrive.
3. To gain some appreciation of the dilemmas of communities involved in resource management and the challenges of working with them.
4. To gain an appreciation of some of the issues particularly affecting Indigenous communities in Canada and internationally.

REM 606 –Spring 2018. CLASS SCHEDULE

Class 1 Jan 4th Introduction

- (a) What is co-management? Basic framework for analyzing co-management. Questions to be answered in course. Strategy and scope of course.
- (b) Introductions of professor and class members' areas of interests and the key questions they bring, in context of co-management framework just introduced.
- (c) Lecture - *The first generation of co-management questions: in North America*, Pinkerton, E. 1989. Attaining Better Fisheries Management Through Co-Management: Prospects, Problems, and Propositions, in E. Pinkerton, ed., *Co-operative Management of Local Fisheries: New Directions for Improved Management and Community Development*. Vancouver: University of British Columbia Press, generating propositions and middle range theory. In Europe Jentoft, S. 1989. Fisheries co-management: delegating government responsibility to fishermen's organizations. *Marine Policy*, p. 137–54; importance of legitimacy.

Class 2 Jan 9th Introduction 2

- (a) Lecture - *The second generation of co-management questions: Pinkerton and Weinstein's framework of functions*. <http://davidsuzuki.org/publications/reports/1995/fisheries-that-work/> Scope, scale, stage of development, focus, number of parties, etc. Ostrom's levels of power.
- (b) A history of terminology: Aboriginal, Indigenous, First Nations, Indian, Native
- (c) Questions addressed in Nisga'a Treaty video, part 1.
- (d) Film: Jim Aldridge, chief counsel for the Nisga'a Tribal Council, History of negotiation of Nisga'a Treaty. (80 minutes)

Class 3 Jan 11th Larger Frameworks for Viewing Co-Management Arrangements

- (a) *Agrawal's 4-part framework*: 2003. Sustainable Governance of Common-Pool Resources: Context, Methods, Politics. *Annual Review of Anthropology* 32: 243-62.
- (b) *Application/adaptation of Agrawal framework and Jentoft legitimacy work*: Pinkerton, E. and John, L. 2008. Creating Local Management Legitimacy: Building a Local System of Clam Management in a Northwest Coast Community. *Marine Policy* 32 (4): 680-691.

Class 4 Jan 16th Larger Frameworks for Viewing Co-Management Arrangements 2

- (a) *Addressing issues in the conceptualization of co-management*: Pinkerton, E. 2003. Toward Specificity in Complexity: Understanding Co-Management from a Social Science Perspective. pp. 61-77 In Douglas C. Wilson, Jesper R. Nielsen and Poul Degnbol, eds. *The Fisheries Co-Management Experience: Accomplishments, Challenges, and Prospects*. London: Kluwer.
- (b) Questions addressed in Nisga'a Treaty video, part 2.
- (c) Film: Jim Aldridge, chief counsel for the Nisga'a Tribal Council, Co-Management Provisions of the Nisga'a Treaty (in village, private and public lands, forestry, wildlife, environmental assessment, and self-government) 65 minutes.

Class 5 Jan 18th Strategies & tools for asserting co-management rights; Access equity in modern Forest Management *How can community forests influence forest management?*

- (a) Pinkerton, E., Heaslip, R., Furman, K., Silver, J. 2008. Finding "Space" for Co-Management of Forests within the Neoliberal Paradigm: Rights, Strategies, Tools for Asserting a Local Agenda. *Human Ecology* 36 (3): 343-355. {produced by previous members of this class}
- (b) Melanie Hughes McDermott. 2009. Locating benefits: Decision-spaces, resource access and equity in US community-based forestry. *Geoforum* 40: 249–259.
- (c) Film: Jim Aldridge, Part 3 Co-Management Provisions of the Nisga'a Treaty: fisheries (55 min)

Class 6 Jan 23rd A Cultural Ecological Perspective on Northwest Coast First Nations' Fish Management Systems Before Contact *How did Indigenous people make and enforce rules to make their fisheries sustainable in pre-contact times?*

- (a) Walter, Emily, Michael M'Gonigle, and Celeste McKay. 2000. Fishing Around the Law: the Pacific Salmon Management System as a "Structural Infringement" of Aboriginal Rights. *McGill Law Journal* 45(1): 263-314.
- (b) Singleton, Sara. 1998. "Early Institutions of the Pacific Northwest Tribes" p.29-54 in *Constructing Cooperation: the Evolution of Institutions of Comanagement*. Ann Arbor: U. Michigan Press

Class 7 Jan 25th The Role of Religious Belief/Spiritual Practice in Resource Management

- (a) Sean Swezey and Robert Heizer. 1977. Ritual Management of Salmonid Fish Resources in California. *Journal of California Anthropology* 4(1): 6-29, and House, Freeman. "Rites of Regulation", p.57-64 in *Totem Salmon: Life Lessons From Another Species*. Boston: Beacon Press, a modern interpretation of article above.
- (b) Steve Langdon. 2007. Sustaining a Relationship: Inquiry into the Emergence of a Logic of Engagement with Salmon among the Southern Tlingits. In Harkin, Michael E. and David R. Lewis, eds. *Native Americans and the Environment: Perspectives on the Ecological Indian*. Lincoln, NB: University of Nebraska Press: p. 233-276.
- (c) Keith Basso. 1996. Stalking with Stories. *Wisdom Sits in Places. Landscape and Language Among the Western Apache*. Albuquerque: University of New Mexico Press. p. 37-70
- (d) Film: *Totem: the return of the G'psgolox Pole* by Gil Cardinal, 2003. 70 min.
http://www.nfb.ca/film/totem_the_return_of_the_gpsgolox_pole

Class 8 Jan 30th The Role of Religious Belief/Spiritual Practice in Resource Management 2

- (a) Eugene Anderson. 1996. "Learning from the Land Otter: Religious Representation of Traditional Resource Management." p. 54-72 in *Ecologies of the Heart. Emotions, Beliefs, and the Environment*. Oxford University Press.
- (b) Bruce Byers, Robert Cunliffe, Andrew Hudak. 2001. Linking the Conservation of Culture and Nature: A Case Study of Sacred Forests in Zimbabwe. *Human Ecology* 29(2): 187-218
- (c) Chehalis Indian Band (Stsailles) and Chilliwack Forest District. 2008. Kweh-Kwuch-Hum (Mt. Woodside) Spiritual Areas and Forest Management. A Policy Pilot Project [to set aside an area of spiritual value.]. 72p. double-spaced
- (d) Film: *Return and Renewal*, 2007 (24 min.) updates the story if there is time.
[google Gil Cardinal to see his award-winning film *Foster Child*, and *Children of Alcohol*]
- (e) Repatriation of Tlingit totem pole in 2015 with help of Steve Langdon:
<http://www.newyorker.com/magazine/2015/04/20/the-tallest-trophy>

Class 9 Feb 1st. Co-management and self-management in traditional hunting societies: the experience of the first wildlife co-management agreements and boards in Canada.

- (a) Harvey Feit. 2005. Re-cognizing Co-management as Co-governance: Visions and Histories of Conservation at James Bay. *Anthropologica* 47(2): 267
- (b) Jesse Sayles and Monica Mulrennan. 2010. Securing a Future: Cree Hunters' Resistance and Flexibility to Environmental Changes, Wemindji, James Bay. *Ecology and Society* 15(4). [Long term adaptive planning for environmental change+ landscape alteration to increase resource productivity]
- (c) Anne Kendrick, 2000. Community Perceptions of the Beverly-Qamanirjuaq Caribou Management Board. *The Canadian Journal of Native Studies* XX, 1: 1-33
- (d) Fikret Berkes. 1999. Cree Fishing Practices as Adaptive Management. p. 111-126 in *Sacred Ecology: Traditional Ecological Knowledge and Resource Management*. Taylor and Francis. [This is for anyone who would prefer to read about fishing instead of hunting].

- (e) Harvey Feit. 1995, *Hunting and the Quest for Power: The James Bay Cree and Whitemen in the Twentieth Century*. pp. 181-219 in R. Bruce Morrison and C. Roderick Wilson, ed. *Native Peoples: The Canadian Experience*. 2nd. Edition. [background and first stages of the implementation of the James Bay Agreement]

Class 10 Feb 6th Tsilhqot'in Decision 2014

- (a) Joyce Nelson. Dec 2013/Jan 2014. Fish Lake of Fishless Lake? Company's plan to store mine waste in B.C. lake stalled. *CCPA Monitor* 20(7): 18-20. Canadian Centre for Policy Alternatives
- (b) **Film:** *Blue Gold: The Tsilhqot'in Fight for Teztan Biny (Fish Lake)*, 2010. Susan Smitten. 41 minutes. <http://vimeo.com/9679174>. The case for the preservation of a lake which would be drained to store the tailing of a copper and gold mine (Prosperity Mine) proposed by Taseko Mines, Ltd. The Tsilhqot'in are a traditional hunting/fishing/gathering society in interior BC.
- (c) **Video:** *Aboriginal Title and Provincial Regulation: The Impact of Tsilhqot'in Nation v BC* (2014) 2 hour discussion at University of Victoria Law School by a panel of 3 lawyers: Jay Nelson (General Counsel to the Tsilhqot'in Nation, Associate Counsel at Woodward & Company), Krista Robertson (Lawyer at JFK Law Corporation with expertise in Aboriginal Rights Law) and Dr. John Borrows (Canada Research Chair in Indigenous Law at the University of Victoria). <https://www.youtube.com/watch?v=zJybIpM7hEw>
- (d) Louise Mandell, Q.C. and Aaron Wilson. UBCIC Chiefs' Council Meeting February 12, 2015 at Musqueam Recreation Centre. Legal Update and advice on how to respond. 19pp.
- (e) Anur Mehdic's 699. 2014. Evaluating the Environmental Assessment Process in Canada and British Columbia: A Case Study of the Prosperity Mine Project. <http://summit.sfu.ca/item/14925>
- (f) Podcasts on wildlife management related to co-management and traditional knowledge. <http://new.wmacns.ca/resource-center/podcasts/>

Class 11 Feb 8th Issues in Aboriginal Health

- (a) **Guest lecture by Grand Chief Doug Kelly**, Chair, First Nations Health Council, which governs the First Nations Health Authority (BC)
- (b) **Required reading for entire class:** read on the web page www.fnha.ca the foundational documents under "About" in the upper right corner of the main page: **FNHA Overview: the seven directives, mandate, vision and values, Governance and Accountability**. Be prepared to engage Grand Chief Kelly in questions and discussion.
- (c) **Required reading for entire class:** Thomas King. 2012. "We Are Sorry". pp. 99-126 in *The Inconvenient Indian: a Curious Account of Native People in North America*. Anchor Canada.

Reading Break: Feb 12-16th

Class 12 Feb 20th Issues in Aboriginal Health 2

- (a) Chandler, Michael and Christopher Lalonde. 2009. Cultural Continuity as a Moderator of Suicide Risk among Canada's First Nations. In *Healing Traditions: The Mental Health of Aboriginal Peoples in Canada*, Laurence Kirmayer and Gail Valaskakis, eds. Vancouver: UBC Press. p. 221-248.
- (b) Campbell, D., Burgess, C.P., Garnett, S.T., Wakeman, J. 2011. Potential primary health care savings for chronic disease care associated with Australian Aboriginal involvement in land management. *Health Policy* 99: 83-89.
- (c) Miller, James. 1996. 'The Means of Wiping Out the Whole Indian Establishment': Race and Assimilation. pp. 181-216 in *Shingwauk's Vision: A History of Native Residential Schools*. Toronto: U of Toronto Press. [Part One (pp. 3-150) of this definitive history can be accessed online at: http://books.google.ca/books?id=F_ogXEL2FloC&dq=Shingwauk%27s+Vision+Miller&printsec=fro

ntcover&source=bl&ots=uEXdynuIqs&sig=f014m2YQ4qFU5DhoxT0C9gxx8Hk#v=onepage&q=&f=false].

- (d) newspaper article about Indigenous youth making videos to prevent suicide
<https://www.thestar.com/news/insight/2016/12/03/two-northern-siblings-who-made-hope-go-viral.html>

Class 13 Feb 22nd Restorative Justice and indigenous healing: aboriginal innovations

- (a) **Dennis Lakusta, guest lecture.** Cree singer-songwriter-artist raised in foster homes and residential school describes his experience as part of the story of residential schools.
- (b) 1 chapters each of Rupert Ross. 2006. *Returning to the Teachings: Exploring Aboriginal Justice*. 2nd edition. Penguin. Toronto. 274pp. (available in SFU library. Introduction to 2nd edition will be circulated electronically. Otherwise, text is the same as the first 1996 edition). See also the BC provincial governments' program: <http://www.pssg.gov.bc.ca/crimeprevention/justice/index.htm>.
- (c) Ross, Rupert. 2014. Three Healing Programs. *Indigenous Healing: Exploring Traditional Paths*. Toronto, Penguin Canada: 193-226.
- (d) Ross, Rupert. 2014. Aboriginal Healing: Twelve Striking Differences. *Indigenous Healing: Exploring Traditional Paths*. Toronto, Penguin Canada: 227-274.
- (e) *Video: Through A Relational Lens with Rupert Ross* <http://www.youtube.com/watch?v=75HNjefhY3I> (45 minutes)

Class 14 Feb 27th Barriers to implementing co-management rights & strategies to overcome them Rights and strategies, but also political, social, economic, ecological conditions under which co-management can develop

- (a) Pinkerton, E. 1992. Translating Legal rights into Management Practice: Overcoming Barriers to the Exercise of Co-Management. *Human Organization* 52(4): 330-341. [Theoretical overview, illustrated with case of Timber-Fish-Wildlife Agreement in Washington State. What conditions allowed tribal rights to protect fish habitat to lead to agreements with logging companies on private land]
- (b) Pinkerton, E. 1993. Analyzing Co-Management Efforts As Social Movements: the Tin-Wis Coalition and the Drive for Forest Practice Legislation in British Columbia. *Alternatives* 19(3):33-38. [Theoretical overview on building co-management institutions at a regional scale]
- (c) Russ Jones, Catherine Rigg, Evelyn Pinkerton. 2017. Strategies for the assertion of conservation and local management rights: a Haida Gwaii herring story. *Marine Policy* 80: 154-167.

Class 15 Mar 1st Barriers to implementing co-management rights & strategies to overcome them 2

- (a) Takeda, Louise. 2015. "Collaborative Planning in the Face of Conflict". pp.79-100 in *Islands Spirit Rising: Reclaiming the Forests of Haida Gwaii*. Vancouver: UBC Press.
- (b) Takeda, Louise. 2015. "State of the Land and Community". pp.115-140 in *Islands Spirit Rising: Reclaiming the Forests of Haida Gwaii*. Vancouver: UBC Press.
- (c) Takeda, Louise. 2015. "Land Use Recommendations and the Widening Gap". pp.141-158 in *Islands Spirit Rising: Reclaiming the Forests of Haida Gwaii*. Vancouver: UBC Press.
- (d) Takeda, Louise. 2015. "Uprising". pp.159-186 in *Islands Spirit Rising: Reclaiming the Forests of Haida Gwaii*. Vancouver: UBC Press.
- (e) Takeda, Louise. 2015. "New Political Landscape". pp.187-209 in *Islands Spirit Rising: Reclaiming the Forests of Haida Gwaii*. Vancouver: UBC Press.
- (f) **Film: Athlii Gwaii: The Line at Lyell**. 2003. 47 minutes. [Retrospective on Haida blockade of Frank Beban logging on Lyell Island at an earlier stage]. Part 1 (24 min.) Part 2 (24 Min). Background of this film is explained in Louise Takeda. 2015. "War in the Woods: 1974-2001". pp. 49-78 in *Island Spirit Rising* and in E. Pinkerton. 1983. Taking the Minister to Court: Changes in Public Opinion About Forest Management and Their Expression in Haida Land Claims. *B.C. Studies* 57: 68-85.

Class 16 Mar 6th Barriers to implementing co-management rights & strategies to overcome them 3

- (a) Margaret Allen, Stoney Bird, Nives Dolsak, Sara Breslow. 2017. Stronger together: strategies to protect local sovereignty, ecosystems, and place-based communities from the global fossil fuel trade. *Marine Policy* 80: 168-176.
- (b) Katia Frangouides and Manuel Bellanger. 2017. Fishers' opinions on marketization of property rights and the quota system in France. *Marine Policy* 80: 107-112.
- (c) Allain Barnett, Robin Messenger, Melanie Wiber. 2017. Enacting and contesting neoliberalism in fisheries: The tragedy of commodifying lobster access rights in Southwest Nova Scotia. *Marine Policy* 80: 60-68.
- (d) Film: *A Last Stand for Lelu*. 2016. (24 minutes). Farhan Umedaly and Tamo Campos. On Lelu Island near Prince Rupert, B.C., the traditional territory of the Lax Kw'alaams people, the B.C. provincial government was trying to green light the construction of a massive LNG terminal – Pacific Northwest LNG, backed by Malaysian energy giant Petronas, without consent. Connected to Lelu Island is Flora Bank, a massive sand bar that is part of the Skeena River estuary and known by fisheries biologists as some of the most important salmon habitat in Canada. The project would have devastated this habitat in the path of the LNG pipeline that would feed the terminal with fracked gas from Northeastern B.C. The Lax Kw'alaams rejected a \$1.15 billion dollar deal from Petronas in an attempt by the company to gain consent. Ignoring the voice of the Lax Kw'alaams, Petronas, with full backing of the Provincial Government began drilling into Flora Bank where they then faced off against the Lax Kw'alaams who have occupied the island since August 2015. <https://vimeo.com/153989331> Petronas cancelled their project in July 2017 and a totem pole was raised on Lelu Island in October 2017.

Class 17 Mar 8th Barriers to implementing co-management rights & strategies to overcome them 4

- (a) Pinkerton, E. 2015. The role of moral economy in two British Columbia fisheries: confronting neoliberal policies. *Marine Policy* 61: 410-419.
- (b) Pinkerton, E. W. and J. Benner. 2013. Small Sawmills Persevere While the Majors Close: Evaluating Resilience and Desirable Timber Allocation in British Columbia, Canada. *Ecology and Society* 18 (2): 34. [online] URL: <http://www.ecologyandsociety.org/vol18/iss2/art34/>
- (c) St Martin, Kevin. 2007. The Difference that Class Makes: Neo-liberalism and Non-Capitalism in the Fishing Industry of New England. *Antipode* 39(3):527-549.
- (d) Pinkerton, E. 2013. Alternatives to ITQs in equity-efficiency-effectiveness trade-offs: How the lay-up system spread effort in the BC halibut fishery. *Marine Policy* 42: 5-13. And east coast implementation of a similar system
- (e) Tester, F. J., & Irniq, P. 2008. Inuit Qaujimaqatunqangit: Social history, politics and the practice of resistance. *Arctic* 61 (Suppl 1): 48-61.
- (f) Film: *In the Same Boat*. 2007. 40 minutes. Martha Stieglman. Bay of Fundy small-scale fisheries and partnerships with Mikmaq communities.
- (g) Film: *A Coastal Partnership: Maritime Stories of Integrated Management*. 2011. 21 min. Sarah Blood. Lennox island First Nation in PEI and Bear River First Nation in Nova Scotia.
- (h) Film: *Is the Crown at War with Us?* 2002. Alanis Obomsawin (96 min). Esgenoopetitj Mi'gmaq First Nation during the summer of 2000 as the Canadian government appears to wage war on the community for exercising their court-affirmed fishing rights. (Burnt Church, New Brunswick). https://www.nfb.ca/film/is_the_crown_at_war_with_us/
- (i) TEDx talk: <https://rationalinsurgent.com/2013/11/04/my-talk-at-tedx-boulder-civil-resistance-and-the-3-5-rule/> It only takes 3.5 % of the population to change a regime, and they are far more successful as non-violent protestors, and there are many other forms of non-violent protest that are successful besides mass demos.

Class 18 Mar 13th Incorporating Local Knowledge into Co-Management

- (a) Anthropologist Wade Davis gave five 50 minutes Massey lectures on the CBC Radio *Ideas* in 2009, based on Davis, Wade. 2009. *The Wayfinders: Why Ancient Wisdom Matters in the Modern World*.

Toronto: Anansi Press. **Chap 1. Season of the Brown Hyena** (Kung San in South African desert: only one still in podcast form gratis)

<http://www.cbc.ca/player/Radio/Ideas/Massey+Lectures/ID/2398926896/>

also **TED talk 2003** “Dreams from Endangered Cultures” (22 minutes)

http://www.ted.com/talks/wade_davis_on_endangered_cultures

- (b) Usher, P. J. 2000. Traditional ecological knowledge in environmental assessment management. *Arctic*, 53(2), 183-193.
- (c) Kimmerer, Robin Wall. 2013. “The Three Sisters” p. 128-140 in *Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge, and the Teachings of Plants*. Milkweed. Or 2016 Podcast: <http://www.onbeing.org/program/robin-wall-kimmerer-the-intelligence-in-all-kinds-of-life/8446/audio?embed=1> (2016) 51 minutes.
- (d) Film: *Inuit Knowledge and Climate Change*. Zacharias Kunuk and Ian Mauro. 2010. 54 minutes.

Class 19 March 15th Neoliberalism and Co-management

The impact of privatization, commodification, and marketization on co-management, and what alternatives are sometimes worked out to adapt to privatization of common pool resources.

- (a) Pinkerton, E. and Reade Davis. 2015. Neoliberalism and the politics of enclosure in North American Small-Scale Fisheries. *Marine Policy* 61: 303-312.
- (b) Carothers, C. and C. Chambers. 2012. Fisheries Privatization and the Remaking of Fishery System. *Environment and Society: Advances in Research*. 3:39-59. [an anthropological critique]
- (c) Chu, C. 2009. Thirty Years Later: the Global Growth of ITQs and Their Influence on Stock Status in Marine Fisheries. *Fish and Fisheries* 10(2): 217-230. [ecologist's critique]
- (d) Bromley, D.E. 2009. Abdicating Responsibility: the Deceits of Fisheries Policy. *Fisheries* 34 (4): 280-290. [an economist's critique]
- (e) Film: Harvey, D. 2010. The Crises of Capitalism (abridged and animated) Animated (and abridged) version of 2010 RSA Lecture. Concise and humorous introduction to Harvey's thought on the 2007–09 economic crisis. <http://davidharvey.org/2010/05/video-the-crises-of-capitalism-at-the-rsa/> (31 min).

Class 20 March 20th Neoliberalism and Co-management 2

- (a) Chang, Ha-Joon. 2014. How Did We Get Here: a Brief History of Capitalism. Pp.35-78 In *Economics: the User's Guide*. New York: Bloomsbury Press.
- (b) Havice, E. 2013. Rights-Based Management in the Western and Central Pacific Ocean Tuna Fishery: Economic and Environmental Change Under the Vessel Day Scheme, *Marine Policy* 42:259-267. [political economy critique]
- (c) Holm, Petter and Kare Nólde Nielsen. 2007. Framing fish, making markets: the construction of Individual Transferable Quotas [in Norway] p. in Callon, M., Muniesa, F., Millo, Y., eds. *Market Devices*. Oxford: Blackwell.
- (d) Video: For a more in-depth look at structural causes of the crisis, see a very accessible and clear lecture by University of Massachusetts-Amherst economics professor Richard Wolf “Capitalism Hits the Fan” <http://www.youtube.com/watch?v=TZU3wftIJY>

Class 21 March 22nd Neoliberalism and Co-management 3

- (a) Mansfield B. Neoliberalism in the oceans: “rationalization,” property rights, and the commons question. *Geoforum* 2004;35:313–26 [geographer's critique]
- (b) Pinkerton, E. and Edwards, D. 2009. The Elephant in the Room: the hidden costs of leasing Individual Transferable Fishing Quotas. *Marine Policy* 33: 707-713. [uses the Coase theorem to demonstrate how the economic reasoning behind ITQs has not worked out in practice]
- (c) Olson, Julia. 2011. Understanding and contextualizing social impacts from the privatization of fisheries: An overview. *Ocean & Coastal Management* 54: 353-363.

- (d) Bresnihan, Patrick. 2016. Chapter in *Transforming the fisheries: neoliberalism, nature, and the commons*. Lincoln: University of Nebraska Press. E-book in SFU Library. [Ireland]
- (e) McCormack, Fiona. 2018. Chapter in *Private Oceans: The Enclosure and Marketisation of the Seas*. London: Pluto Press. [Ireland, Hawaii, New Zealand, Iceland]

Class 22 March 27th Co-Management Arrangements and Traditions in Other Countries.

- (a) Bavinck, M, S. Jentoft, J. Pascual-Fernandez, B. Marciniak. 2015. Interactive coastal governance: The role of pre-modern fisher organizations in improving governability. *Ocean & Coastal Management* 117: 52-60. [Holland, Norway, Spain, Poland]
- (b) Alegret, J.L. 1999. Space, Resources and Historicity: The Social Dimension of Fisheries in the Northwestern Mediterranean. In D. Symes, editor, *Europe's southern waters: management issues and practice*. Blackwell Science, Fishing New Books. London. 55-65.
- (c) Alegret, J.L. 1996. Ancient Institutions Confronting Change: the Catalan Fishermen's Confradias. In K. Crean & D. Symes (Eds.), *Fisheries Management in Crisis* (pp. 92-98). Oxford: Fishing New Books - Blackwell.
- (d) Pascual Fernandez, Jose 1999 Participative management of artisanal fisheries in the Canary Islands. in D.Symes (Ed.) *Europe's Southern Waters: Issues of management and practice*. London, Blackwell's Science, Fishing New Books. p. 66-77.

Class 23 March 29th Review/synthesis of principles of co-management discussed in course.

- (a) Pinkerton, E. 2009. Partnerships in Management. In Cochrane, K.L. and S.M. Garcia (Eds). *A Fishery Manager's Guidebook*, 2nd Edition. FAO and Wiley-Blackwell. Oxford: 283-300.
- (b) Pinkerton, E. 2009. Coastal Marine Systems: Conserving Fish and Sustaining Community Livelihoods in Chapin, F. S., III, G. P. Kofinas, and C. Folke, editors. *Principles of Ecosystem Stewardship: Resilience-Based Natural Resource Management in a Changing World*. Springer-Verlag, New York: 241-258.

Class 24 April 3rd Student term paper presentations and class feedback.

Class 25 April 5th Student term paper presentations and class feedback.

Class 26 April 10th Student term paper presentations and class feedback.

Other Videos to be viewed if time allows:

- (a) *Ancient Sea Gardens*. 2005. Clutesi-Recalma. 48 minutes. (Pre-contact clam management on NWC).
- (b) *The Moon's Prayer*. 1994. Northwest Indian Fish Commission. 50 Minutes. (habitat protection and restoration in Puget Sound)
- (c) *Taking Stock*. 1994. 47 min. Documentary about the collapse of the Newfoundland cod fishery, and efforts to stop it. [in SFU library <http://www.onf-nfb.gc.ca/eng/collection/film/?id=32271>]
- (d) *Thinking Like a Watershed*. 1999. (Mattole Watershed, Ben Lomond, California). 27 minutes
- (e) *Blessed Unrest*, 2006. Paul Hawken.(the scale and scope of NGOs working for environmental and social justice) 5 min <http://blessedunrest.com/video.html>
- (f) *We Were Children*. 2012. Tim Wolochatiuk (83 min) [docudrama based on interviews and dramatization of two residential school survivors in Saskatchewan and Manitoba schools]
- (g) *The Greatness of the Boldt Decision of 1974: Its Pivotal Role in Northwest Washington, Indian Country and America Today*. Filmed lecture by Dr. Charles Wilkinson on October 30, 2014 <http://vimeo.com/111661976>. At 1:19:55, Randy Kinley, a member of Lummi Nation and ESA/Harvest Policy Representative in Lummi Natural Resources department stole the floor during the Q & A.

(h) <http://unistotencamp.com/?p=991> (password "resist") 2014. 30 minute film by Hilary Somerville on protest camp in Wetsuweten territory which occupies corridor through which oil and LNG pipelines want to pass.

Podcasts and databases:

- (a) Stories From the Ancestors: The Legends of the Gwich'in. CBC Ideas. Feb 2010
<http://www.cbc.ca/ideas/episodes/2010/02/24/stories-from-the-ancestors-the-legends-of-the-gwichin-cd/>
- (b) Aboriginals and New Canadians: The Missing Conversation. CBC Ideas. Oct.2009.
<http://www.cbc.ca/ideas/episodes/2009/10/16/aboriginals-and-new-canadians-the-missing-conversation/>
- (c) How to Think About Science: CBC Ideas. January-May 2009.
<http://www.cbc.ca/ideas/episodes/2009/01/02/how-to-think-about-science-part-1---24-listen/>
- (d) Joseph Meyers Center <http://crnai.berkeley.edu/> database on co-management examples and critiques.

Articles and books by general and resource categories.

Books:

- Acheson, James. 2003. *Capturing the Commons: Devising Institutions to Manage the Maine Lobster Industry*. University Press of New England. Hanover, New Hampshire.
- Adelson, Naomi. 2004. *"Being Alive Well": Health and the Politics of Cree Well-Being*. University of Toronto Press. 141pp.
- Alfred, Taiaiake. 2008. *Peace, Power, Righteousness: An Indigenous Manifesto*. Oxford University Press. Don Mills, Ontario. 174pp.
- Asch, Michael, ed. 1997. *Aboriginal and Treaty Rights in Canada. Essays on Law, Equality, and Respect for Difference*. Vancouver: University of British Columbia Press.
- Ascher, William. 1999. *Why Governments Waste Natural Resources: Policy Failures in Developing Countries*. Baltimore: Johns Hopkins University Press.333pp.
- Atleo, E. R. 2004. *Tsawalk: A Nuu-chah-nulth Worldview*. Vancouver: UBC Press. 168pp.
- Atleo, E. R., and Chief Umeek. 2011. *Principles of Tsawalk. An indigenous approach to global crisis*. UBC Press, Vancouver, BC.
- Baker, Mark and Jonathan Kusel. 2003. *Community Forestry in the United States: Learning from the Past, Crafting the Future*. Washington, DC: Island Press. 247pp.
- Battiste, Marie. 2000. *Reclaiming Indigenous Voice and Vision*. UBC Press. Vancouver.
- Brewers, Richard. 2003. *Conservancy: the Land Trust Movement in America*. Lebanon, NH: Dartmouth College University Press of New England. 348pp.
- Brockington, Dan; Rosaleen Duff; Jim Igoe. 2008. *Nature Unbound: Conservation, Capitalism and the Future of Protected Areas*. London: Earthscan.
- Cajete, Gregory. 1994. *Look to the Mountain: An Ecology of Indigenous Education*. Skyland, NC: Kivaki Press.
- Cajete, Gregory, ed. 1999. *A people's ecology: explorations in sustainable living*. Santa Fe, N.M.: Clear Light Publishers.
- Cajete, Gregory. 2000. *Native science: natural laws of interdependence*. Santa Fe, N.M.: Clear Light Publishers.
- Chapin, F. Stuart, Gary Kofinas, and Carl Folke. Eds. 2009. *Principles of Ecosystem Stewardship: Resilience-Based Natural Resource Management in a Changing World*. New York: Springer.
- Dombrowski, K. (2001). *Against Culture: Development, Politics, and Religion in Indian Alaska*. Lincoln, NB: University of Nebraska Press.
- Drucker, P. (1958). *The Native Brotherhoods: Modern intertribal organization on the Northwest coast*. Washington, DC: Government Printing Office.

- Dunbar-Ortiz, Roxanne. 2014. *An Indigenous Peoples' History of the United States*. Boston: Beacon Press. Her lecture: <http://vimeo.com/channels/worldissuesforum/videos/page:1/sort:preset>
- Fixico, Don. 2003. *The American Indian Mind in a Linear World: American Indian Studies and Traditional Knowledge*. New York: Routledge.
- Friends of the Earth International. 2005. *Nature: Poor People's Wealth. The Importance of Natural Resources in Poverty Eradication*. Vol. 108. Amsterdam: Friends of the Earth International.
- Gibson, Clark, Margaret McKean, Elinor Ostrom, eds. 2000. *People and Forests: Communities, Institutions, and Governance*. Cambridge: MIT Press, 298pp.
- Gragson, TL and Blount BG. 1999. *Ethnoecology: Knowledge, Resources, and Rights*. University of Georgia Press. Athens, Georgia
- Grey, Tim, ed. 2005. *Participation in Fisheries Governance*. Springer-Verlag.
- Grim, John A. ed. *Indigenous Traditions and Ecology: the Interbeing of Cosmology and Community*. Cambridge: Harvard University Press.
- Haig-Brown, Cecilia and the Secwepemc Cultural Education Society. 1988. *Resistance and Renewal: Surviving the Indian Residential School*. Vancouver: Arsenal Pulp Press.
- Harkin, Michael. 1997. *The Heiltsuks: Dialogue of Culture and History on the Northwest Coast*. Lincoln: University of Nebraska Press.
- Harkin, Michael E. and David Rich Lewis, eds. 2007. *Native Americans and the environment: perspectives on the ecological Indian*. Lincoln: University of Nebraska Press.
- Harris, Douglas. 2001. *Fish, Law, and Colonialism: The Legal Capture of Salmon in British Columbia*. Toronto: University of Toronto Press. 306pp.
- Harris, Douglas. 2008. *Landing Native Fisheries: Indian Reserves and Fishing Rights in British Columbia, 1849-1925*. Vancouver: UBC Press. 266pp.
- Hartley, Jackie, Paul Joffe, and Jennifer Preston, Editors. 2010. *UN Declaration on the Rights of Indigenous Peoples: Triumph, Hope and Action*. Saskatoon: Purich Publishing.
- Huntington, H.P. 1992. *Wildlife Management and Subsistence Hunting in Alaska*. Seattle: University of Washington Press.
- Irlbacher-Fox, Stephanie. 2009. *Finding Dahshaa: Self-Government, Social Suffering, and Aboriginal Policy in Canada*. Vancouver: UBC Press. 174pp.
- Jorgensen, Miriam, ed. 2007. *Rebuilding Native Nations: Strategies for Governance and Development*. Tuscon: University of Arizona Press.
- Kawagley, A. O. 1995. *A Yupiaq Worldview: A Pathway to Ecology and Spirit*. Prospect Heights, Ill.: Waveland Press. 166pp.
- Kellert, Stephen and Timothy Farnham. 2002. *The Good in Nature and Humanity: Connecting Science, Religion, and Spirituality*. Washington, DC: Island Press. 278pp.
- Kemf, E. 1993. *The Law of the Mother: Protecting Indigenous Peoples in Protected Areas*. San Francisco: Sierra Club Books in association with the WorldWide Fund for Nature and the International Union for the Conservation of Nature.
- Kimmerer, Robin Wall. 2014. *Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge, and the Teachings of Plants*. Milkweed. Podcasts: <http://www.onbeing.org/program/robin-wall-kimmerer-the-intelligence-in-all-kinds-of-life/8446/audio?embed=1>
- King, Thomas. 2014. *The Inconvenient Indian. A Curious Account of Native People in North America*. Anchor Canada.
- Kooiman, Jan, Bavinck, M., Jentoft, S., Pullin, R., eds. 2005. *Fish for life: interactive governance for fisheries*. Amsterdam: University of Amsterdam Press.
- Lutz, John Sutton and Barbara Neis, eds. 2008. *Making and Moving Knowledge: Interdisciplinary and Community-based Research in a World on the Edge*. Montreal: McGill-Queens University Press. 293pp.
- Mauzé, Marie and Michael E. Harkin, and Sergei Kan, eds. 2004. *Coming to shore: Northwest Coast ethnology, traditions, and visions*. Lincoln: University of Nebraska Press.

- McCay, Bonnie J. 1998. *Oyster Wars and the Public Trust: Property, Law, and Ecology in New Jersey History*. Tuscon: University of Arizona Press. 238pp.
- Miller, Robert J, Jacinta Ruru, Larissa Behrendt, and Tracey Lindberg. 2010. *Discovering Indigenous Lands: the Doctrine of Discovery in the English Colonies*. Toronto: Oxford University Press.
- Morris, Rosalind. 1994. *New Worlds from Fragments: Film, Ethnography and the Representation of Northwest Coast Cultures*. Boulder: Westview Press.
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Spaeder, Joseph and Harvey Feit. 2005. Co-management and Indigenous Communities: Barriers & Bridges to Decentralized Resource Management: Introduction. *Anthropologica* 47(2):147-154

Forced Relocations and Their Consequences.

(a) Film: *Qimmit: a Clash of Two Truths* by Ole Gjerstad. 2010. 68 min. An exploration of the disappearance of Inuit sled dogs and with it their nomadic adaptation.

(b) Frank Tester and Peter Kulchyski. 1994. *Tammarniit (mistakes): Inuit relocation in the Eastern Arctic, 1939-63*. Chapter 5. The Ennadi Lake Relocations: 1950-1960: p. 205-237. Available electronically from SFU library by looking up this book in the catalogue, or perhaps by going to <http://site.ebrary.com.proxy.lib.sfu.ca/lib/sfu/docDetail.action?docID=10134732>

(c) Special issue of *Indigenous Affairs* on **Social Suffering**, downloadable as a pdf at www.iwigea.org. Read Editorial by Jack Hicks, p. 4-5. and one of the following articles:

***Development Induced Resettlement and Social Suffering in Lao PDR** Anonymous, p.23-29;

***The Social Determinants of Elevated Rates of Suicide Among Inuit Youth** by Jack Hicks, p.31-37;

***Finding Answers to Suicide Within Aboriginal Communities: The Yarrabah Story (Australia)** By Penny Mitchell, p.44-50

(d) Related reading: Alan Fry. 1970. *How a People Die*. Paper Jacks. Don Mills, Ontario. An "Indian agent's" historical novel on the relocation of a Kwakwaka'waq remote community in Smith's Inlet to Port Hardy in the 1960s. [2 copies in Bennett library]

(e) *How a People Live*. 2013. Film made by the community in response to above book.

REM-406 Indigenous People and Co-management

Instructor: Evelyn Pinkerton, Office TASC I - 8217, Tel: 778-782-4912

This course introduces several basic co-management models, a framework for analyzing conditions which permit co-management institutions to develop and thrive, the dilemmas of communities involved in co-management and the challenges for governments working with them, with special but not exclusive attention to Canadian Indigenous communities.

COURSE OBJECTIVES

General Objectives:

1. To introduce the analytical skills to identify and analyze/evaluate aspects of co-management within a broader framework of what is possible in co-management and governance arrangements.
2. To situate particular research questions and resource types (e.g. fish, forests, wildlife, water, parks, etc.) in relation to other resource types and research questions, e.g., what are the constraints of co-managing a resource such as fish or wildlife vs. a stationary resource such as forests?
3. To introduce the particular roles that communities of place, especially Indigenous people, may play in co-management, and the types of co-management institutions that are most appropriate for them. To analyze the strengths and weaknesses of different kinds of co-managing partnerships.
4. To introduce the broader governance issues which influence co-management arrangements.
5. To expose students to the range of the theory and literature on co-management and to the literature that helps answer key questions.

Specific Objectives:

1. To introduce several basic models of co-management.
2. To expose students to a framework for analyzing conditions which permit co-management institutions to develop and thrive.
3. To gain some appreciation of the dilemmas of communities involved in resource management and the challenges of working with them.
4. To gain an appreciation of some of the issues particularly affecting Indigenous communities in Canada and internationally.

COURSE REQUIREMENTS

Students are required to attend and participate in every class unless you have a valid reason presented in advance. Students must also do the basic shared readings (to be provided). Only one reading per student is required for most classes, selected by instructor from a list related to the topic but you should also do readings in your own area of interest and contribute to the shared annotated bibliography.

In addition, you will be required to develop and present your own co-management research question(s) to the class for discussion and analysis; likewise to devote your full attention to discussing the research questions of other class members. Class participation constitutes 50% of your mark.

Students will write a 10-15 page paper on an aspect of co-management (from a prescribed list of topics), relating it to the general analytical frameworks presented in class (50% of your mark)

PROPOSED CLASS SCHEDULE (class will meet Tues and Thurs for 2 hrs each class)

WEEK 1 Introduction

What is co-management? Basic framework for analyzing co-management. Questions to be answered in course. Strategy and scope of course.

WEEK 2 Larger frameworks for viewing co-management arrangements

Agrawal's four-part framework. Application/adaptation of Agrawal framework and Jentoft legitimacy work. Addressing issues in the conceptualization of co-management.

WEEK 3 A political ecological perspective on northwest coast first nations' fish management systems before contact, and equity in modern forest management

How did Indigenous people make and enforce rules to make their fisheries sustainable in pre-contact times? How can community forests influence on-reserve forest management post-contact?

WEEK 4 The role of religious belief/spiritual practice in resource management

WEEK 5 Co-management and self-management in traditional hunting societies

The experience of the first wildlife co-management agreements and boards in Canada. Tsilhqot'in Decision

Reading Break

WEEK 6 Issues in indigenous health

WEEK 7 Restorative justice and indigenous healing: indigenous innovations

WEEK 8 Barriers to implementing co-management rights & strategies to overcome them

These two classes consider not only rights and strategies, but also the conditions under which co-management can happen: political, social, economic, ecological.

WEEK 9 Barriers to implementing co-management rights & strategies to overcome them 2

WEEK 10 Incorporating local knowledge into co-management

WEEK 11 March 27th. Neoliberalism and co-management

The impact of privatization, commodification, and marketization on co-management, and what alternatives are sometimes worked out to adapt to privatization, etc. of common pool resources.

WEEK 12 Co-Management arrangements and traditions in Europe

WEEK 13 Student presentations of their term papers and class feedback. Wrap-up.

What have we learned? Summarize principles of co-management discussed in course.

SUPPLEMENTARY COURSE MATERIALS

Useful review/synthesis papers to read on your own.

- (a) Pinkerton, E. 2009. Partnerships in Management. In Cochrane, K.L. and S.M. Garcia (Eds). *A Fishery Manager's Guidebook*, 2nd Edition. FAO and Wiley-Blackwell. Oxford: 283-300.
- (b) Pinkerton, E. 2009. Coastal Marine Systems: Conserving Fish and Sustaining Community Livelihoods in Chapin, F. S., III, G. P. Kofinas, and C. Folke, editors. *Principles of Ecosystem Stewardship: Resilience-Based Natural Resource Management in a Changing World*. Springer-Verlag, New York: 241-258.

Additional Videos

- (a) *Ancient Sea Gardens*. 2005. Clutesi-Recalma. 48 minutes. (Pre-contact clam management on NWC).
- (b) *The Moon's Prayer*. 1994. Northwest Indian Fish Commission. 50 Minutes. (habitat protection and restoration in Puget Sound)
- (c) *Thinking Like a Watershed*. 1999. (Mattole Watershed, Ben Lomond, California). 27 minutes
- (d) *Blessed Unrest*, 2006. Paul Hawken.(the scale and scope of NGOs working for environmental and social justice) 5 min <http://blessedunrest.com/video.html>
- (e) *We Were Children*. 2012. Tim Wolochatiuk (83 min) [docudrama based on interviews and dramatization of two residential school survivors in Saskatchewan and Manitoba schools]
- (f) *8th Fire*. 2013. TV series (45 min each) shown in 2013 on what the 8th generation of post-contact aboriginal people are building with Canada. Four full episodes and many short "dispatches" can be watched at: <http://www.cbc.ca/player/Shows/Shows/Doc+Zone/8th+Fire/Full+Episodes/>
- (g) *The Greatness of the Boldt Decision of 1974: Its Pivotal Role in Northwest Washington, Indian Country and America Today*. Filmed lecture by Dr. Charles Wilkinson on October 30, 2014 <http://vimeo.com/111661976>. At 1:19:55, Randy Kinley, a member of Lummi Nation and ESA/Harvest Policy Representative in Lummi Natural Resources department stole the floor during the Q & A.
- (h) <http://unistotencamp.com/?p=991> (password "resist") 2014. 30 minute film by Hilary Somerville on protest camp in Wet'suwet'en territory which occupies corridor through which oil and LNG pipelines want to pass.

Podcasts and databases:

- (a) Stories From the Ancestors: The Legends of the Gwich'in. CBC Ideas. Feb 2010
<http://www.cbc.ca/ideas/episodes/2010/02/24/stories-from-the-ancestors-the-legends-of-the-gwichin-cd/>
- (b) Aboriginals and New Canadians: The Missing Conversation. CBC Ideas. Oct.2009.
<http://www.cbc.ca/ideas/episodes/2009/10/16/aboriginals-and-new-canadians-the-missing-conversation/>
- (c) How to Think About Science: CBC Ideas. January-May 2009.
<http://www.cbc.ca/ideas/episodes/2009/01/02/how-to-think-about-science-part-1---24-listen/>
- (d) Joseph Meyers Center <http://crnai.berkeley.edu/> database on co-management examples and critiques.

New Graduate Course Proposal

Attach a separate document if more space is required.

Course Subject (eg. PSYC) REM	Number (eg. 810) 607	Units (eg. 4) 5
Course title (max. 100 characters including spaces and punctuation) Indigenous Governance and Resource Relationships		
Short title (for enrollment/transcript - max. 30 characters) Indig. Gov. & Res. Relations.		
Course description for SFU Calendar * Explores diverse Indigenous perspectives on governance, resource, land and water management, intergovernmental relations and economic development in the context of contemporary settler colonialism in Canada. Skills include critical thinking, anti-colonial, economic, political and policy analyses.		
Rationale for introduction of this course See attached page.		
Term of initial offering 1201	Course delivery (eg. 3 hrs/week for 13 weeks) 13 weeks 4 hrs/wk	
Frequency of offerings/year once a year	Estimated enrollment/offering 10	
Equivalent courses (These are previously approved courses that replicate the content of this course to such an extent that students should not receive credit for both courses.) N/A		
Prerequisite and/or Corequisite **		
Criminal record check required? <input type="checkbox"/> Yes ***	Additional course fees? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Campus where course will be taught <input checked="" type="checkbox"/> Burnaby <input type="checkbox"/> Surrey <input type="checkbox"/> Vancouver <input type="checkbox"/> Great Northern Way <input type="checkbox"/> Off campus		
Course Components <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Seminar <input type="checkbox"/> Lab <input type="checkbox"/> Research <input type="checkbox"/> Practicum <input type="checkbox"/> Independent <input type="checkbox"/> _____		
Grading Basis <input checked="" type="checkbox"/> Letter grades <input type="checkbox"/> Satisfactory or Unsatisfactory <input type="checkbox"/> In Progress/Complete		
Repeat for credit? **** <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Total repeats allowed? _____	Capstone course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

* Course descriptions should be brief and should never begin with phrases such as "This course will..." or "The purpose of this course is..." If the grading basis is satisfactory/unsatisfactory include this in the description.

** If a course is only available to students in a particular program, that should be stated in the prerequisite.

*** If yes, then add this requirement as a prerequisite.

**** This applies to a Special Topics or Directed Readings course.

Required course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Final exam required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Repeat within a term? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Combined with an undergrad course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, identify which undergraduate course and what the additional course requirements are for graduate students:		

RESOURCES

If additional resources are required to offer this course, the department proposing the course should be prepared to provide information on the source(s) of those additional resources.

Faculty member(s) who will normally teach this course Clifford Atleo
Additional faculty members, space, and/or specialized equipment required in order to offer this course N/A

CONTACT PERSON

Department / School / Program REM	Contact name Clifford Atleo	Contact email clifford_atleo@sfu.ca
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DEPARTMENTAL APPROVAL

Remember to also include the course outline.

Non-departmentalized faculties need not sign

Department Graduate Program Committee Sean Markey	Signature 	Date October 18, 2017
Department Chair Sean Cox	Signature 	Date October 23, 2017


OVERLAP CHECK

Overlap check done? YES

The course form and outline must be sent by FGSC to the chairs of each FGSC (fgsc-list@sfu.ca) to check for an overlap in content.

FACULTY APPROVAL

This approval indicates that all the necessary course content and overlap concerns have been resolved, and that the Faculty/Department commits to providing the required Library funds and any other necessary resources.

Faculty Graduate Studies Committee (FGSC) Dongya Yang	Signature  Digitally signed by Dongya Yang DN: cn=Dongya Yang, ou=Simon Fraser University, ou=Archaeology, email=donyang@sfu.ca, c=CA Date: 2018.09.25 16:32:22 -0700	Date Sept. 25, 2018
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SENATE GRADUATE STUDIES COMMITTEE APPROVAL

Senate Graduate Studies Committee (SGSC) Jeff Derksen	Signature 	Date NOV 15 2018
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ADMINISTRATIVE SECTION (for DGS office only) Course Attribute: _____ Course Attribute Value: _____ Instruction Mode: _____ Attendance Type: _____	Library check: NOV 01 2018 If different from regular units: Academic Progress Units: _____ Financial Aid Progress Units: _____
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REM 607 – Spring 2018
Indigenous Governance and Resource Relationships
COURSE OUTLINE

INSTRUCTOR: Clifford Atleo, clifford_atleo@sfu.ca

CLASS HOURS: Tuesdays & Thursdays, 4:30-6:20pm, location TBD

OFFICE HOURS: TBD, TASC 1, Room 8411

COURSE DESCRIPTION:

This course examines a variety of Indigenous perspectives, priorities and complications with respect to governance, and resource, land and water management in British Columbia. We begin with an exploration of Indigenous worldviews, values and principles, especially as they relate to “resources,” and matters of kinship, responsibility, respect, and reciprocity. We will then seek to understand intergovernmental relations within the context of settler colonialism and neoliberal capitalism. Students will receive an introduction into the complex issues and difficult decisions faced by Indigenous peoples, including diversity and divergence of values and principles, economic and community development pressures, poverty, settler colonialism and the ongoing struggles for Indigenous self-determination.

This course will include theoretical foundations of Indigenous worldviews, settler colonialism, neoliberal capitalism and Indigenous-Settler relations, as well as an examination of several case studies, primarily from British Columbia. Students will be encouraged to critically analyze contemporary resource management/relationship issues from Indigenous, anti-colonial, and anti-capitalist perspectives. As many REM students go on to work on these issues directly after graduation, here they will be exposed to them here from the positions of empathy and solidarity.

COURSE SCHEDULE: *Seminars:* Tuesdays & Thursdays, 4:30pm-6:20pm

COURSE MATERIAL: Required readings available on-line (Canvas), through library, or will be emailed to students via the course email list. Students are also required to purchase the following textbooks:

Atleo, Umeek E. Richard. *Tsawalk: A Nuu-chah-nulth Worldview*. Vancouver: UBC Press, 2005.

Braun, Bruce. *The Intemperate Rainforest: Nature, Culture, and Power on Canada's West Coast*. Minneapolis: University of Minnesota Press, 2002.

Coté, Charlotte. *Spirits of our Whaling Ancestors Revitalizing Makah & Nuu-chah-nulth Traditions*. Seattle: University of Washington Press, 2010.

ASSIGNMENTS AND EVALUATION:

1. **Class Participation & Presentation:** 20%

Class participation (10%) is an important part of a seminar class. It's really quite simple: Prepare, attend, contribute. Absences, lack of preparation, and a failure to contribute to class discussions will result in lower marks. Absences for legitimate purposes will not be penalized, but it is important that you communicate with me clearly about these instances. Contributions to class discussion and debate will be assessed not by quantity, but rather by *quality*. Constructive participation requires not only having something to say about the issues, but also listening well to other people's questions and arguments, responding to them sensitively and effectively, and contributing in a way that advances the group's understanding of the issues. In practice, students

who attend regularly and make an effort to participate as much as reasonable find that their participation mark raises their overall mark. *If at any time during the course of the semester you are unsure of or have questions about your mark for class participation, please feel free to come and see me so that we can clarify it.*

Students will also be required to make a brief (10 minute) presentation (10%) on one of the readings. Presentations should not simply be summaries of the readings, but emphasize your critical understanding and opinions of them and lead to productive class discussion.

2. Précis: 15%

Your Précis will be approximately 1000 words long. The purpose of this précis is to identify the main argument of one of the readings (article or book chapter) and engage critically but briefly.

3. Book Review: 20%

Your book review will be approximately 1500 words long. The book review is similar to the précis but will be focused on one of our assigned books in its entirety. You will choose which of the books you'd like to respond to.

4. Term Paper: 45%

The final paper should be approximately 5000 words and engage a subject of your choosing, related to any of the themes raised in class in greater depth.

DUE DATES:

Précis: February 20, 2018
Book Review: March 13, 2018
Term Paper: April 10, 2018

Always keep a copy for yourself of written work submitted.

GRADE	PERCENT	CRITERIA
A+	95 - 100	<u>Excellent Performance</u> : Strong understanding of content and strong and agile ability to identify and apply relevant concepts from content
A	90 - 94	
A-	85 - 89	
B+	80 - 84	<u>Good Performance</u> : Very good understanding of content and ability to apply concepts from content
B	75 - 79	
B-	70-74	
C+	66 - 69	<u>Satisfactory Performance</u> : Basic understanding of content and ability to apply concepts from content
C	60 - 65	
C-	55 - 59	<u>Marginal Performance</u> : Some understanding of content and ability to apply concepts from content
D	50 - 54	
F	0 - 49	<u>Unsatisfactory Performance</u> : Little or no understanding of content and ability to apply concepts from content

COURSE SCHEDULE AND READINGS:

Week 1: Introduction

Thursday, January 4th

I will introduce the key themes and subjects of the course and we will introduce ourselves to each other to help contextualize the discussions that will follow.

Readings: No Readings

Week 2: Pre-Canada Colonialism

Tuesday, January 9th

Readings: TBD

Thursday, January 11th

Readings: TBD

Week 3: Canadian Settler Colonialism

Tuesday, January 16th

Readings: Manuel, George and Michael Posluns. *The Fourth World: An Indian Reality*. Don Mills: Collier-Macmillan, 1974. (Introduction and Chapter Three)
Barker, Adam. "The Contemporary Reality of Canadian Imperialism: Settler Colonialism and the Hybrid Colonial State." *The American Indian Quarterly* 33, 3 (2009): 325-351.

Tuesday, January 18th

Readings: Alfred Taiaiake. "Colonialism and State Dependency." *Journal of Aboriginal Health* 5 (2009): 42-60.
Harris, Douglas C. "Court Between: Aboriginal and Treaty Rights in the British Columbia Court of Appeal" *BC Studies* 126 (2009): 137-164.

Week 4: Eco-Colonialism I

Tuesday, January 23rd

Readings: Krech III, Shepard. "Reflections on Conservation, Sustainability, and Environmentalism in Indigenous North America." *American Anthropologist* 107, 1 (2005): 78-86.
Nadasdy, Paul. "Transcending the Debate over the Ecologically Noble Indian: Indigenous Peoples and Environmentalism." *Ethnohistory* 52, 2 (2005): 291-331.

Thursday, January 25th

Readings: Davis, Lynne. "Home or Global Treasure? Understanding Relationships between Heiltsuk Nation and Environmentalists." *BC Studies* 171 (2011): 9-36.
Lee, Damien. "Windigo Faces: Environmental Non-Governmental Organizations Serving Canadian Colonialism." *The Canadian Journal of Native Studies* xxxi, 2 (2011): 133-153.

Week 5: Eco-Colonialism II

Tuesday, January 30th

Readings: Braun, *The Intemperate Rainforest*, Chapters 1 and 2.

Thursday, February 1st

Readings: Braun, Chapter 3.

Week 6: Indigenous Worldviews Introduction

Tuesday, February 6th

Readings: Altamirano-Jiménez, Isabel. "Indigeneity, Nature, and Neoliberalism." *Indigenous Encounters with Neoliberalism*. Vancouver: UBC Press, 2013: 67-87.

Rose, Deborah. "An Indigenous Philosophical Ecology: Situating the Human." *The Australian Journal of Anthropology* 16, 3 (2005): 294-305.

Thursday, February 8th

Readings: Simpson, Leanne R. "Anticolonial Strategies for the Recovery and Maintenance of Indigenous Knowledge." *American Indian Quarterly* 28, 3&4 (2004): 373-384.
Watts, Vanessa. "Indigenous place-thought & agency amongst humans and non-humans (First Woman and Sky Woman go on a European world tour!)" *Decolonization: Indigeneity, Education and Society* 2, 1 (2013): 20-34.

Week 7: February Reading Week, no classes.

Week 8: Indigenous Worldviews: Tsawalk [Précis Due]

Tuesday, February 20th

Readings: Umeek, Prologue, Introduction, and Chapters 1, 2, 3.

Thursday, February 22nd

Readings: Umeek, Chapters 4, 5, 6 and 7.

Week 9: Indigenous Worldviews: Spirits of our Whaling Ancestors

Tuesday, February 27th

Readings: Coté, Introduction and Chapters 1, 2 and 3

Thursday, March 1st

Readings: Coté, Chapters 4, 5, 6, and 7.

Week 10: Indigenous Worldviews: Coast Salish

Tuesday, March 6th

Readings: Wilson, Raymond (Rocky). "To Honour Our Ancestors We Become Visible Again" in *Be of Good Mind: Essays on the Coast Salish*, Bruce Miller, ed. Vancouver: UBC Press, 2007, 131-137.
Naxaxalhts'i McHalsie, Albert (Sonny). "We Have to Take Care of Everything That Belongs to Us," in *Be of Good Mind: Essays on the Coast Salish*, Bruce Miller, ed. Vancouver: UBC Press, 2007, 182-130.

Thursday, March 8th

Readings: TBD

Week 11: Case Studies: Clayoquot Sound [Book Review Due]

Tuesday, March 13th

Readings: TBD

Thursday, March 15th

Readings: TBD

Week 12: Case Studies: Case Studies: Fossil Fuel Extraction and Transportation

Tuesday, March 20th

Readings: TBD

Thursday, March 22nd

Readings: TBD

Week 13: Case Studies: Fish and Fish Farming

Tuesday, March 27th

Readings: TBD

Thursday, March 29th

Readings: TBD

Week 14: Decolonizing Our Resource Relationships

Tuesday, April 3rd

Readings: Mack, Johnny. "Hoquotist: Reorienting through Storied Practice." *Storied Communities* edited by Hester Lessard, Rebecca Johnson, and Jeremy Webber. Vancouver: UBC Press, 2011: 287-307.

Coulthard, Glen. "For Indigenous Nations to Live, Capitalism Must Die." *Indigenous Nationhood Movement website blog*, November 5, 2013.

Thursday, April 5th

Readings: Barker, Adam and Jenny Pickerill. "Radicalizing Relationships To and Through Shared Geographies: Why Anarchists Need to Understand Indigenous Connections to Land and Place." *Antipode* 44, 5 (2012): 1705-1725.

Snelgrove, Corey, Rita Dahmoon, and Jeff Corntassel. "Unsettling settler colonialism: The discourse and politics of settlers, and solidarity with Indigenous nations." *Decolonization: Indigeneity, Education & Society* 3, 2 (2014): 1-32.

Alfred, Taiaiake. "What is Radical Imagination? Indigenous Struggles in Canada." *Affinities* 4, 2 (2010). <<https://ojs.library.queensu.ca/index.php/affinities/article/view/6130>>.

Week 15: Wrap-up [Final Paper Due]

Tuesday, April 10th