



HAIDA GWAI
HIGHER EDUCATION SOCIETY

History & Politics of Resource Management

HGSE 351

**** THIS IS A SAMPLE SYLLABUS, GUESTS, FIELD TRIPS AND OTHER COURSE DETAILS MAY VARY FROM YEAR TO YEAR. Contact HGHEs for more details.**

Instructor:	Dr. L. Anders Sandberg
Credits:	3

Course Description:

How do ideas about nature influence the ways in which we interact with and manage natural resources? Why is history important to understanding the politics of resource management? In this course, we will take an historical approach to examining resource management conflicts in Canada, with a particular focus on forests. Course topics include the social nature of forests; the history of forestry in Canada; First Nations; imperialism and forests; race, class, and gender in the woods; and contemporary forest conflicts and claims.

Course Objectives:

By the end of this course, students will be able to:

- Explain how resource management is embedded in history and politics
- Describe how forests and other 'resources' have multiple meaning, which change through time
- Analyze contemporary forest conflicts and other resource management issues within their historical and political contexts
- Demonstrate critical thinking skills, built through independent reading and participation in class discussions
- Display oral and written communication skills, developed through participation in small and large group discussions and through written assignments

Course Organization:

This course centers on the assigned readings. The course instructor will explain the background necessary for understanding the readings, but the majority of the class will be spent in discussion based on the shared course readings. In addition, local speakers will visit the class to participate in discussions and to share their first-hand experiences with resource management politics in Haida Gwaii.



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Students are expected to participate actively in the class through careful and close readings of the course materials, respectful dialogue with guest speakers, thoughtful response papers, informed participation in discussion, and active listening.

Assignments & Evaluation:

The grade for the course will be based on the following percentages:

Response Papers	45%
Final Paper	30%
Course Participation	25%

Response Papers

Each student will hand in 3 short papers (2 pages, double spaced) in response to questions on the readings. The course instructor will distribute questions at the end of every class that should be answered for the readings of the following class. Students will choose 3 classes for which to write response papers. Only seven students can write response papers for each class; this is to ensure that each class has a group of students who have an in-depth knowledge of the readings (though everybody is expected to do all of the readings, of course). There will be a sign up sheet provided during the first class. Papers are due at the beginning of class the day on which the relevant readings are discussed. No late papers will be accepted. The papers are worth 15% each.

Final Paper

The purpose of the final paper is for students to show their engagement with and understanding of the course content, as well as their ability to use course ideas to reflect critically upon current resource management issues and practices. The paper is to be short (5 pages, double spaced) and to rely primarily on course materials rather than outside research.

Course Participation

Active participation in class is essential and it will be measured in a variety of ways. Attendance is mandatory. Student must also show that they are engaging with course readings and themes by contributing thoughtfully to class discussions. Response papers will also reflect students' participation in the course. Students will be asked to give a 5-minute oral commentary (not summary) on one reading that is not covered by their response papers. A sign up sheet will be provided during the first class.



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Some people are more comfortable with speaking in class, and the course instructor will take note of active listening as well as speaking. Students who are comfortable speaking in class will be asked to work on their listening skills, while those more comfortable listening will be encouraged and given the opportunity to talk.

Assigned Readings:

Day 1: Introduction (afternoon)

Introduction to the course, course instructor, and students. Sign up for course assignments.

Why is the Jack Pine Canada's Most Famous Painting?

<http://www.cbc.ca/beta/arts/why-is-the-jack-pine-canada-s-most-famous-painting-1.3361454>

Day 2: What are nature, history, and politics?

Asch, Michael. "Canadian Sovereignty and Universal History." In *Storied Communities: Narratives of Contact and Arrival in Constituting Political Community*, edited by Hester Lessard, Rebecca Johnson and Jeremy Webber, 29–39. Vancouver: UBC Press, 2011.

Cronon, William. "A Place for Stories: Nature, History, and Narrative." *Journal of American History* 78, no. 4 (1992): 1347–1376.

Cronon, William. "The Trouble with Wilderness; or, Getting Back to the Wrong Nature." In *Uncommon Ground: Rethinking the Human Place in Nature*, edited by William Cronon, 69–90. New York: Norton, 1996.

Day 3: Imperialism and nature

Anderson, Kay. "Culture and Nature at the Adelaide Zoo: At the Frontiers of "Human" Geography." *Transactions of the Institute of British Geographers, New Series*, 20, no. 3 (1995): 275–294.

McClintock, Anne. "The Lay of the Land." In *Imperial Leather: Race, Gender, and Sexuality in the Colonial Contest*, 21–44. London: Routledge, 1995.

Pratt, Mary Louise. "Science, Planetary Consciousness, Interiors." In *Imperial Eyes: Travel Writing and Transculturation*, 15–37. London and New York: Routledge, 1992.



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Day 4: Imperialism and ‘Canadian’ forests

Braun, Bruce. “Producing Marginality: Abstraction and Displacement in the Temperate Rainforest.” In *The Intemperate Rainforest: Nature, Culture, and Power on Canada’s West Coast*, 30–65. Minneapolis and London: University of Minnesota Press, 2002.

King, Thomas. “As Long as the Grass is Green” and “Happy Ever After.” In *The Inconvenient Indian: A Curious Account of Native People in North America*, 215–266. Doubleday Canada, 2012.

Swensen, Thomas Michael. “Green Imperialism in the Tongass National Forest,” The Alaska Native Studies Blog, September 20, 2013. Accessed December 8, 2013 at <http://alaskanativestudies.blogspot.ca/2013/09/discussion-green-imperialism-in-context.html>

Day 5: Nature, race, gender and nationalisms

Berger, Carl. “The True North Strong and Free.” In *Nationalism in Canada*, edited by P. Russell, 3–26. Toronto: McGraw-Hill, 1966.

Anderson, Kim. “Native Women, the Body, Land, and Narratives of Contact and Arrival.” In *Storied Communities: Narratives of Contact and Arrival in Constituting Political Community*, edited by Hester Lessard, Rebecca Johnson and Jeremy Webber, 167–188. Vancouver: UBC Press, 2011

Thorpe, Jocelyn and L. Anders Sandberg. “Transcending Emily Carr? New Perspectives on a Canadian Icon,” *Journal of Historical Geography*, 33 (2007), 687-694.

Day 6: Forests, race, gender and Canadian nationalism

Sandilands, Catriona. “Where the Mountain Men Meet the Lesbian Rangers: Gender, Nation, and Nature in the Rocky Mountain National Parks.” In *This Elusive Land: Women and the Canadian Environment*, edited by Melody Hessing, Rebecca Raglon and Catriona Sandilands, 142–162. Vancouver and Toronto: UBC Press, 2005.

Egan, Brian. “Resolving ‘the Indian Land Question’? Racial Rule and Reconciliation in British Columbia.” In *Rethinking the Great White North: Race, Nature and Historical Geographies of Whiteness in Canada*, edited by Andrew Baldwin, Laura Cameron, and Andrew Kobayashi, 211-232. Vancouver and Toronto: UBC Press, 2011.



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Day 7: Tourism, forests, and environmentalism

Thorpe, Jocelyn. "To Visit and Cut Down: Tourism, Forestry, and the Social Construction of Nature in the Twentieth-Century Northeastern Ontario," *Journal of the Canadian Historical Association*, 19, 1 (2008), 331-357.

Sandilands, Catriona. "Between the Local and the Global: Clayoquot Sounds and Simulacral Politics." In *A Political Space: Reading the Global Through Clayoquot Sound*, edited by Warren Magnusson and Karena Shaw, 139-167. Minneapolis and London: University of Minnesota Press, 2003.

Day 8: Critical perspectives on forest conservation

Pinchot, Gifford. "Principles of Conservation." In *The Fight for Conservation*, 40–52. New York: Doubleday, Page and Company, 1910.

Dellert, Lois. "Sustained Yield: Why Has It Failed to Achieve Sustainability?" In *The Wealth of Forests: Markets, Regulation and Sustainable Forestry*, edited by Tollefson, 255-276. Vancouver: University of British Columbia Press, 1998.

Jonasse, Rick. "The Forester's Eye: Technology, Techniques and Perceptions in Early American Forestry." *Alternatives* 21, no. 3 (1995): 32–37.

Day 9: Working in the woods

Ekers, Michael and Brendan Sweeney. "(Dis)organizing Tree Planters: Labour and Environmental Politics in the British Columbia Silviculture Industry." *BC Studies* 166 (Summer 2010): 95–123.

Dunk, Thomas. "Talking About Trees: Environment and Society in Forest Workers' Culture." *Canadian Review of Sociology and Anthropology* 31, no. 1 (1994): 14–34.

Menzies, Charles and Caroline Butler, "The Indigenous Foundation of the Resource Economy of BC's North Coast," *Labour/Le Travail* 61 (Spring 2008), 131-149.



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Butler, Caroline and Charles Menzies. “Out of the Woods: Tsimshian Women and Forestry Work.” *Anthropology of Work Review* XXI, no. 2 (2000): 12–17.

Day 10: Contemporary issues and their roots

Prudham, Scott. “Tall Among the Trees: Organizing Against Globalist Forestry in Rural British Columbia.” *Journal of Rural Studies* 24, no. 2 (2008): 182–196.

Takeda, Louise and Inge Røpke, “Power and Contestation in Collaborative Ecosystem-based Management: The Case of Haida Gwaii,” *Ecological Economics* 70 (2010): 178–88.

McGregor, Deborah, “Aboriginal/non-Aboriginal relations and sustainable forest management in Canada: The influence of the Royal Commission on Aboriginal Peoples,” *Journal of Environmental Management*, 92 (2011): 300-310.

King, Thomas. “What is it about Us that You Don’t Like?” In *The Truth About Stories: A Native Narrative*, 121–151. Toronto: House of Anansi Press, 2003.



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Course Schedule:

Please remember that our schedules are fluid and subject to change.

Day	9-12	1-4
Monday	HGHEs Orientation	Lecture: Introduction to the course, course instructor, and students; sign up for course assignments
Tuesday	Lecture: What are nature, history, and politics?	Guest: Welcome from Hereditary Chief Gaahlaay and Matriarch Gwaganad of the Tsaahl clan
Wednesday	Lecture: Imperialism and nature	Guest: Forestry on Haida Gwaii with guest, Leonard Munt
Thursday	Lecture: Imperialism and 'Canadian' forests	Field Trip: Interpretive walking tour of Spirit Lake, with Linda Tollas Evening: Welcome potluck dinner
Friday	Lecture: HGSE 350 Seminar	Independent Study
Monday	Lecture: Nature, race, gender, and nationalisms	Field Trip: Tour of the Haida Gwaii Museum with curator, Sean Young
Tuesday	Lecture: Forests, race, gender, and Canadian nationalism Guest, Hilary Thorpe at 11	Guest: An introduction to the Council of the Haida Nation and Haida governance with guest, April Churchill
Wednesday	Lecture: Tourism, forests, and environmentalism	Guest: International Forestry with guests, Keith Moore
Thursday	Lecture: Critical perspectives on forest conservation	Guest: Strategic Land Use Planning and Community Participation with guest, John Broadhead



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Friday	Lecture: HGSE 350 Seminar	Independent Study
Monday	Lecture: Working in the woods	Field Trip: A talk in the woods with guests, Kris May and Mike Hennigan
Tuesday	Lecture: Contemporary issues and their roots	Independent Study – work on final papers
Wednesday	Independent Study – work on final papers	
Thursday	Field Trip: Community Mapping field trip	
Friday	Lecture: HGSE 350 Seminar	Independent Study