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.**

<table>
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<tr>
<th>Instructor:</th>
<th>Dr. L. Anders Sandberg</th>
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<tbody>
<tr>
<td>Credits:</td>
<td>3</td>
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**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.
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:

<table>
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<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tr>
<td>Response Papers</td>
<td>45%</td>
</tr>
<tr>
<td>Final Paper</td>
<td>30%</td>
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<tr>
<td>Course Participation</td>
<td>25%</td>
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**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.
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?  

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


**Day 3: Imperialism and nature**


Day 4: Imperialism and ‘Canadian’ forests


Day 5: Nature, race, gender and nationalisms


Day 6: Forests, race, gender and Canadian nationalism

Day 7: Tourism, forests, and environmentalism


Day 8: Critical perspectives on forest conservation


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.


**Day 10: Contemporary issues and their roots**


**Course Schedule:**

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

<table>
<thead>
<tr>
<th>Day</th>
<th>9-12</th>
<th>1-4</th>
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<tbody>
<tr>
<td>Monday</td>
<td>HGHES Orientation</td>
<td><strong>Lecture:</strong> Introduction to the course, course instructor, and students; sign up for course assignments</td>
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<tr>
<td>Tuesday</td>
<td><strong>Lecture:</strong> What are nature, history, and politics?</td>
<td><strong>Guest:</strong> Welcome from Hereditary Chief Gaahlaay and Matriarch Gwaaganad of the Tsaahl clan</td>
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<tr>
<td>Wednesday</td>
<td><strong>Lecture:</strong> Imperialism and nature</td>
<td><strong>Guest:</strong> Forestry on Haida Gwaii with guest, Leonard Munt</td>
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| 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 |
<p>| Wednesday| <strong>Lecture:</strong> Tourism, forests, and environmentalism | <strong>Guest:</strong> International Forestry with guests, Keith Moore |
| Thursday | <strong>Lecture:</strong> Critical perspectives on forest conservation | <strong>Guest:</strong> Strategic Land Use Planning and Community Participation with guest, John Broadhead |</p>
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<tr>
<th>Day</th>
<th>Lecture</th>
<th>Independent Study</th>
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<tr>
<td>Friday</td>
<td><strong>Lecture</strong>: HGSE 350 Seminar</td>
<td>Independent Study</td>
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<tr>
<td>Monday</td>
<td><strong>Lecture</strong>: Working in the woods</td>
<td><strong>Field Trip</strong>: A talk in the woods with guests, Kris May and Mike Hennigan</td>
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<tr>
<td>Tuesday</td>
<td><strong>Lecture</strong>: Contemporary issues and their roots</td>
<td>Independent Study – work on final papers</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Independent Study – work on final papers</td>
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<tr>
<td>Thursday</td>
<td><strong>Field Trip</strong>: Community Mapping field trip</td>
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<tr>
<td>Friday</td>
<td><strong>Lecture</strong>: HGSE 350 Seminar</td>
<td>Independent Study</td>
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