



HAIDA GWAI
HIGHER EDUCATION SOCIETY

**Diversifying Resource Dependent Communities
Through Community-Based Development**

HGSE 354

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

Instructor:	Prof. David J.A. Douglas
Credits:	3

Course Description:

This is a course in community development. Large scale political and economic changes, and societal changes, and now climate change, are reshaping rural, resource dependent communities across Canada, and around the world. And the same applies to British Columbia, and Haida Gwaii. But, either by design or default, responsibility for community wellbeing, resilience and survival is increasingly being left to communities themselves. This course offers an intensive and in-depth examination of the forces that restructure local economies, both historically and contemporarily, and links rural economic development with the legacy of resource development and marginalization of Aboriginal communities across British Columbia. Selected theoretical and practical aspects of community economic development processes are explored, in the more holistic context of community development. Topics will include area and sectoral economic analysis, public participation and engagement, governance, social capitals, organization development, community visioning and strategic management, enterprise facilitation, multi-community collaboration, and several other core concepts and topics. Various strategies that communities may initiate to diversify their economies are explored and critically contrasted.

Course Objectives:

By the end of the course, students should be able to:

- Outline the major forces that have shaped and will shape rural, resource dependent communities in British Columbia
- Articulate their own understanding of the nature of communities, particularly rural, smaller, remote and First Nations communities
- Explain problems in rural and northern development contexts within a broad framework of economic and political economy theory



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- Describe how current efforts to diversify rural economies are influenced by the legacy of resource development and Aboriginal community marginalization in rural BC
- Outline several strategies for rural economic development, present their rationale, and analyze their strengths, weaknesses, and major differences
- Conduct a basic socioeconomic analysis of a rural, resource dependent community and suggest candidate strategies that may be undertaken to diversify their economy

The Learning & Development Culture:

The instructor will elaborate and discuss further his approach to learning, and personal development, in the opening class session. A cooperative approach rather than a competitive approach to learning will be adopted, focusing on the personal development of the participating student (and the instructor himself) through this course. Respectful listening, observation and exploration will be combined with a contractual commitment to effective participation throughout the course, disciplined independent and group research and enquiry, critical use of the course resources, and a partnership with community participants in the developmental process that this course entails.

Course Organization:

Learning will be achieved in a variety of ways - through the instructor's in-class lectures and presentations, student presentations, community resident and other guest speakers' presentations, examining case studies, intensive readings, small group community-based research projects, researching and writing individual or group **course papers**, if adopted, through a **course journal** (partial total grades), field trips to the communities and elsewhere, in-class discussions led by the students and the Instructor, and other ways. This interdisciplinary course will have a strong experiential base and will integrate with the student's experience in other courses (e.g. the CSL course).

The principal course activities will be in-class lectures and presentations by the instructor, facilitated discussions, in-class presentations by students, in-class presentations by community residents and others (e.g. via Skype), and several field trips.

The instructor will encourage all participants to use as their primary formal learning vehicles for their **course papers**, collaborative, community-based projects, directly involving members of the community. Course grades will be assigned to these, based upon a discussion in the opening class.



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The instructor will give intensive one-on-one and project group advice and coaching throughout the course, during class, on field trips, after class, on weekends, and otherwise as required.

Class Organization:

Most class sessions will commence with questions and issues, and relevant discussion relating to the previous class or field trip. This will be followed by a lecture or presentation by the instructor, and further discussion.

In some afternoon classes time will be set aside for group project work. There will be a 20-minute break in all morning classes.

Assigned Readings:

Course participants are advised to systematically read and regularly consult one textbook that will be used as a primer for this course. The book is: **Second Growth**. Markey, Sean, John T. Pierce, Kelly Vodden and Mark Roseland (UBC Press, 2005).

A supplementary, but *not* a required primer will be Takeda, Louise. **Islands' Spirit Rising: Reclaiming the Forests of Haida Gwaii**. (UBC Press, 2015).

Monday 1

- Reimer B. and R. D. Bollman (2010). "Understanding Rural Canada: Implications for Rural Development Policy and Rural Planning Policy". In, Douglas, David J.A. (ed). **Rural Planning and Development in Canada**. Toronto; Nelson. Chapter 1.

Tuesday 1

- Douglas, David J.A. (2010). "Introduction." In, Douglas, David J.A. (ed). **Rural Planning and Development in Canada**. Toronto; Nelson.
- du Plessis, V., R. Beshiri, R., Bollman, and H. Clemenson. 2002. **Definitions of Rural**. Ottawa: Minister of Industry, Statistics Canada.
- Douglas, David J.A. (1989). Note from the Guest Editor. **Plan Canada**. Vol. 29, No. 2. pp. 3-7.
- Markey, S., Halseth, G., Manson, D. (2010). Capacity, Scale and Place: Pragmatic Lessons for Doing Community-based Research in the Rural Setting. **The Canadian Geographer**, 54(2): 158-176.



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Thursday 1

- Baxter, D., R. Berlin, A. Ramlo. 2005. *Regions and Resources: The Foundations of British Columbia's Economic Base*. Vancouver: The Urban Futures Institute.
- "The Development of Northern British Columbia: General Processes and Specific Circumstances." In, Markey, Sean, Greg Halseth, and Don Manson. **Investing in Place: Economic Renewal in Northern British Columbia**. Vancouver; UBC Press. Chapter 2.
- "Province Building." In, Markey, Sean, Greg Halseth, and Don Manson. **Investing in Place: Economic Renewal in Northern British Columbia**. Vancouver; UBC Press. Chapter 4.

Tuesday 2

- Markey, S., G. Halseth, and D. Manson. (2010). Capacity, Scale and Place: Pragmatic Lessons for Doing Community-based Research in the Rural Setting. *The Canadian Geographer*, 54(2): 158-176.
- Ryser, L., G. Halseth, and D. Thien, D. 2009. Strategies and intervening factors influencing students social interaction and experiential learning in an interdisciplinary research team. **Research in Higher Education** 50(3): 248-267.

Wednesday 2

- Douglas, David J.A. (1994). "Community Economic Development in Canada: Issues, Scope, Definitions and Directions." In, Douglas, David J.A. (ed.), **Community Economic Development in Canada**. Toronto; McGraw-Hill Ryerson. Vol. 1, Chapter 1.
- Boothroyd, Peter and H. Craig Davis. (1993). "Community Economic Development: Three Approaches." **Journal of Planning Education and Research**. Vol. 12, No. 3. pp. 230-240.
- Hustedde, R., R. Shaffer and G. Pulver (2005). **Community Economic Analysis: A How to Manual**. Ames, IA, North Central Regional Center for Rural Development, Iowa State University: 1-33.



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A *supplementary* reading that will suit the learning styles of some students more than others is:

- Douglas, David J.A. (2009), **Local Economic Development for Rural and Smaller Communities**. Guelph; University of Guelph

Thursday 2

- Douglas, David J.A. (1994). "Strategic Planning and Management in Community Economic Development. In, Douglas, David J.A. (ed.). **Community Economic Development in Canada**. Toronto; McGraw-Hill Ryerson. Vol. 1, Chapter 7.
- McGregor, D. (2004). Traditional Ecological Knowledge and Sustainable Development: Towards Coexistence. ***In the Way of Development: Indigenous: Indigenous Peoples, Life Projects and Globalization***
- Reimer, B. and S. Markey. (2008). ***Place-based Policy: A Rural Perspective***. Montreal: Concordia University. Report prepared for Human Resources and Social Development Canada.
- Halseth, G., D. Manson, S. Markey, L. Lax, and O. Buttar. (2006). The Connected North: Findings from the Northern BC Economic Vision and Strategy Project. ***Journal of Rural and Community Development***, 2(1): 1-27.

Monday 3

- Pell, David (1994). The Third Sector: Sustainable Development and Community Empowerment." In, Douglas, David J.A. (ed.), **Community Economic Development in Canada**. Toronto; McGraw-Hill Ryerson. Vol. 1, Chapter 4.
- MacLeod, Greg. (1986). ***New Age Business: Community Corporations that Work***. Ottawa; Canadian Council on Social Development.
- Connelly, S., S. Markey, and M. Roseland. (2011). Culture and Community: Sustainable Community Planning in the Rolling River First Nation. ***Journal of Aboriginal Economic Development***, 7(2): 40-54.



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Course Schedule:

Please remember that our schedule is fluid and subject to change.

Day	9-12	1-4
Monday	<p>Lecture: Welcome, introductions, student learning objectives, instructor’s approach to learning and personal development, evaluating our own development, discussion, course outline and schedule, learning processes, learning resources</p>	<p>Lecture: Diversification and development</p> <p>The problem, issue, opportunity, challenge: What’s up? Open exploration and discussion on development and what this course addresses</p>
Tuesday	<p>Lecture: The nature of community</p> <p>Exploration of the characteristics of communities as social, economic, political, cultural and ecological organizations and systems</p> <p>Structures, roles, functions, relationships, growth dynamics, power, social capitals, place, governance</p>	<p>Guest Lecture: Being “rural”</p> <p>Distance, density, identity, remoteness, exploring the realities, perceptions, mythologies, and implications</p>
Wednesday	<p>Lecture: Selected characteristics of Haida Gwaii communities</p> <p>Guests: Residents join to talk about their community</p>	<p>Field Trip: Youth Workers at Hiit’aGan iina Kuuya Naay/ Skidegate Youth Centre</p>
Thursday	<p>Lecture: Rural development and undevelopment</p> <p>The external and internal factors and forces influencing the fate</p>	



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	of rural communities Theory, concepts, ideologies, evidence	
Friday	Lecture: HGSE 350 Seminar	Independent study
Monday	Full-day field trip: Tlell & Port Clements Various local guests	
Tuesday	Lecture: Field trip reflection and discussion Student projects Informal presentations and design and discussion	Guest Lecture: Tourism and community development, language based community tourism
Wednesday	Full-day field trip: Massett, Old Massett & Tow Hill Variety of local guests	
Thursday	Lecture: Community economic development (CED) and local economic development (LED) Central issues, dominant concepts, processes (e.g. PBD), participants	Guest Lecture: Misty Isles Economic Development Society
Friday	Lecture: HGSE 350 Seminar	Independent study
Monday	Lecture: Community economic development and strategic planning and management (SP&M) From values and vision to plan, from plan to implementation and management	Guest Lecture: Community members reflect on local change



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Tuesday	<p>Lecture: Community economic development: Organizing and organization</p> <p>CDCs, cooperatives, community enterprises, local government/band administration, mixed market models, multi-community models, the regional perspective, roles, responsibilities, resourcing the initiatives</p>	<p>Guest Lecture: Community Futures</p>
Wednesday	Student presentations	
Thursday	<p>Lecture: From here? Critical reflection, review of selected concepts, remaining questions and issues</p>	
Friday	<p>Lecture: HGSE 350 Seminar</p>	Independent study (all HGSE 354 assignments due)