



**University of British Columbia
Faculty of Forestry**

***Conservation 370:
Aboriginal Forestry***

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Office Hours: Forest Science Centre 2608 Thursdays 2pm to 3pm
or by appointment
Course content: on Connect

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Schedule: Winter Term 2, 2015
Tuesdays and Thursdays, 12:30 pm - 2:00 pm

Classroom: Room 1001
2424 Main Mall Forest Science Centre

Aboriginal Forestry

This course will provide an overview of Aboriginals and natural resources, with an emphasis on Aboriginal participation in Forestry.

Pre-requisites

Although there are no formal pre-requisites for taking this course, it is scheduled for third year students. A background in political science, anthropology or sociology may be helpful. Parts of the course also assume some familiarity with forestry.

Course Description

First Nations of British Columbia have gradually moved from the periphery to the centre of forest management and natural resource policy. Today, most professional foresters and land managers cannot avoid dealing with Aboriginal rights and title issues at some point in their professional careers. This course has been designed to introduce forestry and natural resources conservation students to the issues that they will encounter in their professional work with (or for) Aboriginal communities and organizations.

The course is divided into three parts.

Part 1 examines the differences in worldviews between Aboriginal peoples and others when planning land management actions.

Part 2 examines the history of forest policy and how policy has worked from excluding Aboriginal people, to how policy - including recent decisions of the Canadian Supreme Court - have evolved around the 'Indian land question' in British Columbia.



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Part 3 examines issues of disputed governance, co-management and cooperation which are being utilized to address conflict among Aboriginal and non-Aboriginal resource interests.

Learning Outcomes

1. Students can compare types of world views of forests. By the end of Part 1 students would be able to compare and:
 - 1.1 Deconstruct the language used to describe forests by Aboriginal Peoples, Provincial Governments, industry, and stakeholder groups.
 - 1.2 Given a case study, students will be able to analyze resources management issues for non-timber and timber uses by Aboriginal peoples.
 - 1.3 Analyze traditional forest-related knowledge to types of western science using the categories of ontology, epistemology, morality, exchange and politics.
 - 1.4 Explain how differences in world view impact resource management in Canada, and abroad.
 - 1.5 Apply correct definitions and spellings to course assignments.

2. By the end of Part 2 students would be able to communicate and:
 - 2.1 Describe the events from 1846 until today in the Canada forest sector and Aboriginal peoples.
 - 2.2 Be able to apply the requirements for consultation and accommodation required by the recent decisions from the Canadian Supreme Court.
 - 2.3 Be able to evaluate how forest policy and common law have influenced resource management in Canada.
 - 2.4 Contrast definitions for Aboriginal rights and title with the Aboriginal values.
 - 2.5 Appraise how SCC *Tsilhot'in* would impact forest practices and revenue sharing if fully implemented in British Columbia.

3. By the end of Part 3 students would be about to evaluate the differential power that exists in the relationships between Aboriginal Peoples, Provincial Governments, industry, and stakeholder groups and
 - 3.1 Compare the different concepts of co-management, co-governance and self-government.
 - 3.2 Grade and defend a ladder-type classification system given a written contract between an Aboriginal group and a government.
 - 3.4 Begin to understand and develop respectful ways Forest professionals and biologists may develop relationships with Aboriginal Peoples by analyzing case studies.
 - 3.5 Choose management principles and make recommendations for adapting natural resources management to include traditional forest-related knowledge.

Evaluation

Course evaluation will be based on five primary components:

1. Weekly discussion of identified issues/themes/questions raised by the assigned readings for that week. Attendance, coming prepared and active participation count.
2. Students will write 10 200-word blog entries on the Connect site. Each blog entry will analyze a course reading. **Instructions will be posted on Connect.**
3. Students will write one essay (12 page, double-spaced papers) evaluating one or more documents (**class readings**, court cases, journals) and using ideas from class lectures and activities. **Instructions and topic will be posted on Connect the beginning of February.**
4. A group project (up to 3 students) to develop a 3-minute video based on 7 of chosen course learning objectives. Students to share the video on the connect site. Partial marks based on feedback from the class colleagues. **Instructions will be posted on Connect.**
5. A final examination. This will be a short answer and essay-type examination. The date and location will be announced during the semester. The exam schedule is April 12 – 27, 2016.

Grade Breakdown

Class participation	10%
Blog entries	10%
1 Essay	20%
3-minute video	15%
Mid-term	15%
Final Examination	30%

Significant Dates

- Reading Week: February 15-19
- 3 minute video: February 23
- Midterm: March 1
- Essay due: March 17
- Class participation: during each class and by entries on the discussion board until April 7
- Final Examination: Place and Time to Be Determined by the University

Course Materials

Course readings, presentations and assignments will be on Connect. An i-clicker will be required for attendance and class discussion.

Course Protocols

Given the politically and often emotionally charged subject matter of this course, it is expected that students and the instructor will dialogue and generally treat one another with “respect, courtesy, honesty and good faith” (ABCPF Code of Ethics). At no time in the course will comments that are racially pejorative be tolerated.

Policy for Late Assignments or Missed Examinations

Accommodation can be made for students to submit assignments after the scheduled due date owing to illness, bereavement or another legitimate reason. Alternate arrangements to complete the course requirements need to be made by the student with the course instructor as soon as possible.

In general cases where an assignment is submitted late, and the student cannot provide a legitimate reason for the late submission, **Five points will be deducted per day** from the assignment grade.

Late assignments will not be accepted on the fifth day after the required due date.

Schedule of Topics and Readings

(NOTE: Changes in the following schedule and readings may occur as the semester proceeds.)

Part I: Differing world views, traditional forest-related knowledge and western science

Week 1 (January 5 & 7) Introduction and Significance of Story

White, Ellen (Kwulasulwut). (2006). The boys who became a killer whale. In: *Legends and Teachings of Xeel's, the Creator*. Pacific Educational Press. UBC. pp. 25-38.

Indigenous foundations, terminology: <http://indigenousfoundations.arts.ubc.ca/home/identity/aboriginal-identity-terminology.html>

Bonus reading:

Simpson, L. B. (2014). Land as pedagogy: Nishnaabeg intelligence and rebellious transformation. *Decolonization: Indigeneity, Education & Society*, 3(3).

Guest Speaker: Larry Grant, Musqueam Elder discusses "Unceded Lands and Deforestation of Musqueam lands"

Week 2 (January 12 & 14) Traditional Forest-Related Knowledge (TFRK) and Western Science

Trosper, R. (2007). *Now that Paiute forestry is respectable: Can traditional knowledge and science work together?* Working paper University of British Columbia, Vancouver, BC. pp. 1-17.

Trosper, R., & J. Parrotta (2012). Introduction: The growing importance of traditional forest-related knowledge. *In Traditional forest-related knowledge: Sustaining communities, ecosystems and bicultural diversity*. (pp. 1-36). Springer: Science+Business Media
<https://login.ezproxy.library.ubc.ca/login?qurl=http%3a%2f%2fink.springer.com%2fopenurl%3fgenre%3dbook%26isbn%3d978-94-007-2143-2>

Bonus reading:

Pierotti, R. and Wildcat, D. (2000). Traditional ecological knowledge: The third alternative. *Ecological Applications* 10 (5). pp. 1333-1340.

Guest Speaker: Carol Anne Hilton, MBA "Indigenizing Natural Resource Economics"

Week 3 (January 19 & 21) TFRK contd. and forest uses by Aboriginal Peoples

Natcher, D. ed. (2008). Subsistence harvesting and the cultural sustainability of the Little Red River Cree Nation. In: *Seeing beyond the trees: The social dimensions of Aboriginal forest management*. Captus Press. Ch 2.

Turner, N. J., et al. (2009). Cultural management of living trees: an international perspective. *Journal of Ethnobiology* 29(2): 237-270

Bonus reading:

Jacqmain, H., Belanger, L., Courtois, R., Dussault, C., Beckley, T., Pelletier, M., & Gull, S. (2012). Aboriginal forestry: Development of a socioecologically relevant moose habitat management process using local Cree and scientific knowledge in eeyou istchee. *Canadian Journal of Forest Research*, 42(4), 631-641.

Week 4 (January 26 & 28) Cultural sustainability

Turner, N. J., et al. (2008). From invisibility to transparency: identifying the implications. *Ecology and Society* 13(2): 7.

Bohensky, E. & Maru.Y. (2011). Indigenous knowledge, science, and resilience: what have we learned from a decade of international literature on “integration”? *Ecology and Society* 16(4): 6.

Part II: Aboriginal Peoples and Canadian Laws

Week 5 (February 2 & 4) History of Aboriginal Forestry Policy and Ladders of Participation

Dale, N. (2013). Progress and limits to collaborative resolution of the BC Indian forestry wars. *In* Tindall, D., Troster, R. and Perreault, P. (Eds.) *Aboriginal peoples and forest lands in Canada*. UBC Press, Vancouver, B.C. pp. 225-241.

Forsyth, J., Troster, R. & Hoberg G. (2006). Who’s got the power? Analysis of Aboriginal decision-making power in Canadian forest management arrangements. *Working paper University of British Columbia*, Vancouver, BC. pp. 1-20.

Week 6 (February 9 & 11) Aboriginal rights and title

Association of British Columbia Forest Professionals. (2015). Chapter 13: First Nations. *In: Forest Legislation and Policy Reference Guide 2015*. Vancouver, BC. pp. 1-11.

Tsilhqot’in Nation v. British Columbia. (2014). Supreme Court of Canada. SCC 44 pp. 270-310.
<https://scc-csc.lexum.com/scc-csc/scc-csc/en/item/14246/index.do>

READING WEEK: FEBRUARY 15 – 19

Week 7 (February 23 & 25) Requirements for Consultation and Accommodation

British Columbia. (2014). Guide to Involving Proponents When Consulting First Nations.
www2.gov.bc.ca/assets/gov/environment/natural-resource-stewardship/consulting-with-first-nations/first_nations/involving_proponents_guide_when_consulting_with_first_nations.pdf

February 23: 3-minute video due

III: Aboriginal Forestry

Week 8 (March 1 & 3): “Aboriginal Forestry”

Wyatt Stephen. (2008). First Nations, forest lands, and “Aboriginal forestry” in Canada: From exclusion to co-management and beyond. *Can. J. For. Res.* 38: 171 – 180.

Midterm: March 1

Week 9: (March 8 & 10) Forest policies in Canada

Howlett, M., J. Rayner, and C. Tollefson, (2009). From government to governance in forest planning? Lessons from the case of British Columbia Great Bear Rainforest initiative. *Forest Policy and Economics* 11 383-391.

Smith, M. A. (2015). A Reflection on First Nations in their Boreal Homelands in Ontario: Between a Rock and a Caribou. *Conservation and Society*, 13(1), 23.

Week 10 (March 15 & 17) Common pool resources and Criteria and Indicators

Cox, M., Arnold, G., & Tomás, S. V. (2010). A review of design principles for community-based natural resource management. *Ecology and Society*, 15(4), 38.

Natcher, D. C., & Hickey, C. G. (2002). Putting the community back into community-based resource management: A criteria and indicators approach to sustainability. *Human Organization*, 61(4), 350-363.

March 17: Essay Due

Week 11 (March 22 & 24) Partnership models and methods

Grainger S., Sherry, E. & Fondahl, G. (2006). The John Prince Research Forest: Evolution of a co-management partnership in northern British Columbia. *The Forestry Chronicle*. 82(4): 484-95. pp. 1-12.

Week 12 (March 29 & 31) Indigenous governance

National Centre for First Nations Governance. (2008). *Principles to Support Effective Governance*. pp. 1-16. http://fngovernance.org/publication_docs/Governance_Principles2008.pdf

Lee-Johnson, E. & R.L. Trosper, (2010). Designing a New Governance Structure: Analysis of a Stellat'en model for Implementing Forest Management Devolution in British Columbia. In Stevenson, M. & Natcher, D (Eds.) *Co-existence: Aboriginal Issues in Forest and Land Use Planning, Research and Insights from the Aboriginal Program of the Sustainable Forest Management Network.*, CCI Press, Edmonton, pp. 125-146.

Week 13 (April 5 & 7) Course Summary & Medicine walk at UBC Farm

April 7: Discussion entries closes

Date to be determined: Final Examination