

HIST 436
Land and Power in British Columbia
(British Columbia)
Simon Fraser University
Fall 2016



Meetings: Tuesdays 1:30–5:20 pm, BLU 11901

Canvas: <https://canvas.sfu.ca/courses/28806>

Instructor: Dr. Tina Adcock (tina.adcock@sfu.ca)

Office hours: Mondays and Tuesdays 11 am–12 pm, AQ 6236

Course description

Whether perceived as “the best place on Earth” or a “sea of sterile mountains,” the landscapes of British Columbia have long made powerful impressions upon visitors and residents alike. This seminar critically examines human encounters and relationships with the lands and waters of this province from deep time to the present day. It will explore how Indigenous peoples and settlers have enrolled those lands and waters in social hierarchies of value and meaning, sometimes empowering themselves at the expense of others. British Columbia’s lands and waters have offered people biophysical power through the production of food, fuel, and kinetic energy, and economic power through the exploitation of renewable and non-renewable resources. Land has also been a key source of political and cultural power in the Indigenous, settler colonial, and liberal democratic societies built atop British Columbia’s terrain. Held in the wake of the Truth and Reconciliation Commission’s final report, and in a province superimposed primarily upon unceded Indigenous lands, this seminar will also afford us time and space to reflect upon the shifting relationships between land and power in British Columbia in the past and present, and to imagine how we would like them to look in the future.

Course objectives

By the end of this course, you will be able:

- To assess how Indigenous peoples and settlers have understood and altered British Columbian landscapes and waterscapes over time, and with what consequences
- To appraise different tools, techniques, and spaces of possession and dispossession, situate these in appropriate historical and cultural contexts, and examine how they have (or haven’t) changed over time
- To relate course content where relevant to contemporary issues in British Columbia and your own experiences living in this province
- To practice and hone the skills of analyzing, synthesizing, and evaluating textual, visual, and material sources in oral and written forms.

Course readings

There are no required texts for this course. All assigned readings are available on, or linked to from the course's Canvas website.

Readings should be completed for the date under which they are listed. Because this is a discussion-based course, it's vital that everyone takes the time to read all of the articles carefully each week, in order to ensure the success of our meetings. With this in mind, I have striven to keep reading loads manageable.

The following books may also provide useful historical context when preparing for meetings or assignments. Roy and Thompson's *British Columbia: Land of Promises* is available at the bookstore as a recommended course text. I have placed copies of all these books on reserve at Bennett Library and, where noted below, on e-reserve [ER] as well:

- Patricia E. Roy and John Herd Thompson. *British Columbia: Land of Promises*. Don Mills, ON: Oxford University Press, 2005.
- Jean Barman. *The West beyond the West: A history of British Columbia*. 3rd ed. Toronto: University of Toronto Press, 2007.
- Cole Harris. *The Resettlement of British Columbia: Essays on Colonialism and Geographical Change*. Vancouver: UBC Press, 1997. [ER]
- Cole Harris. *Making Native Space: Colonialism, Resistance, and Reserves in British Columbia*. Vancouver: UBC Press, 2002. [ER]
- Douglas C. Harris. *Landing Native Fisheries: Indian Reserves and Fishing Rights in British Columbia, 1849-1925*. Vancouver: UBC Press, 2008. [ER]
- Douglas C. Harris. *Fish, Law, and Colonialism: The Legal Capture of Salmon in British Columbia*. Toronto: University of Toronto Press, 2001. [ER]
- John Sutton Lutz. *Makúk: A New History of Aboriginal-White Relations*. Vancouver: UBC Press, 2008. [ER]

Course evaluation

Your final grade will be determined as follows:

Participation	20%
"Deep cuts" x 2	10%
Museum exhibit review	20%
Term paper	
First draft & peer review	5%
Final draft	45%

Participation

Please plan to attend every meeting. If you have to be absent unexpectedly, please let me know as a courtesy. If you know in advance that you will have to miss a meeting (i.e. due to religious observances/practices, athletic competitions, interviews for professional programs), please let me know as soon as possible.

Please come to class with hard copies of the readings or with the files easily accessible on a laptop or tablet. You should be prepared to reflect critically, both in written and spoken form, on readings and other material that we shall encounter. I also expect you to listen to your peers

and engage with their viewpoints, and to practice expressing your ideas and arguments clearly, concisely, and convincingly.

As part of your participation in this course, you are expected to do the following:

- **Prepare for and participate in seminar discussions.** You should come to class prepared to discuss the thesis and main arguments of each reading. You should also consider, as best you can, the merits and demerits of each article's engagement with and proposed contributions to the scholarly literature, its theoretical/methodological approaches, and its use and deployment of evidence and source material. Given that one objective of the course is to connect past and present discourses around land and power in BC, you may also wish to reflect upon how these readings might shed relevant light upon relevant current events or issues.
- **Co-lead one seminar discussion**, for which you will sign up at our second meeting. I will outline the expectations related to this task in a separate handout.
- **Post discussion questions or comments** each week to the "Discussion" section on Canvas no later than Monday evening. Please prepare one interpretive question or comment per reading. You might want to raise a point of clarification or contention, identify points of comparison or contrast with other readings, or query a specific authorial decision with respect to sources, methods, and so on. Your question should be designed to open up rather than close down discussion among your classmates, so you should eschew questions with "yes/no" answers or ones that simply ask readers to recall or unearth particular facts or arguments. That question or comment is then yours to raise during the meeting, so don't forget to bring it to class with you in some form.

Course assignments

For each week of the course save the first, I will offer you a "**deep cut**" on the prevailing theme or topic—an extra reading or two that allows you to explore the material more deeply, or from a slightly (or radically) different perspective, and a question or questions that will usually ask you to juxtapose that reading in some way against the others assigned for that week. You will choose any **two "deep cuts"** and respond to the prompts in essays of **2-3 pages each** (that is, 2-3 pages per deep cut). Please submit your essay on the day of the relevant class meeting—so, if you choose the deep cut for week 5, you should be prepared to submit your essay on Tuesday, October 4. You can submit it any time that day, but I encourage you to have it ready for class, so that you can share the fruits of your deeper reading in the topic with the rest of the class. On the two weeks in which you explore these deep cuts, you don't need to post a discussion question or comment on Canvas.

At some point in the first part of the term, you will independently tour and **review a current museum exhibit** relating to the theme of land and power in British Columbia. You may choose **either** "čəsnaʔəm, the city before the city" (Museum of Vancouver, running all semester) **or** "Lawrence Paul Yuxweluptun: Unceded Territories" (Museum of Anthropology, UBC, running till October 16). Your review will analyze how the exhibit mobilizes the theme of land and power, with reference to specific artworks and/or artifacts, its interpretive panels and materials, its overall design and layout, and its place within larger discussions about representations of First Nations culture in British Columbian museums. I will provide further details on a separate handout. The review should be **5-6 pages long** and will be due on **Friday, October 7.**

Your final assignment will be a **term paper** on a topic of your choice within the historical and geographical remit of this course. I encourage you to draw ideas from required or recommended readings, or from material or topics encountered in other courses (or, heck, in your everyday life as a British Columbian). Please feel free to come discuss potential topics with me early on in the term, before or after class or during office hours.

Beginning your work on this paper early will help ensure that you produce a well thought-out and well-researched piece of scholarly writing. The first step will be to write a **proposal**, which should consist of the question that your essay intends to answer; an initial thesis statement, or answer to that question; and a list of at least five primary or secondary sources that you intend to cite in your bibliography. Your proposal will not be graded, but if you do not submit one, I will subtract 5% from the final grade on your term paper. Please submit your proposal by **Friday, October 21**.

A first draft of your paper will be due in hard copy at the beginning of class on **Tuesday, November 22**. This should be approximately **10-12 pages long** and should include all the attributes of a finished piece of formal writing, including footnotes/endnotes and a complete list of works cited. It is important that you complete this draft on time, as that day in class you will be trading essays with a classmate. Each of you will critique the other's draft in class, using guidelines I will provide. In order to obtain the 5% of your course grade assigned to this exercise, you must submit a draft essay for review *and* complete a peer review of a classmate's essay. You will need to upload your draft essay and your peer review to Canvas by the end of the day, so that I can refer to them when reading and grading your final essay.

Having considered your peer reviewer's comments, you will then incorporate whatever changes you believe are necessary into your final draft. I am also happy to provide feedback on one draft of your essay submitted any time before or on Thursday, December 1. Your final essay will be due on **Tuesday, December 6**.

Policies regarding assignments

Please submit assignments as follows:

- Deep cuts: Upload to Canvas or submit hard copy in class
- Museum exhibit review: Upload to Canvas or leave hard copy in my mailbox
- Research proposal: Upload to Canvas or leave hard copy in my mailbox
- First draft of essay: Bring hard copy to class **and** upload a copy to Canvas
- Peer review of classmate's essay: Upload to Canvas
- Final draft of essay: Upload to Canvas or leave hard copy in my mailbox.

For all assignments, please include your name, the date, and some kind of descriptive title on the first page. A separate title page is not necessary. Please also number the pages of the assignment. All assignments must be word-processed, using standard 1-inch margins, at least 1.5-inch spacing, and 11 or 12-point font. Please use Chicago style (notes and bibliography) for footnotes or endnotes, and for lists of works cited. If you are not familiar with this style of citation, here is a quick general guide:

http://www.chicagomanualofstyle.org/tools_citationguide.html

A late assignment will have **5%** of its final mark subtracted for each day it is late, including weekends, up to a maximum of **four days** or **20%**. After that point, assignments will not be accepted except by prior arrangement. Extensions must be requested at least 72 hours in advance of an assignment's due date. Please do not request an extension unless serious personal or medical circumstances warrant one.

Academic honesty

By enrolling in classes at SFU, you have consented to a student contract that includes a commitment to academic honesty:

<http://www.sfu.ca/students/calendar/2015/spring/fees-and-regulations/student-contract/academic-honesty.html>

It is your responsibility to ensure that you understand what constitutes academic dishonesty, which includes but is not limited to plagiarism. This guide clarifies what actions are considered academically honest and dishonest at SFU:

<http://www.sfu.ca/students/academicintegrity/resources/academichonestyguide.html>

Classroom etiquette

Please arrive to class in a timely fashion. Please also do not leave the room during class unless it is absolutely, physically unavoidable.

Please turn your cell phones to silent and refrain from using them during class. Feel free to use your laptop, tablet, or netbook to take notes or look up things, but please don't use such devices in ways (Facebook, YouTube, etc) that will disrupt the attention of others around you. This is particularly important in a seminar setting.

I may make changes to the syllabus during the term. I will always notify you of these, and will post a revised version of the syllabus or reading schedule to the course's Canvas homepage.

Course schedule: Topics, readings, and due dates

Week 1: Introduction

Meeting: Tuesday September 6

Week 2: Land, water, and power

Meeting: Tuesday September 13

Readings: Elizabeth Furniss, "Pioneers, Progress, and the Myth of the Frontier: The Landscape of Public History in Rural British Columbia," *BC Studies* 115/116 (Autumn/Winter 1997/98): 7-44
 Sabina Trimble, "Storying Swí:lhcha: Place Making and Power at a Stó:lō Landmark," *BC Studies* 190 (Summer 2016): 39-66
 Susan Roy, "'Who Were These Mysterious People?' ʕəsna:m, the Marpole Midden, and the Dispossession of Aboriginal Lands in British Columbia," *BC Studies* 152 (Winter 2006/07): 67-95

Week 3: Encounters and upheavals

Meeting: Tuesday September 20

- Readings:* Alan D. McMillan and Ian Hutchinson, "When the Mountain Dwarfs Danced: Aboriginal Traditions of Paleoseismic Events along the Cascadia Subduction Zone of Western North America," *Ethnohistory* 49, no. 1 (Winter 2002): 41-68
 Coll Thrush, "Vancouver the Cannibal: Cuisine, Encounter, and the Dilemma of Difference on the Northwest Coast, 1774-1808," *Ethnohistory* 58, no. 1 (Winter 2011): 1-35
 Cole Harris, "Voices of Disaster: Smallpox around the Strait of Georgia in 1782," *Ethnohistory* 41, no. 4 (Fall 1994): 591-626

Week 4: Maps, names, and power

- Meeting:* Tuesday September 27
Readings: Daniel Clayton, "On the Colonial Genealogy of George Vancouver's Chart of the North-West Coast of North America," *Ecumene* 7, no. 4 (2000): 371-401
 Daniel Marshall, "Mapping the New El Dorado: The Fraser River Gold Rush and the Appropriation of Native Space," in *New Histories for Old: Changing Perspectives on Canada's Native Pasts* (2007), 119-44
 Susan Marsden, "Adawx, Spanaxnox, and the Geopolitics of the Tsimshian," *BC Studies* 135 (Autumn 2002): 101-35

Week 5: Resettling British Columbia

- Meeting:* Tuesday October 4
Readings: Cole Harris, "How Did Colonialism Dispossess? Comments from an Edge of Empire," *Annals of the Association of American Geographers* 94, no. 1 (2004): 165-82
 Bruce Stadfeld, "Manifestations of Power: Native Resistance to the Resettlement of British Columbia," in *Beyond the City Limits: Rural History in British Columbia* (1997), 33-46
 Adele Perry, "Hardy Backwoodsmen, Wholesome Women, and Steady Families: Immigration and the Construction of a White Society in Colonial British Columbia, 1849-1871," *Histoire sociale/Social History* 33, no. 66 (2000): 343-60

***Museum exhibit review due Friday, October 7**

Week 6: Cities

- Meeting:* Tuesday October 11
Readings: Penelope Edmonds, "Unpacking Settler Colonialism's Urban Strategies: Indigenous Peoples in Victoria, British Columbia, and the Transition to a Settler-Colonial City," *Urban History Review* 38, no. 2 (2010): 4-20
 Jean Barman, "Erasing Indigenous Indigeneity in Vancouver," *BC Studies* 155 (Autumn 2007): 3-30
 Jordan Stanger-Ross, "Municipal Colonialism in Vancouver: City Planning and the Conflict Over Indian Reserves, 1928-1950s," *Canadian Historical Review* 89, no. 4 (2008): 541-80

Week 7: Farms and gardens

- Meeting:* Tuesday October 18
Readings: Douglas Deur et al., "Subsistence and Resistance on the British Columbia Coast: Kingcome Village's Estuarine Gardens as Contested Space," *BC Studies* 179 (Autumn 2013): 13-37

Jason Patrick Bennett, "Apple of the Empire: Landscape and Imperial Identity in Turn-of-the-Century British Columbia," *Journal of the Canadian Historical Association* 9, no. 1 (1998): 63-92

John Thistle, "A Vast Inland Empire and the Last Great West: remaking society, space and environment in early British Columbia," *Journal of Historical Geography* 37 (2011): 418-28

***Paper proposal due Friday, October 21**

Week 8: Forests

Meeting: Tuesday October 25

Readings: Leslie Main Johnson, "Plants, Places, and the Storied Landscape: Looking at First Nations Perspectives on Plants and Land," *BC Studies* 179 (Autumn 2013): 85-105

Andrew Parnaby, "'The best men that ever worked the lumber': Aboriginal Longshoremen on Burrard Inlet, BC, 1863-1939," *Canadian Historical Review* 87, no. 1 (2006): 53-78

Charles Menzies and Caroline F. Butler, "Working in the Woods: Tsimshian Resource Workers and the Forest Industry of British Columbia," *The American Indian Quarterly* 25, no. 3 (2001): 409-30

Colin Osmond, "'We made a strong statement for First Nations loggers, plus we put on a good salmon BBQ!': Aboriginal Logging Sports and Masculinity in British Columbia," *The Otter~La Loutre* (blog), 4 April 2016:

<http://niche-canada.org/2016/04/04/we-made-a-strong-statement-for-first-nations-loggers-plus-we-put-on-a-good-salmon-bbq-aboriginal-logging-sports-and-masculinity-in-british-columbia/>

Week 9: Parks and recreation

Meeting: Tuesday November 1

Readings: Tina Loo, "Of Moose and Men: Hunting for Masculinities in British Columbia, 1880-1939," *Western Historical Quarterly* 32 (Autumn 2001): 296-319

Jonathan Clapperton, "Desolate Viewscapes: Sliammon First Nation, Desolation Sound Marine Park, and Environmental Narratives," *Environment and History* 18 (2012): 529-59

Allan Downey and Susan Neylan, "Raven Plays Ball: Situating 'Indian Sports Days' within Indigenous and Colonial Spaces in Twentieth-Century Coastal British Columbia," *Canadian Journal of History* 50, no. 3 (2015): 442-68

Week 10: Fisheries

Meeting: Tuesday November 8

Readings: Thomas Thornton, Douglas Deur, and Herman Kitka Sr., "Cultivation of Salmon and other Marine Resources on the Northwest Coast of North America," *Human Ecology* 43 (2015): 189-99

J. Michael Thoms, "A Place Called Pennask: Fly-Fishing and Colonialism at a British Columbia Lake," *BC Studies* 133 (Spring 2002): 69-98

Miriam Wright, "'Building the Great Lucrative Fishing Industry': Aboriginal Gillnet Fishers and Protests over Salmon Fishery Regulations for the Nass and Skeena Rivers, 1950s-1960s," *Labour/Le Travail* 61 (Spring 2008): 99-130

Week 11: Hydroelectric dams

Meeting: Tuesday November 15

Readings: J.E. Windsor and J.A. McVey, "Annihilation of both place and sense of place: the experience of the Cheslatta T'En Canadian First Nation within the context of large-scale environmental projects," *The Geographical Journal* 171, no. 2 (June 2005): 146-65
 Tina Loo, "Disturbing the Peace: Environmental Change and the Scales of Justice on a Northern River," *Environmental History* 12, no. 4 (October 2007): 895-919
 Jonathan Peyton, "Corporate ecology: BC Hydro's Stikine-Iskut project and the unbuilt environment," *Journal of Historical Geography* 37 (2011): 358-69

Week 12: Land, water, and power redux

Meeting: Tuesday November 22

Readings: Charlotte Coté, "The Makah Harvest a Whale," in *Spirits of Our Whaling Ancestors: Revitalizing Makah & Nuw-chah-nulth Traditions* (2010), 115-49
 Nicholas Blomley, "'Shut the Province Down': First Nations Blockades in British Columbia, 1984-1995," *BC Studies* 111 (Autumn 1996): 5-35
 Adele Perry, "The Colonial Archive on Trial: Possession, Dispossession, and History in *Delgamuukw v. British Columbia*," in *Archive Stories: Facts, Fictions, and the Writing of History* (2005), 325-50

***First draft of essays due for peer review**

Week 13: Unsettling colonialism in British Columbia

Meeting: Tuesday November 29

Readings: Brian Egan, "Sharing the colonial burden: Treaty-making and reconciliation in Hul'qumi'num territory," *The Canadian Geographer* 56, no. 4 (2012): 398-418
 Thomas McIlwraith and Raymond Cormier, "Making Place for Space: Land-Use and Occupancy Studies, Counter-Mapping, and the Supreme Court of Canada's *Tsilhqot'in* Decision," *BC Studies* 188 (Winter 2015/16), 35-53
 Amanda Murphyao and Kelly Black, "Unsettling Settler Belonging: (Re)naming and Territory Making in the Pacific Northwest," *American Review of Canadian Studies* 45, no. 3 (2015): 315-31

***Final draft of essay due Tuesday, December 6**