Instructor: Evelyn Pinkerton, Office TASC I - 8217, Tel: 778-782-4912 (forwarded to home)
Class Time: Mondays: 5:30-9:30PM
Class Location: Harbour Centre, Rm 1525 (515 West Hastings St., Vancouver)
Office Hours: TBA, or email epinkert@sfu.ca, phone, or skype evelyn.pinkerton to make appt.

COURSE REQUIREMENTS:
1. To attend and participate in every class unless you have a valid reason presented in advance.
2. To do the basic shared readings (listed below) OR to report on related readings you substitute. Only one reading will be required for most classes, selected by student from list related to topic. 
3. To do readings in your own area of interest and present them to the class; contribute to theory-building and the shared annotated bibliography. 
4. To develop and present your own co-management research question(s) to the class for discussion and analysis; likewise to devote your full attention to discussing the research questions of other class members. Class participation constitutes 50% of your mark.
5. To write a 15-25 page paper on an aspect of co-management which interests you, relating it to the general analytical frameworks presented in class (50% of your mark) OR to participate in writing a joint article with some other class member on a relevant topic related to course content, in the second half of the course. The class may prefer a mix of covering some of the topics below through lectures and some readings, combined with students presenting reviews of articles from the partial bibliography of recent literature on co-management and aboriginal people below.

COURSE OBJECTIVES:
General Objectives:
1. To develop the analytical skills to identify and analyze/evaluate general types, stages of development, and particular aspects of co-management within a broader framework of what is possible in co-management and governance arrangements.
2. To situate your particular research question and resource type (fish, forests, wildlife, water, parks, etc.) in relation to and in comparison with other resource types and research questions, e.g., what are the givens and the constraints of co-managing a fugacious resource such as fish or wildlife vs. a stationary resource such as forests?
3. To develop an appreciation of the particular roles that communities of place, especially aboriginal people, may play in co-management, and the types of co-management institutions that are most appropriate for them. To analyze the strengths and weaknesses of different kinds of co-managing partnerships.
4. To develop an appreciation of broader governance issues which influence co-management arrangements.
5. To build an appreciation of the range of the theory and literature on co-management. To be able to identify what literature helps answer what questions.
6. This course counts toward the Certificate in Development Studies.

Specific Objectives:
1. To become familiar with several basic models of co-management.
2. To become familiar with a framework for analyzing conditions which permit co-management institutions to develop and thrive.
3. To gain some appreciation of the dilemmas of communities involved in resource management and the challenges of working with them.
4. To gain an appreciation of some of the issues particularly affecting Aboriginal communities in Canada and internationally.
REM 662 –Spring 2016. CLASS SCHEDULE

WEEK 1  Jan 11th Introduction
(a) What is co-management? Basic framework for analyzing co-management. Questions to be answered in course. Strategy and scope of course.
(b) Introductions of professor and class members’ areas of interests and the key questions they bring, in context of co-management framework just introduced.
(c) Lecture - The first generation of co-management questions: Pinkerton 1989 in North America, generating propositions and middle range theory. Jentoft 1989 in Europe, importance of legitimacy. Integrating original propositions into framework.
(d) Lecture - The second generation of co-management questions: Pinkerton and Weinstein’s framework of functions. http://davidsuzuki.org/publications/reports/1995/fisheries-that-work/ Scope, scale, stage of development, focus, number of parties, etc. Ostrom’s levels of power.
(e) A history of terminology: Aboriginal, Indigenous, First Nations, Indian, Native
(f) Questions addressed in Nisga’a Treaty video, part 1.
(g) Film: Jim Aldridge, chief counsel for the Nisga’a Tribal Council, History of negotiation of Nisga’a Treaty. (80 minutes)

WEEK 2  Jan 18th Larger Frameworks for Viewing Co-Management Arrangements
(d) Questions addressed in Nisga’a Treaty video, part 2.
(e) Film: Jim Aldridge, chief counsel for the Nisga’a Tribal Council, Co-Management Provisions of the Nisga’a Treaty (in village, private and public lands, forestry, wildlife, environmental assessment, and self-government) 65 minutes.

WEEK 3  Jan 25th A Cultural Ecological Perspective on Northwest Coast First Nations’ Fish Management Systems Before Contact, and Equity in modern Forest Management
How did aboriginal people make and enforce rules to make their fisheries sustainable in pre-contact times? How can community forests influence on-reserve forest management post-contact?
WEEK 4  Feb 1st. The Role of Religious Belief/Spiritual Practice in Resource Management
(h) Film: Totem: Return and Renewal, 2007 (24 min.) updates the story if there is time. [google Gil Cardinal to see his award-winning film Foster Child, and Children of Alcohol]
(i) Repatriation of Tlingit totem pole with help of Steve Langdon: http://www.newyorker.com/magazine/2015/04/20/the-tallest-trophy

Reading Break: Feb 8-12th

(f) Film: Blue Gold: The Tsilhqot’in Fight for Teztan Biny (Fish Lake), 2010. Susan Smitten. 41 minutes. http://vimeo.com/9679174. The case for the preservation of a lake which would be drained to store the tailing of a copper and gold mine (Prosperity Mine) proposed by Taseko Mines, Ltd. The

(g) **Former REM MRM student Anur Mehdic** discusses his 699 on “Evaluating the Environmental Assessment Process in Canada and British Columbia: A Case Study of the Prosperity Mine Project”

**WEEK 6** **Feb 22nd. Issues in Aboriginal Health**

(a) **Guest lecture by Grand Chief Doug Kelly**, Chair, First Nations Health Council, which governs the First Nations Health Authority (BC)

(b) **Required reading for entire class**: read on the web page [www.fnha.ca](http://www.fnha.ca) the foundational documents under “About” in the upper right corner of the main page: *FNHA Overview: the seven directives, mandate, vision and values, Governance and Accountability*. Be prepared to engage Chief Kelly in questions and discussion.


(f) Miller, James. 1996. ‘The Means of Wiping Out the Whole Indian Establishment’: Race and Assimilation. pp. 181-216 in *Shingwauk's Vision: A History of Native Residential Schools*. Toronto: U of Toronto Press. [Part One (pp. 3-150) of this definitive history can be accessed online at: http://books.google.ca/books?id=F_ogXEL2FloC&dq=Shingwauk%27s+Vision+Miller&printsec=frontcover&source=bl&ots=uEXdynuIqs&sig=f014m2YQ4qFU5Dhoxt0C9gxx8Hk#v=onepage&q=&f=false].

**WEEK 7** **Feb 29th. Restorative Justice: an aboriginal innovation**

(a) **Dennis Lakusta, guest lecture.** Cree singer-songwriter-artist raised in foster homes and residential school describes his experience as part of the story of residential schools.


**WEEK 8** **Mar 7th Barriers to implementing co-management rights & strategies to overcome them 1. These two classes consider not only rights and strategies, but also the conditions under which co-management can happen: political, social, economic, ecological.**


(d) Takeda, Louise. 2015. “State of the Land and Community”. pp.115-140 in *Islands Spirit Rising:*

WEEK 9 Mar 14. Barriers to implementing co-management rights & strategies to overcome them 2
(c) Pinkerton, E. 2013. Alternatives to ITQs in equity-efficiency-effectiveness trade-offs: How the lay-up system spread effort in the BC halibut fishery. Marine Policy 42: 5-13. And east coast proposals to implement a similar system
(e) Film: Taking Stock. 1994. 47 min. Documentary about the collapse of the Newfoundland cod fishery, and efforts to stop it. [in SFU library http://www.onf-nfb.gc.ca/eng/collection/film/?id=32271]
(f) Film: In the Same Boat. 2007. 40 minutes. Martha Stiegman. Bay of Fundy small-scale fisheries and partnerships with Mikmaq communities.
(h) Film: Is the Crown at War with Us? 2002. Alanis Obomsawin (96 min). Esgenoopetitj Mi'gmaq First Nation during the summer of 2000 as the Canadian government appears to wage war on the community for exercising their court-affirmed fishing rights.

WEEK 10 Mar 21st Incorporating Local Knowledge into Co-Management
   Chap 2. The Wayfinders (Polynesian navigation over thousands of miles with no modern technology)
   Chap 3. The People of the Anaconda (Amazon)
   Chap 4: Sacred Geography (Spatsizi Plateau in northern BC - sacred headwaters of Nass, Skeena, Fraser Rivers)
   Chap 5: Century of the Wind
(d) Brelsford, Taylor. 2009. “We Have to Learn to Work Together:” Current Perspectives on
March 28th. Easter Break.

WEEK 11 April 4th. Neoliberalism and Co-management
The impact of privatization, commodification, and marketization on co-management, and what arrangements are sometimes worked out to adapt to privatization of common pool resources, and alternatives to privatization.

(a) Pinkerton, E. and Reade Davis. 2015. Neoliberalism and the politics of enclosure in North American Small-Scale Fisheries. Marine Policy 61:


(f) Havice, E. 2013. Rights-Based Management in the Western and Central Pacific Ocean Tuna Fishery: Economic and Environmental Change Under the Vessel Day Scheme, Marine Policy 42:259-267. [political economy critique]


(i) Pinkerton, E. and Edwards, D. 2009. The Elephant in the Room: the hidden costs of leasing Individual Transferable Fishing Quotas. Marine Policy 33: 707-713. [uses the Coase theorem to demonstrate how the economic reasoning behind ITQs has not worked out in practice]


(k) Film: Harvey, D. 2010. The Crises of Capitalism (abridged and animated) Animated (and abridged) version of

WEEK 12. April 11th
Student presentations of their termpapers and class feedback. Wrap-up. What have we learned?
Summarize principles of co-management discussed in course.

Useful review/synthesis papers to read on your own.

Other Videos to be viewed if time allows:
(b) The Moon’s Prayer. 1994. Northwest Indian Fish Commission. 50 Minutes. (habitat protection and restoration in Puget Sound)
(c) Thinking Like a Watershed. 1999. (Mattole Watershed, Ben Lomond, California). 27 minutes
(d) Blessed Unrest, 2006. Paul Hawken.(the scale and scope of NGOs working for environmental and social justice) 5 min http://blessedunrest.com/video.html
(e) We Were Children. 2012. Tim Wolochatiuk (83 min) [docudrama based on interviews and dramatization of two residential school survivors in Saskatchewan and Manitoba schools]
(f) 8th Fire. 2013. TV series (45 min each) shown in 2013 on what the 8th generation of post-contact aboriginal people are building with Canada. Four full episodes and many short “dispatches” can be watched at: http://www.cbc.ca/player/Shows/Shows/Doc+Zone/8th+Fire/Full+Episodes/
(h) http://unistotencamp.com/?p=991 (password “resist”) 2014. 30 minute film by Hilary Somerville on protest camp in Wetsuweten territory which occupies corridor through which oil and LNG pipelines want to pass.

Podcasts and databases:
(d) Joseph Meyers Center http://crnai.berkeley.edu/ database on co-management examples and critiques.

Articles and books by general and resource categories.

Books:

*Articles (general):*


Ommer, Rosemary. 1986. Primitive accumulation and the Scottish *clann* in the Old World and the New. *Journal of Historical Geography* 12(2): 121-141. [Conditions under which it is destroyed]


**Forestry:**


**Watersheds:**


Parkes, M. W., Morrison, K. E., Bunch, M. J., Hallström, L. K., Neudoerffer, R. C., Venema, H. D., &


Protected Areas:


Canadian Parks Council, ed. 2008. Aboriginal Peoples & Canada's Parks & Protected Areas: Case Studies. http://www.parks-parcs.ca/english/cpc/aboriginal.php [see The role of Culture and Traditional Knowledge in Park Planning (Case Study #1, 4, 5, 9, 12, 14, 17, 22, 24)]


Wilshusen, Peter R., Steven R. Brechin, Crystal L. Fortwangler and Patrick C. West , 'Reinventing a Square Wheel: Critique of a Resurgent "Protection Paradigm" in International Biodiversity Conservation', Society & Natural Resources 15:1, 17 - 40

**Fisheries:**


Castilla, Juan Carlos and Omar Defeo. 2001. Latin American benthic shellfisheries: emphasis on co-management and experimental practices. Reviews in Fish Biology and Fisheries 11: 1–30


de Vos, Birgit I., Arthur P.J. Mol. 2010. Changing trust relations within the Dutch fishing industry: The


Harris, Douglas C. & Peter Millerd. 2010. Food Fish, Commercial Fish, and Fish to Support a Moderate Livelihood: Characterizing Aboriginal and Treaty Rights to Canadian Fisheries. *Arctic Rev. L. & Politics* 82-107


**Wildlife**


Circumpolar Ethnicity and Identity. Osaka: Senri Ethnological Studies


**Forced Relocations and Their Consequences.**

(a) Film: *Qimmit: a Clash of Two Truths* by Ole Gjerstad. 2010. 68 min. An exploration of the disappearance of Inuit sled dogs and with it their nomadic adaptation.


(c) Special issue of *Indigenous Affairs* on Social Suffering, downloadable as a pdf at www.iwigea.org. Read Editorial by Jack Hicks, p. 4-5. and one of the following articles:

*Development Induced Resettlement and Social Suffering in Lao PDR* Anonymous, p.23-29;

*The Social Determinants of Elevated Rates of Suicide Among Inuit Youth* by Jack Hicks, p.31-37;

*Finding Answers to Suicide Within Aboriginal Communities: The Yarrabah Story (Australia)* By Penny Mitchell, p.44-50


(e) *How a People Live*. 2013. Film made by the community in response to above book.