

Geography 4911 Land Use and the Well-being of Northern Communities in Ontario

COURSE OUTLINE FALL 2017

Schedule: T/TH 1 – 2:30 pm, RB 3051

Instructor: Mr. Dan Duckert, Faculty of Natural Resources Management
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Teaching Assistant: TBD

Course materials will be posted on Desire2Learn.

INTRODUCTION:

What do relationships have to do with the well-being of the land and local people of northern Ontario? Many Indigenous cultures understand that the core of their well-being is embedded in their relationships with all entities of the land. In this course we will take an active participation approach to explore our relationship with the land and each other in order to create effective and equitable development policies for human and community well-being.

This course is designed to stimulate creative thinking and to develop skills in community/group engagement. We will start with divergent thinking to grasp the scope and possibilities of our relationships with the land and cultures. We then move to a convergent thinking process to analyze the effectiveness and equitability of producing/keeping respectful relationships with our social/ecological environment and to deliver solutions to the problems we face in developing policy for the purpose of well-being.

Much of this course is in a workshop format where students will be provided with situations based on historical events that stimulate or revoke a sense of place, freedom and personal relationships and well-being. We then discuss the results of the workshop experience in terms of current events and theories of development. Students will be required to lead at least one discussion on an historical development event and be part of the delivery of a creative thinking workshop.

Topics will include: sense of place and freedom; concepts of “Land”; cultural landscapes; complexity, colonialism; policies aimed at development and Indigenous rights; treaties; land use planning and resource management; environmental and community changes through land use; First Nations’ community-based land use planning; non-economic concepts of well-being for local communities; and conducting meaningful and respectful consultation with communities about land use.

COURSE OBJECTIVES & LEARNING OUTCOMES:

| Objectives | Outcomes – You should be able to: |
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| To create an awareness of the multiple resources that the land of northwestern Ontario provides to the people who reside there | <ul style="list-style-type: none">• View resources as more than commodities and appreciate the complexity of the people/land relationship• Critically analyse the historic policy regimes of the Canadian natural resource development agenda |

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| | <ul style="list-style-type: none"> • Articulate the changes in the cultural landscape of northern Ontario since the time of first contact |
| To build an understanding and knowledge of Canadian Indigenous peoples' historic relations to and dispossession of the land | <ul style="list-style-type: none"> • Show an appreciation for the differing world views of First Nation people and settler Canadians • Articulate various ways to view the land in the context of land use planning • Articulate the opposing interpretations of the treaties and the roadblocks they present in development • Demonstrate a knowledge of how First Nations and settler governments acknowledge Aboriginal and treaty rights |
| To build an understanding and appreciation of present day Indigenous worldviews, knowledge and practices that relate to land use in northern Ontario | <ul style="list-style-type: none"> • Articulate the relationship between land, culture, language and identity in Indigenous communities • Articulate the importance of Indigenous language, culture and identity in future land use planning and resource development |
| To investigate various meanings of development in the context of planning resource and land use | <ul style="list-style-type: none"> • Articulate the meaning and debate around sustainable development • Compare and contrast Ontario's vision of development with theories of human development |
| To acknowledge of the impacts of colonialism on Indigenous peoples' relationship to the land and investigate strategies to resist assimilation | <ul style="list-style-type: none"> • Articulate how the colonial path of development has affected Indigenous Peoples' ability to maintain their culture and connection to the land • Understand the theory behind adaptive complex systems to help identify trigger points for action and activism |
| To understand the current land policies that are affecting the ability of Indigenous peoples to fully participate in development | <ul style="list-style-type: none"> • Convey the intent, advancements and limitations of: United Nations Declaration on the Rights of Indigenous Peoples, Section 35 of Canada's Constitution Act, 1982, and Ontario Forest Tenure Modernization Act, 2011, Far North Act, 2010 and the Mining Act, 1990 in addressing Indigenous Peoples' concerns and ability to participate in meaningful ways |
| To identify culturally appropriate ways of engaging Indigenous communities in relationship to resource care and use | <ul style="list-style-type: none"> • Articulate the meaning of the duty to consult and the requirements for consultation • Discuss the limitations of current consultation requirements in addressing Free, Prior and Informed Consent |
| To build skills in creative thinking and community engagement | <ul style="list-style-type: none"> • Apply divergent and convergent thinking skills in public/client engagement • Demonstrate a knowledge of various creative |

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| | thinking/facilitation tools used for public engagement and policy analysis <ul style="list-style-type: none"> • Plan, organize and deliver public engagement to provide scope of an issue, analyse the current situation and recommend actions toward resolving wicked problems |
| To provide students with an understanding of their own sense of place and the power of their own voice within that place | <ul style="list-style-type: none"> • Make connections with place and relationships to illustrate the multiplicity of place • Gain an appreciation of the importance of place and home to the well-being of communities • Appreciate how the loss of place, home and voice through colonization can affect Indigenous communities • Become aware of strategies used to maintain the sense of place and home as communities are dispossessed of their land |

COURSE STRUCTURE:

In a learning-together environment, we will deliver this course through a combination of facilitated work sessions and discussions. The sessions will inspire creative thinking and innovation in our land planning and resource management concepts. The objective of this course structure is to provide the student with an experiential learning opportunity that evokes some of the same senses of (in)justice that local people may feel in the wake of natural resource development in their home territories. These feelings will be further explored in an historical context in an attempt to bring a deeper sense of understanding about the effects of colonialism, power and trust on community well-being.

STUDENT EVALUATION:

The success of this course is dependent on student discussion and participation. As this is an upper year course, students are considered professionals and therefore there is an expectation of professionalism. Respect for each participant inside and outside the classroom is paramount. There is potential for disagreements and passionate debate as we grow. Everyone is encouraged to think creatively and challenge our current understanding of the way the world works. Some of these ideas may cross the boundaries of current policies, but should stay within the morals and values of society. The classroom is a safe place to generate and share ideas that can bring attention or solutions to some of today's wicked problems.

| COURSE MARKING SCHEME | | DEADLINE | MARK |
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| Term paper | A term paper focused on one or more compatible course objectives is required. | Dec 1, 2017 | 35% |

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| Facilitated group discussion | The student will prepare a summary of the issues, opportunities and people associated with an event or opportunity in Ontario (see below under assignments) | Picking event: Week 2 | |
| | | Issue summary (individual assignment): Prior to drop date | 15% |
| | | Discussion: (group assignment depending on enrollment) Oct 23 rd – Nov 3 rd | 10% |
| Workshop delivery | Students working in groups of two/three will facilitate a results-based workshop for the class. The workshop assignment will include a workshop preparation plan, a facilitated session and a workshop evaluation summary. | Picking topic: Week 2 | |
| | | Preparation plan: Prior to drop date | 10% |
| | | Workshop: Nov 6 th -24 th | 25% |
| | | Workshop evaluation: 1 week post workshop | 5% |

- 1) **Term paper (35% in total):** You will write a term paper (maximum 9 pages or 2,000 words, double-spaced in length, not including title page, table of contents, abstract, body and literature cited sections). This course focuses on development and well-being in the context of northern Ontario, but the concepts we explore extend beyond our borders. You will pick a development concern or opportunity in another jurisdiction than Ontario and discuss: a) the vision and goals of the major parties involved, b) the effectiveness and equitability of the development policies and actions, and c) the effect of the development planning or actions on the local people (i.e. well-being, sense of place, power and trust).
- 2) **Group discussion facilitation (25%— 15% for write up and 10% for discussion lead):**
The purpose of this assignment is to bring awareness to the class of some of the major events, or opportunities, that have/are affecting natural resource development policy and actions. Each student will prepare a summary of the issues, opportunities and people associated with one of the following events/subjects:
 - a. *St Catharines Milling and Lumber Co v R., 1885*
 - b. *Reed Paper and Grassy Narrows*
 - c. *Ring of Fire and Matawa Tribal Council*
 - d. *Single industry communities*
 - e. *Far North Act, 2010*
 - f. *Protection – ecosystem and biodiversity*

The students will be grouped according to the subjects they have picked and they will work as a group to organize and lead an effective learning discussion on their event/subject. The group will provide the class with a reading prior to their discussion.

- 3) **Facilitated workshop (40%): 10% for workshop preparation plan & 25% for workshop delivery and 5% for the self-evaluation:** Students working in groups of two/three will facilitate a workshop to:

- spur creative thinking and innovation toward human/community development, or
- move toward consensus on a wicked problem; or
- conduct effective and respectful consultation of a development project based on free, prior and informed consent.

The workshop assignment will include a workshop preparation plan, a facilitated session and a workshop evaluation summary. The students are given the freedom to explore and experiment with new or creative ways of engaging partners, clients or stakeholders in a session to produce results. These results could be a policy or a plan of action that addresses the issue or opportunity of the subject. Formulation (or an evaluation on the appropriateness) of a vision and set of goals should be included for the policy and/or plan.

COURSE SCHEDULE:

Week 1. Sept 4th-8th,

Course Introduction - Land, Place, Space & the Connection to Well-being

Bawaka Country, Wright, S. Suchet-Pearson, S. Lloyd, K. Burarrwanga, L. Ganambarr, R. Ganambarr-Stubbs, M. Ganambarr, B. and D. Maymuru. 2015. Working with and learning from Country: decentring human author-ity. *Cultural Geographies* 2(2) 269-283.
<http://journals.sagepub.com/doi/pdf/10.1177/1474474014539248>.

Week 2. Sept 11th -15th,

Indigenous Connection to the Land – Creation of a Cultural Landscape

Pick topics for group discussion assignments (Oct 23- Nov 3)

Davidson-Hunt, I. 2006. Adaptive learning networks: Developing resource management knowledge through social learning forums. *Human Ecology* 34(4): 593-614.

Maffi, L. 2005. Linguistic, culture and biological diversity. *Annu. Rev. Anthropol.* 29:599-617.
 DOI: 10.1146/annurev.anthro.34.081804.120437.

Simpson, L. 2014. Land as pedagogy: Nishnaabeg intelligence and rebellious transformation. *Decolonization: Indigeneity, Education and Society* 3(3):1-25.
<http://decolonization.org/index.php/des/article/view/22170>.

Week 3. Sept 18th – 22nd,

Colonization

Facilitated group discussion issue summary due (15%)

Alfred, G.T. (2009). Colonialism and state dependency. *Journal of Aboriginal Health* 5(2):42–60.
http://www.naho.ca/documents/journal/jah05_02/05_02_02_Colonialism.pdf.

Haalboom, B. and D. Natcher. 2001. The power and peril of “vulnerability”: Approaching community labels with caution in climate change research. *Arctic* 65(3):319-327.

Week 4. Sept 25th-29th

Conventional Tools of Colonialism and Neo-colonialism in Relation to the Land

Smith, M.A. 2015. A Reflection on First Nations in their Boreal Homelands in Ontario: Between a Rock and a Caribou. *Conservation & Society* 13(1):23-38.

<http://www.conservationandsociety.org/text.asp?2015/13/1/23/161214>.

Murphy, M. 2014. Self-determination as a collective capability: The case of Indigenous Peoples. *Journal of Human Development and Capabilities* 15(4):320–334.

<http://www.tandfonline.com/doi/full/10.1080/19452829.2013.878320>.

Week 5. Oct 2nd-6th

Colonization Scenario Analysis and the Development of Best Practices
Workshop preparation plan due (10%).

Reading Week Oct 8th-12th

Week 6. Oct 16-20

Development in the North
Student-led discussions

Week 7. Oct 23-27

Development in the Far North
Student-led discussions

Week 8. Oct 30 – Nov 3

Creative Thinking in Development Policy – Wicked problems

Macklem, P. 1997. *The impact of Treaty 9 on natural resource development in northern Ontario.* Pp. 97-134 in Asch, M. (ed.) *Aboriginal and Treaty Rights in Canada: Essays on Law, Equity, and Respect for Difference.* UBC Press, Vancouver, BC, published in association with the Centre for Constitutional Studies, University of Alberta.

Rittel, H., and M. Webber. 1973. *Dilemmas in a general theory of planning.* *Policy Sciences* 4:155-169.

http://www.uctc.net/mwebber/Rittel+Webber+Dilemmas+General_Theory_of_Planning.pdf.

Week 9 Nov 6 – 10

Student workshop 1 (25%)

- *Effective and Respectful Consultation Workshop*

Week 10 Nov 13-17

Student workshop 2 (25%)

- *Community and Human Development Workshop*

Week 11 Nov 20-24

Student workshop 3 (25%)

- *Consensus building – wicked problems*

Week 12 Nov 27- Dec 1

Moving Forward in Development – Reconciliation
Term Paper Due (35%)

Barker, A.J. 2012. Already occupied: Indigenous Peoples, settler colonialism and the Occupy Movements in North America. *J. Social Movement Studies* 11(3-4):327-334.
<http://dx.doi.org/10.1080/14742837.2012.708922>.

Friedmann, H. 2017, Towards a natural history of foodgetting. *Sociologia Ruralis* 57(2):245–264. doi:10.1111/soru.12144.

Simpson, L. 2008. Looking after Gdoo-naaganiinaa: Precolonial Nishnabeg diplomatic and treaty relationships. *Wicazo Sa Review* 23(2):29-42. DOI: 10.1353/wic.0.0001
<http://muse.jhu.edu/journals/wic/summary/v023/23.2.simpson.html>

Truth and Reconciliation Commission of Canada. 2015. Honouring the Truth, Reconciling for the Future: Summary of the final report of the Truth and Reconciliation Commission of Canada. Truth and Reconciliation Commission of Canada, Winnipeg, MB.. 527 pp.
<http://www.trc.ca/websites/trcinstitution/index.php?p=890>.