

**Joint University of Saskatchewan - University of Victoria  
Ethnohistory Field School with the Stó:lō Nation**

**May-June Summer Session  
Occurs in Stó:lō Communities (Fraser Valley, British Columbia)**

**Instructors:**

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**Required Text:**

- 1) Keith Carlson, ed. *A Stó:lō Coast Salish Historical Atlas* (Chilliwack: Stó:lō Heritage Trust, 2001) available for purchase the first week of classes at author discount rate approx \$40-50;
- 2) Bruce Miller, Ed. *Be of Good Mind: Essays on the Coast Salish*, (UBC, 2007).

**Content:**

This unique field school opportunity involves students and faculty spending four weeks in April-May living in Stó:lō communities, near Chilliwack, BC. Initially students attend seminars led by regular faculty on ethnohistory theory and method, including critical responses to the field as it has been practiced. These include readings that focus on Central Coast Salish Ethnography and BC/Northwest Coast History and the history of Native Newcomer relations. Finally, the students, under the guidance of faculty and Stó:lō mentors, engage in independent concentrated research projects that have been identified as important by the Stó:lō Nation. Copies of the final versions of these reports will be cataloged and become part of Stó:lō Nation's Research Archives. **They will also be made available on line as pdf files.**

The Ethnohistory field school format is designed to accomplish two primary objectives: 1) To bring history students into an indigenous learning and knowing context where they can foster meaningful relationships with Aboriginal People while practicing oral history and ethnohistorical analysis. 2) To make available to an indigenous community highly skilled students with training that can assist in interpreting complex historical issues identified by the Aboriginal community as having important contemporary significance.

This unique educational experience will provide students with the opportunity to engage in historical analysis with practical application. Students will develop skills, acquire experience and forge relationships that will open future professional and employment opportunities. Student research project may form the basis of future masters or doctoral thesis and dissertation work.

Traditional classroom-style seminars will be held during the first two weeks of the field school. Formal cultural orientation activities (such as place name tours) will be facilitated by representatives of the Stó:lō community during the first two weeks and thereafter less formally throughout the remainder of the field school. When formal seminars end and students will meet individually and as a group with faculty regularly to discuss the progress they are making on their projects and to collectively devise means of overcoming methodological and other problems students might be encountering.

**Assignments:**

1) There is a two page research prospectus which is due in the middle of the second week of the course. This will outline your research project, the analytical approach and methods you intend to use and what you hope the outcome will be. Append to it an annotated bibliography of the material you have looked at and if you plan to do interviews, attach the draft questions. Finally, append a contingency plan should your research not unfold as planned. 2) The main assignment is an approximately 4,000 word essay the format of which is detailed below.

**Evaluation:**

Research Paper 60%

Participation 30%

Discretionary Grade 10%

**Arrangements:**

The field school begins at 1:30pm at the Stó:lō Nation Offices 7201 Vedder Road. For the first week of their stay students will be billeted with individual Stó:lō families. In the second week of their stay students will move to the Stó:lō Nation administrative grounds where they will reside for the remainder of the field school. During the final week students, under the guidance of the Stó:lō advisors, host a “thank you” potlatch feast where they will formally show their appreciation to all those community members who assisted them through the course of their field experience. The “field portion” of the school will end at 4 pm on May 22<sup>nd</sup>. The students will return to Saskatoon and Victoria and then work independently to complete their research papers by June 26<sup>th</sup>. Graded papers will be returned to the students by July 20<sup>th</sup> and students will have the option of making revisions before submitting their paper, via the faculty, to the Stó:lō Nation Archives on August 31, 2007.

**Ethics:**

Students and faculty are ambassadors for their universities and academia in general. They are also regarded by Stó:lō leaders as role models for Stó:lō youth. As such, students and faculty will create a code of ethics for the course and any breach of this code may make it impossible for students to complete the course.

## Schedule:

The following schedule is subject to change.

### Friday, April 24<sup>th</sup>, 2009

The field school begins at 1:30 pm at the Stó:lō Nation Offices, 7201 Veddar Road, Sardis (Chilliwack) in the 2<sup>nd</sup> Floor Boardroom of Building 7.

1:30 pm Meeting Stó:lō staff, introductions

3-4pm Meet with home stay hosts and return with them.

### Sunday April 26<sup>th</sup>. Barbeque for students and Home Stay Families at the Cultus Lake Residence of John and Keith.

### Monday April 27<sup>th</sup>: What is Ethnohistory and Who Can Do It?

Stó:lō Atlas: "Preface," "Forward," & "Introduction"

Frederick E. Hoxie, "Ethnohistory for a Tribal World," *Ethnohistory* 44:4 (fall 1997)

Keeshig-Tobias, Lenore. "Stop Stealing Native Stories," in *Borrowed Power: Essays on Cultural Appropriation*, eds. Bruce Ziff and Pratima V. Rao (New Jersey: Rutgers, 1997) 71-73.

Gyatri Spivak, "Can the Subaltern Speak?" in Bill Ashcroft et al. *Post Colonial Studies Reader*, 1995, 24-28. (First published, 1988).

Homi K. Bhabha, "Frontlines, Borderposts," in Angelika Bammer, ed., *Displacements: Cultural Identities in Question*. A. Bammer. Bloomington and Indianapolis, Indiana University Press, 1994) 269-72.

Marshall Sahlins, Heraclitus vs. Herodotus, *Waiting for Foucault – Still*, (Prickly Paradigm Press, 1993) "Polycophony is not Cacophony" 27-29, "Conspiring in Western Violence and Domination" p. 52

### Adoption Ceremony – Chehalis Reserve Charlie Longhouse 5pm.

### Tuesday April 28<sup>th</sup>: Through Outsider's Eyes

Franz Boas, "Indian Tribes of the Lower Fraser River" Ninth Report of the Committee...(1894)

Waynes Suttles, "Private Knowledge, Morality, and Social Classes Among the Coast Salish," *Stó:lō Atlas*, Plates 9, 12, 18, 22, 27, 28, 30, 35, 44,

### Wednesday April 29<sup>th</sup> Through Stó:lō Eyes

Old Pierre "Katzie Book of Genesis" from Diamond Jenness Faith of A Coast Salish Indian

Frank Malloway, "Through the Eyes of Siyémches te Yeqwyeqwi:ws," in Carlson ed., *You Are Asked to Witness*

Sonny McHalsie, "We Have to Take Care of Everything." From Bruce Miller, ed. *Be of Good Mind*.

Sonny McHalsie, et. al. "Making the World Right Through Transformations" (*Stó:lō Atlas*, Plate #1)

Sonny McHalsie, "Sxwó:yxwey Origins and Movements" (*Stó:lō Atlas*, Plate 3)

### First Salmon Ceremony Chehalis Reserve, School Gym 5pm.

### Thursday April 30<sup>th</sup>: Insiders and Outsiders

Joanne Archibald, selected pages from *Indigenous Storywork: Educating the Heart, Mind, Body*,

*and Spirit*

Kirin Narayan, "How Native is the Native Anthropologist" *American Anthropologist* 95, (1993) 675-686.

John Lutz, "Pomo Wawa" from *Makúk: A New History of Aboriginal White Relations*.

Linda Tuhiwai Smith, "On Tricky Ground: Researching the Native on the Age of Uncertainty"

**Friday May 1<sup>st</sup> "Contact Understandings" [or "the John and Keith Show"]**

From John Lutz, ed., *Myth and Memory* (UBC Press, 2007).

John Lutz, "First Contact as a Spiritual Performance: Aboriginal--Non-Aboriginal Encounters on the North American West,"

Keith Thor Carlson, "Reflection on Indigenous History and Memory: Reconstructing and Reconsidering Contact,"

Keith Thor Carlson, "Rethinking Dialogue and History: The King's Promise and the 1906 Aboriginal Delegation to the London," (*Native Studies Review*, June 2005)

**Barbeque at the Garner House.**

**Move into Longhouse**

**Sunday May 3<sup>rd</sup>.**

**Xethlath Honouring Ceremony, Seabird Island Reserve Community Hall.**

**McHalsie First Salmon Ceremony at Sxwhyhamil Reserve.**

**Monday May 4<sup>th</sup> Methodologies**

Don Kalb, Hans Marks, and Herman Tak, "Historical Anthropology and Anthropological History: Two Distinct Programs" *Focaal no. 26/27, 1996: pp. 5-13*.

David Boje, "Microstoria" in *Narrative Methods for Organizational and Communication Research* (London: Sage,) 45-61

Clifford Geertz, "Thick Descriptions: Towards an Interpretive Theory of Culture," in his *Interpretation of Cultures, Selected Essays*, (New York: Basic Books, 1973)

Alexander Soucy, "The Problem with Key Informants," *Anthropological Forum*, Vol 10 No. 2, 2000

Meet with faculty about projects and progress.

**Tuesday May 5<sup>th</sup>: Orientation to Stó:lō Territory by Vehicle**

**Wednesday May 6<sup>th</sup> Oral History and Protocol**

Guest Presentation by Sonny McHalsie

Unknown author -- "Unstructured and Semi-structured Interviews"

Alessandro Portelli, "Trying to Gather a Little Knowledge: Some thoughts on the Ethics of Oral History," *The Battle of Valle Giulia: Oral History and the Art of Dialogue*, (University of Wisconsin) 55-71.

**Thursday May 7<sup>th</sup> –**

**Two page research prospectus due.**

**Friday 8<sup>nd</sup> Memory**

Julie Cruikshank, "Oral Tradition and Oral History: Reviewing Some Issues," *Canadian*

*Historical Review*, LXXV, 3, (1999), 403-418.

Elizabeth Loftus, "Tricked by Memory"

Alice Hoffman and Howard Hoffman, "Reliability and Validity in Oral History: The Case for Memory"

**5pm Prevost Wedding Ceremony, Seabird Reserve Community Hall 5pm.**

**Saturday 9<sup>th</sup> – Field Trip up Fraser Canyon to Yale**

**Sunday 10<sup>th</sup> – Field Trip Canoe down Harrison River**

**Monday May 11<sup>th</sup>**

Meet with faculty about prospectus.

**5 pm Traditional Food Supper at Longhouse**

**Tuesday May 12<sup>th</sup>-Friday May 22<sup>nd</sup> – Directed Research**

**Wednesday May 13<sup>th</sup> 4pm** LEP Kitchen Andree Boiselle Research Presentation.

**Thursday May 14<sup>th</sup> 12 noon** Potluck Lunch with Sto:lo Research and Resource Management Staff followed by Introduction to the Reciprocal Research Network by J.R. Joe at 1:30.

**Tuesday May 19<sup>th</sup> Orientation to Stó:lō Territory by Boat**

**Wednesday 20<sup>th</sup>**, Thank You Feast 5:30 at Frank Malloway's Longhouse (Yakwekwioose Res).

**Thursday 21<sup>st</sup>**, We are invited to a symposium at Kwantlen First on Stó:lō Residential Schools – Keith is presenting a paper there.

**Friday 22<sup>nd</sup> End of Field School.**

**June 26<sup>th</sup>** Papers to be emailed to course conductors.

**August 31<sup>st</sup>** Papers deposited with Stó:lō Nation Archives

### **Suggested Additional Bibliographical Reference:**

- Barnett, Homer. *Indian Shakers: A Messianic Cult of the Pacific Northwest*. Carbondale Illinois: Southern Illinois University Press, 1957.
- Basso, Keith H. *Wisdom Sits in Places: Landscape and Language Among the Western Apache*. Albuquerque: University of New Mexico, 1996.
- Biersack, Aletta. *Clio in Oceania: Towards a Historical Anthropology*. Washington: Smithsonian Institution Press, 1991.
- Bierwert, Crisca. *Brushed By Cedar, Living by the River: Coast Salish Figures of Power*. Tucson: University of Arizona, 1999.
- Boas, Franz, "Indian Tribes of the Lower Fraser River," 1894.
- Boyd, Robert, *The Coming of the Spirit of Pestilence: Introduced Infectious Diseases and Population Decline Among Northwest Coast Indians, 1774-1874*. Seattle: University of Washington Press, 1999.
- Bracken, Christopher. *The Potlatch papers: A Colonial Case History*. Chicago and London: University of Chicago Press, 1998.
- British Columbia Supreme Court. *In the Supreme Court of British Columbia, Between Delgamuukw. (1997 Decision)*
- British Columbia. *Papers Connected with the Indian Land Question, 1850-1875, 1877*. Victoria: Printed by Richard Wolfenden, Government Printer, 1875, reproduction, 1987.
- Carlson, Keith Thor. "The Lynching of Louie Sam," *BC Studies* No. 109, Spring 1996, pp.63-79.
- Cole, Douglas and Ira Chaikin. *An Iron Hand Upon the People: The Law Against the Potlatch on the Northwest Coast*. Vancouver and Toronto: Douglas and McIntyre, & Seattle: University of Washington Press, 1990.
- Donald, Leland. *Aboriginal Slavery on the Northwest Coast of North America*. Berkely California: University of California Press, 1997.
- Duff, Wilson. *The Upper Stalo Indians of the Fraser Valley , British Columbia*. Victoria: British Columbia Provincial Museum, Anthropology in BC, Memoir No. 1, 1952.
- Galois, Robert. *Kwakwaka'wakw Settlements, 1775-1920: A Geographical Analysis and Gazetteer*. Vancouver: UBC Press, 1994.
- Gibbs George. "Tribes of Western Washington and Northwestern Oregon." *Contributions to North America Ethnology* 1(2): 157-361. John Wesley Power, ed. Washington: Department of the Interior, United States Geographical and Geological Survey of the Rocky Mountain Region, 1877. (Reprinted:, Seatle Washington: Shorey, 1970.)
- Hanna, Darwin, and Henry. Mamie, *Our Tellings: Interior Salish Stories of the Nlā7k-pmx People*. Vancouver: UBC Press, 1996.
- Harmon, Alexandra. *Indians in the Making: Ethnic relations and Indian Identities Around Puget Sound*. Berkley, Los Angeles, London: University of California Press, 1998.
- Hawthorn, H.B., and C.S. Belshaw and S.M. Jamieson. *The Indians of British Columbia: A Study of Contemporary Social Adjustment*. Toronto: University of Toronto Press and the University of British Columbia Press, 1960.
- Knight, Rolf. *Indians At Work: An Informal History of Native Labour in British Columbia, 1848-1930*. Vancouver: New Star Books, 1992 revised edition.
- Lamb, W. Kaye. *Simon Fraser: Letters and Journals, 1806-1808*, Toronto: MacMillan Company of Canada Ltd., 1960.
- Lerman, Norman Hart. "An Analysis of Folktales of Lower Fraser Indians, British Columbia." Unpublished MA Thesis, University of Washington, 1952.
- Lerman, Norman and Betty Keller, *Legends of the River People*, Vancouver: November House, 1976.
- Levi-Strauss, Claude. *The Way of the Masks*. Vancouver: Douglas and McIntyre, 1982.

- Matthews, Major J.S., compiler. *Conversations with Khahtsalano, 1932-1954*. Vancouver: Vancouver City Archives, 1955.
- Maud, Ralph, ed. *The Salish People, the Local Contribution of Charles Hill-Tout Vol. II: The Squamish and the Lilloet*. Vancouver: Talonbooks, 1978.
- Maud, Ralph, ed. *The Salish People, the Local Contribution of Charles Hill-Tout Vol. III: The Mainland Halkomelem*. Vancouver: Talonbooks, 1978.
- Maud, Ralph, ed. *The Salish People, the Local Contribution of Charles Hill-Tout Vol. IV: The Sechelt and the South-Eastern Tribes of Vancouver Island*. Vancouver: Talonbooks, 1978.
- Miller, Bruce, and Daniel Boxberger. "Creating Chiefdoms: The Puget Sound Case," *Ethnohistory*, Winter 1996. Pp????
- Miller, Jay. *Shamanic Odyssey: The Lushootseed Salish Journey to the Land of the Dead*. Menlo Park California: Ballena Press, 1988.
- Miller Jay. *Lushootseed Culture and the Shamanic Odyssey: An Anchored Radiance*. Lincoln & London: University of Nebraska Press, 1999.
- Raibmon, Paige. "A New Understanding of Things Indian: George Raley's Negotiation of the Residential School Experience." *BC Studies*, No.110, Summer 1996, pp.69-96.
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- Rosaldo, Renato. "Doing Oral History." *Social Analysis*, No. 4, September 1980, pp.89-99.
- Snyder, Sally. "Skagit Society and its Existential Basis: An Ethnofolkloristic Reconstruction," Unpublished Ph.D. Dissertation in the Department of anthropology at the University of Washington, 1964
- Suttles, Wayne and Diamond Jenness. *Katzie Ethnographic Notes, and The Faith of a Coast Salish Indian*. Victoria, British Columbia Provincial Museum, Anthropology in British Columbia, Memoir No. 2, 1955..
- Suttles, Wayne, ed. *Smithsonian Handbook of North American Indians: Vol 7 the Northwest Coast*.
- Suttles, Wayne. "They Recognize No Superior Chief."
- Suttles, Wayne. *Coast Salish Essays*. Vancouver: Talonbooks, 1987.
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- Tennant, Paul. *Aboriginal Peoples and Politics: The Indian Land Question in British Columbia, 1849-1989*. Vancouver: UBC Press, 1990.
- Wells, Oliver. *The Chilliwack and their Neighbours*. Vancouver: Talonbooks, 1987.
- Wickwire, Wendy. "To See Ourselves as the Others Other: Nlakapamux Contact Narratives." *Canadian Historical Review*, LXXV, No. 1, March 1994, pp.1-20.

### **Criteria for Final Research Projects:**

We recognize that this is a very limited time frame. Papers should have academic integrity but they need not represent all of a student's research or conclusions. Better to take a slice of what you have discovered and write that up well. Faculty will provide feedback and suggest some avenues that students might explore should they wish to modify or develop the papers prior to submission to the Stó:lō archives, or for development into a thesis or a publication. Faculty are available for advice as you prepare your paper via email and you can arrange personal meetings after students return to Saskatoon or Victoria.

1. ORGANIZATION: a) Are the goals of the paper clearly stated? b) Is the paper logically and clearly organized?
2. EVIDENCE: a) Is the paper based on an adequate/ thorough search of the relevant primary sources? b) Is the evidence sufficient to convincingly support the conclusions of the paper? c) Is the evidence critically examined?
3. METHODOLOGY a) Is/are there clear methodology(ies). b) Does the paper exhibit an awareness of the strengths and weaknesses of its methodology?
4. ANALYSES a) Is it clear where this paper is situated within the existing literature on this or related topics? (This should be present but need not be a huge part of this paper) b) Is there a theoretical/interpretative component to the paper? c) Does the paper show originality in analyses?
5. LOCAL MEANINGFULNESS: a) Does the paper make a contribution that may be useful to the Stó:lō Nation or community? b) Does the paper demonstrate how this contribution is made and how it may differ from a more typical scholarly contribution.
6. WRITING: a) Is the paper clearly written? b) Is the paper free from errors/jargon that detract from the presentation? c) Does the paper conform to scholarly standards in its footnotes and bibliography?