

Ethnohistory Field School 2017 Syllabus and Schedule



Instructors:

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- John Lutz, University of Victoria. Cell 250-217-4207; Wk 250-721-7380, Hm 250-388-0871, jlutz@uvic.ca

John and Keith's Cultus Lake Home: **168 First Avenue, Cultus Lake.**

Associated Stó:lō Research & Resource Management Centre (SRRMC) staff:

- Albert 'Sonny' McHalsie, Historian / Cultural Advisor. sonny.mchalsie@stolonation.bc.ca; 604-824-2420.
- Tia Halstad, Librarian / Archivist, tia.halstad@stolonation.bc.ca; 604-824-2420
- David Schaepe, Director / Senior Archaeologist, dave.schaepe@stolonation.bc.ca; 604-824-2420.

Required Texts:

- Articles available at: <http://web.uvic.ca/vv/stolo/materials.php>

- Keith Carlson, *The Power of Place, The Problem of Time: Aboriginal Identity and Historical Consciousness in the Cauldron of Colonialism.*

Course Description:

This unique community-engaged experiential field school learning opportunity involves students and faculty spending four weeks living in the Stó:lō community. 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 the regional ethnohistory as well as the broader thematic, theoretical, and historiographic literature. Finally, the students, under the guidance of faculty and Stó:lō knowledge keepers, engage in independent concentrated research projects on topics that have been identified as important by the Stó:lō community.

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 projects may form the basis of future masters or doctoral thesis and dissertation work.

Traditional classroom-style seminars will be held during the two weeks of the field school. Formal cultural orientation activities (such as place name tours and attendance at appropriate spiritual and cultural ceremonies) 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 students will still meet individually and as a group with faculty 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.

Objectives:

This class is designed to accomplish several research and pedagogical objectives:

1. to bring history students into an Indigenous learning and knowing context where they can foster meaningful relationships with Indigenous people while practicing oral history and ethnohistorical research and analysis;
2. to make available to the Stó:lō community highly skilled students with training that can assist in interpreting complex historical issues the Stó:lō have identified themselves;
3. to bring the university to the community so that learning can be facilitated in an experiential real-world environment;
4. to provide students with experience conducting research that is informed by social justice and of immediate societal significance.

Arrangements:

We will all meet for lunch at Ricky's All Day Grill, 45389 Luckakuck Way, in Chilliwack at **1:00 on May 5th**. If you cannot make that please meet us at **2:30 pm at the Stó:lō Nation Offices 7201 Vedder Road, Chilliwack BC.**

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 in a traditional cedar longhouse (with natural gas fires and dirt floors) 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 by presenting them with gifts.

The "field portion" of the school will end on the Friday following the feast. The students will then return to their homes to complete their research papers. They are encouraged to keep in close touch with the course conductors in this period. Papers are due on June 30th. Graded papers will be returned to the students within two weeks of their submission 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.

Evaluation:

Written Assignments 60%

Field Journal – 5%

Stó:l̓ audience assignment – 10%

Research paper – 45%

Participation 40%

Seminar participation – 10%

Community participation 30%

Assignments:

- 1) *Research Prospectus* – There is a one-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. The purpose of this is to allow John, Keith and Stó:l̓ staff to give feedback. The grade for this is combined with the final paper.
- 2) *Field Journal* - Students will keep a daily journal of fieldnotes. These will be photocopied and submitted to the instructor at the end of the field component of the class. The fieldnotes will include critical reflections on assigned seminar readings as well as detailed notes and reflections from all oral interviews. Likewise, the journal will be a forum for each student to reflect upon and critique their own application of ethnohistorical methods. Early seminars will devote considerable time to describing the process of taking fieldnotes and outlining the expectations that will be used to evaluate the student's fieldnotes.
- 3) *Stó:l̓ Audience* – each student will write an abbreviated version on their research papers (or a description of their research project) that is designed to be accessible to the general Stó:l̓ community. This might take the form of a news letter article, a Wikipedia entry or update, or some similar forum.
- 4) *Research Paper* - The term paper will be a primary source essay on a topic agreed upon by the managers of the Stó:l̓ Research and Resource Management Centre in cooperation with the faculty. The Stó:l̓ Nation has one of the largest archival and library repositories of any First Nation in Canada. In addition to hundreds of copied colonial records and federal & provincial records, their archives also have original manuscripts and hundreds of hours of recorded oral histories. While all students are encouraged to conduct original oral history of their own it may be possible to research your project using only materials from the Stó:l̓ archives or the archives of regional non-Native organizations (eg City of Chilliwack Museum/Archives). Each essay must clearly address the original research question, engage existing historiography, and make extensive use of primary records (written, oral, and/or visual). Each student will submit a term paper of 4000 words (20 pages), double-spaced. Footnotes or endnotes are required and all term papers should include a cover page and a bibliography. See Mary Lynn Rampolla's widely-available "Pocket Guide to Writing in History" (6th edition) or the UVic History Styleguide <http://www.uvic.ca/humanities/history/assets/docs/styleguide.pdf> for citation and bibliographical formatting. Past research papers are available at ethnohist.ca
- 5) *Seminar Participation* - Your contributions to the regularly scheduled seminars will be assessed along the lines of a regular on campus classroom seminar (according to the extent and sophistication of their contributions to the formal first week seminars - see

criteria appended below). Students are expected to come to the seminars prepared (having completed the assigned readings and having made notes that include questions they will pose to fellow students in the seminar). Quantity of participation does not trump quality of participation.

- 6) *Community Participation* - This reflects participation within both the Stó:lō and your fellow student field school communities. Students are expected to respectfully engage with community events and follow research protocols outlined in readings and presentations by Stó:lō knowledge keepers and instructors. While living on Stó:lō lands, it is important to follow the wishes of our hosts, and abide by the code of conduct that is developed for the school. The details of how these later aspects of participation will be adjudicated will be spelled out when the students and faculty meet at the beginning of the class to create a code of conduct and to outline expectations. Similarly, students are expected to treat one another with collegiality and respect and to take part in activities associated with sharing a household.

Late Hand-in and Extension Policy:

Students must complete all assignment in order to pass this course. Except in the case of extenuating circumstances late papers are penalized 3% per day.

Ethics:

Students and faculty are ambassadors for the University of Saskatchewan/Victoria and of academia in general. They are also regarded by Stó:lō leaders as role models for Stó:lō youth, and this is one of the reasons students have been invited to come to their community as a field school participant. 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 (for example, students doing illegal recreational drugs or drinking alcohol in the longhouse).

Academic Honesty:

Scholarship is premised on academic honesty and integrity. Authors must properly acknowledge the primary and secondary sources upon which they base their ideas and arguments so that original contributions are readily identifiable. Failure to do so constitutes plagiarism.

Plagiarism is a very serious offense. It involves the unattributed copying and presentation of another person's thoughts, writings, or discoveries from another source — including purchased essays, the essays of other students, or material from the Internet — as your own. Plagiarism also includes close paraphrasing — changing only a few words from the sources. You must write your essays and other written assignments in your own words. It is also unethical to hand in the same essay to two different classes, unless you have made a special arrangement with the instructors of both classes. Your instructors must report all cases of plagiarism to the Undergraduate Director of the History Department, who will review the materials and, in most instances, submit the case to the College of Arts and Science Committee on Academic Dishonesty. If the instructor has his way, all cases of plagiarism will result in the student receiving a failing grade for the class and a permanent mark being placed on the student's official transcript.

- For USask regulations regarding academic dishonesty on the part of students, see:

http://www.usask.ca/university_secretary/council/reports_forms/reports/09-27-99.php

- For UVic regulations regarding academic dishonesty on the part of students, see:

<http://library.uvic.ca/instruction/cite/plagiarism.html>

Schedule:

Always expect the unexpected, but one thing is certain: the following schedule will change.

Friday May 5, 2017.

In the beginning...

The field school begins with lunch at Ricky's Restaurant, 45389 Luckakuck Way Chilliwack, around 1:00. Then we all head to the Stó:lō Resource Centre (10-7201 Vedder Road, Chilliwack). This building is the red, 3 story building on the site. Look for the carved Welcome Figures to find the door.

2:30 pm Meeting Stó:lō staff, including Sonny, Dave and Tia, for introductions

3:00-4:00 pm Meet with home stay hosts and return with them.

Sunday May 7th

6pm Barbeque for students, Stó:lō Staff and Home Stay Families at 168 First Avenue, Cultus Lake.

Monday May 8th

9-12 Seminar: 2nd Floor Boardroom "The Collaboration Room".

Ethnohistory and Colonial History

- [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.](#)
- [Raymond Demallie, 'These Have no Ears': Narrative and the Ethnohistorical Method, *Ethnohistory*, 40 \(4\) 515-38.](#)
- [Preface by Sonny McHalsie and Keith T. Carlson, John Lutz, and Dave Schaepe, "From the Archives and the Field: The New Ethnohistory" \[Intro to new UofM collection on *Towards a Toward a New Ethnohistory Intro. March 20 2017*\]](#)
- Keith Thor Carlson, *The Power of Place, The Problem of Time*: Chaps 1-3

Afternoon – appointments with faculty and staff to discuss projects.

Tuesday May 9th,

9-12 Seminar: Efforts at Articulating Stó:lō World Views

- [Frank Malloway, "Through the Eyes of Siyémches te Yeqwyeqwí:ws," in Carlson ed., *You Are Asked to Witness*](#)
- [Sonny McHalsie, "We Have to Take Care of Everything that Belongs to Us," from Bruce Miller, ed. *Be of Good Mind*.](#)
- [Wayne Suttles, "Private Knowledge, Morality and Social Classes Among the Coast Salish," *American Anthropologist*, NS, Vol 60, No. 3 \(June 1958\) 497-507.](#)
- [Keith Thor Carlson, "Reflection on Indigenous History and Memory: Reconstructing and Reconsidering Contact," from *Myth and Memory* \(UBC Press, 2007\).](#)

Afternoon - appointments with faculty and staff about projects.

Wednesday May 10th

9:00-12:00 Seminar: Seminar-Workshop Oral History and Protocol

Guest Presentation by Sonny McHalsie

- [Alice Hoffman and Howard Hoffman, "Reliability and Validity in Oral History: The Case for Memory".](#)
- [H. Russell Barnard Interviewing.pdf](#) Bernard—Chpt 9, "Unstructured and Semi-structured Interviews" in *Research Methods in Anthropology*, 210-219.
- ["Memory and the Madison on Oral History.pdf](#) Oral History Interview," from *Madison, Critical Ethnography*, pp. 34-43.
- [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.](#)
- [Julie Cruikshank, "Oral Tradition and Oral History: Reviewing Some Issues," *Canadian Historical Review*, LXXV, 3, Cruikshank Oral Tradition.pdf](#)1994.
- Familiar yourself with the Digital Toolbox from the Centre for Oral History and Digital Storytelling <http://storytelling.concordia.ca/toolbox/digital-toolbox>
- Webinars on Oral History and transcription are also provided at <http://storytelling.concordia.ca/toolbox/training/webinars>

2:00 – Longhouse orientation

Thursday May 11th

Orientation to Stó:lō Territory by Vehicle -- Sonny McHalsie

Friday May 12th

9:00 Move into Longhouse

9:15-12:00 Seminar: Approaches and Methodologies

- [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.](#)
- [Kirin Narayan, "How Native is the Native Anthropologist?" *American Anthropologists* 95, \(1993\) 675-686.](#)
- [Shawn Wilson, *Research as Ceremony, Indigenous Research Methods*, \(Fernwood: 2008\) pp 52-61.](#)
- [Jo-Ann Archibald, "An Indigenous Storywork Methodology," *Handbook of the Arts in Qualitative Research*, \(Sage: Thousand Oaks, 2008\) 371-386.](#)

Saturday May 13th

Volunteer Opportunity: Help Sonny build a dry rack at his canyon fishing site.

Monday May 15th

9:00-12:00 Seminar: Post-Colonial and Settler Colonialism History

- [Bruno Cornellier, "The 'Indian thing': on representation and reality in the liberal settler colony," *Settler Colonial Studies*, Volume 3, 2013 - Issue 1, Pages: 49-64.](#)
- [Lynne Davis, Chris Hiller, Cherylanne James, Kristen Lloyd, Tessa Nasca & Sara Taylor, "Complicated pathways: settler Canadians learning to re/frame themselves and their relationships with Indigenous peoples"](#)
- [Keith Carlson, 'Don't Destroy the Writing': Time- and Space-based Communication and the Colonial Strategy of Mimicry in Nineteenth-Century Salish-Missionary Relations on](#)

[Canada's Pacific Coast \(Pre copyedited version from forthcoming collection by Tony Ballantyne and Lachlan Paterson, eds., Indigenous Textual Cultures, the Politics of Difference and the Dynamism of Practice \(Durham: Duke University Press, 2016\)\).](#)

- John Lutz, "[Pomo Wawa](#)" and "[Making the Lazy Indian](#)" From Makúk: A New History of Aboriginal White Relations (Vancouver: UBC 2008) - and as much else as you can from this book.

Tuesday May 16th

Research Prospectus Due at 4pm.

Wednesday May 17th-19th

Normally a team meeting at 9:00 followed by individual research.

Saturday May 20th

Optional Garner Celebration at Building 10

Sunday May 21st Optional: Keith's History Road Tour of the Fraser Canyon (to Lytton and

back) This will be a long day. We will not get back to the longhouse till 9:00 or later at night.

May 23rd Orientation to Stó:lō Territory by Boat – Sonny McHalsie

May 24th – May 31st

Normally a team meeting at 9:00 followed by individual research (except weekends).

May 25th Evening Cultural Experience Series at the SRC

May 25-28 Optional: BC Historical Federation Conference (for information) at Chilliwack Museum and Archives

May 27 – SXTA Chilliwack Tour – contact Emily Kelly at Emily.kelly@stolonation.bc.ca

Thursday May 31st

6:00pm Thank You Feast/Potlatch at Longhouse

Friday June 2nd

End of Field School

June 30th

Written assignments to be emailed to course conductors.

August 31st

Papers posted on fieldschool website and deposited with Stó:lō Nation Archives