



SENATE MEETING OPEN SESSION AGENDA

November 26, 2025

3:30 – 5:00 PM

Senate Chambers

Acknowledgement of Territory

For thousands of years, Indigenous Peoples have walked gently on the diverse traditional territories where the University of Northern British Columbia community is grateful to live, work, learn, and play. We are committed to building and nurturing relationships with Indigenous peoples, we acknowledge their traditional lands.

1.0 S-202511.01

Approval of the Agenda †

Page 1 That the agenda for November 26, 2025, Open Session of Senate be approved as presented.

† **NOTE:** *The Senate Agenda for the open session consists of two parts, a consent agenda, and a regular agenda. The consent agenda contains items that are deemed to be routine or noncontroversial and are approved by the Steering Committee of Senate for placement on that agenda. Any Senator wishing to discuss any item on the consent agenda may ask the Chair of Senate that the item be removed from the consent agenda and placed on the regular agenda. Items removed from the consent agenda will be placed on the regular agenda and dealt with in the order in which they appear on the full agenda. Senators wishing to ask a question regarding an item on the consent agenda, without necessarily removing that item from the consent agenda, are strongly encouraged to direct questions to the Secretary of Senate in advance of the meeting.*

2.0 **Presentation:** No presentation

3.0 S-202511.02

Page 6 Approval of the Minutes

That the Minutes for October 22, 2025, Open Session of Senate be approved as presented.

4.0 **Business Arising**

5.0 **Interim President's Report** (Written) (10 minutes) - [page 10](#)

Owen

6.0 **Report of the Provost** (Written) (5 minutes) - [page 13](#)

Beaulieu

7.0 **Report of the Registrar** (Verbal) (5 minutes)

Read

- Update on International Students and IRCC Changes

Beyer

8.0 **Report on Regional Activities** (5 minutes)

Beaulieu

9.0 **Question Period** (10 minutes)

Owen

9.1 **Questions in advance**

9.1.1 Questions in regard to the accidental revelation of employee ids through the publication of the 2025 Final Exam schedule. (Senator Casperson)

9.1.1.1 Can (are) UNBC employee ids used for purposes outside of UNBC, for instance as an identifier for use with Sunlife insurance?

9.1.1.2 Has the investigation of this incident been completed?

9.1.1.3 What steps have been taken to ensure that all employees whose ids have been revealed have been informed?

9.1.2 At a previous senate meeting, then Acting Provost Dr. Bill Owen indicated that the implementation of the current academic plan would follow a 'cascade' approach, the implication of which seemed to be that individual Faculties would develop further plans that are appropriate to their programs. What is the anticipated timeline for the development of Faculty level plans and what processes will be followed to ensure broad and meaningful inclusion of individual faculty members and the disciplinary/professional programs they represent? (Senator Groulx)

9.2 Questions from the floor

10.0 Committee Reports

10.1 Senate Committee on Student Appeals

Klassen-Ross

10.2 Senate Committee on Academic Affairs

Beaulieu

"For Approval" Items:

Page 15 FNST Executive Summary

Regular

S-202511.03

New Course Approval – FNST 207-3 Indigenous Ethnography in British Columbia

That on the recommendation of the Senate Committee on Academic Affairs, the new course FNST 207-3 Indigenous Ethnography in Northern British Columbia be approved as proposed.

Page 16 **Effective Date:** September 2026

Regular

S-202511.04

New Course Approval – FNST 214-3 Indigenous Rights and Extractive Industry in Canada

That on the recommendation of the Senate Committee on Academic Affairs, the new course FNST 214-3 Indigenous Rights and Extractive Industry in Canada be approved as proposed.

Page 36 **Effective Date:** September 2026

Regular

S-202511.05

New Course Approval – FNST 455-3 Cryptozoology: An Examination of the Academic Endeavour

That on the recommendation of the Senate Committee on Academic Affairs, the new course FNST 455-3 Cryptozoology: An Examination of the Academic Endeavour be approved as proposed.

Page 54 **Effective Date:** September 2026

Regular

S-202511.06

New Course Approval – FNST 467-3 The Fur Trade: Law, Order, Society & Culture

That on the recommendation of the Senate Committee on Academic Affairs, the new course FNST 467-3 The Fur Trade: Law, Order, Society & Culture be approved as proposed.

Page 65 **Effective Date:** September 2026

"For Discussion":

Degree program reviews

Beaulieu

As per the *Degree Program Review Policy*, procedural articles 5.7 through 5.9, the Responses to the External Review of Degree Program Report and Action Plan and the Executive Summary from the External Review of Degree Program Report are presented to the Senate Committee on Academic Affairs for review, and to Senate for discussion and advice in an open session.

The Degree Program Self Study and appendices, and the External Review of Degree Program Report are presented to the Senate Committee on Academic Affairs in a closed session for information and to Senate, only on the recommendation of SCAAF or the request of Senate, in a closed session for information.

The Dean considers the advice of SCAAF and Senate and amends the Action Plan if necessary.

Ecosystem Science & Management

Page 77

[BSc Forest Ecology and Management, BSc (Hons)]
o External Review of Degree Program Report Executive Summary
o Responses to the External Review of Degree Program Report and Action Plan

10.3 Steering Committee of Senate

Owen

“For Approval” Items:

S-202511.07

That on the recommendation of the Steering Committee of Senate and the Senate Committee on Admissions and Degrees (SCAD) the changes to the Terms of Reference for the Senate Committee on Admissions and Degrees and subsequently the Senate Handbook be approved

Page 103

Effective date: Upon approval of Senate

10.4 Senate Committee on Nominations

Casperson

“For Approval” Items:

Regular

S-202511.08

Recommendations of Senate Committee Members

That on the recommendation of the Senate Committee on Nominations and barring further nominations from the floor, that Senate appoint one of the following candidates, who have met all eligibility requirements to serve on the Senate Committee on Admission and Degrees.

Effective date: Upon approval of Senate or as indicated.

SENATE COMMITTEE ON ADMISSIONS AND DEGREES (SCAD)

[Link to students Bio](#)

Undergraduate Student
Term end August 31, 2026

Oyinkansola Adeyemi

Or

Undergraduate Student
Term end August 31, 2026

Arwen E. Gregg

Or

Undergraduate Student
Term end August 31, 2026

Yesha Gandhi

Or

Undergraduate Student
Term end August 31, 2026

Rehana Ramzan

10.4.1 Senate Committee Vacancies

Vacancies sorted by committee: Senate Committee Vacancies as of October 22, 2025

COMMITTEE	POSITION		TERM EXPIRY DATE
Senate Committee on Academic Affairs	Regional Representative		03/31/2026
Steering Committee of Senate	Student Senator		08/31/2026
Senate Committee on Admissions and Degrees	Undergraduate Student [†]		08/31/2026
Senate Committee on Student Appeals	Graduate Student Senator		08/31/2026

Note: The symbol [†] denotes that an appointment by Senate is pending

10.5 Senate Committee on Curriculum and Calendar **Read**

10.6 Senate Committee on Admission and Degrees **Read**

S-202511.09

Regular

Changes to Graduate Calendar Regulations

That on the recommendations of Senate Committee on Admissions and Degrees, the change to page 25 in the 2025-2026 Graduate Academic Calendar on permission for undergraduates to take graduate coursework be approved as proposed

Page 106

Effective date: September 2026

S-202511.10

Regular

Changes to Calendar Entry – BSc Physics

That on the recommendations of Senate Committee on Admissions and Degrees, the change(s) to the calendar entry and program requirements of the BSc Physics on page 182 of the 2025/26 undergraduate academic calendar be approved as proposed.

Page 109

Effective date: September 2026

S-202511.11

Regular

Changes to Calendar Entry – MSc Physics

That on the recommendations of Senate Committee on Admissions and Degrees, the change(s) to the calendar entry and program requirements of the MSc Physics on page 94 of the 2025/26 graduate academic calendar be approved as proposed.

Page 112

Effective date: September 2026

10.7 Senate Committee on Indigenous Initiatives **Owen**

10.8 Senate Committee on Honorary Degrees and Special Forms of Recognition **Owen**

10.9 Senate Committee on Scholarships and Bursaries **Wood-Adams**

“For Information” Items

Approved

- **Dr. Roma Zenovea Hawirko Scholarship- Page 116**
Effective: 2026/2027 Academic Year
- **PETRONAS Canada Nursing Award-Page 118**
Effective: 2025/2026 Academic Year

- **Newmont Award- [Page 120](#)**
Effective: 2025/2026 Academic Year
- **Newmont Women's Award -[Page 122](#)**
Effective: 2025/2026 Academic Year
- **Newmont Indigenous Award-[Page 124](#)**
Effective: 2025/2026 Academic Year

10.10 Senate Committee on University Budget

Gehloff

11.0 Approval of Motions on the Consent Agenda

Owen

No items.

12.0 Information

13.0 Other Business

14.0 S-202511.12 (10 minutes)
Move to the Closed Session
That the meeting move to Closed Session

15.0 S-202511.18
That the Senate meeting be adjourned.

Office of the President – Senate Report November 20, 2025

As of October 4, 2025, I have assumed the role of Interim President and Vice-Chancellor. During this transition, I have been balancing prior research commitments while gaining a deeper understanding of the scope and priorities of this position. Four key priorities were identified to guide the University's work over the next 9 to 18 months:

1. Student Enrolment
2. Fiscal Accountability
3. Organizational Structure
4. Leadership Development

This report summarizes progress to date, incorporating updates from the Office of the President, Office of Indigenous Initiatives, Office of the University Secretary, and Athletics & Recreation, as well as on broader areas of presidential responsibility.

1. Student Enrolment

READY Foundation Goal 1 - Support fulfilling student learning journeys

1.1. Senate Enrolment Reports – Implemented

At the October meeting of Senate, the first iteration of the new enrolment report was presented with a more comprehensive and robust dataset to support improved decision-making in enrolment planning and academic program management. Refinements will be incorporated into the next three reporting cycles.

1.2. Strategic Enrolment Plan – Initiated

Discussions have begun regarding the development of the Plan that will enable the University to focus limited resources effectively, while maintaining the flexibility to adapt to changing circumstances on a semester-by-semester basis.

1.3. Indigenous Student Enrolment and Support – In Progress

First Nations Center with Office of Indigenous Initiatives work collaboratively to support retention and empowerment of Indigenous students.

- Celebration of the naming of the Edie Frederick Indigenous Research Studio.
- Relaunched the Supporting Aboriginal Graduate Enhancement (SAGE) Program in the renovated First Nations Centre Research Studio.
- Implemented a successful Visiting Indigenous Youth Pilot Program in partnership with the Tsay Keh Dene Nation, establishing a prototype for future campus immersion initiatives.

1.4. Student-Athlete Enrolment and Retention

Athletics and Recreation continue to contribute to recruitment, retention, and student engagement through varsity and recreation programming.

- Current roster is 80 student-athletes with a retention rate of 94%—demonstrating program strength, stability, and student experience quality.
- Intramural participation has **tripled**, driven by student-led initiatives and representing an opportunity to support enrolment and retention strategy.

2. Fiscal Accountability

2.1. Actual vs Budget 2025-26 review of spending – *In Progress*

The Office of Finance is meeting with all budget holders to review current actuals and projected expenditures. These meetings also inform next year's budget development and strengthen financial accountability across units.

2.2. Development of Budget 2026–27 and beyond – *In Progress*

Working with the Director of Finance and Provost, we are refining the budget process to ensure it more directly supports UNBC's academic mission and strategic priorities. For 2026–27, modest procedural improvements will be introduced while broader process changes are prepared for future implementation.

2.3. Recruitment of Vice President Finance and Administration – *In Progress*

Preparations are underway to establish the search committee for the VPFA, a key role in supporting the Office of the Provost and advancing financial sustainability.

3. Organizational Structure

READY Foundational Goal 3 - Attracting and retaining outstanding people

3.1. Review of the structure – *In Progress*

A review of the organizational charts is now underway. This work will assess alignment between current reporting structures, institutional priorities, and fiscal realities. The goal is to ensure the organization is structured to support efficient decision-making, accountability, and sustainable operations.

4. Leadership Development

READY Foundational Goal 3 - Attracting and retaining outstanding people

4.1. Leadership Development Framework – *In Progress*

Establishing a Leadership Development Framework to support leaders at all levels. This framework will:

- Build capacity for inclusive and accountable decision-making
- Strengthen alignment with UNBC's strategic priorities
- Communication and support of decision making at the appropriate level.

Supporting activities underway include:

- Cultural competency and leadership programming delivered by the Office of Indigenous Initiatives and Office of Equity and Inclusion.
 - Governance and compliance leadership engagement led by the University Secretary related to Public Interest Disclosure Act (PIDA) readiness.
-

5. External Presidential Responsibilities

READY Theme 4 – Goal 1: Value and leverage UNBC's connections to place and people to solve locally and globally relevant challenges.

Over the past six to seven weeks, I have actively engaged with students, staff, faculty, elected officials, and community members through a variety of engagement approaches. For example, last week I attended the Prince George Chamber of Commerce's "State of the City" breakfast, meeting with local officials and business leaders.

The Office of the Vice-President Research and Innovation hosted several events that helped strengthen federal and research funding relationships.

Through formal meetings, community outreach, and social media engagement, I continue to emphasize UNBC's role in creating impact "from campus to community" and strengthening northern community sustainability and resilience.

Travel

Times Higher Education World Academic Summit: "Universities as agents of progress: Developing vision and implementing strategy" – outcomes: Meetings scheduled to enhance international awareness of UNBC, in particular research and teaching.

Universities Canada (UC) president's Fall Membership Meeting: "Delivering on national and sector priorities." – outcomes: confirmed UNBC's commitment to UC's marketing campaign and federal advocacy positions. Also attended Alex Usher's invitational discussion on international student recruitment, an alumni event, and "UNBC Day on the Hill" with invited parliamentarians.

CAUBO/FBS annual conference: "Navigating Uncharted Waters" outcomes – ensure UNBC presence at this national meeting of Provosts and labour relations. Summary report provided to the Provost.

Upcoming travel:

Victoria: Provincial government meetings (planning in progress: may occur in December or January)

Senate Report

Dr. Michel Beaulieu, Provost & Vice President Academic
November 17, 2025

Academic Plan Priority Updates

I will continue to work on fine-tune the format and information to be presented in my Senate Reports. What will be driving the format will be the 8 priorities outlined in our [Ready Roadmap: Academic Plan 2025-2031](#). The information in parenthesis following each priority is its alignment with the Board of Governors 2025-26 priorities.

Driving Strategic Enrolment Growth and Impact (Enrolment)

- Academic Success Centre launched the RISE program and Academic Resiliency Plan.
- Student Life rebuilt the MyReadyGuide orientation module.
- Registrarial Team implementing Dean's List dashboard.
- Institutional Research enhancing enrolment reports with data visualization.
- Faculty of Science and Engineering continues Math Readiness, MACE, and outreach.
- Orientation and social media engagement are strengthening community and visibility across departments.
- Continuing Studies has seen an increase in registrations through the BC Future Skills Grant across key workforce training areas (Environmental Monitoring, Project Management, and Administrative Assistant certificates)

Empowering Indigenous Voices & Knowledge at UNBC (Leadership Development and Enrolment)

- The Vice-Provost Graduate and Postdoctoral Studies launched SAGE Speaker Series with the Office of Indigenous Initiatives.
- The Faculty of Indigenous Studies, Social Sciences and Humanities hosted on Discovery Day Indigenous Storytelling with Dr. Nancy Stevens.
- The Division of Medical Sciences presented the Northern Hub for health research proposal at the "Day on the Hill" in Ottawa alongside Chancellor Darlene McIntosh.
- Student Success offers weekly support in the First Nations Centre. The Faculty of Environment has hired an Indigenous-focused graduate tutor in collaboration with the First Nations Centre.
- The Mathematics and Statistics department is actively seeking input from Indigenous outreach experts to better support Indigenous voices in its programs.
- The Centre for Teaching, Learning, and Technology (CTLT) is collaborating with the Office of Indigenous Initiatives to establish a Senior Lab Instructor (Indigenous Instructional and Curriculum) role to support integration of Indigeneity in teaching and learning.
- Continuing Studies has advanced the Indigenization of the Indigenous Entrepreneurship Micro-credential through collaboration with Indigenous and industry Subject Matter Experts.

Transforming Curriculum and Pioneering Pedagogical Innovation (Enrolment)

- Two degree program review site visits completed this Fall; Seven program reviews completed; QAPA recommendations underway.
- Second MOT-N (occupational therapy) cohort graduating; 7 staying in the North.
- Accelerated Master's pathway approved by Faculty Councils and pending Senate approval.
- Deputy Registrar has proposed earlier curriculum deadlines.
- The Career Centre has launched the Experiential Learning Hub.

- Computer Science curriculum has been re-envisioned to include modern, market-relevant courses in machine learning, robotics, and web development.
- Mathematics faculty are collaborating on pedagogical innovation and interdisciplinary learning, particularly in engineering and data science.

Building a Bold and Inclusive Regional Strategy (Enrolment and Organizational Structure)

- Provost to chair the Regional Council and the Terms of Reference for a committee to oversee the development of a UNBC Regional Plan are being finalized.
- The Vice-Provost Graduate and Postdoctoral Studies is building regional ties via Grad Experience Coordinator.
- The Faculty of Human and Health Sciences supported all regional Open Houses, emphasizing their programs in Education, Social Work, and Nursing. Dean Lachowsky has visited all regional campuses meeting with faculty and staff as well and external partners (e.g., Colleges, Health Authority, School Districts).
- Northern Medical Program students are participating in our second pilot year of the Northern Regional Integrated clerkship in small communities across the north (this year in McBride, Vanderhoof and Smithers).
- Student Success is holding in-person annual advising at regional campuses.
- CTLT and IT completed a regional needs analysis.
- The Faculty of Science and Engineering is promoting STEM through school partnerships and competitions.

Expanding Global Impact through International Strategy (Enrolment)

- Director, Graduate reviewed international tuition and has submitted recommendations to the Provost.
- The International Centre is working on enhancing recruitment and supporting compliance.

Optimizing Resource Allocation for Maximum Academic Impact (Fiscal Accountability)

- The Library is working to establish fair and equitable resourcing practices, supported by enhanced availability of data, and consistent metrics. It aims to cancel \$100,000 in subscriptions, community consultation underway.

Empowering Lifelong Learning and Enhancing the Role of Continuing Studies (Fiscal Accountability; Enrolment)

- Continuing Studies has launched a new Forestry Micro-credential, in partnership with the Faculty of Environment and guided by insights from Forest Professionals BC (FPBC).

Championing Faculty Excellence and Development (Leadership Development)

- The Vice-Provost Graduate and Postdoctoral Studies launched Foundations of Graduate Supervision (3 courses); Supervisor's Café (with CTLT); 3 Minute Thesis organization with faculties.
- The School of Nursing is undertaking a major project to develop and implement improved onboarding framework, resources, and process for all new nursing staff and faculty, including part-time instructors and clinical instructors.
- CTLT is leading the development and implementation of the learning outcomes framework.
- CTLT is participating in BCNet planning for a student learning experience tool, with a pilot anticipated in Fall/Winter 2026. It is also coordinating with first-year student support strategies through the First Year Instructors' Council.

Executive Summary

FNST Curriculum Changes September 2025

Prepared by Dr. Nancy Stevens, Chair, Department of First Nations Studies

First Nations Studies is in the midst of a series of substantial changes with faculty which impacts program offerings. Further, the department is beginning an external program review which also will initiate a full curriculum review. To support the new faculty in the department, Drs. Sim and Joly were encouraged to create courses that reflect their areas of expertise.

1. New Courses:

First Nations Studies is proposing 4 new courses:

FNST 467-3 The Fur Trade: Law, Order, Society & Culture

FNST 455-3 Cryptozoology: An Examination of the Academic Endeavour

FNST 207-3 Indigenous Ethnography in Northern British Columbia

FNST 214-3 Indigenous Rights and Extractive Industry in Canada

Dr. Daniel Sims has taught 2 different iterations of **FNST 467-3 The Fur Trade: Law, Order, Society & Culture** at UNBC and at the University of Alberta. The creation of this course will enable it to be a part of ongoing cyclical options for students and brings a unique lens to the historical focus. Dr. Sims has also taught previous versions of **FNST 455-3 Cryptozoology: An Examination of the Academic Endeavour** at the University of Alberta.

Dr. Joly has created **FNST 207-3 Indigenous Ethnography in Northern British Columbia**, which has been offered as an elective previously in Anthropology. The goal is to make this a regular course option to be cross-listed with Anthropology to broaden the options for students in both disciplines. **FNST 214-3 Indigenous Rights and Extractive Industry in Canada** has also been created by Dr. Joly to enhance the options for FNST students to examine current and very topical issues that impact Indigenous communities substantially.

2. Course Deletions:

Course deletions will occur as a curriculum review occurs in the coming year.

Motion Number (assigned by
Steering Committee of Senate): S-202511.03

SENATE COMMITTEE ON ACADEMIC AFFAIRS

NEW COURSE APPROVAL MOTION FORM

Motion: That the new course FNST 207-3 Indigenous Ethnography in Northern British Columbia be approved as follows:

A. Description of the Course

1. **Proposed semester of first offering:** September 2026
2. **Academic Program:** First Nations Studies
3. **Course Subject, Number*, and Credit hours (e.g. CHEM 210-3):** FNST 207-3
4. **Course Title:** Indigenous Ethnography in Northern British Columbia
5. **Goal(s) of Course:**
 - Provide students with an understanding of ethnographic methodologies and paradigms, particularly as they relate to Indigenous peoples in northern British Columbia.
 - Enhance students' ability to critically analyze ethnographic texts, conduct independent research, and present their findings in both written and oral formats.
 - Critically analyze key ethnographic works, both historic and contemporary.
 - Consider how the region has been portrayed and experienced from various viewpoints, including Indigenous, settler colonial, and anthropological perspectives.
 - Critically assess the role of ethnography in understanding social, political, and environmental issues in northern British Columbia.
6. **Calendar Course Description:** This course is a survey of the ethnographic literature for northern British Columbia, with a focus on Indigenous communities, and an introduction to the methodology and paradigms of ethnographic research.
7. **Credit Hours:** 3 credit hours (Normally, UNBC courses are 3 credit hours and may not be repeated for additional credit. If this course falls outside the norm, please complete sections "a)" and "b)" below).

a) **Can the course be repeated for credit if the subject matter differs substantially?**

Yes* _____ No X

b) **Is variable credit available for this course?** Yes _____ No X

8. Contact Hours (per week):

Lecture 3

Seminar _____

Laboratory _____

Other (please specify) _____

9. Prerequisites (taken prior): FNST 100-3 or FNST 200-3 or ANTH 102-3

10. Prerequisites with concurrency (taken prior or simultaneously): none

11. Co-requisites (must be taken simultaneously): none

12. Preclusions: ANTH 206-3

13. Course Equivalencies: ANTH 206-3

14. Grade Mode: NORMAL (ALPHA)

15. Course to be offered: each semester _____
each year _____
alternating years x

16. Proposed text / readings: subject to change upon syllabus updates. Some examples include:

Brody, Hugh. 1981. *Maps and Dreams: Indians and the British Columbia Frontier*. London: Faber and Faber.

Cruikshank, Julie. 2005. *Do Glaciers Listen?: Local Knowledge, Colonial Encounters, and Social Imagination*. Vancouver: UBC Press.

Mellwraith, Thomas. 2012. "We Are Still *Didene*": Stories of Hunting and History from Northern British Columbia. Toronto: University of Toronto Press.

Richardson, Laurel. 2000. "Evaluating Ethnography." *Qualitative Inquiry* 6 (2): 253–55.

Thom, Brian. 2001. "Aboriginal Rights and Title in Canada After Delgamuukw: Part One, Oral Traditions and Anthropological Evidence in the Courtroom." *Native Studies Review* 14(1): 1-26.

Wickwire, Wendy. 2006. 'They Wanted Me to Help Them': James A. Teit and the Challenge of Ethnography in the Boasian Era. In *With Good Intentions: Euro-Canadian and Aboriginal Relations in Colonial Canada*, Celia Haig-Brown and David A. Nock (eds.), pp. 297-320. Vancouver: UBC Press.

B. Significance Within Academic Program ANTH 206 (proposed cross-listed course) is currently an ancillary course for a major in FNST. FNST 207 would become a potential elective for a FNST major.

1. Anticipated enrolment 15

2. If there is a proposed enrolment limit, state the limit and explain: 15
This is a cross-listed course with ANTH 206 and so the joint enrolment could be as high as 30.

3. Required for: Major: n/a Minor: _____ Other: _____

4. Elective in: Major: FNST Minor: FNST Other: _____

5. Course required by another major/minor:

The course is not required in any other major or minor but would fulfill any requirement for a 200 level FNST course.

6. Course required or recommended by an accrediting agency: N/A

7. Toward what degrees will the course be accepted for credit? FNST, ANTH, All UNBC Degrees

8. What other courses are being proposed within the Program this year?

FNST 455-3 Cryptozoology: An Examination of the Academic Endeavour
FNST 467-3 The Fur Trade: Law, Order, Society & Culture
FNST 214-3 Indigenous Rights and Extractive Industry in Canada

9. What courses are being deleted from the Program this year? none

C. Relation to Other Program Areas

1. Identify courses in other UNBC Programs that overlap with this course; describe the overlap and comment on its significance:

2. Is a preclusion required? Yes x No
A preclusion is required with ANTH 206 because they are cross-listed.

3. If there is an overlap, and no preclusion is required, please explain why not:

4. Has this overlap been discussed with the Program concerned? Yes n/a No n/a

5. In offering this course, will UNBC require facilities or staff at other institutions?

Yes No X

If yes, please describe requirements:

6. Is this course replacing an existing course that is included in one or more transfer agreements with external institutions?

Yes No X

If "yes," please contact the Articulation Officer in the Office of the Registrar.

D. Resources required

1. Please describe ADDITIONAL resources required over the next five years to offer this course.

i. Faculty Staffing: none

ii. Space (classroom, laboratory, storage, etc.): Classroom

iii. Library Holdings: none

iv. Computer (time, hardware, software): None

E. Additional Attached Materials

Course syllabus

F. Other Considerations

1. First Nations Content*: Yes** X No

* Whether a new course has First Nations content is to be determined by the relevant Faculty Council(s).

2. **Other Information:** This course has been offered as an elective in ANTH; this new course is to create an equivalent course in FNST that could be cross-listed with the existing ANTH course.

3. **Attachment Pages (in addition to required "Library Holdings" Form):** 16 pages

1. **Faculty(ies):** FISSSH
2. **Faculty Council Motion Number:** FISSSHFC.2025.09.18.04
3. **Faculty Council Approval Date:** September 18, 2025
4. **Senate Committee on Indigenous Initiatives Motion Number:** SCII202510.03
5. **Senate Committee on Indigenous Initiatives Meeting Date:** October 21, 2023

For recommendation to ✓, or information of _____ Senate.

Syllabus
FNST 207 / ANTH 206 Indigenous Ethnography in Northern British Columbia
CRN XXXXXX



Class Times: XXX

Class Location: XXX

Instructor: XXX

Email: XXX

Office Hours: XXX

Photo: *Métis Trade Routes of the Pacific Northwest (British Columbia) 1806-1886*

by Lisa Shepherd & Kristi Bridgeman, accessed here: <https://www.lisashepherd.ca/metis-trade-routes.html>

TERRITORIAL ACKNOWLEDGEMENT:

The Department of First Nations Studies acknowledges with respect the Lheidli T'enneh on whose unceded traditional territory the University of Northern British Columbia stands.

COURSE DESCRIPTION

A survey of the ethnographic literature for this region, with a focus on Indigenous communities, and an introduction to the methodology and paradigms of ethnographic research.

COURSE SKILLS:

- Provide students with an understanding of ethnographic methodologies and paradigms, particularly as they relate to Indigenous peoples in northern British Columbia.
- Enhance students' ability to critically analyze ethnographic texts, conduct independent research, and present their findings in both written and oral formats.
- Critically analyze key ethnographic works, both historic and contemporary.
- Consider how the region has been portrayed and experienced from various viewpoints, including Indigenous, settler colonial, and anthropological perspectives.
- Critically assess the role of ethnography in understanding social, political, and environmental issues in northern British Columbia.

REQUIRED TEXTBOOKS:

We will be reading three ethnographies through the course of the semester, in the following order:

1. Brody, Hugh. 1981. *Maps and Dreams: Indians and the British Columbia Frontier*. London: Faber and Faber. [there are many versions/reprints which will work equally well; read whatever version you can find!]
2. McIlwraith, Thomas. 2012. *“We Are Still Didene”: Stories of Hunting and History from Northern British Columbia*. Toronto: University of Toronto Press.
3. Cruikshank, Julie. 2005. *Do Glaciers Listen?: Local Knowledge, Colonial Encounters, and Social Imagination*. Vancouver: UBC Press.

Access: You can purchase hard copies in the bookstore or online. There may be used copies floating around online or in used bookstores – feel free to take advantage of those options. You can also access the books through the library – if you read the online copies, please be sure to start reading in advance, as sometimes there are restrictions as to the number of users who can view the book at any given time.

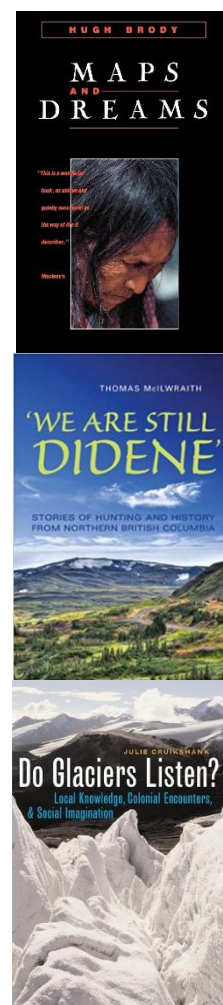
In addition to the textbooks, other readings are listed in the weekly schedule below. These resources are all available either digitally or as a hard copy through the library, and I will make PDFs available on Moodle for ease of access. Students are strongly advised to read the material *in advance* of the class, as we will be discussing them as a group. These readings are not optional.

Note: This syllabus is a guide to the course, some changes to readings will occur. All readings must be completed before the class in which they are assigned.

COURSE FORMAT:

Each three-hour seminar will include a combination of student-led discussion on required readings, lecture, video of Indigenous oral testimony or histories, and/or a workshop. Attendance in person is expected. Real-time interaction with the instructor and classmates following the structure of our classes greatly enhances the learning experience. You are expected to come to class having completed and being prepared to discuss the reading for the week. If you cannot make a class, you are responsible for completing assignments and tasks, reviewing readings and lecture materials, and connecting with your classmates and instructor regarding course project tasks.

Lectures will be recorded using Teams (with transcript feature) and posted to Moodle to improve accessibility. Student presentations on the readings will also be recorded for the same purpose. My slides will be posted to Moodle right before class, and student presentation slides will be posted after class.



ASSIGNMENTS:

The assignments and in-class exercises in this class are designed to develop your research and writing skills, while providing an opportunity to synthesize and reflect on course content. If you require any adjustments to the assignments, please contact me ASAP and we will discuss alternatives.

Assignment	Weight	Deadline
Class Participation: Self-Assessment Reflections	20% (10% each)	XXX and XXX
Readings Presentation – in class	10%	XXX
Book Review: Brody	20%	XXX
Presentation on Paper Topic – in class	10%	XXX
Final Paper (3000 words)	30%	XXX
Presentation on Final Paper – in class	10%	XXX

Assignment Formatting:

All written assignments must be submitted on Moodle as a WORD DOCUMENT double spaced, 12-point font (serif) or 11-point font (sans-serif), 1" margins, with page numbers. Be sure to put your name on the document.

For all assignments, I expect students to follow the Chicago Manual of Style 16th edition, author-date style. This is the citation style used by the Canadian Anthropology Society (CASCA) journal *Anthropologica*. The journal style guide provides a good summary of the Chicago style and [can be found here](#).

Students are required to consult *Elements of Indigenous Style: A Guide for Writing by and about Indigenous Peoples* (2018) by the late Gregory Younging to guide writing respectfully and with an eye to decolonizing our writing practices. This is particularly a concern as much of the ethnographic material we will encounter in our projects will have language steeped in a colonial tradition and we must take care to consciously break those troubling writing practices. A hard copy is [available at the UNBC the library](#). A very useful copy editor's guide to *Elements of Indigenous Style* [can be found here](#).

Class Participation: Self-Assessment Reflections (10% = 20% each) [Due: XXX & XXX]

As this class is a seminar-based course, you will be expected to attend the majority of classes and engage in class discussions/activities. The idea here is that you will get more out of the course if we all put in the effort to make class time meaningful (and, hopefully, fun!).

Your participation grade will come from you contributing or adding value to the class. In addition to attending class, there are endless ways for you to do this, and you are invited to get creative and play to your strengths. Think about how you can contribute to the class to improve learning for yourself

and your classmates, both in and out of class. Are you asking questions or providing your thoughts in class? On Moodle? Can you post summaries of the lectures or your notes on Moodle for your classmates? Are you attending class, and if not, how are you keeping up with the course and engaging with your classmates? Are you creating a study group? Aim to do a few things each week, and keep a record of what you are doing to contribute. Then, you will report to me with a list of your activities in your self-assessment reflections.

You will be required to complete two self-reflections during the semester to assess your own performance and progress in the course. These reflections allow you to reflect on your own learning, document how you have participated in the class, and provide me with information about anything you need to improve your experience in the course. You will be required to complete a fillable form posted to Moodle with directed questions/categories with which you can numerically rank your performance. A smaller subset of questions will be open-ended and allow you to provide more detail as needed. These reflections are intended to be able to be completed in 15-30 minutes and are not meant to be onerous. However, I do expect that you use this opportunity to *honestly* reflect on how you are doing/have done in the class. These reflections will directly inform your participation grade (as you will tell me how you contributed to the class, and grade yourself).

In-Class Readings Summary Presentation (10%) [Sign up for a date]

Our standard class format will involve student-led discussions of the theme or topic assigned for that day. All students are expected to be fully prepared to discuss assigned readings in class. Each week, students will rotate presenting on one assigned reading in class. As seminar leader, you will be providing the class a description of the reading (including key arguments, evidence, and assessment of content), preparing us for discussion. Presentations should be engaging, clear, and include proper citations. You will be required to provide me with a powerpoint, presentation notes, and/or allow for the presentation to be recorded (all for accessibility for your classmates). More information about expectations will be provided in Week 1 and more detailed instructions will be available on Moodle. Please use the forum in Moodle to sign up for your class/reading by **XXX** at midnight.

Book Review (20%) [Due: XXX]

You will be required to conduct a careful reading of Brody's ethnography, *Maps and Dreams*, and write a critical analysis in the form of a book review. The review should be 1500 words and submitted on Moodle by **XXX**. The rubric and further instructions will be available on Moodle.

Research Paper Topic Presentation (10%) [Due: XXX]

You will select a topic for an essay project that explores some aspect of the content of the course – northern British Columbia ethnography. There are two steps to this assignment. First, in class on **XXX**, you will be required to give a 5-minute presentation on your proposed topic. The presentation will introduce your proposed research topic, potential thesis statement, and supporting evidence (i.e., academic sources). This will provide me an opportunity to give feedback on your topics and for you to comment on your classmates' work and share resources. The presentation grading rubric is available on Moodle.

I encourage you to stay in touch with me throughout the semester as your paper comes together. We can troubleshoot any issues that may arise (either practical or topic-related) over email, in person, or on Teams.

Research Paper (30%) [DUE: XXX] and

Your final paper is due on Moodle on **XXX**. The paper must be 3000 words (+/- 10%). The usual evaluation features for an essay paper will apply: relevance of your topic, clarity in defining your topic, thoroughness of your research, coherency of your discussion and thesis, format of presentation. The marking rubric will be available on Moodle.

Research Paper Presentation (10%) [Due: XXX]

You will present the findings of your paper in class on XXX. The presentation grading rubric is available on Moodle.

COURSE POLICIES:

The 4 Rs: In my role of instructor, it is my intention to encourage and support you in your personal learning as together we create a community of practitioners investigating the Indigenous Environmental Philosophy. Practically, in the Department of First Nations Studies, we operate under Four Rs of Indigenous philosophy: Respect, Responsibility, Reciprocity and Relationship. These ideals are incorporated into our classrooms and operate within our daily lives. In our class, the 4 Rs can be broken down into general guidelines for us all, as follows:

Respect: Respect is given to students, to our colleagues, and to each other. This can entail a wide range of expectations but there are some common examples in the classroom: We should listen and not talk over someone when they are talking, recognizing that words are important. Select your words carefully to ensure that you are being respectful to others. Do not be disrespectful to others by texting, instant messaging, emailing, or browsing the internet while in class. Individuals will have different experiences; a course expectation is that everyone will respect diversity.

Responsibility: Everyone has a responsibility to themselves and others. In a classroom you are agreeing to participate in an activity to learn about something new. This means you have agreed to do the work that is part of that learning process: e.g. completing reading and assignments on time. No one can do this for you. It is your responsibility to do the tasks as part of each class. It is our collective responsibility to work together to create a safe and supportive learning environment, in which students can take the risks necessary to acquire knowledge and develop skills. If you are experiencing hardship that negatively effects your learning, please come to me so we can problem solve solutions together.

Reciprocity: Learning is a communal process, and your insight and questions are important not only to yourselves but to others. Sharing your knowledge, questions, and insights helps others learn – and vice versa.

Relationship: We have relationships with each other, maintained and built through our actions and activities. In the classroom remember that you are building and establishing relationships, both personal and professional.

Late Papers: It is expected that all assignments be submitted (on time) electronically through Moodle. Any late Project or Paper must be submitted through Moodle and will be penalized 10% per day late, to give full credit to people who hand their work in on time. Under extreme circumstances

and given the appropriate documentation, I will consider extensions or make-up tests, but only if this is arranged with me in a timely fashion (at least 24 hours) **before the due date**.

Academic Integrity: Knowing how to reference sources correctly is an essential skill for all students in higher education. Not only does it prove you are not plagiarizing someone else's work, it shows the work you did researching sources. Plagiarism means representing someone else's work as your own. It is a serious offence, punishable by academic sanctions. When you incorporate the words, ideas, graphics, or other products from someone else's work into your projects, you must give credit by providing a citation and reference to the source work. To this end, **I expect your citations to include page numbers**. Students will be graded for the use of proper referencing – both in text and bibliography. Students who plagiarise, cheat, and/or hand in previously submitted work will receive a failing grade.

It is your responsibility to:

- understand what plagiarism is
- be familiar with and understand the information on plagiarism provided by the Academic Success Centre at their website (<http://www.unbc.ca/academic-success-centre/handouts>)
- be familiar with the UNBC policy on [Student Conduct](#), and on plagiarism and other academic offences, as described in the [UNBC Calendar](#).

Policy on Use of Artificial Intelligence: Generative AI such as ChatGPT and summarizing AI such as Grammarly are changing the way many of us do our jobs, including me. We are all learning how to use this technology responsibly, and I hope we can have further discussion if you have any questions. While I do not uphold a strict ban for use of these tools (as a ban would be impossible for me to monitor and I don't think benefits anyone), I do expect that if you utilize generative AI like ChatGPT or summarizing AI such as Grammarly, you are transparent about it. This means that you will include a statement when you submit your assignment telling me as much – and within your assignment, you will be expected to cite exactly what you took from these tools and provide a quotation, as you would any other source. This disclosure should include screen shots of the prompts you gave AI and its output.

Similarly, any time I use AI in the class, you can expect me to disclose where and how I used it. For example, here is an AI disclosure statement for this syllabus, which you may adapt for your assignments (note that you will need to include more detail if you use AI in a different or more in-depth way):

Disclosure on Use of AI: In this syllabus, after I had drafted the weekly structure/topics of the course, I employed the use of the ChatGPT to see if I had omitted any major topics. I found that the results aligned with the first few weeks, and incorporated some key terms from the output in the session descriptions. See the screenshots of the text input and generated output used below: [INSERT SCREENSHOTS IN FINAL SYLLABUS]

Note: I expect you to include screen shots of everything you make use of.

In addition to brainstorming (as in my example above), another acceptable use of AI is to review your grammar in written assignments. If you use AI to check your grammar/writing, I expect you to submit TWO versions of your written assignment: the original text and the version edited with AI.

Recognize, however, that ChatGPT and other AI software are not replacements for academic sources, and have a tendency to “hallucinate” or provide incorrect information. I encourage you to familiarize yourself with the limitations of AI and conduct careful reviews of anything that it produces for you. Therefore, I caution against using them for substantial pieces of any assignment, and suggest that you restrict their use for brainstorming, spell checking, or other minor tasks. Using AI to write a paper for you will limit your ability to achieve course objectives and does not align with academic conduct, and is therefore not allowed.

If you do not follow these rules, I will consider it an act of plagiarism.

You are responsible for familiarizing yourself with [UNBC’s policy on Generative AI](#).

Equity Statement: UNBC is committed to promoting, providing and protecting a positive, supportive and safe learning and working environment for all its members ([Commitment to Equity, Diversity and Inclusion](#)). The university has in place [policies and procedures about Respect in the Workplace](#), to which you should take issues concerning equity matters arising in this class or at UNBC more broadly.

Assessment Scale: I will be following standard conventions when applying the grade scale (i.e. 90-100% = A+, 85-89.9% = A, ... See [UNBC Calendar](#) for more information.)

UNBC Policy: Please note that my policies regarding grades, religious holidays, academic honesty and other related business conforms to the University regulations (see [Undergraduate Calendar](#)). Special medical or compassionate circumstances require official documentation and arrangements must be made with me prior to the test date or assignment due date.

REACH OUT FOR SUCCESS:

University students often encounter setbacks from time to time that can impact academic performance. If you encounter difficulties and need assistance it’s important to reach out. The following resources are available free to all students at UNBC and can help address mental, emotional or physical health concerns:

Indigenous Student Supports:

UNBC has many opportunities for support for Indigenous students, which you can explore here: <https://www.unbc.ca/indigenous-resource-dati>

For example, the [First Nations Centre](#) (FNC) is a culturally safe and accessible environment that offers a wide variety of supports, services, activities and programs that help to improve educational outcomes for First Nations, Inuit and Métis students, create awareness and understanding of Indigenous perspectives and worldviews, and celebrate Indigenous culture. The FNC can connect students with supports available across campus and the community, as well as providing cultural activities and resources on campus.

Have a chat with one of the [Campus Cousins](#), cozy up in the [Elders Room](#), or while you're there connect with our [Aboriginal Connections Coordinator](#) and see what kinds of cultural activities are on the go!

The Indigenous Student Life Navigator can provide advice on navigating UNBC and on funding resources available for Indigenous students: isl.navigators@unbc.ca

UNBC Wellness Centre:

- Phone Number: 250 960 6369 Hours: 9am-4pm, Monday-Friday
- Offers counseling for all students as well as access to First Nations Counseling Services
- Offers health and general services that support the academic success and personal wellbeing of students

Counseling Services: <https://www2.unbc.ca/counseling>

Crisis Centre for Northern BC (available 24 hours a day):

- Phone Number: 250-563-1214 Toll-free: 1-888-562-1214
- Provides confidential services
- If you are feeling overwhelmed, depressed, confused, suicidal or just needing someone to listen, the crisis line provides emotional support, suicide intervention and referral information.

If you are unable to meet course expectations due to mental health reasons, please discuss your situation with your instructor, Wellness counsellor, or an academic advisor.

The Academic Success Centre:

The Academic Success Centre provides students with FREE access to academic support services:

- Tutoring (by appointment, asynchronous online, or drop-in)
- Personalized study skills assessments
- Peer-led course supports

ASC services are available in person at the Prince George Campus and online. Let the ASC know your preference for online or in-person when you book the appointment.

Room 5-139G, Learning Commons | asc@unbc.ca | 250-960-6367 | Toll-free: 1-888-440-3440

The Access Resource Centre (ARC):

The Access Resource Centre (ARC) provides services to students with documented health conditions and/or disabilities. The conditions can range from temporary to permanent and include but are not limited to:

- * chronic health issues (e.g., Crohn's, Diabetes, HIV, Lupus)
- * hearing and visual impairments
- * learning disabilities
- * mental health challenges (e.g., anxiety disorder, borderline personality disorder, depression disorder)
- * neurological disabilities (e.g., ADHD/ADD, Autism Spectrum Disorder, Epilepsy, Concussion, Migraines, Multiple Sclerosis)
- * mobility and other physical disabilities.

ARC staff are available, by appointment, to meet with you to determine which academic accommodations can be put in place to support you in achieving their academic goals, provide referrals, and help advocate for you. Students who may have a need for academic accommodation are encouraged to contact ARC:

- * Email at arc@unbc.ca <<mailto:arc@unbc.ca>>,
- * Phone at 250-960-5682 (toll free 1-888-960-5682), or
- * Stop by 5-157.

More details are available at the Access Resource Centre website <https://www2.unbc.ca/access-resource-centre>.

UNBC Athletics:

Please note that students involved in University Athletics will be required to notify the instructor at least two weeks in advance of any official athletics commitments (e.g., games, travel) that conflict with due dates.

General IT Support: e-mail support@unbc.ca

- <https://www2.unbc.ca/information-technology-services/support-students>
- This group can help you with your password to UNBC and access your accounts.

Moodle Support:

- For login or id/password related issues at <http://moodle.unbc.ca>, contact IT Support at e-mail: support@unbc.ca
- If you have specific questions or errors while uploading assignments, using video/Kaltura, or other issues, contact the Centre for Teaching Learning & Technology email: ctl@unbc.ca

Food Bank/ Good food Box:

You cannot learn if you are hungry. If you need food, go to the NUGGS office and satellite sites on campus. This is part of the PG foodbank as well at <https://www.sapg.ca/services/food-bank>

If you have extra items, please donate to the foodbank.

Good food box: this is a monthly fresh food box you can sign up. You may want to split it with a friend. Watch for announcements and the sign up table in the Wintergarden.

Weekly Schedule

Week 1 – Introduction to Ethnography and Northern BC

XXX

Review course expectations; overview of course; introduction to ethnography & to the North; get to know one another.

DEADLINE: sign up to lead seminar (see Google Doc on Blackboard).

Required Readings:

Hugh Brody, Preface and Chapter 1

Richardson, Laurel. 2000. "Evaluating Ethnography." *Qualitative Inquiry* 6 (2): 253–55.

Recommended Readings:

Gay y Blasco, Paloma, and Huon Wardle. 2007. *How to Read Ethnography*. Abingdon and New York: Routledge.

Narayan, Kirin. n.d. *Alive in the Writing: Crafting Ethnography in the Company of Chekhov*. Chicago: University of Chicago Press. Accessed September 6, 2021.

Muckle, Robert J. 2014. *The First Nations of British Columbia, Third Edition: An Anthropological Overview*. Vancouver: UBC Press.

Week 2 – History of Northern BC Ethnography
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XXX

Classic northern BC ethnographies; history of ethnography in BC; intro to settler colonialism.

Required Readings:

Guernsey, Brenda. 2008. Constructing the Wilderness and Clearing the Landscape: A legacy of Colonialism in Northern British Columbia. In *Landscapes of Clearance: Archaeological and Anthropological Perspectives*, Angèle Smith and Amy Gazin-Schwartz (eds.), pp. 112-123. Walnut Creek, CA: Left Coast Press.

Wickwire, Wendy. 2006. 'They Wanted Me to Help Them': James A. Teit and the Challenge of Ethnography in the Boasian Era. In *With Good Intentions: Euro-Canadian and Aboriginal Relations in Colonial Canada*, Celia Haig-Brown and David A. Nock (eds.), pp. 297-320. Vancouver: UBC Press.

Continue reading Hugh Brody to prepare for book review & class discussion Oct. 4

Week 3 – Ethnography, Indigenous Legal Orders, and Canadian Law in Northern BC XXX
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How ethnography in the 1970s onwards has been/can be used to support Indigenous and/or settler legal claims; overview of Indigenous rights, title, and treaties in northern BC.

Required Readings:

Iceton, Glenn. 2019. “‘Many Families of Unseen Indians’: Trapline Registration and Understandings of Aboriginal Title in the BC-Yukon Borderlands.” *BC Studies: The British Columbian Quarterly*, no. 201 (May): 67–91.

Thom, Brian. 2001. “Aboriginal Rights and Title in Canada After Delgamuukw: Part One, Oral Traditions and Anthropological Evidence in the Courtroom.” *Native Studies Review* 14(1): 1-26.

Continue reading Hugh Brody to prepare for book review & class discussion Oct. 4

Recommended Readings:

Newman, Dwight G., and Danielle Schweitzer. 2008. “Between Reconciliation and the Rule(s) of Law: Tsilhqot’in Nation v. British Columbia.” *U.B.C. Law Review* 41: 249.

Borrows, John. 2015. “The Durability of Terra Nullius: Tsilhqot’in Nation v. British Columbia.” *U.B.C. Law Review* 48: 701.

Daly, Richard. 2005. *Our Box Was Full: An Ethnography for the Delgamuukw Plaintiffs*. Vancouver: UBC Press.

Morgan, Vanessa Sloan, Heather Castleden, and Huu-ay-aht First Nations. 2018. “‘This Is Going to Affect Our Lives’: Exploring Huu-Ay-Aht First Nations, the Government of Canada and British Columbia’s New Relationship Through the Implementation of the Maa-Nulth Treaty.” *Canadian Journal of Law and Society* 33 (3): 309–34.

Turner, Christopher, and Gail Fondahl. 2015. “‘Overlapping Claims’ to Territory Confronting Treaty-Making in British Columbia: Causes and Implications.” *The Canadian Geographer / Le Géographe Canadien* 59 (4): 474–88.

Week 4 – Discussion of Hugh Brody’s <i>Maps and Dreams</i>

XXX

Discuss Hugh Brody’s ethnography.

DEADLINE: BOOK REVIEW DUE

Required Readings:

Brody, Hugh. 1981. *Maps and Dreams: Indians and the British Columbia Frontier*. London: Faber and Faber.

Watch in Class: Hugh Brody on Maps and Dreams, SFU Galleries, July 5 2017.
https://www.youtube.com/watch?v=ZSyhCnzhUpQ&t=3599s&ab_channel=SFUGalleries
Please watch the entire hour and fifteen minutes, including the Q&A.

Week 5 – Thanksgiving – no class

XXX

Read Thomas McIlwraith's ethnography, *We are Still Didene*, to prepare for our discussion on Nov. 1&4th.

Week 6 – Extractive Industries and Indigenous Peoples
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XXX

Resource conflicts, resource colonialism, and Indigenous responses in northern British Columbia.

Required Readings:

McIlwraith, Thomas (Tad). 2012. "A Camp Is a Home and Other Reasons Why Indigenous Hunting Camps Can't Be Moved Out of the Way of Resource Developments." *Northern Review* 0 (36): 97–126.

Larsen, Soren C. 2006. "The Future's Past: Politics of Time and Territory Among Dakelh First Nations in British Columbia." *Human Geography* 88 (3): 311–21.

Read Thomas McIlwraith's *We are Still Didene* to prepare for our discussion on Nov. 1 & 4th.

Recommended Readings:

National Aboriginal Health Organization. 2008. Resource Extraction and Aboriginal Communities in Northern Canada: Social Considerations.

Week 7 – Transportation and Infrastructure

XXX

Required Readings:

Introduction, p. 3-23: Peyton, Jonathan. 2017. *Unbuilt Environments: Tracing Postwar Development in Northwest British Columbia*. Vancouver: UBC Press.

Vogt, David, and David Alexander Gamble. 2010. "'You Don't Suppose the Dominion Government Wants to Cheat the Indians?': The Grand Trunk Pacific Railway and the Fort George Reserve, 1908-12." *BC Studies: The British Columbian Quarterly*, no. 166 (April): 55–72.

Read Thomas McIlwraith's *We are Still Didene* to prepare for our discussion on Nov. 1 & 4th.

Recommended Readings:

Argounova-Low, Tatiana. 2012. "Narrating the Road." *Landscape Research* 37 (2): 191–206.

Harvey, Penny, and Hannah Knox. 2012. "The Enchantments of Infrastructure." *Mobilities* 7 (4): 521–36.

Harvey, Penny, and Hannah Knox. 2015. *Roads: An Anthropology of Infrastructure and Expertise*. Ithaca, NY: Cornell University Press.

Leonard, Frank. 1996. *A Thousand Blunders: The Grand Trunk Pacific Railway and Northern British Columbia*. Vancouver: UBC Press.

Swainger, Jonathan. 2020. "Anxiety at the Gates of Hell: Community Reputation in the Georges, 1908-1915." *BC Studies: The British Columbian Quarterly*, no. 205 (April): 57–78.

Week 8 – Discussion of <i>We are Still Didene</i>; Paper Topic presentations XXX

Discuss McIlwraith ethnography; Presentation on paper topics **DUE** in class.

REQUIRED: *We are Still Didene* by McIlwraith

Week 9 – Conservation and Labour

XXX

What do borders in BC mean to different people? How does labour on the land contribute to Indigenous and non-Indigenous livelihood and sense of place?

Required Readings

Norrgard, Chantal. 2020. "Indigenous Labor, Settler Colonialism, and the History of the Fraser River Fishermen's Strike of 1893." *Native American and Indigenous Studies* 7 (2): 114–44.

Tran, Tanya C., Douglas Neasloss, Kitasoo/Xai'xais Stewardship Authority, Jonaki Bhattacharyya, and Natalie C. Ban. 2020. "'Borders Don't Protect Areas, People Do': Insights from the Development of an Indigenous Protected and Conserved Area in Kitasoo/Xai'xais Nation Territory." *FACETS* 5: 922–941.

Read Julie Cruikshank's *Do Glaciers Listen?* to prepare for our class discussion on Nov. 29.

Week 10 – Sickness and Healing

XXX

Health and illness have long been topics explored by ethnographers. In British Columbia, access to equal and culturally relevant healthcare is an ongoing issue that has only increased in importance due to the current COVID-19 pandemic. The readings this week explore embodied experiences of health and healthcare in the province, and the different ways the land has been conceptualized as "healthy" or "sick".

Required Readings:

Aldred, Terri-Leigh, Charis Alderfer-Mumma, Sarah de Leeuw, May Farrales, Margo Greenwood, Dawn Hoogeveen, Ryan O'Toole, Margot W. Parkes, and Vanessa Sloan Morgan. n.d. "Mining Sick: Creatively Unsettling Normative Narratives about Industry, Environment, Extraction, and the Health Geographies of Rural, Remote, Northern, and Indigenous Communities in British Columbia." *The Canadian Geographer / Le Géographe Canadien*

Varcoe, C., Brown, H., Calam, B., Harvey, T., & Tallio, M. (2013). Help bring back the celebration of life: A community-based participatory study of rural Aboriginal women's maternity experiences and outcomes. *BMC Pregnancy and Childbirth*, 13(1), 26-26.

Read Julie Cruikshank's *Do Glaciers Listen?* to prepare for our class discussion on Nov. 29.

Recommended Readings:

Greenwood, Margo, and Nicole Marie Lindsay. 2019. "A Commentary on Land, Health, and Indigenous Knowledge(s)." *Global Health Promotion* 26: 82–86.

Kelm, M. (1998). *Colonizing bodies: Aboriginal health and healing in British Columbia, 1900-50*. Vancouver: UBC Press

Gómez-Ramírez, Oralia. 2016. "Coping with Colonialism: Services for Aboriginal Women in Prince Rupert, British Columbia." *New Proposals: Journal of Marxism and Interdisciplinary Inquiry* 8 (1): 41–41.

Nelson, Sarah E., and Kathi Wilson. 2019. "Indigenous Health Organizations, Indigenous Community Resurgence, and the Reclamation of Place in Urban Areas." *The Canadian Geographer / Le Géographe Canadien*.

Stote, K., (2015). *An Act of Genocide: Colonialism and the Sterilization of Aboriginal Women*. Black Point, NS: Fernwood Publishing.

Smylie, J. (2014). *Strong Women, Strong Nations: Aboriginal Maternal Health in British Columbia*. Youth Child and Family Health, July 2014 issue. National Collaborating Centre for Aboriginal Health.

Week 11 – Ethnography as and of Western Science
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XXX

This week we will be discussing how the ethnographic lens can be applied to science; and how the ethnographic lens can look back on itself. How does science (including anthropology) construct the meaning of place in northern BC?

Required Readings:

Braun, Bruce. 2000. "Producing Vertical Territory: Geology and Governmentality in Late Victorian Canada." *Ecumen* 7 (1): 7–46.

Simpson, Audra. 2014. *Mohawk Interruptus: Political Life Across the Borders of Settler States*. Durham: Duke University Press. – Chapter 3: Constructing Kahnawà:ke as an “Out-of-the-Way” Place, pp. 67-94. [please pay attention to how Simpson talks about ethnography and anthropology]

Read Julie Cruikshank’s *Do Glaciers Listen?* to prepare for our class discussion on Nov. 29.

Week 12 – Discussion of <i>Do Glaciers Listen?</i>

XXX

Discuss Cruikshank’s ethnography. Time will be provided in class to discuss final papers which are due Friday.

DEADLINE: Final Paper Due

Watch in Class:

Julie Cruikshank. Film 3. Stories of Women, Local Knowledge and *Do Glaciers Listen?*

https://www.youtube.com/watch?v=EVGSIzp0-7o&t=2s&ab_channel=LesPoss%C3%A9d%C3%A9setleursmondes

Optional:

Julie Cruikshank. Film 1. Childhood, Education and the Choice for Anthropology

https://www.youtube.com/watch?v=jcusG21sC8Q&ab_channel=LesPoss%C3%A9d%C3%A9setleursmondes

Julie Cruikshank. Film 2. Ethnography, Community Issues and the Social Life of Stories

https://www.youtube.com/watch?v=h369-ZgrPBE&ab_channel=LesPoss%C3%A9d%C3%A9setleursmondes

Week 13 – Final Presentations and Wrap-Up
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XXX

Final class, presentation on paper topics and course wrap-up.

DEADLINE: Presentation on papers in class.

Library Holdings Form
(to be submitted with SCAAF New Course Approval Motion Form)

PROPOSED NEW COURSE: FNST207-3 - Indigenous Ethnography in Northern British Columbia

Library Holdings (to be completed by the appropriate Librarian):

a) Are current library holdings adequate? Yes x No

b) If no to a), what monographs / periodicals / E-resources will be needed, and at what estimated cost?

c) If no to a), what is the proposed funding source?

Library budget for FNST subject matter

Geoffrey Boyd

University Librarian (or designate) signature

10 April 2025

Date

Motion Number (assigned by
Steering Committee of Senate): S-202511.04

SENATE COMMITTEE ON ACADEMIC AFFAIRS

NEW COURSE APPROVAL MOTION FORM

Motion: That the new course FNST 214-3 Indigenous Rights and Extractive Industry in Canada be approved as follows:

A. Description of the Course

1. **Proposed semester of first offering:** September 2026
2. **Academic Program:** First Nations Studies
3. **Course Subject, Number*, and Credit hours (e.g. CHEM 210-3):** FNST 214-3
4. **Course Title:** Indigenous Rights and Extractive Industry in Canada
5. **Goal(s) of Course:**
 - Develop a critical understanding of Indigenous rights, sovereignty, and self-determination within the context of settler colonialism and extractive industries in Canada.
 - Examine the legal, political, and governance structures—including treaties, land claims, court decisions, and multi-jurisdictional regulation—that shape Indigenous relations to resource extraction.
 - Investigate the social, cultural, economic, and ecological impacts of extractive industries on Indigenous communities, and examine how these communities assert their sovereignty in their engagement with these industries.
 - Recognize the role of Indigenous Knowledge systems in environmental stewardship and engage ethically with Indigenous worldviews in research and analysis.
 - Conduct interdisciplinary research using academic, policy, and Indigenous sources, and communicate findings clearly and respectfully in both written and oral forms.
6. **Calendar Course Description:** This course examines social, political, and legal dimensions of Indigenous rights in relation to extractive industries in Canada. Students develop a critical understanding of Indigenous responses to these industries and their impacts, analyzing how Indigenous sovereignty is asserted in historical and contemporary case studies. The course covers various sectors, including forestry, mining, oil, and energy, utilizing research from social sciences and Indigenous Knowledge systems.
7. **Credit Hours:** 3 credit hours (Normally, UNBC courses are 3 credit hours and may not be repeated for additional credit. If this course falls outside the norm, please complete sections “a)” and “b)” below).
 - a) **Can the course be repeated for credit if the subject matter differs substantially?**
Yes* No X
 - b) **Is variable credit available for this course?** Yes No X

8. Contact Hours (per week):

Lecture 3

Seminar _____

Laboratory _____

Other (please specify) _____

9. Prerequisites (taken prior): FNST 100-3 or FNST 200-3

10. Prerequisites with concurrency (taken prior or simultaneously): none

11. Co-requisites (must be taken simultaneously): none

12. Preclusions: none

13. Course Equivalencies: none

14. Grade Mode: NORMAL

15. Course to be offered: each semester _____

each year _____

alternating years x

16. Proposed text / readings: Readings will include journal articles and book chapters and are subject to change upon syllabus updates. Some examples include:

- Aldred, Terri-Leigh, Charis Alderfer-Mumma, Sarah de Leeuw, May Farrales, Margo Greenwood, Dawn Hoogeveen, Ryan O'Toole, Margot W. Parkes, and Vanessa Sloan Morgan. n.d. "Mining Sick: Creatively Unsettling Normative Narratives about Industry, Environment, Extraction, and the Health Geographies of Rural, Remote, Northern, and Indigenous Communities in British Columbia." *The Canadian Geographer / Le Géographe Canadien*.
- Amnesty International. 2016. "Out of Sight, Out of Mind: Gender, Indigenous Rights, and Energy Development in Northeast British Columbia, Canada." London: Amnesty International Ltd.
- Baker, Janelle Marie, and Clinton N. Westman. 2018. "Extracting Knowledge: Social Science, Environmental Impact Assessment, and Indigenous Consultation in the Oil Sands of Alberta, Canada." *The Extractive Industries and Society* 5 (February):144–53.
- Garibaldi, Ann. 2009. "Moving From Model to Application: Cultural Keystone Species and Reclamation in Fort McKay, Alberta." *Journal of Ethnobiology* 29 (2): 323–38.
- Gerbrandt, Jennifer L., and Clinton N. Westman. 2020. "When a Pipe Breaks: Monitoring an Emergency Spill in the Oil Sands and Documenting Its Erasure of Indigenous Interests in Land." *The Extractive Industries and Society*, July.
- Hoogeveen, Dawn, Aleyah Williams, Alisha Hussey, Sally Western, and Maya K. Gislason. 2021. "Sex, Mines, and Pipelines: Examining 'Gender-Based Analysis Plus' in Canadian Impact Assessment Resource Extraction Policy." *The Extractive Industries and Society* 8 (3): 100921.
- Keeling, Arn, and John Sandlos. 2016. "Introduction: Critical Perspectives on Extractive Industries in Northern Canada." *The Extractive Industries and Society* 3 (2): 265–68.
- Koutouki, Konstantia, Katherine Lofts, and Giselle Davidian. 2018. "A Rights-Based Approach to Indigenous Women and Gender Inequities in Resource Development in Northern Canada." *Review of European, Comparative & International Environmental Law* 27 (1): 63–74.
- Koutouki, Konstantia, Katherine Lofts, and Giselle Davidian. 2018. "A Rights-Based Approach to Indigenous Women and Gender Inequities in Resource Development in Northern Canada." *Review of European, Comparative & International Environmental Law* 27 (1): 63–74.
- LeClerc, Emma, and Arn Keeling. 2012. "From Cutlines to Traplines: Post-Industrial Land Use at the Pine Point Mine." *The Extractive Industries and Society* 2 (1): 7–18.
- McGregor, Deborah. 2021. "Indigenous Knowledge Systems in Environmental Governance in Canada." *KULA: Knowledge Creation, Dissemination, and Preservation Studies* 5 (1).

- Menzies, Charles R. 2006. *Traditional Ecological Knowledge and Natural Resource Management*. U of Nebraska Press.
- Natcher, David C., and Nicolas D. Brunet. 2020. "Extractive Resource Industries and Indigenous Community-Based Monitoring: Cooperation or Cooptation?" *The Extractive Industries and Society* 7 (4): 1279–82.
- Nikolakis, William, and Harry Nelson. 2015. "To Log or Not to Log? How Forestry Fits with the Goals of First Nations in British Columbia." *Canadian Journal of Forest Research*, January.
- Norrgard, Chantal. 2020. "Indigenous Labor, Settler Colonialism, and the History of the Fraser River Fishermen's Strike of 1893." *Native American and Indigenous Studies* 7 (2): 114–44.
- Nuttall, Mark. 2010. *Pipeline Dreams: People, Environment, and the Arctic Energy Frontier*. Copenhagen: International Work Group for Indigenous Affairs.
- Papillon, Martin, and Thierry Rodon. 2017. "Proponent-Indigenous Agreements and the Implementation of the Right to Free, Prior, and Informed Consent in Canada." *Environmental Impact Assessment Review* 62 (January): 216–24.
- Todd, Zoe. n.d. "Fossil Fuels and Fossil Kin: An Environmental Kin Study of Weaponised Fossil Kin and Alberta's So-Called 'Energy Resources Heritage.'" *Antipode* n/a (n/a). Accessed November 19, 2024.
- Tynan, Lauren. 2021. "What Is Relationality? Indigenous Knowledges, Practices and Responsibilities with Kin." *Cultural Geographies* 28 (4): 597–610.
- Willow, Anna J. 2016. "Indigenous ExtrACTIVISM in Boreal Canada: Colonial Legacies, Contemporary Struggles and Sovereign Futures." *Humanities* 5 (3): 55.

B. Significance Within Academic Program FNST 214-3 will become a potential elective for a FNST major.

1. **Anticipated enrolment** 20
2. **If there is a proposed enrolment limit, state the limit and explain:** none
3. **Required for:** Major: n/a Minor: _____ Other: _____
4. **Elective in:** Major: FNST Minor: FNST Other: _____
5. **Course required by another major/minor:** n/a
6. **Course required or recommended by an accrediting agency:** N/A
7. **Toward what degrees will the course be accepted for credit?** FNST, All UNBC Degrees
8. **What other courses are being proposed within the Program this year?**
 FNST 207-3 Indigenous Ethnography in Northern British Columbia
 FNST 455-3 Cryptozoology: An Examination of the Academic Endeavour
 FNST 467-3 The Fur Trade: Law, Order, Society & Culture
9. **What courses are being deleted from the Program this year?** none

C. Relation to Other Program Areas

1. **Identify courses in other UNBC Programs that overlap with this course; describe the overlap and comment on its significance:**
2. **Is a preclusion required?** Yes _____ No X
3. **If there is an overlap, and no preclusion is required, please explain why not:**
4. **Has this overlap been discussed with the Program concerned?** Yes n/a No n/a

5. In offering this course, will UNBC require facilities or staff at other institutions?

Yes _____ No X

If yes, please describe requirements:

6. Is this course replacing an existing course that is included in one or more transfer agreements with external institutions?

Yes _____ No X

If “yes,” please contact the Articulation Officer in the Office of the Registrar.

D. Resources required

1. Please describe ADDITIONAL resources required over the next five years to offer this course.

i. **Faculty Staffing:** none

ii. **Space (classroom, laboratory, storage, etc.):** Classroom

iii. **Library Holdings:** None

iv. **Computer (time, hardware, software):** None

E. Additional Attached Materials

Course Syllabus

F. Other Considerations

1. First Nations Content*: Yes** X No _____

*** Whether a new course has First Nations content is to be determined by the relevant Faculty Council(s).**

****If “yes,”** refer the motion to the Senate Committee on Indigenous Initiatives **prior to** SCAAF.

2. Other Information: none

3. Attachment Pages (in addition to required “Library Holdings” Form): 12 pages

G. Authorization

SCCC Reviewed: August 28, 2025

1. Faculty(ies): FISSSH

2. Faculty Council Motion Number: FISSSHFC.2025.09.18.05

3. Faculty Council Approval Date: September 18, 2025

4. Senate Committee on Indigenous Initiatives Motion Number: SCII202510.04

5. Senate Committee on Indigenous Initiatives Meeting Date: October 21, 2025

**INFORMATION TO BE COMPLETED BY RECORDING SECRETARY AFTER SENATE
COMMITTEE ON ACADEMIC AFFAIRS MEETING**

Brief Summary of Committee Debate:

Motion No.: SCAAF 202511.04

Moved by: Todd Whitcombe

Seconded by: Nicole Neufeld

Committee Decision: CARRIED

Approved by SCAAF: November 12, 2025
Date


Chair's Signature

For recommendation to ✓, **or information of** _____ **Senate.**

Syllabus
FNST 214-3 – Indigenous Rights and Extractive Industry in Canada
CRN XXXXXX

Class Times: XXX

Class Location: XXX

Instructor: XXX

Email: XXX

Office Hours: XXX

TERRITORIAL ACKNOWLEDGEMENT:

The Department of First Nations Studies acknowledges with respect the Lheidli T'enneh on whose unceded traditional territory the University of Northern British Columbia stands.

COURSE DESCRIPTION

This course examines social, political, and legal dimensions of Indigenous rights in relation to extractive industries in Canada. Students will develop a critical understanding of Indigenous responses to these industries and their impacts, analyzing how Indigenous sovereignty is asserted in historical and contemporary case studies. The course covers various sectors, including forestry, mining, oil, and energy, utilizing research from social sciences and Indigenous Knowledge systems.

COURSE GOALS:

- Develop a critical understanding of Indigenous rights, sovereignty, and self-determination within the context of settler colonialism and extractive industries in Canada.
- Examine the legal, political, and governance structures—including treaties, land claims, court decisions, and multi-jurisdictional regulation—that shape Indigenous relations to resource extraction.
- Investigate the social, cultural, economic, and ecological impacts of extractive industries on Indigenous communities, and examine how these communities assert their sovereignty in their engagement with these industries.
- Recognize the role of Indigenous Knowledge systems in environmental stewardship, and engage ethically with Indigenous worldviews in research and analysis.
- Conduct interdisciplinary research using academic, policy, and Indigenous sources, and communicate findings clearly and respectfully in both written and oral forms.

REQUIRED READINGS:

Readings are listed in the weekly schedule below. These resources are all available either digitally or as a hard copy through the library, and I will make PDFs available on Moodle for ease of access. Students are strongly advised to read the material *in advance* of the class, as we will be discussing them as a group. Required readings are not optional; recommended readings are optional and listed as additional resources to support your assignments and broader learning.

Note: This syllabus is a guide to the course, some changes to readings will occur. All readings must be completed before the class in which they are assigned.

COURSE FORMAT:

Each three-hour seminar will include a combination of student-led discussion on required readings, lecture, video of Indigenous oral testimony or histories, and/or a workshop. Attendance in person is expected. Real-time interaction with the instructor and classmates following the structure of our classes greatly enhances the learning experience. You are expected to come to class having completed and being prepared to discuss the reading for the week. If you cannot make a class, you are responsible for completing assignments and tasks, reviewing readings and lecture materials, and connecting with your classmates and instructor regarding course project tasks.

Lectures will be recorded using Teams (with transcript feature) and posted to Moodle to improve accessibility for the entire class. Student presentations on the readings will not be recorded. My slides will be posted to Moodle right before class, and student presentation slides will be posted after class.

ASSIGNMENTS:

The assignments and in-class exercises in this class are designed to develop your research and writing skills, while providing an opportunity to synthesize and reflect on course content. If you require any adjustments to the assignments, please contact me ASAP and we will discuss alternatives.

Assignment	Weight	Deadline
Class Participation: Self-Assessment Reflections	20% (10% each)	XXX and XXX
Critical Reflection #1 (1000 words)	15%	XXX
Critical Reflection #2 (1000 words)	15%	XXX
Presentation on Legal Framework – in class	15%	XXX
Final Critical Reflection (3000 words)	30%	XXX
Presentation on Final Reflection – in class	5%	XXX

Assignment Formatting:

All written assignments must be submitted on Moodle as a WORD DOCUMENT double spaced, 12-point font (serif) or 11-point font (sans-serif), 1" margins, with page numbers. Be sure to put your name on the document.

For all assignments, I expect students to follow the Chicago Manual of Style 16th edition, author-date style. This is the citation style used by the Canadian Anthropology Society (CASCA) journal *Anthropologica*. The journal style guide provides a good summary of the Chicago style and [can be found here](#).

Students are required to consult *Elements of Indigenous Style: A Guide for Writing by and about Indigenous Peoples* (2018) by the late Gregory Younging to guide writing respectfully and with an eye to decolonizing our writing practices. This is particularly a concern as much of the ethnographic material we will encounter in our projects will have language steeped in a colonial tradition and we must take care to consciously break those troubling writing practices. A hard copy is [available at the UNBC the library](#). A very useful copy editor's guide to Elements of Indigenous Style [can be found here](#).

Class Participation: Self-Assessment Reflections (10% = 20% each) [Due: XXX & XXX]

As this class is a seminar-based course, you will be expected to attend the majority of classes and engage in class discussions/activities. The idea here is that you will get more out of the course if we all put in the effort to make class time meaningful (and, hopefully, fun!).

Your participation grade will come from you contributing or adding value to the class. In addition to attending class, there are endless ways for you to do this, and you are invited to get creative and play to your strengths. Think about how you can contribute to the class to improve learning for yourself and your classmates, both in and out of class. Are you asking questions or providing your thoughts in class? On Moodle? Can you post summaries of the lectures or your notes on Moodle for your classmates? Are you attending class, and if not, how are you keeping up with the course and engaging with your classmates? Are you creating a study group? Aim to do a few things each week, and keep a record of what you are doing to contribute. Then, you will report to me with a list of your activities in your self-assessment reflections.

You will be required to complete two self-reflections during the semester to assess your own performance and progress in the course. These reflections allow you to reflect on your own learning, document how you have participated in the class, and provide me with information about anything you need to improve your experience in the course. You will be required to complete a fillable form posted to Moodle with directed questions/categories with which you can numerically rank your performance. A smaller subset of questions will be open-ended and allow you to provide more detail as needed. These reflections are intended to be able to be completed in 15-30 minutes and are not meant to be onerous. However, I do expect that you use this opportunity to *honestly* reflect on how you are doing/have done in the class. These reflections will directly inform your participation grade (as you will tell me how you contributed to the class, and grade yourself).

Critical Reflection #1 & 2 (15% each) [Due: XXX & XXX]

Each week we will have guest speakers in addition to our course readings. Your critical reflections will require you to reflect on one guest's presentation (of your choice) and connect their talk to a minimum of three readings. These reflections will follow standard academic writing conventions. A rubric and more information is available on Moodle.

Presentation on Legal Framework – in class (10%) [Due: XXX]

Students will work in small groups (3–4 members) to research and present on a specific legal or governance framework that shapes Indigenous relations to extractive industries in Canada. This could include a historical treaty (e.g., Treaty 9), a modern land claim agreement (e.g., Nisga'a Final Agreement), or a landmark court decision (e.g., *Tsilhqot'in Nation v. British Columbia*). Students will sign up for a legal framework and week to present via a sign-up sheet on Moodle.

Assignment Components:

- **Research Report (1-page handout):** A concise summary of the legal framework, its historical and political context, and its relevance to Indigenous sovereignty and resource extraction.
- **In-Class Presentation (10 minutes):** A clear and engaging presentation that explains the legal framework and includes at least one case example of how it has been applied or contested in relation to an extractive industry. Each group must prepare two discussion questions to engage the class in critical thinking about the implications of the legal framework.

Final Critical Reflection (30%) [Due: XXX]

This assignment invites students to reflect critically and personally on what they have learned about Indigenous Knowledge systems, environmental stewardship, and Indigenous sovereignty in the context of extractive industries in Canada. Students will draw on course materials—including at least five assigned readings, and insights from guest speakers—to demonstrate how their understanding has evolved and how it aligns with the course goals and description. Topics can build on your previous reflections, but must be new work.

Assignment Options:

- **Written Reflection (2500-3000 words):** A personal and analytical essay responding to course materials (e.g., readings, guest lectures, documentaries) that explore Indigenous environmental ethics, land-based practices, or resistance to extraction.
- **Creative Option:** Students may submit a visual or multimedia piece (e.g., artwork, photo essay, short video) accompanied by a 300–500 word artist's statement explaining how the work engages with Indigenous Knowledge and course themes.

Suggested Prompts:

You may choose to address one or two of these questions in your reflection:

- How have Indigenous Knowledge systems challenged or expanded your understanding of environmental governance and stewardship?
- In what ways did the case studies and guest speakers illustrate Indigenous assertions of sovereignty in response to extractive industries?
- How do the readings and discussions help you understand the legal, political, and cultural dimensions of Indigenous rights in Canada?
- What responsibilities do settlers, scholars, or future professionals have in engaging ethically with Indigenous communities and knowledge?

Final Critical Reflection Presentation (10%) [Due: XXX]

You will present a key finding/argument of your critical reflection in class on XXX. Presentations should be 3-5 minutes long. The presentation grading rubric is available on Moodle.

COURSE POLICIES:

The 4 Rs: In my role of instructor, it is my intention to encourage and support you in your personal learning as together we create a community of practitioners investigating the Indigenous Environmental Philosophy. Practically, in the Department of First Nations Studies, we operate under Four Rs of Indigenous philosophy: Respect, Responsibility, Reciprocity and Relationship. These ideals are incorporated into our classrooms and operate within our daily lives. In our class, the 4 Rs can be broken down into general guidelines for us all, as follows:

Respect: Respect is given to students, to our colleagues, and to each other. This can entail a wide range of expectations but there are some common examples in the classroom: We should listen and not talk over someone when they are talking, recognizing that words are important. Select your words carefully to ensure that you are being respectful to others. Do not be disrespectful to others by texting, instant messaging, emailing, or browsing the internet while in class. Individuals will have different experiences; a course expectation is that everyone will respect diversity.

Responsibility: Everyone has a responsibility to themselves and others. In a classroom you are agreeing to participate in an activity to learn about something new. This means you have agreed to do the work that is part of that learning process: e.g. completing reading and assignments on time. No one can do this for you. It is your responsibility to do the tasks as part of each class. It is our collective responsibility to work together to create a safe and supportive learning environment, in which students can take the risks necessary to acquire knowledge and develop skills. If you are experiencing hardship that negatively effects your learning, please come to me so we can problem solve solutions together.

Reciprocity: Learning is a communal process, and your insight and questions are important not only to yourselves to but to others. Sharing your knowledge, questions, and insights helps others learn – and vice versa.

Relationship: We have relationships with each other, maintained and built through our actions and activities. In the classroom remember that you are building and establishing relationships, both personal and professional.

Late Papers: It is expected that all assignments be submitted (on time) electronically through Moodle. Any late Project or Paper must be submitted through Moodle and will be penalized 10% per day late, to give full credit to people who hand their work in on time. Under extreme circumstances and given the appropriate documentation, I will consider extensions or make-up tests, but only if this is arranged with me in a timely fashion (at least 24 hours) **before the due date**.

Academic Integrity: Knowing how to reference sources correctly is an essential skill for all students in higher education. Not only does it prove you are not plagiarizing someone else's work, it shows the work you did researching sources. Plagiarism means representing someone else's work as your

own. It is a serious offence, punishable by academic sanctions. When you incorporate the words, ideas, graphics, or other products from someone else's work into your projects, you must give credit by providing a citation and reference to the source work. To this end, **I expect your citations to include page numbers.** Students will be graded for the use of proper referencing – both in text and bibliography. Students who plagiarise, cheat, and/or hand in previously submitted work will receive a failing grade.

It is your responsibility to:

- understand what plagiarism is
- be familiar with and understand the information on plagiarism provided by the Academic Success Centre at their website (<http://www.unbc.ca/academic-success-centre/handouts>)
- be familiar with the UNBC policy on [Student Conduct](#), and on plagiarism and other academic offences, as described in the [UNBC Calendar](#).

Policy on Use of Artificial Intelligence: Generative AI such as ChatGPT and summarizing AI such as Grammarly are changing the way many of us do our jobs, including me. We are all learning how to use this technology responsibly, and I hope we can have further discussion if you have any questions. While I do not uphold a strict ban for use of these tools (as a ban would be impossible for me to monitor and I don't think benefits anyone), I do expect that if you utilize generative AI like ChatGPT or summarizing AI such as Grammarly, you are transparent about it. This means that you will include a statement when you submit your assignment telling me as much – and within your assignment, you will be expected to cite exactly what you took from these tools and provide a quotation, as you would any other source. This disclosure should include screen shots of the prompts you gave AI and its output.

In addition to brainstorming, another acceptable use of AI is to review your grammar in written assignments. If you use AI to check your grammar/writing, I expect you to submit TWO versions of your written assignment: the original text and the version edited with AI.

Recognize, however, that ChatGPT and other AI software are not replacements for academic sources, and have a tendency to “hallucinate” or provide incorrect information. I encourage you to familiarize yourself with the limitations of AI and conduct careful reviews of anything that it produces for you. Therefore, I caution against using them for substantial pieces of any assignment, and suggest that you restrict their use for brainstorming, spell checking, or other minor tasks. Using AI to write a paper for you will limit your ability to achieve course objectives and does not align with academic conduct, and is therefore not allowed.

If you do not follow these rules, I will consider it an act of plagiarism.

You are responsible for familiarizing yourself with [UNBC's policy on Generative AI](#).

Equity Statement: UNBC is committed to promoting, providing and protecting a positive, supportive and safe learning and working environment for all its members ([Commitment to Equity, Diversity and Inclusion](#)). The university has in place [policies and procedures about Respect in the Workplace](#), to which you should take issues concerning equity matters arising in this class or at UNBC more broadly.

Assessment Scale: I will be following standard conventions when applying the grade scale (i.e. 90-100% = A+, 85-89.9% = A, ... See [UNBC Calendar](#) for more information.)

UNBC Policy: Please note that my policies regarding grades, religious holidays, academic honesty and other related business conforms to the University regulations (see [Undergraduate Calendar](#)). Special medical or compassionate circumstances require official documentation and arrangements must be made with me prior to the test date or assignment due date.

REACH OUT FOR SUCCESS:

University students often encounter setbacks from time to time that can impact academic performance. If you encounter difficulties and need assistance it's important to reach out. The following resources are available free to all students at UNBC and can help address mental, emotional or physical health concerns:

Indigenous Student Supports:

UNBC has many opportunities for support for Indigenous students, which you can explore here: <https://www.unbc.ca/indigenous-resource-dati>

For example, the [First Nations Centre](#) (FNC) is a culturally safe and accessible environment that offers a wide variety of supports, services, activities and programs that help to improve educational outcomes for First Nations, Inuit and Métis students, create awareness and understanding of Indigenous perspectives and worldviews, and celebrate Indigenous culture. The FNC can connect students with supports available across campus and the community, as well as providing cultural activities and resources on campus.

Have a chat with one of the [Campus Cousins](#), cozy up in the [Elders Room](#), or while you're there connect with our [Aboriginal Connections Coordinator](#) and see what kinds of cultural activities are on the go!

The Indigenous Student Life Navigator can provide advice on navigating UNBC and on funding resources available for Indigenous students: isl.navigators@unbc.ca

UNBC Wellness Centre:

- Phone Number: 250 960 6369 Hours: 9am-4pm, Monday-Friday
- Offers counseling for all students as well as access to First Nations Counseling Services
- Offers health and general services that support the academic success and personal wellbeing of students

Counselling Services: <https://www2.unbc.ca/counselling>

Crisis Centre for Northern BC (available 24 hours a day):

- Phone Number: 250-563-1214 Toll-free: 1-888-562-1214
- Provides confidential services

- If you are feeling overwhelmed, depressed, confused, suicidal or just needing someone to listen, the crisis line provides emotional support, suicide intervention and referral information.

If you are unable to meet course expectations due to mental health reasons, please discuss your situation with your instructor, Wellness counsellor, or an academic advisor.

The Academic Success Centre:

The Academic Success Centre provides students with FREE access to academic support services:

- Tutoring (by appointment, asynchronous online, or drop-in)
- Personalized study skills assessments
- Peer-led course supports

ASC services are available in person at the Prince George Campus and online. Let the ASC know your preference for online or in-person when you book the appointment.

Room 5-139G, Learning Commons | asc@unbc.ca | 250-960-6367 | Toll-free: 1-888-440-3440

The Access Resource Centre (ARC):

The Access Resource Centre (ARC) provides services to students with documented health conditions and/or disabilities. The conditions can range from temporary to permanent and include but are not limited to:

- * chronic health issues (e.g., Crohn's, Diabetes, HIV, Lupus)
- * hearing and visual impairments
- * learning disabilities
- * mental health challenges (e.g., anxiety disorder, borderline personality disorder, depression disorder)
- * neurological disabilities (e.g., ADHD/ADD, Autism Spectrum Disorder, Epilepsy, Concussion, Migraines, Multiple Sclerosis)
- * mobility and other physical disabilities.

ARC staff are available, by appointment, to meet with you to determine which academic accommodations can be put in place to support you in achieving their academic goals, provide referrals, and help advocate for you. Students who may have a need for academic accommodation are encouraged to contact ARC:

- * Email at arc@unbc.ca <<mailto:arc@unbc.ca>>,
- * Phone at 250-960-5682 (toll free 1-888-960-5682), or
- * Stop by 5-157.

More details are available at the Access Resource Centre website <https://www2.unbc.ca/access-resource-centre>.

UNBC Athletics:

Please note that students involved in University Athletics will be required to notify the instructor at least two weeks in advance of any official athletics commitments (e.g., games, travel) that conflict with due dates.

General IT Support: e-mail support@unbc.ca

- <https://www2.unbc.ca/information-technology-services/support-students>
- This group can help you with your password to UNBC and access your accounts.

Moodle Support:

- For login or id/password related issues at <http://moodle.unbc.ca>, contact IT Support at e-mail: support@unbc.ca
- If you have specific questions or errors while uploading assignments, using video/Kaltura, or other issues, contact the Centre for Teaching Learning & Technology email: ctl@unbc.ca

Food Bank/ Good food Box:

You cannot learn if you are hungry. If you need food, go to the NUGGS office and satellite sites on campus. This is part of the PG foodbank as well at <https://www.sapg.ca/services/food-bank>

If you have extra items, please donate to the foodbank.

Good food box: this is a monthly fresh food box you can sign up. You may want to split it with a friend. Watch for announcements and the sign up table in the Wintergarden.

Weekly Schedule

Week 1 – Introduction to Indigenous Rights and Extractive Industry	XXX
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Overview of the course themes, goals, and expectations. Introduction to settler colonialism, Indigenous sovereignty, and the historical context of resource extraction in Canada.

Key Reading: Keeling & Sandlos (2016)

Week 2 – Settler Colonialism and the Political Economy of Extraction	XXX
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Examine how settler colonialism structures extractive economies and land dispossession. Discuss the concept of “resource frontiers” and Indigenous resistance.

Key Reading: Willow (2016)

Week 3 – Indigenous Knowledge Systems and Environmental Governance	XXX
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Explore Indigenous Knowledge systems, relationality, and responsibilities to land and kin. Contrast with Western environmental governance models.

Key Readings: McGregor (2021); Tynan (2021); Menzies (2006)

Week 4 – Gender, Extraction, and Indigenous Rights	XXX
---	------------

Investigate how gendered impacts of extraction intersect with Indigenous rights and sovereignty. Analyze critiques of Gender-Based Analysis Plus (GBA+).

Key Readings: Amnesty International (2016); Hoogeveen et al. (2021); Koutouki et al. (2018)

Week 5 – BREAK – no class	XXX
----------------------------------	------------

Week 6 – Legal Frameworks: Treaties, Land Claims, and FPIC	XXX
---	------------

Study the legal and governance structures that shape Indigenous-state relations, including treaties, modern land claims, and the right to Free, Prior, and Informed Consent (FPIC).

Key Reading: Papillon & Rodon (2017)

Week 7 – Environmental Impact Assessment and Indigenous Consultation XXX
--

Critically assess the role of Environmental Impact Assessments (EIAs) and consultation processes in extractive projects. Discuss cooptation vs. cooperation.

Key Readings: Baker & Westman (2018); Natcher & Brunet (2020)

Week 8 – Health, Environment, Extraction XXX

Explore the health geographies of extraction and how they affect Indigenous communities in rural and northern regions.

Key Reading: Aldred et al. (n.d.) “Mining Sick”

Week 9 – Labour, Resistance, Historical Struggles XXX
--

Analyze historical Indigenous labour struggles and their connections to contemporary resistance against extractive industries.

Key Reading: Norrgard (2020)

Week 10 – Post-Industrial Landscapes and Memory XXX
--

Investigate the afterlives of extraction, including land reclamation, erasure, and Indigenous memory.

Key Readings: LeClerc & Keeling (2012); Gerbrandt & Westman (2020)

Week 11 – Forestry and Indigenous Governance XXX

Focus on forestry as a sector of extraction and how it aligns or conflicts with Indigenous governance and land-use goals.

Key Reading: Nikolakis & Nelson (2015)

Week 12 – Kinship, Fossil Fuels, and Sovereign Futures XXX

Conclude with a discussion on Indigenous futurities, kinship with land, and critiques of fossil fuel dependency.

Key Reading: Todd “Fossil Kin”

Week 13 – Final Presentations and Wrap-Up	XXX
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Final class, presentation on paper topics and course wrap-up.

DEADLINE: Presentation on papers in class.

Library Holdings Form
(to be submitted with SCAAF New Course Approval Motion Form)

PROPOSED NEW COURSE: FNST214-3 - Indigenous Rights and Extractive Industry in Canada

Library Holdings (to be completed by the appropriate Librarian):

a) Are current library holdings adequate? Yes x No

b) If no to a), what monographs / periodicals / E-resources will be needed, and at what estimated cost?

c) If no to a), what is the proposed funding source?

Geoffrey Boyd

University Librarian (or designate) signature

28 April 2025

Date

Motion Number (assigned by
Steering Committee of Senate): **S-202511.05**

SENATE COMMITTEE ON ACADEMIC AFFAIRS

NEW COURSE APPROVAL MOTION FORM

Motion: That the new course FNST 455-3 Cryptozoology: An Examination of the Academic Endeavour be approved as follows:

A. Description of the Course

Cryptozoology is the “science” of cryptids: creatures talked about as existing in the wider community that are neither discovered nor confirmed by science. With a roster ranging from the sasquatch to zombies, it is considered a pseudoscience due to the general lack of evidence for any of these creatures. At first it might seem like a field of study that is irrelevant to anyone wanting to be an academic. Cryptozoology, however, preserves folklore, history and oral traditions, at times giving them modern day interpretations. As a result, it not only reveals perceptions of the past, but also reveals much about the present. Beyond that an examination of cryptozoology reveals many things about the academic endeavour, including how people understand the scientific method, evidence, logic, belief, history, wilderness, and colonialism. This course examines cryptozoology in connection to these and other topics. Assignments will include land-based learning, academic debates, and final creative group project in which students attempt to produce their own evidence for a cryptid.

- 1. Proposed semester of first offering:** September 2026
- 2. Academic Program:** First Nations Studies
- 3. Course Subject, Number*, and Credit hours (e.g. CHEM 210-3):** FNST 455-3
- 4. Course Title:** Cryptozoology: An Examination of the Academic Endeavour
- 5. Goal(s) of Course:** Students will get a better understanding of the academic endeavor through an examination of the pseudoscience cryptozoology. It will be considered not only as an example of folklore, history, and oral traditions, but also as a reflection of popular understanding of the scientific method, evidence, logic, belief, history, wilderness, and colonialism.

6. Calendar Course Description:

Cryptozoology is the pseudoscience of cryptids: creatures talked about as existing in the wider community that are neither discovered nor confirmed by science. Cryptozoology preserves folklore, history and oral traditions, at times giving them modern day interpretations. As a result, it not only reveals perceptions of the past, but also reveals much about the present. It also has many things about the academic endeavour, including how people understand the scientific method, evidence, logic, belief, history, wilderness, and colonialism. This course examines cryptozoology in connection to these and other topics. Assignments include land-based learning, academic debates, and final creative group project.

- 7. Credit Hours:** 3 credit hours (Normally, UNBC courses are 3 credit hours and may not be repeated for additional credit. If this course falls outside the norm, please complete sections “a)” and “b)” below).

a) Can the course be repeated for credit if the subject matter differs substantially?

Yes* _____ No X

b) Is variable credit available for this course? Yes _____ No X

8. Contact Hours (per week):

Lecture 0

Seminar 3

Laboratory 0

Other (please specify) _____

9. Prerequisites (taken prior): FNST 100-3

10. Prerequisites with concurrency (taken prior or simultaneously): None

11. Co-requisites (must be taken simultaneously): None

12. Preclusions: None

13. Course Equivalencies: None

14. Grade Mode: NORMAL (i.e., alpha grade)

15. Course to be offered: each semester _____
each year _____
alternating years X

16. Proposed text / readings: See attached syllabus

B. Significance Within Academic Program

1. Anticipated enrolment 20

2. If there is a proposed enrolment limit, state the limit and explain: 50

3. Required for: Major: No Minor: No Other: N/A

4. Elective in: Major: Yes Minor: Yes Other: N/A

5. Course required by another major/minor:

The course is not required in any other major or minor but would fulfill any requirement for a senior level FNST course.

6. Course required or recommended by an accrediting agency: N/A

7. Toward what degrees will the course be accepted for credit? BA and BSc

8. What other courses are being proposed within the Program this year?

FNST 467-3 The Fur Trade: Law, Order, Society & Culture
FNST 207-3 Indigenous Ethnography in Northern British Columbia
FNST 214-3 Indigenous Rights and Extractive Industry in Canada

9. What courses are being deleted from the Program this year? None

C. Relation to Other Program Areas

1. Identify courses in other UNBC Programs that overlap with this course; describe the overlap and comment on its significance:
2. Is a preclusion required? Yes _____ No X
3. If there is an overlap, and no preclusion is required, please explain why not:
4. Has this overlap been discussed with the Program concerned? Yes N/A No N/A
5. In offering this course, will UNBC require facilities or staff at other institutions?
Yes _____ No X

If yes, please describe requirements:

6. Is this course replacing an existing course that is included in one or more transfer agreements with external institutions?
Yes _____ No X

If “yes,” please contact the Articulation Officer in the Office of the Registrar.

D. Resources required

1. Please describe ADDITIONAL resources required over the next five years to offer this course.
 - i. Faculty Staffing: No
 - ii. Space (classroom, laboratory, storage, etc.): Classroom
 - iii. Library Holdings: No
 - iv. Computer (time, hardware, software): No

E. Additional Attached Materials

Proposed syllabus

F. Other Considerations

1. First Nations Content*: Yes** X No _____
* *Whether a new course has First Nations content is to be determined by the relevant Faculty Council(s).*
If “yes,” refer the motion to the Senate Committee on Indigenous Initiatives **prior to SCAAF.
2. Other Information: Dr. Daniel Sims has taught versions of this course twice before at the University of Alberta.
3. Attachment Pages (in addition to required “Library Holdings” Form): 6 pages

G. Authorization

SCCC Reviewed: August 28, 2025

1. **Faculty(ies):** FISSSH
2. **Faculty Council Motion Number:** FISSSHFC.2025.09.18.06
3. **Faculty Council Approval Date:** September 18, 2025
4. **Senate Committee on Indigenous Initiatives Motion Number:** SCII202510.05
5. **Senate Committee on Indigenous Initiatives Meeting Date:** October 21, 2025

INFORMATION TO BE COMPLETED BY RECORDING SECRETARY AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF 202511.05

Moved by: Todd Whitcombe

Seconded by: Nicole Neufeld

Committee Decision: CARRIED

Approved by SCAAF: November 12, 2025
Date


Chair's Signature

For recommendation to ✓, **or information of** _____ **Senate.**

First Nations Studies 455
Cryptozoology: An Examination of the Academic Endeavour

Course Dates:

Instructor: Daniel Sims

To Contact: dsims@unbc.ca

Class Time:

Class Location:

Office Room: ADM 3039

Office Hours: By appointment*

Office Phone: 250-960-5242

I wish to acknowledge that the Prince George campus is situated on the traditional territory of the Lheidli T'enneh, part of the Dakelh (Carrier) First Nations.

Preamble:

The course outline acts as an understanding between the student and the instructor regarding details of the course. Modifications to this understanding may be made with fair warning and general class or university consent.

The current academic calendar can be found at <https://www.unbc.ca/calendar/academic-calendar>

Policies and procedures can be found at <https://www.unbc.ca/policy>

Note on Terminology:

The Canadian constitution recognizes three (3) groups of Aboriginal peoples termed Indian, Métis and Inuit. Today "First Nation(s)" is preferred to "Indian" in Canada. "Aboriginal" and "Indigenous" may also be used interchangeably. There are additional usages that reflect the complexities surrounding appropriate terminologies past and present and the diverse contexts in which these terms applied. **Since this course is in First Nations Studies it is expected that students will use appropriate terminology. Failure to do so will negatively impact your marks.**

Calendar Description:

Cryptozoology is the science of cryptids: creatures not discovered by science and unconfirmed from the wider community. With a roster ranging from the sasquatch to zombies, it is considered a pseudoscience due to the general lack of evidence for any of these creatures. At first it might seem like a field of study that is irrelevant to anyone wanting to be an academic. Cryptozoology, however, preserves folklore, history and oral traditions, often giving them modern day interpretations. As a result, cryptozoology not only reveals perceptions of the past, but also reveals much about the present. It also reveals many things about the academic endeavour ranging including the scientific method, logic, belief, history, concepts of wilderness, and colonialism. In this course we will examine various cryptids from a number of perspectives ranging from popular fiction, cinema and traditional academic articles. We will also take fieldtrips to explore concepts of wilderness and the environment. Assignments will include not only the usual written assignments, but also academic debates. It will culminate in a creative group project in which students attempt to produce their own evidence for a cryptid.

Text Book:

Please see class schedule for articles. *Due to the date of some of the articles outdated and/or offensive terms may be used.*

GRADING SYSTEM

Letter Grade	Percentage
A+	90-100%
A	85-89.9%
A-	80-84.9%
B+	77-79.9%
B	73-76.9%
B-	70-72.9%

C+	67-69.9%
C	63-66.9%
C-	60-62.9%
D+	57-59.9%
D	53-56.9%
D-	50-52.9%
F	0-49%

ASSIGNMENTS

Participation and Discussion Questions	30%
Presentation	20%
Debate	20%
Final Creative Project (Based on Previous Course Work)	30%

IMPORTANT NOTES ON ASSIGNMENTS

AI – Please note that in this class, I expect that you will compose all of your responses yourself and not involve the use of generative AI tools like ChatGPT. If it becomes apparent that you have used generative AI tools in the work you submit for this class, that work will be found to not have met the terms of the assignment and you will be asked to re-submit.

Deadlines – Deadlines for assignments will be strictly observed. **All assignments must be handed in to the instructor during class, or emailed to the instructor by 11:59 pm on the date they are due.** The instructor is **not** responsible for assignments emailed to an incorrect email address or given to someone other than the instructor. LATE assignments are penalized 10% PER DAY that they are late to a maximum of three days (-30%); after three days late assignments will not be accepted. **The assignment will be considered late as of the beginning of the first day (12:00 am) after the assignment is due.** Only in extremely special cases will extensions be granted. If you need an extension you **must** email the professor prior to class on the date the assignment is due with a proposed extension date. **An extension will only be considered given when the instructor emails you back approving the extension.** It is expected that all assignments will be typed (except for in-class exams). Depending on the assignment, assignments are not handed back until all assignments are in. The final paper will be handed back at the final exam. The final exam and any uncollected term work will be kept by the instructor. Student assignments remaining with the instructor one (1) year after the semester ends will be shredded.

Form/Rubrics – The instructor will provide rubrics for each written assignment outlining what the instructor wants and how it will be marked closer to the due date of the assignment. The following is a brief description of the assignments only. The assignment sheets will also be posted to the class eClass forum as well.

Participation and Discussion Questions –

Starting with Topic 2, students are expected to post two (2) question based on the weekly topic to the appropriate discussion forum of the week in question by the end of day Friday before each new topic. (For example, questions for Topic 2 –Trade Before 1492 in the Americas are due noon 6 September and must appear in the Topic 2 discussion forum). A selection of these questions will be covered in class either by the instructor or students during class discussion.

Regardless of whether a question is covered in class, each posted question will receive a mark out of nine based on the overall quality of the question. Students will also receive a mark out of nine for their weekly participation in class.

Presentation

Students must give a ten (10) minute presentation to the class on a cryptid of their choice. This presentation will be marked using the rubric found on eClass and students will lose marks if their presentation is longer or shorter than ten minutes and the more it deviates from ten minutes the more marks that will be lost. *Please note, graduate students will have to give a twenty (20) minute presentation. Students can present in groups, but this will increase the length to twenty (20) minutes for the group.*

Debate

At its heart a debate is the basis of any serious academic discussion whether it is in person or in print. For this assignment students will debate with their fellow presenters following their presentation. Students will be marked based on not only how well they present and defend their positions, but also how well they present counterarguments to the positions of their fellow presenters.

Final Creative Project

Based on the course content and assignments students will produce a cryptid movie that breaks the fourth wall. Due to the time intensive nature of the assignment students should start early. Groups will be formed by [Date] and the script needs to be completed by [Date]. Students will be marked based on a rubric designed in class with the instructor.

ACADEMIC INTEGRITY AND HONESTY

Students are expected to familiarize themselves with the Academic and Non-Academic Conduct Student and Harassment and Discrimination policies of the University of Northern British Columbia. Both policies can be found at <https://www.unbc.ca/policy/students-rights-and-responsibilities>. In particular, please note that:

- ❖ Academic Dishonesty refers to any type of cheating that occurs in relation to a formal academic exercise.
- ❖ Academic Integrity refers to values like honesty, trust, fairness, respect, and responsibility in which good academic work must be founded. Academic integrity includes a commitment to not engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonesty violate the fundamental ethical principles of the University Community and compromise the worth of work completed by others.
- ❖ Academic Misconduct includes any action, attempted action or assisting of an action that involves Academic Dishonesty, does not support the values of Academic Integrity, or may result in creating an unfair academic advantage for oneself or an unfair academic advantage or disadvantage for any other member(s) of the University Community.

RESEARCH ETHICS BOARD REQUIREMENTS

Research involving human participants, either directly or indirectly, even if non-invasive to the person, must be submitted for prior approval by the REB. This includes all research involving interviews, focus groups, aptitude testing, internet surveys, telephone polls or psychological experiments.

Classroom projects involving research by students must be submitted by the instructor for REB approval prior to the semester of the course in order to ensure review and revisions are completed for inclusion of the project in the course syllabus.

CELL PHONES

Cell phones are to be turned off during lectures, labs and seminars. Cell phones are not to be brought to exams.

ACCESS RESOURCE CENTRE (ARC)

The Access Resource Centre (ARC) provides services to students with documented health conditions and/or disabilities. The conditions can range from temporary to permanent and include but are **not limited to**:

- chronic health issues (e.g., Crohn's, Diabetes, HIV, Lupus)
- hearing and visual impairments
- learning disabilities
- mental health challenges (e.g., anxiety disorder, borderline personality disorder, depression disorder)
- neurological disabilities (e.g., ADHD/ADD, Autism Spectrum Disorder, Epilepsy, Concussion, Migraines, Multiple Sclerosis)
- mobility and other physical disabilities.

ARC staff are available, by appointment, to meet with you to determine which academic accommodations can be put in place to support you in achieving their academic goals, provide referrals, and help advocate for you. Students who may have a need for academic accommodation are encouraged to contact ARC:

- Email at arc@unbc.ca,
- Phone at 250-960-5682 (toll free 1-888-960-5682), or
- Stop by 5-157.

More details are available at [the Access Resource Centre website](#).

ACADEMIC SUCCESS CENTRE (ASC)

The Academic Success Centre offers a variety of ways to get help with assignments. Students who would like to utilize this help are advised to discuss their needs with the centre at the earliest possible opportunity. Email: asc@unbc.ca or phone 250-960-6367 or 1-888-440-3440

AUDIO AND VIDEO RECORDING OF LECTURES, LABS, SEMINARS OR ANY OTHER TEACHING ENVIRONMENT IS ALLOWED ONLY WITH PRIOR WRITTEN CONSENT OF THE INSTRUCTOR OR AS PART OF AN APPROVED ACCOMMODATION PLAN. RECORDED MATERIAL IS TO BE USED SOLELY FOR PERSONAL STUDY, AND IS NOT TO BE USED OR DISTRIBUTED FOR ANY OTHER PURPOSE WITHOUT PRIOR WRITTEN CONSENT FROM THE INSTRUCTOR.

SCHEDULE

Topic 1

Introduction

Topic 2

Loch Ness Monster & the Scientific Method

Saint Adamnan, *The Life of St. Columba or Columbkille, Founder of Hy, and Ninth Abbot of the Monastery: Patron of Derry and Founder of Iona* (Dublin: William B. Kelly, 1875), 88-90. [\[www.archive.org\]](http://www.archive.org)

Matthew Johnson and Massimo Piglucci, "Is Knowledge of Science Associated with Higher Skepticism of Pseudoscientific Claims?," *The American Biology Teacher* 66, no. 8 (2004): 536-548.

Topic 3

Logic

David Henige, "The Implausibility of Plausibility/The Plausibility of Implausibility," *Historical Reflections* 30, no. 2 (2004): 311-355.

Kevin McKelvey, Keith Aubry, and Michael Schwartz, "Using Anecdotal Occurrence Data for Rare or Elusive Species: The Illusion of Reality and a Call for Evidentiary Standards," *BioScience* 58, no. 6 (2008): 549-555.

Topic 4

Mokele-mbembe & Logical Fallacies

Abbe Proyart, *Histoire de Loango, Kakongo, et Autres Royaumes d'Afrique: Rédigée d'après les Mémoires des Présents Apostolique de la Mission Française: Enrichie d'une Carte Utile aux Navigateurs* (Paris: C.P. Berton and N. Crapart, 1776), 38-39. [\[www.archive.org\]](http://www.archive.org)

A.H. Charig et al., "The Cretaceous-Tertiary Boundary and the Last of the Dinosaurs," *Philosophical Transactions of the Royal Society of London, Series B, Biological Sciences* 325, no. 1228 (1989): 387-400.

Topic 5

Belief

Susan Losh and Brandon Nzekwe, "The Influence of Education Major: How Diverse Preservice Teachers View Pseudoscience Topics," *Journal of Science Education and Technology* 20, no. 5 (2011): 579-591.

F. Carson Mencken, Christopher Bader and Ye Jung Kim, "Round Trip to Hell in a Flying Saucer: The Relationship Between Conventional Christian and Paranormal Beliefs in the United States," *Sociology of Religion* 70, no. 1 (2009): 65-85.

Topic 6

Wilderness

William Cronon, "The Trouble with Wilderness or Getting Back to the Wrong Nature," *Environmental History* 1, no. 1 (1996): 7-28.

Craig DeLancey, "An Ecological Concept of Wilderness," *Ethics & the Environment* 17, no. 1 (2012): 25-44.

Topic 7

Field Trip

Topic 8

Tasmanian Tiger – Lazarus Taxons

Jason Steger, "Extinct or Not, The Story Won't Die," *The Age*, 26 March 2005.

Sid Perkins, "Back from the Dead? 'Resurrections' of Long-Missing Species Lead to Revelations," *Science News* 172, no. 20 (2007): 312, 314.

Topic 9

History

Philip Clarke, "Indigenous Spirit and Ghost Folklore of 'Settled' Australia," *Folklore* 118, no. 2 (2007): 141-161.

Peter Dendle, "Cryptozoology in the Medieval and Modern Worlds," *Folklore* 117, no. 2 (2006): 190-206.

Topic 10

Sasquatch & Colonialism

J.W. Burns, "Introducing B.C.'s Hairy Giants," *Macleans* (1 April 1929): 9, 61-62.

Lauren Chesnut, "Neocolonial Scenarios in the Syfy Channel's *Destination Truth*: Scientific Discovery, Tourism, and Ethnography," *Studies in Popular Culture* 35, no. 2 (2013): 129-154.

Topic 11

Monkey-Man of Delhi & Modern Myths

Robert Batholomew, "Monkey Man Delusion Sweeps India," *Skeptic* 9, no. 1 (2001): 13.

Onkar Singh, "It's a man! It's a Monkey! It's a...", *Rediff.com*, 18 May 2001.

Boria Sax, "The Tower Ravens: Invented Tradition, Fakelore, or Modern Myth?" *Storytelling, Self, Society* 6, no. 3 (2010): 231-240.

Topic 12

Production Day

Topic 13

Production Day

Library Holdings Form
(to be submitted with SCAAF New Course Approval Motion Form)

(Please complete the sections highlighted in blue in the footer of this document)

PROPOSED NEW COURSE: (List course here; e.g. HIST 302-3 Western Canada)

FNST 455-3 Cryptozoology: An Examination of the Academic Endeavour

Library Holdings (to be completed by the appropriate Librarian):

a) Are current library holdings adequate? Yes X No

b) If no to a), what monographs / periodicals / E-resources will be needed, and at what estimated cost?

Library holds all proposed required readings

c) If no to a), what is the proposed funding source?

Geoffrey Boyd
University Librarian (or designate) signature

September 15, 2025
Date

11. Co-requisites (must be taken simultaneously): None

12. Preclusions: None

13. Course Equivalencies: None

14. Grade Mode: NORMAL (i.e., alpha grade)

15. Course to be offered: each semester _____
each year _____
alternating years X

16. Proposed text / readings: See attached syllabus

B. Significance Within Academic Program

1. Anticipated enrolment 20

2. If there is a proposed enrolment limit, state the limit and explain: 50

3. Required for: Major: No Minor: No Other: N/A

4. Elective in: Major: Yes Minor: Yes Other: N/A

5. Course required by another major/minor:

The course is not required in any other major or minor but would fulfill any requirement for a senior level FNST course.

6. Course required or recommended by an accrediting agency: N/A

7. Toward what degrees will the course be accepted for credit? BA and BSc

8. What other courses are being proposed within the Program this year?

FNST 455-3 Cryptozoology: An Examination of the Academic Endeavour
FNST 207-3 Indigenous Ethnography in Northern British Columbia
FNST 214-3 Indigenous Rights and Extractive Industry in Canada

9. What courses are being deleted from the Program this year? None

C. Relation to Other Program Areas

1. Identify courses in other UNBC Programs that overlap with this course; describe the overlap and comment on its significance: N/A

2. Is a preclusion required? Yes _____ No X

3. If there is an overlap, and no preclusion is required, please explain why not:

4. Has this overlap been discussed with the Program concerned? Yes N/A No N/A

5. In offering this course, will UNBC require facilities or staff at other institutions?

Yes _____ No X

If yes, please describe requirements:

6. Is this course replacing an existing course that is included in one or more transfer agreements with external institutions?

Yes _____ No X

If “yes,” please contact the Articulation Officer in the Office of the Registrar.

D. Resources required

1. Please describe ADDITIONAL resources required over the next five years to offer this course.

- i. Faculty Staffing: No
- ii. Space (classroom, laboratory, storage, etc.): Classroom
- iii. Library Holdings: No
- iv. Computer (time, hardware, software): No

E. Additional Attached Materials

Proposed syllabus

F. Other Considerations

1. First Nations Content*: Yes** X No _____

* *Whether a new course has First Nations content is to be determined by the relevant Faculty Council(s).*

**If “yes,” refer the motion to the Senate Committee on Indigenous Initiatives prior to SCAAF.

2. **Other Information:** Dr. Daniel Sims has taught versions of this course twice before at the University of Alberta and once at the University of Northern British Columbia. One of the reasons why this course is being created is to avoid using FNST 498 – Special Topics.
3. **Attachment Pages (in addition to required “Library Holdings” Form):** 7 pages

G. Authorization

SCCC Reviewed: August 28, 2025

- 1. **Faculty(ies):** FISSSH
- 2. **Faculty Council Motion Number:** FISSSHFC.2025.09.18.07
- 3. **Faculty Council Approval Date:** September 18, 2025
- 4. **Senate Committee on Indigenous Initiatives Motion Number:** SCII202510.06
- 5. **Senate Committee on Indigenous Initiatives Meeting Date:** October 21, 2025

**INFORMATION TO BE COMPLETED BY RECORDING SECRETARY AFTER SENATE
COMMITTEE ON ACADEMIC AFFAIRS MEETING**

Brief Summary of Committee Debate:

Motion No.: SCAAF 202511.06

Moved by: Todd Whitcombe

Seconded by: Nicole Neufeld

Committee Decision: CARRIED

Approved by SCAAF: November 12, 2025
Date


Chair's Signature

For recommendation to ✓, **or information of** _____ **Senate.**

Course Dates:

Instructor: Daniel Sims

To Contact: dsims@unbc.ca

Class Time:

Class Location:

Office Room: ADM 3039

Office Hours: By appointment*

Office Phone: 250-960-5242

I wish to acknowledge that the Prince George campus is situated on the traditional territory of the Lheidli T'enneh, part of the Dakelh (Carrier) First Nations.

Preamble:

The course outline acts as an understanding between the student and the instructor regarding details of the course. Modifications to this understanding may be made with fair warning and general class or university consent.

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Course Description:

Far from being a political history course, this seminar will include political, legal, social and cultural aspects of the fur trade from the pre-contact period to the present. It will include questions such as the role of the environment, how perceptions of the environment and ecological relations changed and more recently the relationship between the fur trade, environmental/conservation movements and neocolonialism. Assignments will include land-based learning, online map making and correcting, and a final term paper.

Course Objectives:

- 1.) Expand knowledge of social and cultural history
- 2.) Expand knowledge of the fur trade in Canada
 - a. Explore the role of the environment and ecological relations
 - b. Explore the relationship between the fur trade and colonialism
- 3.) Expand knowledge of the history of Canada and the role of the fur trade

Text Book:

Please see class schedule for articles. *Due to the date of some of the articles outdated and/or offensive terms may be used.*

GRADING SYSTEM

Letter Grade	Percentage
A+	90-100%
A	85-89.9%
A-	80-84.9%
B+	77-79.9%
B	73-76.9%
B-	70-72.9%
C+	67-69.9%
C	63-66.9%
C-	60-62.9%
D+	57-59.9%
D	53-56.9%
D-	50-52.9%
F	0-49%

ASSIGNMENTS

Participation and Discussion Questions	30%
Central Argument/Citation Assignment	10%
Fur Trade Map Assignment	20%
Fur Trade Paper	40%

IMPORTANT NOTES ON ASSIGNMENTS

AI – Please note that in this class, I expect that you will compose all of your responses yourself and not involve the use of generative AI tools like ChatGPT. If it becomes apparent that you have used generative AI tools in the work you submit for this class, that work will be found to not have met the terms of the assignment and you will be asked to re-submit.

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Form/Rubrics – The instructor will provide rubrics for each written assignment outlining what the instructor wants and how it will be marked closer to the due date of the assignment. The following is a brief description of the assignments only. The assignment sheets will also be posted to the class eClass forum as well.

Participation and Discussion Questions –

Starting with Topic 2, students are expected to post two (2) question based on the weekly topic to the appropriate discussion forum of the week in question by the end of day Friday before each new topic. (For example, questions for Topic 2 –Trade Before 1492 in the Americas are due noon 6 September and must appear in the Topic 2 discussion forum). A selection of these questions will be covered in class either by the instructor or students during class discussion.

Regardless of whether a question is covered in class, each posted question will receive a mark out of nine based on the overall quality of the question. Students will also receive a mark out of nine for their weekly participation in class.

Central Argument/Citation Assignment –

Students will produce a short paper proposal that includes a sentence stating their topic, a sentence containing their tentative thesis/central argument, and a works cited page of at least eight academic sources they plan on using in the paper.

The topic of the paper will be on either the contemporary impacts of colonialism in the world today and/or the impacts of colonialism on a particular Indigenous group in the world. **The requirements for the assignment are found in the form posted to eClass and it is strongly encouraged that students use the form as a template.** *Please note, failure to write a paper proposal on topic will automatically result in a failure of this assignment.*

Fur Trade Map Assignment –

I have created a Google Map of the various forts and trading posts found in Ernest Voorhis' "Historic Forts and Trading Posts of the French Regime and of the English Fur Trading Companies." Your task in this assignment is to fix the map by updating the location of three (3) fur trade post already on the map and/or that Voorhis missed. For this correction you must also write up a short (250-500 words max) explanation of what was wrong plus any relevant sources you used to make this correction. **The requirements for the assignment are found in the rubric posted to eClass.** *Please note, part of this assignment is verifying that your correction is indeed correct. For example, the names of fur trade posts can and did change overtime and one of the reasons why we have national and provincial naming boards is because otherwise there would be many "Fish Lakes" and "Bear Lakes."*

Term Paper –

Based on their central argument/citation assignment students will produce a ten-page (10) paper on a topic relevant to the fur trade. This can include, but is not limited to, the history of a particular fur trade post or district, key events during the fur trade, key aspects of the fur trade, etc. **The requirements for the assignment are found in the rubric posted to eClass.** *Please note, failure to write a paper on topic will automatically result in a failure of this assignment. HIS 708 students will produce a twenty-page paper that includes at least one primary source.*

ACADEMIC INTEGRITY AND HONESTY

Students are expected to familiarize themselves with the Academic and Non-Academic Conduct Student and Harassment and Discrimination policies of the University of Northern British Columbia. Both policies can be found at <https://www.unbc.ca/policy/students-rights-and-responsibilities> In particular, please note that:

- ❖ Academic Dishonesty refers to any type of cheating that occurs in relation to a formal academic exercise.
- ❖ Academic Integrity refers to values like honesty, trust, fairness, respect, and responsibility in which good academic work must be founded. Academic integrity includes a commitment to not engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonesty violate the fundamental ethical principles of the University Community and compromise the worth of work completed by others.
- ❖ Academic Misconduct includes any action, attempted action or assisting of an action that involves Academic Dishonesty, does not support the values of Academic Integrity, or may result in creating an unfair academic advantage for oneself or an unfair academic advantage or disadvantage for any other member(s) of the University Community.

RESEARCH ETHICS BOARD REQUIREMENTS

Research involving human participants, either directly or indirectly, even if non-invasive to the person, must be submitted for prior approval by the REB. This includes all research involving interviews, focus groups, aptitude testing, internet surveys, telephone polls or psychological experiments.

Classroom projects involving research by students must be submitted by the instructor for REB approval prior to the semester of the course in order to ensure review and revisions are completed for inclusion of the project in the course syllabus.

CELL PHONES

Cell phones are to be turned off during lectures, labs and seminars. Cell phones are not to be brought to exams.

ACCESS RESOURCE CENTRE (ARC)

The Access Resource Centre (ARC) provides services to students with documented health conditions and/or disabilities. The conditions can range from temporary to permanent and include but are **not limited to**:

- chronic health issues (e.g., Crohn's, Diabetes, HIV, Lupus)
- hearing and visual impairments
- learning disabilities
- mental health challenges (e.g., anxiety disorder, borderline personality disorder, depression disorder)
- neurological disabilities (e.g., ADHD/ADD, Autism Spectrum Disorder, Epilepsy, Concussion, Migraines, Multiple Sclerosis)
- mobility and other physical disabilities.

ARC staff are available, by appointment, to meet with you to determine which academic accommodations can be put in place to support you in achieving their academic goals, provide referrals, and help advocate for you. Students who may have a need for academic accommodation are encouraged to contact ARC:

- Email at arc@unbc.ca,
- Phone at 250-960-5682 (toll free 1-888-960-5682), or
- Stop by 5-157.

More details are available at [the Access Resource Centre website](#).

ACADEMIC SUCCESS CENTRE (ASC)

The Academic Success Centre offers a variety of ways to get help with assignments. Students who would like to utilize this help are advised to discuss their needs with the centre at the earliest possible opportunity. Email: asc@unbc.ca or phone 250-960-6367 or 1-888-440-3440

AUDIO AND VIDEO RECORDING OF LECTURES, LABS, SEMINARS OR ANY OTHER TEACHING ENVIRONMENT IS ALLOWED ONLY WITH PRIOR WRITTEN CONSENT OF THE INSTRUCTOR OR AS PART OF AN APPROVED ACCOMMODATION PLAN. RECORDED MATERIAL IS TO BE USED SOLELY FOR PERSONAL STUDY, AND IS NOT TO BE USED OR DISTRIBUTED FOR ANY OTHER PURPOSE WITHOUT PRIOR WRITTEN CONSENT FROM THE INSTRUCTOR.

SCHEDULE

Topic 1

Introduction

Topic 2

Trade Before 1492 in the Americas

Joni Manson, "Transmississippi Trade and Travel: The Buffalo Plains and Beyond," *Plains Anthropologist* 43, no. 166 (1998): 385-400.

Susan Vehik, "Late Prehistoric Plains Trade and Economic Specialization," *Plains Anthropologist* 35, no. 128 (1990): 125-145.

Topic 3

Trade Before 1492 in Eurasia

F.C. Ingrams, "Furs and the Fur Trade," *Journal of the Royal Society of Arts* 72, no. 3739 (1924): 593-605.

Harriet Lattin, "Note on the Fur Trade in Medieval Western Europe," *Vierteljahrschrift für Sozial- und Wirtschaftsgeschichte* 24, no. 4 (1931): 449-451.

Topic 4

The Early Transatlantic Fur Trade: Making Hats, Making Empires

J.F. Crean, "Hats and the Fur Trade," *The Canadian Journal of Economics and Political Science* 28, no. 3 (1962): 373-386.

W.J. Eccles, "The Fur Trade and Eighteenth-Century Imperialism," *The William and Mary Quarterly* 40, no. 3 (1983): 341-362.

Topic 5

Socio-Cultural Changes: Faster Than a Speeding Voyageur or Have You Met Calvin Martin?

Scott Hamilton and B.A. Nicholson, "The Middleman Fur Trade and Slot Knives," *Canadian Journal of Archaeology* 31, no. 3 (2007): 137-162.

Calvin Martin, "The European Impact on the Culture of a Northeastern Algonquian Tribe: An Ecological Interpretation," *The William and Mary Quarterly* 31, no. 1 (1974): 3-26.

Topic 6

Fur Trade Society: Protocol, Starvation, and Ethnogenesis

Mary Black-Rogers, "Varieties of 'Starving:' Semantics and Survival in the Subarctic Fur Trade, 1750-1850," *Ethnohistory* 33, no. 4 (1986): 353-383.

Rob Mann, "From Ethnogenesis to Ethnic Segmentation in the Wabash Valley: Constructing Identity and Houses in Great Lakes Fur Trade Society," *International Journal of Historical Archaeology* 12, no. 4 (2008): 319-337.

Bruce White, "A Skilled Game of Exchange: Ojibway Fur Trade Protocol," *Minnesota History* 50, no. 6 (1987): 229-240.

Topic 7

Topic 8

Women and the Fur Trade

Laura Peers, "'Many Tender Ties: The Shifting Contexts and Meanings of the S Black Bag,'" *World Archaeology* 31, no. 2 (1999): 288-302.

Sylvia Van Kirk, "The Role of Native Women in the Fur Trade Society of Western Canada, 1670-1830," *Frontiers: A Journal of Women Studies* 7, no. 3 (1984): 9-13.

Topic 9

The Métis et al.

Brenda MacDougall, "'The Comforts of Married Life: Metis Family Life, Labour, and the Hudson's Bay Company,'" *Labour* 61 (2008): 9-39.

Roxanne Easley, "Demographic Borderlands: People of Mixed Heritage in the Russian American Company and the Hudson's Bay Company, 1670-1870," *The Pacific Northwest Quarterly* 99, no. 2 (2008): 73-91.

Topic 10

Social Relations and the Fur Trade

Shepard Krech III, "The Beaver Indians and the Hostilities at Fort St. John's," *Arctic Anthropology* 20, no. 2 (1983): 35-45.

Carolyn Podruchny, "Unfair Masters and Rascally Servants? Labour Relations Among Bourgeois, Clerks and Voyageurs in the Montreal Fur Trade, 1780-1821," *Labour* 43 (1999): 43-70.

Topic 11

Nation Building: The Russians and the British

Adam Gaudry, "Fantasies of Sovereignty: Deconstructing British and Canadian Claims to Ownership of the Historic North-West," *Native American and Indigenous Studies* 3, no. 1 (2016): 46-74.

Ryan Tucker Jones, "A 'Havock Among Them: Animals, Empire, and the Extinction in the Russian North Pacific, 1741-1810,'" *Environmental History* 16, no. 4 (2011): 585-609.

Martina Winkler, "From Ruling People to Owning Land: Russian Concepts of Imperial Possession in the North Pacific, 18th and Early 19th Centuries," *Jahrbücher für Geschichte Osteuropas* 59, no. 3 (2011): 321-353.

Topic 12

Here Before Christ: Dependency and the Bay

James Opp, "Branding 'the Bay/la Baie:' Corporate Identity, the Hudson's Bay Company and the Burden of History in the 1960s," *Canadian Historical Review* 96, no. 2 (2015): 223-256.

Arthur Ray, "Periodic Shortages, Native Welfare, and the Hudson's Bay Company, 1670- 1930," in *The Subarctic Fur Trade: Native Social and Economic Adaptations*, ed. Shepard Krech III (Vancouver: University of British Columbia Press, 1984).

Topic 13

Ecocolonialism or How I Stopped Worrying and Learned to Hate SJWs

Finn Lynge, "Indigenous Peoples Between Human Rights and Environmental Protection – An Arctic Perspective," *Nordic Journal of International Law* 64, no. 3 (1995): 489-494.

Library Holdings Form
(to be submitted with SCAAF New Course Approval Motion Form)

(Please complete the sections highlighted in blue in the footer of this document)

PROPOSED NEW COURSE: (List course here; e.g. HIST 302-3 Western Canada)

FNST 467-3 The Fur Trade: Law, Order, Society & Culture

Library Holdings (to be completed by the appropriate Librarian):

a) Are current library holdings adequate? Yes X No

b) If no to a), what monographs / periodicals / E-resources will be needed, and at what estimated cost?

Library holds all proposed required readings

c) If no to a), what is the proposed funding source?

Geoffrey Boyd
University Librarian (or designate) signature

September 15, 2025
Date

Department of Ecosystem Science & Management Forest Ecology and Management

Faculty of Environment

Reviewers are asked to provide a report that:

- Identifies and commends the degree program's notably strong and creative attributes
- Describes the degree program's respective strengths, areas for improvement, and opportunities for enhancement
- Recommends specific steps to be taken to improve the degree program, distinguishing between those the program can itself take and those that require external action
- Recognizes the institution's autonomy to determine priorities for funding, space, and faculty allocation; and
- Respects the confidentiality required for all aspects of the review process

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PART 1 - EXECUTIVE SUMMARY

The Executive Summary will be made publicly available on the Provost's website.

ACADEMIC ADMINISTRATIVE UNIT

Department of Ecosystem Science & Management, Faculty of Environment

DEGREE PROGRAM(S) UNDER REVIEW

BSc Forest Ecology and Management, including BSc (Hons)

CHAIR/DIRECTOR

Dr. Ken Otter

DATE OF DEGREE PROGRAM(S) REVIEW

On site campus visit of external reviewers: January 13-14, 2025; self-study materials received on December 12, 2024

DATE OF THE PREVIOUS DEGREE PROGRAM(S) REVIEW

March 9-11, 2021; review conducted by the Canadian Forestry Accreditation Board (CFAB)

INTERNAL RESOURCE PERSON

Shelly Bryant, Administrative Coordinator, Faculty of Environment

REVIEWERS

Dr. John Karakatsoulis Associate Teaching Professor Thompson Rivers University805 TRU Way Kamloops, BC, Canada V2C 0C8	Dr. Bianca Eskelson Associate Professor University of British Columbia 2045-2424 Main Mall Vancouver, BC, Canada V6T 1Z4	Dr. Todd Whitcombe Professor University of Northern British Columbia 3333 University Way Prince George, BC Canada V2N 4Z9
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I. SUMMARY OF THE EXTERNAL REVIEW OF DEGREE PROGRAM(S) PROCESS

On December 12, 2024, Drs. John Karakatsoulis, Bianca Eskelson, and Todd Whitcombe received access to the self-study materials provided by the Department of Ecosystem Science & Management. In

addition to the self-study materials (i.e., CVs, 2021 Canadian Forestry Accreditation review, Current Scholarly Expectations, Calendar entry for degree programs, Calendar course listing, Course Outlines, Department of Ecosystem Science & Management Self-study Document), we received the site visit itinerary, the report template, the terms of reference, and a copy of the UNBC strategic plan.

Drs. John Karakatsoulis and Bianca Eskelson arrived in Prince George, BC, on January 12, 2025, for a two-day site visit (January 13-14, 2025) on campus of the University of Northern British Columbia. During the two days, they met with different groups of UNBC members (i.e., University level leadership and research representatives; Dean of the Faculty of Environment; Chairs of the Department and the Curriculum Committee; student advisor; Research Forest Personnel – both Aleza Lake and John Prince; current Forest Ecology & Management undergraduate students as well as alumni; forestry-focused NRES graduate students; Term, Adjunct, and Emeriti Faculty as well as individual faculty members). On the second day we had a campus tour and visited classrooms and research space as well as the greenhouse. At the end of the second day, we had a closing meeting with the dean of the faculty as well as the opportunity to ask final questions of the department head. During the two days we had time to meet with the UNBC internal reviewer Dr. Todd Whitcombe.

After the site visit, Drs. John Karakatsoulis and Bianca Eskelson connected virtually to finalize the report. Dr. Whitcombe reviewed the draft report.

II. SUMMARY OF FINDINGS

Major Strengths of the Degree Program

Science Foundation, Professional Designations, and Connections to Practitioners

- Solid science foundation in terms of biology, chemistry, and math.
- Ability to become a registered professional forester (RPF) after graduation and start career right away.
- Flexibility with choice of minors to build degree based on interests + ability to meet requirements to become a Professional Registered Biologist (RPBio) with some of the minors (e.g., Biology and Conservation minor).
- Transfer pathways for approximately 20 colleges, with initiatives where UNBC information sessions are held prior to the transfer to advise students on what courses to complete prior to starting at UNBC.
- Strong connection with professionals from CANFOR and the BC Ministry of forests covering classes as adjuncts/sessionals.
- Graduation of quality students (as noted by government and industry employers).

Facilities and Experiential Learning

- Beautiful campus & great facilities – lab and greenhouse facilities are high quality. Classrooms are modern and designed for teaching and learning. No lack of space, a huge asset for the program.
- Access to two school research forests & forests surrounding campus: 1) soils and silviculture courses make use of the forests on/around campus throughout the school year; 2) one day field trips are scheduled to Aleza lake on weekends (~ 1 hour drive); 3) field school and longer field trips / graduate level research happen at John Prince Research Forest (~ 2.5 hours drive) → lots of hands-on field experiences possible for students in relatively close distance.
- Field school in 4th year – this course has come up repeatedly and seems to be a very core component of the program.

Support for Faculty Members and Research

- Ability to attract junior faculty members with lab/greenhouse spaces and facilities.
- Department head pays \$500 to faculty members with professional designations (RPF, RPBio) towards their membership fees, a generous and well received contribution.
- Dedicated faculty members that teach across all programs in the Ecosystem Science & Management (ESM) Department. The students in the Forest Ecology & Management (FEM) program are exposed to a variety of courses offered by faculty from different disciplines. This approach enhances cross discipline collaboration by both students and faculty.
- The FEM program has strong support by upper administration and is considered an important and viable program at UNBC.
- Lots of support from the Research Office in assisting faculty with grant writing, an important resource in helping faculty acquire research funding.
- The program has attracted several faculty members with research skills and interest in soil ecology/management. This soils research cluster is an asset to the program not only for research potential, but for teaching as well.

Significant Areas of Weakness or In Need of Further Development

1) Scheduling issues

Scheduling issues have been raised across the board. It appears that the schedule for all courses changes from year to year. This causes problems at several levels:

- a) **UG students** cannot easily plan their course sequence, because they cannot anticipate course scheduling conflicts in future years. While this appears to cause the biggest issues for transfer students, most students in the program are affected, because very few students take the standard load of 5 courses per term every year of their program. As soon as a student only takes 4 courses per term, they are already off schedule and will face scheduling conflicts. Given that 50 - 60% of the students in the FEM program are transfer students, the program could benefit from improved course scheduling that allows better planning over the years. Note, the annual

scheduling of courses also affects the non-transfer students, several of them stated that the scheduling prevented them from choosing certain minors due to scheduling conflicts.

- b) **Student advising** is difficult to do if the advisors cannot know what courses will conflict in the future. A main issue that has been raised here is the advising of what minors to take and what course sequence will work for the different minors available to students. As well, students indicated that while they appreciated having a dedicated program advisor, the response time needs to be shortened.
- c) **Faculty members** cannot plan ahead with regards to their teaching schedules.
- d) **Department heads** cannot plan ahead for assigning courses to adjunct professors or to fill in sabbatical leaves, because they cannot know who is available until the course schedule is announced. As with most post-secondary institutions, the ability to incorporate part time (sessional) and adjunct faculty to teach where needed is based, in part, of when courses are scheduled.

2) Choice of minors within the program

The students can choose from 13 different minor programs, yet a few minors are more popular than other minors. Student feedback suggests that the popular minors are popular because they have a reputation of having the least scheduling conflicts known to students. The Soils and the Environment minor was flagged (by undergraduate students) as being impossible to complete because not all courses are offered every year and therefore, this minor is only possible for students who enter the program on the 'correct' schedule and have all the pre-requisite courses completed on time. Yet, students appeared interested in the minor. Given the importance of forest soils in our understanding of forest ecosystem dynamics, especially under climate change, there is an opportunity to revive this minor with the recent new hires in the research area of soils. There may be a potential for the Soils and the Environment minor to become one of the more popular minors in the program.

Students raised the suggestion of being exposed to professionals earlier than the fourth-year field school. They think that a short field school, similar to the one they attend in fourth year, would be beneficial at the end of the second year, prior to declaring a minor. That way, students could meet professionals and understand the type of jobs a certain minor would prepare them for.

Professional designations (i.e., Registered Professional Forester – RPF, Registered Professional Biologist – RPBio, Registered Agrologist – PAg) open doors for professionals to certain jobs in British Columbia. Regardless of the career Pathway a UNBC graduate takes, they probably benefit from a professional designation. When meeting with the undergraduate students, some were very aware of the benefits of having a professional designation when moving into the workforce, while others were not. Some students were very clear about not wanting to become Registered Professional Foresters (RPFs), which is what the FEM program is designed for. Yet, it was not fully clear which minors result in students meeting all requirements for becoming a Registered Professional Biologist (RPBio). The Biology and Conservation minor appears to meet all requirements for an RPBio. It would be good for all FEM students to be aware of the program options that lead to different professional designations and thus to different career pathways.

3) Lack of Fire Ecology course

The lack of a fire ecology class was raised across the board (i.e., students, alumni, faculty). Given the current reality of forest wildfire occurrences in British Columbia and North America more general, it is crucially important that students learn about wildfires. Currently, the RPF accreditation process does not require a fire ecology course, however, it may do so in the near future. Therefore, it may be a good idea to be proactive about offering a required fire ecology course at UNBC.

With the recent hire of Dr. Violet Zhao, this gap appears to be filled in the near future, as Dr. Zhao is scheduled to teach a wildfire ecology course starting in 2025/2026. Yet, it is not clear if this course will be a required course. Emeriti and students were outspoken about thinking that the fire ecology course should be a required course rather than an elective.

During our discussions with students, alumni, faculty members, and emeriti we gathered that a single fire ecology course may not be enough. Fire management needs to be covered in a course and it was unclear if it was going to be part of the fire ecology course. Other important topics are fire & soils, fire & insects, as well as fire & indigenous fire management.

4) Perceived lack of indigenous content

Current students raised the fact that they felt a lack of indigenous content in their program. The students felt unprepared for the reality that they will need to work and communicate with indigenous communities when they graduate. The students suggested that inviting indigenous guest speakers could be a way to raise their awareness and increase their comfort-level. However, talking to faculty members and emeriti, it sounded like many faculty members have a long tradition of inviting indigenous guest speakers to their courses.

Given the upcoming retirement of Dr. Scott Green, who has been teaching NREM 303-3 (Aboriginal Perspectives on Land and Resource Management), it seems important to hire a new faculty member who can take over this course. Ideally, this new faculty member is an indigenous scholar. As indigenization is part of the university strategic plan, hiring an indigenous scholar and increasing indigenous content across the curriculum aligns with the university strategic plan.

5) Transportation costs & logistics for field trips and field school

UNBC has two research forests: Aleza Lake Research Forest (ALRF; 10,000 ha; ~ 1 hour drive) and John Prince Research Forest (JPRF; 16,000 ha; ~2.5 hours drive). Both research forests provide examples of active harvest operations and have demonstration areas for innovative silvicultural treatments that go beyond clearcutting. In order to use the forests for field experiences and for demonstration purposes, cost of transportation needs to be covered.

Cost of transportation have increased drastically over the past few years and can currently not be fully covered with existing course fees. Therefore, creative financing has been required to cover

transportation costs. As experiential learning is part of the university strategic plan, it may be worthwhile to explore different ways of funding field visits.

In relation to transportation costs, logistics of field trips have been raised. Given the ~1 hour drive to ALRF, faculty members mostly schedule field trips to ALRF on weekends. This can put a burden on students who have to work on weekends, are student athletes with weekend commitments, and students with young children or other care responsibilities (just to name a few). While weekends may be the only time that is available for these kinds of field trips, these expectations need to be made clear very early on and without extra cost so that everybody can participate.

Limited capacity for NREM 333 (Field Application in Resource Management) NREM 333, the fourth-year field school, is an important component of the FEM degree. Yet, it is currently limited to approximately 20 due to a limited number of beds. During the interview, current students raised the limited capacity of the field school as a point of anxiety, because they are worried that they cannot take the course on time to graduate. In order for the FEM program to grow in the future, the capacity for NREM 333 would need to be able to accommodate student numbers. Part of the field school takes place at JPRF, where current construction of new facilities increases capacity to 28 students by next school year. The other part of NREM 333 takes place at ALRF, where students currently stay at a trapper camp, which is limited to 20 students. To increase the capacity for NREM 333 the department will need to find accommodation at Aleza Lake instead of trapper camp that accommodates the same number of students as JPRF.

Miscellaneous

Faculty members very successfully receive a variety of competitive research grants. While there seems to be a lot of support for grant writing and attracting funds, it sounded like once the funding is in place the university support in terms of management of the received funds is sometimes a challenge. For faculty members to be successful in completing research projects, it is important that an administrative structure is in place to fully support the spending and management of research grants.

Comments on the Future Direction of the Degree Program(s)

See below recommendations.

III. SUMMARY OF THE REVIEWERS' RECOMMENDATIONS

RECOMMENDATIONS	DESCRIPTION OF THE RECOMMENDATION
1) Revisit course scheduling	<p>Need to ensure that core courses for the program are offered on the same day and time every year. That way students can plan better ahead and avoid course conflicts and allow each student a clear pathway to graduation within a reasonable time period.</p> <p>Possible ways to improve scheduling:</p> <ul style="list-style-type: none"> a) Start scheduling process with previous year's schedule. b) Focus on offering courses as Monday-Wednesday-Friday 1 hour lecture courses + 2–3-hour lab time; avoid having 1.5 hour time slots for lectures as these are difficult to accommodate. c) Find a way to block 1st year, 2nd year etc. classes so that they do not overlap. This will allow transfer students to meet pre-requisites for courses, while already taking upper-level courses. <p>Perhaps having a second dedicated advisor could help with keeping the response time to student advising questions within days.</p> <p>Students should be made aware of online courses offered (i.e., Thompson River University Open Learning) to help them with access to courses to complement the synchronous model. This may help them with graduating in a timely fashion.</p>
2) Revisit what minors are offered & provide support to students to choose their minor	<p>The program could benefit from a strategic, internal review of what courses are required for each minor and by ensuring that students can take all the needed courses to complete their degree in 4-5 years.</p> <p>Given the expertise in soils research of multiple recent faculty hires, there is an opportunity to revive the minor Soils and the Environment. Given that many forestry programs around the world often lack forest soils expertise, UNBC could use their current strength to build a popular minor around soils. The Soils and the Environment minor could become one of the 'flagship' minors of the program.</p>

	<p>The Department should engage with the College of Applied Biologists and explore which of the 13 minors could be suitable for accreditation. A starting point may be with looking at the minor in Environmental Sciences and the minor in Biology & Conservation.</p> <p>Students can be exposed to professionals by the end of year 2, prior to declaring a minor. This could be done as part of a mini field school or by strategically hosting career panels with local practitioners that demonstrate a range of job descriptions across industry, provincial and federal agencies, and NGOs. Guest speakers in core courses could also be an option.</p> <p>It may be good to link the exposure to different job profiles and career paths with the type of professional designations that invited speakers/professionals hold, so that students are fully aware early on during their program what professional designations they may want to aim for. This may help them in choosing a minor.</p>
3) Fire Ecology Course	<p>Offer a mandatory fire ecology course. While the new fire ecology course may start out as an elective, it may be a good idea to think about how it can be incorporated as a required course in the core program. We are fully aware that this would require another course to be dropped from the curriculum. Therefore, it may take a few years to figure out how to make this happen.</p> <p>Expose students to the following fire related contents: fire management, fire & soils, fire & insects, fire & indigenous fire management. It may be good to explore options on how to offer this kind of content to UNBC students. This could be done in a course co-taught by several faculty members who bring expertise in these different areas. There may also be opportunities for UNBC students to access online courses on these topics from other institutions.</p>
4) Indigenous Scholar	<p>Hire an indigenous scholar within the department to teach NREM 303 (Aboriginal Perspectives on Land and Resource Management).</p> <p>Increase effort to invite indigenous scholars as guest lecturers to campus but also to field schools and find creative ways to increase connections to indigenous communities.</p>

	<p>These recommendations align with UNBC’s strategic goals listed under the theme “Act on Truth & Reconciliation”. They also fall under the strategic goal to “Nurture an inclusive and accessible University community that respects and learns from diverse perspectives and contributions.”</p>
5) Transportation Costs & Field School Logistics	<p>Need to find resources to help with transportation costs – transportation of students to field sessions. This is vital in maintaining the field studies required to meet not only the FEM outcomes, but also the requirements for the Registered Professional Forester (RPF).</p> <p>Revisit scheduling – possibly to create ‘field days’ in schedules for some terms/years where one can go out for 1-day trips during the week (e.g., Fridays).</p> <p>Visits to the field are a major component of experiential learning. Therefore, facilitating field schools and field trips to the two research forests perfectly aligns with UNBC’s strategic goal to “Expand experiential learning.”</p>
5) Miscellaneous	<p>It may be good to explore ways to improve support for research grant management to allow faculty members a higher chance of success.</p>

Department of Ecosystem Science & Management

BSc. Forest Ecology & Management

Faculty of Environment

Chair: Dr. Ken Otter

Dean: Dr. Nicola Koper

Interim Provost and Vice President, Academic: Dr. Bill Owen

Date UNBC Received the External Review of Degree Programs Report: 25 Feb
2025

Please Note: The Responses to the External Review of Degree Program(s)
Report, Action Plan and the 36 Month Action Plan Progress Report are made
publicly available on the Provost's website.

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PART 1 – ACADEMIC ADMINISTRATIVE UNIT’S RESPONSE TO THE EXTERNAL REVIEW OF DEGREE PROGRAM(S) REPORT

8th September 2025

I. Overall Impression of the Summary of Findings and Recommendations from the External Review of Degree Program Report

ESM found the report very insightful and helpful. For the most part, the review was extremely positive about the program. Most of the recommendations were in areas we had already identified as issues and are actively working on to resolve.

II. Correction of Factual Errors or Areas of Misunderstanding in the Report

There are only subtle factual errors in the document, more from choice of wording etc, which we feel are easy to address in responses to recommendations.

For example, Recommendation 2 suggests revisiting which minors are “offered”, whereas we believe the intent was which minors the Forest Ecology and Management degree lists as “pre-approved” minor options. Minors are senate-approved, and exist in multiple academic units outside ESM. We can’t control whether these are “offered” but we can control which are listed in the FEM degree as “recommended options”.

PART 2 - ACTION PLAN

What steps does the Academic Administrative Unit intend or propose to take in response to the recommendations from the *External Review of Degree Program(s) Report*?

UNBC Responses to the External Review of Degree Program(s) Report		
1	Recommendation	Revisit Course Scheduling.

	Action	<p>The reviewers highlighted multiple issues and challenges experienced by undergraduate students, student advising, faculty and the Dept Chair that result from the current practice of re-establishing the course schedules each academic year. This creates numerous conflicts, particularly for transfer students upon which the FEM program is highly dependent, as they often have to take courses ranging from 100, 200 and 300 levels in their first semesters at UNBC. This also impeded student advising from helping guide students across multiple years to expeditiously complete programs, as there is no predictability of whether courses in future academic years will be in conflict or not. This situation also creates problems for Dept Chairs, as securing sessional instructor contracts typically occurs after the schedule entry window is closed, and because the schedule is uncertain until May often results in potential instructors having to opt out because the schedule conflicts with work commitments outside UNBC.</p> <p>Moving to a schedule that starts by adopting the previous-year's schedule and only changing courses with known conflict issues, as suggested, would be an excellent starting point. ESM and FE Advising are committed to trying this option, but will also require commitment from the Office of the Registrar to proceed.</p>
	Person(s) Responsible	ESM Dept Chair, FE Advising Team, Office of the Registrar
	Target Implementation Date	First opportunity to work with Scheduling to create a "forced schedule" that matches course timing to a previous schedule will be planning for the 2026/2027 academic year. Planning for this can start as early as the Fall of 2025. <i>Note, however, that we will not necessarily use the exact schedule already set for 2025/2026, as we have already encountered several conflict issues with this year that we would try to correct in the subsequent schedule.</i>
	Implementation Details [Targeted actions / deliverables during period]	12 month Action Plan Progress Report <ul style="list-style-type: none"> • Monitor sources of conflict arising from the 2025/2026 course schedule <ul style="list-style-type: none"> • Sept 2025 and Jan 2026, send out emails to all FEM students asking them to report any issues they had with course selection/scheduling based on the current academic year schedule. • Work with Scheduling/Registrars/Advising in Fall 2025 to assess the schedule of ESM courses over the past two academic years. • Using information gathered by Academic Advising, students, and Dept Chair we will propose a 'forced' schedule for the 2026/2027 Academic year that minimizes potential conflicts and adheres as closely as possible to the principles (M/W/F lecture scheduling, T/R labs scheduling etc) recommended by the review team. • Set this as a starting template for future years.

		24 month Action Plan Progress Report	<ul style="list-style-type: none"> • Use 2026/2027 Schedule as template for 2027/2028 schedule, correcting any conflicts discovered with that schedule • Repeat calls for students to report conflicts in scheduling • Compare volume of issues in scheduling between the 2025/2026 year with those arising from the 2026/2027 schedule with Academic Advising. • Solicit feedback from Academic Advising on differences in long-term planning with students.
		36 month Action Plan Progress Report	<ul style="list-style-type: none"> • Use 2027/2028 Schedule as template for 2028/2029 schedule, correcting any conflicts discovered. • Repeat calls for students to report conflicts in scheduling • Compare volume of issues in scheduling between the 2026/2027 with those arising from the 2026/2027 schedule with Academic Advising. • Solicit feedback from Academic Advising on differences in long-term planning with students.

2	Recommendation	Revisit which Minors are recommended and provide support to students to choose their minors.
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	Action	<p>The minors that are listed are those that the Forest Ecology & Management curriculum committee has adopted as “pre-approved options”. In establishing this list, we tried to provide as many minors as possible to give students the greatest degree of breadth. These minors were strategically chosen to coincide with the Canadian Forestry Accreditation Board’s (CFAB) areas of competency that are developed in conjunction with the Forest Professionals of Canada. Forestry schools in Canada do not have to cover all possible areas of competency (most schools specialize), but the pre-approved minors do allow students to cover a breadth of areas in the profession that employers are looking for. It should also be noted that many of these minors exist outside the degrees overseen by ESM, so these minors will exist as options for students independent of our actions. Students are also not restricted to these minors – they can make requests to have other minors approved by the Chair; the provided list is only those that are “pre-approved”. Despite this, our records do indicate that several of the suggested options have had little uptake over the past five years.</p> <p>The curriculum committee overseeing the Forest Ecology and Management Degree recommends revisiting the list of pre-approved minors and soliciting feedback from students in the degree as to which minors elicit the most interest. Second, soliciting feedback about which of the minors are of interest but have proven difficult to select either because of course conflicts or lack of consistency of course offerings. As many of the pre-approved minors occur in academic units outside ESM, this might require consultation with other academic units to advise issues our students are having with completion of desired minors, and how these might be resolved.</p> <p>As suggested, we will also explore the prospect of having the Forest Ecology and Management degree assessed for RPBio accreditation with the College of Applied Biologists (alongside UNBC’s Biology and Wildlife and Fisheries degrees).</p>	
	Person(s) Responsible	Dept Chair, FEM Curriculum Committee, Student Advising and possible other Academic Units	
	Target Implementation Date	Start process in Fall 2025	
	Implementation Details [Targeted actions / deliverables during period]	12 month Action Plan Progress Report	<ul style="list-style-type: none"> Review data on minors completed, as well as which are being attempted by in-progress students. Using data on seldom-used minors, solicit feedback from students as to whether these are of lesser interest, or if there are impediments to completing these minors that make them less popular Apply to the College of Applied Biologists to assess the potential for accreditation of the Forest Ecology & Management degree with either Biology & Conservation or Environmental Science minors to receive accreditation for RPBio
		24 month Action Plan Progress Report	Consider revisions to academic calendar to add/remove minor options if necessary.
		36 month Action Plan Progress Report	N/A – we will need to monitor for 4-5 years to see if changes have any effect

3	Recommendation	Fire Ecology Course	
	Action	<p>The reviewers suggest the establishment of a course in wildfire ecology. This could initially be offered as an elective course, but given the current crisis around wildfire management should be considered to be adopted as a required course.</p> <p>There are a number of faculty who work on areas of fire ecology and management who could contribute to such a course, and are already integrating these topics into various courses within the upper-division curricula. In addition, we recently hired Dr. Violet Zhao in the 2024 Disturbance Ecology faculty search. Dr. Zhao's background focuses on forest disturbance agents, specializing in insect and wildfire. We intend to use her expertise to develop a wildfire ecology course, which we will develop into a regularly offered course within the upper-division of the Forest Ecology & Management program.</p>	
	Person(s) Responsible	Chair ESM, forestry curriculum committee, ESM Faculty	
	Target Implementation Date	Winter 2026	
	Implementation Details [Targeted actions / deliverables during period]	12 month Action Plan Progress Report	<ul style="list-style-type: none"> Develop a special topics (FSTY 498) course in Wildfire Ecology to be scheduled into the 2025/2026 academic year. This course is now scheduled for Winter 2026. Advertise this course option to FEM students in April 2025 and again in Sept 2025. Allowing students to use this course to fulfil upper-division pick-list requirements for the FEM major, as well for completing the two most popular minors in the program (Natural Resource Planning and Operations and Biology & Conservation). Formalize the Wildfire Ecology course into a permanently-numbered course within the FSTY offerings. Move this proposal through Senate for adoption in the 2026/2027 academic calendar, and integrate this into the Forest Ecology & Management degree
		24 month Action Plan Progress Report	<ul style="list-style-type: none"> Offer the course in Winter 2027 under its newly approved course number
		36 month Action Plan Progress Report	<ul style="list-style-type: none"> Make a recurring course in the winter semesters each year

4	Recommendation	Indigenous Scholar	
	Action	<p>The reviewers recommend hiring an Indigenous Scholar to teach NREM 303 (Aboriginal perspectives on land and resource management). This would align with UNBC's strategic goals to <i>Act on Truth & Reconciliation</i> and <i>Nurture and inclusive and accessible University community that respects and learns from diverse perspectives and contributions</i>.</p> <p>With the retirement of Dr. Scott Green in June 2025, the Dept advertised a tenure-track faculty position in Aboriginal/Indigenous Forest Sciences. We conducted a search in Winter 2025 and interviewed two candidates in May 2025. Despite offering the position to an excellent candidate, the person decided not to accept. We are re-launching the search in Fall 2025, but in order to increase the likelihood of a high-level applicant pool, we submitted a proposal in Aug 2025 to the University to have the position considered for one of their NSERC Canada Research Chair - Tier II allocations.</p>	
	Person(s) Responsible	Chair ESM, Academic Search Committee – Forestry (ESM),	
	Target Implementation Date	Starting winter 2025.	
	Implementation Details [Targeted actions / deliverables during period]	12 month Action Plan Progress Report	<ul style="list-style-type: none"> Once the decision on CRC proposals has been made (mid Sept 2025), we will readvertise the Indigenous Forest Sciences position. We are hoping this can be advertised as a CRC Tier II position to solicit an exceptional applicant pool. For Fall 2025, we have secured an Indigenous scholar (Som Pun) who is working towards a PhD focused on Indigenous knowledge in forest management to teach NREM 303. We initiated discussions in Winter 2025 with Environment and Climate Change Canada at the prospects of UNBC being a host-institution for the newly created Division of Indigenous Sciences. This unit would be cohosted with the Faculty of Environment and First Nations Studies, and supported through the Office of Indigenous Initiatives and First Nations Center.
		24 month Action Plan Progress Report	<ul style="list-style-type: none"> Hire a permanent tenure-track faculty member in the Indigenous Forest Sciences position (target start date – July 2026). This person will be assigned NREM 303, and the service component of this position is expected to be focused around working to help Indigenous curricula
		36 month Action Plan Progress Report	As above

5	Recommendation	Transportation Costs & Field School Logistic	
	Action	<p>The reviewers highlight the importance of field schools and field trips for experiential learning in the applied field of forestry. They stressed the importance of maintaining the viability of the NREM 333 field course, as well as creating opportunities for field trips within on-campus courses. This includes the funds necessary to facilitate transport, but also considering establishing a day in the weekly schedule that allows field trips to be scheduled during the school week.</p> <p>We feel that it might be challenging to create a single day a week as “field day”. While we move towards establishing a predicable schedule based off the previous academic year (Recommendation 1), we will look for opportunities to try and establish this. However, as FEM students rely on courses outside ESM for electives, this may not be a realistic possibility. However, one way to combat this is to emphasize the newly approved Teaching Forest Reserve adjacent to campus, and increase the use of this 180ha forest resource immediately adjacent to campus for regular field-based labs in class. This provides the experiential learning objectives while minimizing the burden of increasing individual course fees to offset costs of transport. Where these fees already support excursions to our two Research Forests, we will look for opportunities to coordinate field excursions between two courses whose labs co-occur on the same day and have significant course cohort overlap. This will help distribute transport costs.</p> <p>As this pertains to field schools, we will look for more opportunities to offer modular courses with focused trips to the Research Forests (e.g. conducted during semester reading breaks or offered during the spring/summer). For NREM 333 – Field Applications in Resource Management, we will continue to look for opportunities to managed the costs of running the course (without compromising the student experience) so as not to shift the burden to students through increased course fees.</p>	
	Person(s) Responsible	Chair ESM, FEM curriculum committee, Dean FE, Faculty ESM	
	Target Implementation Date	Starting winter 2025	
	Implementation Details [Targeted actions / deliverables during period]	12 month Action Plan Progress Report	<ul style="list-style-type: none"> Work with instructors of NREM 333 to address the rising costs of the field course that are outpacing collected course fees. This will include developing new strategies around food costs (the primary expense) so as to maintain the current transport budget. Emphasize the use of the Teaching Forest Reserve lands for teaching resources within NREM and FSTY courses. Begin integrating the development of this land base (e.g. trail creation/accessibility planning, fire-smart planning) as practical assignments within courses. Identify areas within the landbase for teaching demonstrations.
		24 month Action Plan Progress Report	Begin discussions/planning for new modular course offerings at research forests
		36 month Action Plan Progress Report	Continue as above

6	Recommendation	Miscellaneous – improve support for research grant management to increase success	
	Action	<p>This recommendation is likely generic to all research institutions. We do feel that ESM’s faculty have been extremely successful already in research grant support (as the reviewers highlight on page 20 of the report – <i>“Faculty members have been extremely successful in securing research grants (\$9.8 million over the last 5 years) from different NSERC programs, Mitacs, and NRCAN. Especially the success rates in securing NSERC grants show that the quality of work of the faculty members is competitive to secure grants from these national competitions.”</i>).</p> <p>Where we feel we could take action on this recommendation is continuing to partner early-career faculty with later-stage mentors who can help develop grant application strategies. This already occurs informally with all new hirings in ESM, and we can implement it as a formal strategy. The Dean and Chair have also established “Early-career Discussion” groups (starting in 2024) that are focused on topics such as the practicality of grant management, hiring students and other areas of interest to new faculty. However, to fully implement this, their will also need to be engagement from the Office of Research and Innovation to increase grant-writing and grant management programs that will benefit all researchers at the institution.</p>	
	Person(s) Responsible	Dean FE, Chair ESM, Office of Research & Innovation	
	Target Implementation Date	Winter 2025	
	Implementation Details [Targeted actions / deliverables during period]	12 month Action Plan Progress Report	<ul style="list-style-type: none"> Solicit topics from early-career faculty (those hired within the last five years) that they would like information on. Establish regular meetings (several per semester) where Chair/Dean/Senior faculty can provide mentorship on topics and establish peer-support networks. Formalize some of these advice sessions by having senior faculty record short video workshops or create written instructions on common grant management queries (e.g. budgeting, equipment purchasing procedures, hiring students etc). Create a Moodle site for this archive as a permanent resource for new faculty. Work with the Office of Research & Innovation to increase the number of workshops for grant writing and success for new faculty members
		24 month Action Plan Progress Report	<ul style="list-style-type: none"> Continue building the ECR meetings/Moodle mentoring site with new content Review and (if necessary) revise content as new policies/procedures are implemented
		36 month Action Plan Progress Report	As above

FOLLOW UP DATES

As per the *External Review of Degree Program(s) Procedures*, the Academic Administrative Units are responsible for submitting Action Plan Progress Reports to the Dean on the following dates:

- 12 month Action Plan Progress Report: 31 August 2026
- 24 month Action Plan Progress Report: 31 August 2027
- 36 month Action Plan Progress Report: 31 August 2028

PART 3 – DEAN’S AND PROVOST AND VICE PRESIDENT, ACADEMIC’S RESPONSES

I. Summary of the Degree Program Review Process

Self-study materials prepared by the academic unit during 2024 as part of the external review process of the Forest Ecology and Management program were presented to Professors Eskelson (UBC) and Karakatsoulis (TRU) in early December 2024. Then followed a site visit to the Prince George campus across 13-14 January 2025. Professor Todd Whitcombe kindly served as the internal member of the review committee providing the external reviewers with contextual advice about UNBC operations. The external reviewers final report, submitted on 25 February 2025, identified several major program strengths including academic choice for students, connections to industry, opportunities for experiential learning, and support for faculty members and their research. Areas in need of development were also identified, in addition to comments on the future direction of the degree program, which together have shaped the above action plan, submitted to Dean and Provost for finalization in September 2025.

II. Dean’s Response to the Recommendations and Action Plan 8th September 2025

The Dean is in support of the Department Chair and Curriculum Chair’s response to recommendations. In particular, introduction of a wildfire ecology course, and bringing on a scholar with extensive expertise in Indigenous forestry (preferably an Indigenous scholar) are high priorities for our Faculty. I note the recommendation that we review the minors that have been pre-approved, and streamline that list to reflect minors that are in demand.

III. Provost and Vice President, Academic’s Response to the Recommendations and Action Plan (September 23rd, 2025)

Regular and comprehensive degree program reviews support the commitment of the university and its faculty and staff to the quality, accountability, sustainability, and continuous improvement of UNBC’s degree programs and academic service units.

Thank you to the review committee, the department faculty, staff, and students, central administration, and the faculty dean for their participation in the program review for Forest Ecology and Management. I have carefully read the reviewers’ report, the departmental response, and the decanal response. A meeting with

the dean and chair on 22 September 2025 provided important additional context. I want to underscore the authority and responsibility of the dean and department for a large majority of the recommendations.

I broadly agree with the recommendations of the external review committee and how these recommendations have been incorporated into the departmental action plan. It is important to recognize that some of the actions will need to be considered in light of the other two ESM program reviews that are currently in progress;

- The principles that *too* many options often do not lead to the intended outcomes (e.g., increased enrolments);
- Aiming to streamline and simplify the curriculum pathways, whilst preparing students for opportunities beyond their post-secondary education.

I also appreciate that the Department has already taken steps that align with the key recommendations.

As is usually the case, the external review committee has made recommendations that have some degree of resource implications. Whereas I broadly support the action plan, recommendations and actions that necessitate acquiring new resources or reallocation of resources will take some time to achieve and must align with the strategic direction and goals of the department and faculty.

I look forward to seeing the department's work on the action plan and to hearing about the positive impact on the program.

STEERING COMMITTEE OF SENATE

PROPOSED MOTION

Motion: That, on the recommendation of the Steering Committee of Senate and the Senate Committee on Admissions and Degrees (SCAD), the changes to the Terms of Reference for the Senate Committee on Admissions and Degrees and subsequently the Senate Handbook be approved.

Effective Date: Upon approval of Senate

Rationale: The revisions to the Senate Committee on Admission and Degrees (SCAD) Terms of Reference are needed due to ongoing difficulties achieving quorum under the current requirements. Vacancies and changes in committee membership have made it challenging for Senate Committee on Admission and Degrees (SCAD) to meet and conduct its business in a timely manner. Updating the Terms of Reference will help ensure the committee can operate effectively and maintain the workflow of approvals coming forward to Senate.

Current Terms of Reference with proposed changes underlined and deletions indicated using “~~strikethrough~~”

SENATE COMMITTEE ON ADMISSIONS AND DEGREES (SCAD)

Terms of Reference:

- To consider and review admission and admission standards to the University and to programs of study, in consultation with the academic community as appropriate, and to make recommendations to Senate.
- To examine and rule upon applications for articulation, transfer credit and admission which is not clearly resolvable under existing University policies and/or regulations.
- To receive, in advance of each convocation, recommendations for the conferral of degrees, diplomas and certificates; for recommendation to Senate.
- Upon request by the applicant, to reconsider admission or readmission cases as appropriate.

Membership:

President (*ex officio*) only when meeting as the Degree Committee
Four Faculty Members*

*Ideally, representing different Faculties and at least one from a professional program

Two persons appointed by the Registrar

Two Students, including:

- a) a graduate student
- b) an undergraduate student

Secretary of Senate (non-voting)

POSITION	INCUMBENT	EXPIRY DATE
Faculty Member (Professional Program)	Ngoc Huynh	03/31/2026
Faculty Member	Fei Tong	03/31/2026
Faculty Member	Ping Bau	03/31/2027
Faculty Member	Elie Korkmaz	03/03/2027
One of the “two persons appointed by the Registrar”	Jill Mitchell Nielsen, Director, Graduate (Chair)	N/A
One of the “two persons appointed by the Registrar”	Marlina Hawes, Deputy Registrar	N/A
Graduate Student	Alana Lamalice	08/31/2026
Undergraduate Student	Vacant	08/31/2026
Secretary of Senate (non-voting)	Kimberly Read	N/A

When meeting as the Degree Committee, added to the membership are: The President, Faculty Deans, and Vice President, Research and Innovation.

POSITION	INCUMBENT	EXPIRY DATE
President (<i>ex officio</i>)	Geoff Payne	N/A
Dean, Faculty of Business and Economics	Ronald Camp II	N/A
Dean, Faculty of Environment	Nicola Koper	N/A
Dean, Faculty of Human and Health Sciences	Nathan Lachowsky	N/A
Dean, Faculty of Indigenous Studies, Social Sciences and Humanities	Katerina Standish	N/A
Dean, Faculty of Science and Engineering	Deborah Roberts	N/A
Vice President, Research and Innovation	Paula Wood-Adams	N/A

Chair: Elected in October by and from the membership.

Committee Secretary: One of the “Two persons appointed by the Registrar,” to be determined by the Committee members

Recording Secretary: ~~Registrar Services Officer~~ — or administrative support position assigned by Registrar Curriculum and Records Specialist – or administrative support position assigned by the Registrar

Quorum: Majority, including at least one student and two faculty members and, when meeting as the Degree Committee, the Deans or acting Deans

Reporting Month: September

Motion proposed by: Jill Mitchell Nielsen, Chair, Senate Committee on Admission and Degrees

Academic Program: not applicable

Faculty(ies): not applicable

Faculty Council / Committee Motion Number(s): not applicable

Faculty Council / Committee Approval Date(s): not applicable

Attachment Pages (if applicable): _____ pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ADMSSIONS AND DEGREES MEETING

Brief Summary of Committee Debate:

Motion No.: n/a

Moved by: Marlina Hawes

Seconded by: Alana Lamalice

Committee Decision: CARRIED

Approved by SCAD: 21/11/2025
Date

Jill Mitchell Nielsen
Chair's Signature

For recommendation to ✓, **or information of** _____ **Senate.**

SENATE COMMITTEE ON ADMISSIONS AND DEGREES

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the change to page 25 in the 2025-2026 Graduate Academic Calendar on permission for undergraduates to take graduate coursework be approved as proposed.

1. **Effective date:** September 2026

2. **Rationale for the proposed revisions:** This proposed revision removes the restriction that graduate courses taken for credit in an undergraduate degree cannot subsequently be used for credit towards a graduate program. This change enables the implementation of expedited Master's degree programs. Students can complete their graduate degree more quickly by double counting credits to meet both undergraduate and graduate degree requirements.

3. **Implications of the changes for other programs, etc., if applicable:** This motion does not obligate academic programs to onboard an expedited Master's degree program. Impacted units who wish to leverage this option will also need to submit a calendar revision to their program requirements page in the graduate and/or undergraduate calendar, depending on how degree requirements and electives are defined.

4. **Reproduction of current Calendar entry for the item to be revised:**

1.9 Permission for Undergraduates to Take Graduate Coursework

1.9.1

Students in their final year of a baccalaureate degree program at UNBC who have a GPA of at least 3.33 (B+) in the last 30 credit hours of coursework attempted and have completed all required lower-division coursework may be permitted to register in a maximum of 6 credit hours of graduate courses with the permission of the instructor and the graduate program concerned and with the approval of the Dean. If a student is subsequently admitted to a graduate program, graduate courses used for credit toward an undergraduate program cannot be used for credit toward a graduate program.

1.9.2

Simultaneous enrolment in a graduate program and an undergraduate, diploma or certificate program is not permitted.

5. **Proposed revision with changes underlined and deletions indicated clearly using "strikethrough":**

~~Students in their final year of a baccalaureate degree program at UNBC who have a GPA of at least 3.33 (B+) in the last 30 credit hours of coursework attempted and have completed all required lower-division coursework may be permitted to register in a maximum of 6 credit hours of graduate courses with the permission of the instructor and the graduate program concerned and with the approval of the Dean. If a~~

~~student is subsequently admitted to a graduate program, graduate courses used for credit toward an undergraduate program cannot be used for credit toward a graduate program.~~

1.9 Undergraduate enrolment in graduate-level courses

1.9.1

Graduate course enrolment may be approved for undergraduate students in their final year, up to a maximum of 10 credits. Program-specific limits may apply.

1.9.2

Bachelor to Master's Bridging Program

Graduate courses may be approved to fulfill undergraduate degree requirements. Eligibility normally requires:

- Completion of at least 90 undergraduate credits and all required lower-division coursework; and
- A minimum cumulative GPA of 3.33 (B+) in the most recent 30 credits.

Graduate courses used toward granting the undergraduate degree may, with approval, be applied to a future graduate program at UNBC. Admission to a graduate program or transfer of credit is not guaranteed.

1.9.3

Accelerated Master's Degree Pathway

Early admission to an accelerated graduate program may be considered for qualified undergraduate students. Eligibility requirements are set by individual programs, and normally require:

- Completion of the required minimum number of undergraduate credits;
- Meeting minimum GPA requirements; and
- Submission of an application.

Graduate courses previously approved to be credited toward their undergraduate degree will be applied to meet graduate program requirements.

Early conditional admission is contingent on successful completion of designated graduate coursework, maintaining a GPA above 3.00 in the final year, and conferral of the undergraduate degree. Additional requirements may be set by individual programs.

1.9.4

Application procedures and requirements for the Bachelor to Master's Bridging Program and the Accelerated Master's Degree Pathway are available on our [website](#).

1.9.5

Simultaneous enrolment in a graduate program and an undergraduate, diploma or certificate program is not permitted.

6. Authorization:

Program / Academic / Administrative Unit: Graduate Administration | Office of the Registrar

Faculty(ies): All

Faculty Council Motion Number(s):

FSE: FSE FC 2025.09.25.03

FBE: FBEFC20250925-03
FE: FEFC 2025:09:11:03
FISSSH: FISSSHFC.2025.09.18.03
FHHS: FHHS.FC.2025.09.18.03

Senate Committee on Indigenous Initiatives Motion Number: N/A

Senate Committee on Indigenous Initiatives Meeting Date: N/A

7. Other Information

Attachment Pages: 1 # _____ pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ADMISSIONS AND DEGREES MEETING

Brief Summary of Committee Debate:

Motion No.: SCAD20251103

Moved by: Elie Korkmaz

Seconded by: Alana Lamalice

Committee Decision: CARRIED

Approved by SCAD: 11/21/2025
Date

Chair's Signature

For recommendation to ✓, **or information of** _____ **Senate.**

Motion Number (assigned by
Steering Committee of Senate): S-202511.10

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the changes to the program requirements for the Physics - BSc Program on pages 182 of the 2025/2026 Undergraduate Calendar, be approved as proposed.

1. **Effective date:** September 2026

2. **Rationale for the proposed revisions:** Students entering the MSc - Physics program at UNBC who completed their undergraduate degree in Physics at UNBC are exceptionally well prepared for graduate studies at UNBC. Students from outside UNBC coming into the Physics MSc usually will select their graduate courses taking at least two 600-level courses, usually taught as 400/600 by a single instructor, to ensure adequate background in fundamental areas of Physics. UNBC BSc students will have taken the 400-level equivalent of most, or all, of these 600-level courses, making them more prepared than students coming into the MSc program from other institutions. However, students having taken the 400-level equivalent at UNBC are precluded from taking the 600-level course at the graduate level if they are retained as MSc students. This strains the teaching resources required to offer the MSc – Physics degree at UNBC.

The department of Physics is proposing a solution, modeled after the “Accelerated Masters in Engineering Science” offered at Simon Fraser University, that is expected to (i) enhance retention of undergraduate students as graduate students in Physics at UNBC, (ii) reduce the time-to-completion for UNBC students choosing to stay at UNBC for their MSc – Physics degree, while (iii) reducing teaching resources required to offer the MSc Physics degree. This proposal is consistent with the draft “Accelerated Master’s Degree Proposal” circulated by the UNBC Office of Graduate Administration. The proposed “Accelerated Postgraduate Stream” will allow students to take the 600-level version of two upper-division courses and the graduate seminar PHYS 701 in place of PHYS 401 (capstone seminar course co-taught with the graduate seminar), giving them up to 9 credits towards an MSc in Physics at UNBC.

The proposal here is likely to be attractive to students as it will maximize time for thesis and research work during the MSc, allowing them to focus very quickly on their research, and ultimately graduate more quickly. We anticipate this to be an excellent recruitment tool, and likely to convert a larger fraction of our undergraduates to graduate students at UNBC enhancing retention.

The proposal is for students to apply for admission to the department for entry into the “Accelerated Postgraduate Stream” in their third year of study. Upon acceptance, students would be eligible to take PHYS 701 instead of PHYS 401, PHYS 600 instead of PHYS 400, and their choice of one other 600-level course instead of the 400-level courses they would otherwise be taking as part of their degree (up to 9 credit hours). This would leave them with two graduate courses to take during their MSc, which can in principle be completed in one semester, reducing from two to one the number of semesters of course work required. It also reduces by two the number of graduate courses that need to be offered by faculty in the department. Students are currently required to take PHYS 401 – Seminar in Contemporary Topics in Physics. Graduate students would be required to take PHYS 701 – Graduate Seminar in Physics. Since Physics has taken on its own graduate seminar requirement, it has been offered in conjunction with PHYS 401 (i.e. PHYS 401/701). Despite the difference in level and requirements, students attend the same seminars and it makes sense to teach it at the same time to optimize teaching resources. We have relied strongly on 400/600 courses to optimize teaching resources over many years.

Precedent: There are other accelerated MSc programs, even within British Columbia. At SFU, for example, there is an accelerated MSc in Engineering:

<https://www.sfu.ca/fas/study/current-students/school-of-engineering-science/undergraduates/program-requirements.html>

Currently, eligible UNBC students can use up to 6 credits of graduate course work towards their undergraduate degree (similar to the proposal above). While the model is slightly different, the ideas are similar, and what we propose here we believe makes sense for UNBC, and strengthen graduate programs in Physics in particular.

3. **Implications of the changes for other programs, etc., if applicable:** None

4. **Reproduction of current Calendar entry for the item to be revised:**

BSc Honours – Physics

The Honours Program in Physics offers students a higher level of physics education and physics research experience for proceeding to postgraduate studies in physics or related fields. Honours students must complete the program requirements for the BSc degree in Physics (Major in Physics). In addition, they must complete PHYS 402 for a minimum of 3 credit hours and submit for approval an undergraduate thesis or research project report under the supervision of a faculty member.

Students can seek entry to the Honours program after the completion of 60 credit hours with a Cumulative GPA of at least 3.33, and their continuance in the program also requires maintaining a Cumulative GPA of 3.33 or better. Entry to the Honours Program is at the discretion of the Physics Department.

5. **Proposed revision with changes underlined and deletions indicated clearly using “~~striketrough~~”:**

BSc Honours – Physics

The Honours Program in Physics offers students a higher level of physics education and physics research experience for proceeding to postgraduate studies in physics or related fields. Honours students must complete the program requirements for the BSc degree in Physics (Major in Physics). In addition, they must complete PHYS 402 for a minimum of 3 credit hours and submit for approval an undergraduate thesis or research project report under the supervision of a faculty member.

Students can seek entry to the Honours program after the completion of 60 credit hours with a Cumulative GPA of at least 3.33, and their continuance in the program also requires maintaining a Cumulative GPA of 3.33 or better. Entry to the Honours Program is at the discretion of the Physics Department.

Accelerated Postgraduate Stream

The Accelerated Postgraduate Stream in Physics offers students interested in pursuing an MSc in Physics at UNBC the opportunity to take three graduate-level courses as part of their undergraduate degree, which can be applied to an MSc – Physics degree at UNBC. This allows students who pursue graduate studies in Physics to focus more quickly on research and accelerate the time to completion for their graduate degree.

Students would need to satisfy the requirements of the Physics Major or BSc Honours, with up to 9 credit hours selected from the following substitutions:

- PHYS 600-3 instead of PHYS 400-3
- PHYS 701-3 instead of PHYS 401-3
- One other 600-level course instead of the 400-level equivalent, or other graduate course with permission of the graduate program Chair

Students can seek entry to the Accelerated Postgraduate Stream after the completion of 60 credit hours with a Cumulative GPA of at least 3.33. Entry to the Accelerated Postgraduate Stream is at the discretion of the Physics

Department, and students who apply for entry must include a letter of support from a potential MSc supervisor.
Students must maintain an academic record sufficient to be admitted to the MSc – Physics program.

6. Authorization:

SCCC Reviewed: August 28, 2025

Program / Academic / Administrative Unit: Physics

Faculty(ies): Science and Engineering

Faculty Council Motion Number(s): FSE FC 2025.09.25.04

Faculty Council Approval Date(s): September 25, 2025

Senate Committee on Indigenous Initiatives Motion Number: N/A

Senate Committee on Indigenous Initiatives Meeting Date: N/A

7. Other Information

Attachment Pages: 0 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF

Moved by: _____ **Seconded by:** _____

Committee Decision:

Approved by SCAAF: _____
Date Chair's Signature

For recommendation to ✓ , **or information of** _____ **Senate.**

Motion Number (assigned by
Steering Committee of Senate): S-202511.11

SENATE COMMITTEE ON ADMISSIONS AND DEGREES

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the changes to the program requirements for the MSc - Physics Program on page 94 of the 2025/2026 Graduate Calendar, be approved as proposed.

1. **Effective date:** September 2026

2. **Rationale for the proposed revisions:** Students entering the MSc - Physics program at UNBC who completed their undergraduate degree in Physics at UNBC are exceptionally well prepared for graduate studies at UNBC. Students from outside UNBC coming into the Physics MSc usually will select their graduate courses taking at least two 600-level courses, usually taught as 400/600 by a single instructor, to ensure adequate background in fundamental areas of Physics. UNBC BSc students will have taken the 400-level equivalent of most, or all, of these 600-level courses, making them more prepared than students coming into the MSc program from other institutions. However, students having taken the 400-level equivalent at UNBC are precluded from taking the 600-level course at the graduate level if they are retained as MSc students. This strains the teaching resources required to offer the MSc – Physics degree at UNBC.

The department of Physics is proposing a solution, modeled after the “Accelerated Masters in Engineering Science” offered at Simon Fraser University, that is expected to (i) enhance retention of undergraduate students as graduate students in Physics at UNBC, (ii) reduce the time-to-completion for UNBC students choosing to stay at UNBC for their MSc – Physics degree, while (iii) reducing teaching resources required to offer the MSc Physics degree. This proposal is consistent with the draft “Accelerated Master’s Degree Proposal” circulated by the UNBC Office of Graduate Administration. The proposed “Accelerated Postgraduate Stream” will allow students to take the 600-level version of two upper-division courses and the graduate seminar PHYS 701 in place of PHYS 401 (capstone seminar course co-taught with the graduate seminar), giving them up to 9 credits towards an MSc in Physics at UNBC.

The proposal here is likely to be attractive to students as it will maximize time for thesis and research work during the MSc, allowing them to focus very quickly on their research, and ultimately graduate more quickly. We anticipate this to be an excellent recruitment tool, and likely to convert a larger fraction of our undergraduates to graduate students at UNBC enhancing retention.

The proposal is for students to apply for admission to the department for entry into the “Accelerated Postgraduate Stream” in their third year of study. Upon acceptance, students would be eligible to take PHYS 701 instead of PHYS 401, PHYS 600 instead of PHYS 400, and their choice of one other 600-level course instead of the 400-level courses they would otherwise be taking as part of their degree (up to 9 credit hours). This would leave them with two graduate courses to take during their MSc, which can in principle be completed in one semester, reducing from two to one the number of semesters of course work required. It also reduces by two the number of graduate courses that need to be offered by faculty in the department. Students are currently required to take PHYS 401 – Seminar in Contemporary Topics in Physics. Graduate students are required to take PHYS 701 – Graduate Seminar in Physics. Since Physics has taken on its own graduate seminar requirement, it has been offered in conjunction with PHYS 401 (i.e. PHYS 401/701). Despite the difference in level and requirements, students attend the same seminars and it makes sense to teach it at the same time to optimize teaching resources. We have relied strongly on 400/600 courses to optimize teaching resources over many years.

Precedent: There are other accelerated MSc programs, even within British Columbia. At SFU, for example, there is an accelerated MSc in Engineering:

<https://www.sfu.ca/fas/study/current-students/school-of-engineering-science/undergraduates/program-requirements.html>

Currently, eligible UNBC students can use up to 6 credits of graduate course work towards their undergraduate degree (similar to the proposal above). While the model is slightly different, the ideas are similar, and what we propose here we believe makes sense for UNBC, and strengthen graduate programs in Physics in particular.

3. **Implications of the changes for other programs, etc., if applicable:** None

4. **Reproduction of current Calendar entry for the item to be revised:**

Thesis Option

The Master of Science thesis option is designed for candidates who wish to develop career interests related to scientific research or who intend to pursue further academic research degrees. MSc students are required to complete 3 credit hours of Graduate Seminar, a minimum of 12 credit hours of approved graduate-level electives (i.e., at or above the 600 level), and a 12 credit-hour thesis (PHYS 794-12). It is expected that the electives consist of scientifically-oriented courses and that the thesis involves an independent investigation resulting in a scientific contribution.

A maximum of 6 credit hours from independent studies can be counted towards the elective requirement. Specific details of coursework are determined by the research area undertaken by the student. The supervisory committee ensures the appropriate selection of elective courses and may require a student to complete more than 12 elective credit hours if, for example, weaknesses in the student's background exist (including undergraduate prerequisites for graduate courses) or if additional courses are required for professional accreditation.

Students will be required to (a) make an oral presentation of the thesis proposal to the supervisory committee, (b) write an original thesis based on the research completed (in accordance with established UNBC guidelines), and (c) present a public oral defence of the thesis to the examining committee. All course requirements must have been satisfied prior to the oral defence.

Summary of Thesis Option

Graduate Seminar	3 credit hours
Elective Courses	12 credit hours
MSc Thesis	12 credit hours
Total Required	27 credit hours

5. **Proposed revision with changes underlined and deletions indicated clearly using “~~striketrough~~”:**

Thesis Option

The Master of Science thesis option is designed for candidates who wish to develop career interests related to scientific research or who intend to pursue further academic research degrees. MSc students are required to complete 3 credit hours of Graduate Seminar, a minimum of 12 credit hours of approved graduate-level electives (i.e., at or above the 600 level), and a 12 credit-hour thesis (PHYS 794-12). It is expected that the electives consist of scientifically-oriented courses and that the thesis involves an independent investigation resulting in a scientific contribution.

A maximum of 6 credit hours from independent studies can be counted towards the elective requirement. Specific details of coursework are determined by the research area undertaken by the student. The supervisory committee ensures the appropriate selection of elective courses and may require a student to complete more than 12 elective credit hours if, for example, weaknesses in the student's background exist (including undergraduate prerequisites for graduate courses) or if additional courses are required for professional accreditation.

Students will be required to (a) make an oral presentation of the thesis proposal to the supervisory committee, (b) write an original thesis based on the research completed (in accordance with established UNBC guidelines), and (c)

present a public oral defence of the thesis to the examining committee. All course requirements must have been satisfied prior to the oral defence.

Summary of Thesis Option

Graduate Seminar	3 credit hours
Elective Courses	12 credit hours
MSc Thesis	12 credit hours
Total Required	27 credit hours

Accelerated Thesis Option

Students admitted to the MSc – Physics program who completed the Accelerated Postgraduate Stream in their BSc Physics at UNBC have completed up to 9 credit hours towards the Thesis Option. The requirements under the Accelerated Thesis Option are the same as for the Thesis Option, with a reduced number of credit hours required reflecting credit already obtained in the Accelerated Postgraduate Stream. Students entering via this option who have fewer than 9 prior credit hours are required to take additional graduate elective courses to meet the total required credit hours.

Summary of Accelerated Thesis Option

Elective Courses	6-12 credit hours
MSc Thesis	12 credit hours
Accelerated Postgraduate Stream (BSc)	3-9 credit hours
Total Required	27 credit hours

6. Authorization:

SCCC Reviewed: August 28, 2025

Program / Academic / Administrative Unit: Physics

Faculty(ies): Science and Engineering

Faculty Council Motion Number(s): FSE FC 2025.09.25.05

Faculty Council Approval Date(s): September 25, 2025

Senate Committee on Indigenous Initiatives Motion Number: not applicable

Senate Committee on Indigenous Initiatives Meeting Date: not applicable

7. Other Information

Attachment Pages: 0 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ADMISSIONS AND DEGREES MEETING

Brief Summary of Committee Debate:

Motion No.: SCAD

Moved by:

Seconded by:

Committee Decision:

Approved by SCAD:

Date

Chair's Signature

For recommendation to ✓ **, or information of** _____ **Senate.**



Motion Number (assigned by SCSB): SCSB20251022.03

SENATE COMMITTEE ON SCHOLARSHIPS AND BURSARIES (SCSB)

PROPOSED MOTION

Motion: That the new Terms and Conditions for the Dr. Roma Zenovea Hawirko Scholarship be approved.

Rationale: To activate the Dr. Roma Zenovea Hawirko Scholarship commencing the 2026-2027 Academic Year.

Proposed By: Harpreet Kaur, Scholarships Awards and Internal Grants Officer

Research & Innovation Contact: Harpreet Kaur, Scholarships Awards and Internal Grants Officer

Faculty/Academic Department: N/A

Indigenous Content: No

Date to SCSB: Sept 19, 2025

TO BE COMPLETED AFTER SCSB MEETING

Brief Summary of Committee Debate: The Committee endorsed the motion.

Motion No.: SCSB20251022.03

Moved by: Maik Gehloff

Seconded by: Harpreet Kaur

Committee Decision: Carried

Attachments: 1 page

Approved by SCSB: _____
Date


Chair's Signature

For Information of Senate & Board

AWARDS GUIDE INFORMATION:

Award Category: General

Award Name: Dr. Roma Zenovea Hawirko Scholarship

Awards Guide Description/Intent: This award was established to honour the memory of Dr. Roma Zenovea Hawirko. Roma and her sister Leonara were encouraged by their father to pursue post-secondary education. Roma graduated with a Bachelor of Science from the University of Manitoba (1941) and later achieved her Masters (1949) and PhD (1951) in Bacteriology from McGill. During her tenure as a professor at the University of Manitoba, Roma guided her students to excellence and exploration. Roma heard about a new university being established in northern British Columbia. She believed in equitable access to education and wanted to help by gifting UNBC with a bequest to help future students committed to their field of study and career potential.

Donor: The Estate of Dr. Roma Zenovea Hawirko

Value: \$5,000

Number: One undergraduate, one graduate

Award Type: Scholarship

Eligibility: One available to a full-time graduate student enrolled in a Biology Program who is committed to their field of study and career potential.

One available to a full-time undergraduate student enrolled in a Biology Program who has completed a minimum of 30 credit hours and is committed to their field of study and career potential.

Criteria: Academic excellence

Effective Date: Endowed 2025

Recipient Selection: Senate Committee on Scholarships and Bursaries on recommendation by the Awards and Financial Aid Office



Motion Number (assigned by SCSB): SCSB20251022.04

SENATE COMMITTEE ON SCHOLARSHIPS AND BURSARIES (SCSB)

PROPOSED MOTION

Motion: That the revised Terms and Conditions for the PETRONAS Canada Nursing Award be approved.

Rationale: To revise the PETRONAS Canada Nursing Award commencing the 2025-2026 Academic Year.

Proposed By: Harpreet Kaur, Scholarships Awards and Internal Grants Officer

Research & Innovation Contact: Harpreet Kaur, Scholarships Awards and Internal Grants Officer

Faculty/Academic Department: N/A

Indigenous Content: No

Date to SCSB: Aug 20, 2025

TO BE COMPLETED AFTER SCSB MEETING

Brief Summary of Committee Debate: The Committee endorsed the motion.

Motion No.: SCSB20251022.04

Moved by: Maik Gehloff

Committee Decision: Carried

Seconded by: Harpreet Kaur

Attachments: 1 page

Approved by SCSB: October 28th 2025
Date


Chair's Signature

For Information of Senate & Board

AWARDS GUIDE INFORMATION:**Award Category:** In-course**Award Name:** PETRONAS Canada Nursing Award

Awards Guide Description/Intent: PETRONAS Canada is one of the largest natural gas resource owners in the country. The company believes in investing in education and human capital development at all levels. PETRONAS Canada aims to create positive alliances where they operate by protecting and adding value to the well-being of employees, partners and communities. They continue to contribute to sustainable development through improving access to quality education and promoting learning opportunities so students can realize their career aspirations. This award has been established to support students in the UNBC Northern Baccalaureate Nursing Program which will benefit the community of Fort St. John and surrounding areas.

Donor: PETRONAS Canada**Value:** \$5,000**Number:** ~~Two~~Four**Award Type:** Award

Eligibility: Available to a full-time undergraduate student enrolled in the Fort St. John Northern Baccalaureate Nursing Program. First preference will be given to residents of Northeast BC including Fort St. John, Fort Nelson, Dawson Creek, Tumbler Ridge, Chetwynd, Pouce Coupe and Taylor.

Criteria: Satisfactory academic standing

Notes: Successful applicants can only receive one PETRONAS Canada award in an academic year.

Effective Date: Established 2022, revised 2025

Recipient Selection: Senate Committee on Scholarships and Bursaries on recommendation by the UNBC Awards Office



Motion Number (assigned by SCSB): SCSB20251022.05

SENATE COMMITTEE ON SCHOLARSHIPS AND BURSARIES (SCSB)

PROPOSED MOTION

Motion: That the revised Terms and Conditions for the Newmont Award be approved.

Rationale: To revise the Newmont Award commencing the 2025-2026 Academic Year.

Proposed By: Harpreet Kaur, Scholarships Awards and Internal Grants Officer

Research & Innovation Contact: Harpreet Kaur, Scholarships Awards and Internal Grants Officer

Faculty/Academic Department: N/A

Indigenous Content: No

Date to SCSB: Oct 10, 2025

TO BE COMPLETED AFTER SCSB MEETING

Brief Summary of Committee Debate: The Committee endorsed the motion.

Motion No.: SCSB20251022.05

Moved by: Maik Gehloff

Committee Decision: Carried

Seconded by: Harpreet Kaur

Attachments: 1 Page

Approved by SCSB: October 28th 2025
Date


Chair's Signature

For Information of Senate & Board

AWARDS GUIDE INFORMATION:

Award Category: General

Award Name: ~~Newcrest~~Newmont Award

Awards Guide Description/Intent: ~~Newcrest Mining Ltd. (“Newcrest”)~~Newmont Corporation (“Newmont”), headquartered in ~~Melbourne, Australia~~Denver, Colorado, United States, has established a strong presence in northern British Columbia with two operating mines in the region – the Brucejack Mine, located approximately 65 km north of Stewart, and the Red Chris Mine, approximately 80 km south of Dease Lake. ~~Newcrest~~Newmont’s vision is to be the Miner of Choice and to be valued by both its people and its communities. As part of this commitment, local hires are given preference for all positions whenever possible, and ~~Newcrest~~Newmont works directly with community employment coordinators to connect locals with job opportunities at the mines and its office in Smithers. The total mine site workforce includes approximately 1,300 people in Brucejack and 1,200 in Red Chris, working on rotation in management, trades, logistics, mining, milling, and a spectrum of mine and camp support roles.

With this award, ~~Newcrest~~Newmont wants to support students from northern BC pursuing a degree in Natural Resources, Environmental Studies, Human Resources, Computer Science, or Engineering Programs.

Donor: ~~Newcrest Mining Ltd.~~Newmont Corporation

Value: \$5,000

Number: One

Award Type: Award

Eligibility: Available to a full-time undergraduate or graduate student enrolled in a Natural Resources, Environmental Studies, Human Resources, Computer Science, or Engineering Program. Undergraduate students must have completed 60 credit hours. First preference will be given to a resident of northern British Columbia.

Criteria: Demonstrated financial need and academic proficiency

Note: This award is renewable for up to one year, subject to the recipient maintaining the criteria of academic proficiency.

Effective Date: Established 2021, revised 2023⁵

Recipient Selection: Senate Committee on Scholarships and Bursaries on recommendation by the UNBC Awards Office



Motion Number (assigned by SCSB): SCSB20251022.06

SENATE COMMITTEE ON SCHOLARSHIPS AND BURSARIES (SCSB)

PROPOSED MOTION

Motion: That the revised Terms and Conditions for the Newmont Women's Award be approved.

Rationale: To revise the Newmont Women's Award commencing the 2025-2026 Academic Year.

Proposed By: Harpreet Kaur, Scholarships Awards and Internal Grants Officer

Research & Innovation Contact: Harpreet Kaur, Scholarships Awards and Internal Grants Officer

Faculty/Academic Department: N/A

Indigenous Content: No

Date to SCSB: Oct 10, 2025

TO BE COMPLETED AFTER SCSB MEETING

Brief Summary of Committee Debate: The committee endorsed the motion.

Motion No.: SCSB20251022.06

Moved by: Maik Gehloff

Seconded by: Harpreet Kaur

Committee Decision: Carried

Attachments: 1 Page

Approved by SCSB: October 28th 2025
Date


Chair's Signature

For Information of Senate & Board

AWARDS GUIDE INFORMATION:

Award Category: General

Award Name: ~~Newcrest~~Newmont Women's Award

Awards Guide Description/Intent: ~~Newcrest Mining Ltd. ("Newcrest")~~Newmont Corporation ("Newmont"), headquartered in ~~Melbourne, Australia~~Denver, Colorado, United States, has established a strong presence in northern British Columbia with two operating mines in the region – the Brucejack Mine, located approximately 65 km north of Stewart, and the Red Chris Mine, approximately 80 km south of Dease Lake. ~~Newcrest~~Newmont's vision is to be the Miner of Choice and to be valued by both its people and its communities. As part of this commitment, local hires are given preference for all positions whenever possible, and ~~Newcrest~~Newmont works directly with community employment coordinators to connect locals with job opportunities at the mines and its office in Smithers. The total mine site workforce includes approximately 1,300 people in Brucejack and 1,200 in Red Chris, working on rotation in management, trades, logistics, mining, milling, and a spectrum of mine and camp support roles. With this award, ~~Newcrest~~Newmont wants to support female or female-identifying students from northern BC pursuing a degree in Natural Resources, Environmental Studies, Human Resources, Computer Science, or Engineering Programs.

Donor: ~~Newcrest Mining Ltd.~~Newmont Corporation

Value: \$5,000

Number: One

Award Type: Award

Eligibility: Available to a full-time undergraduate or graduate student who identifies as female and is enrolled in a Natural Resources, Environmental Studies, Human Resources, Computer Science, or Engineering Program. Undergraduate students must have completed 60 credit hours. First preference will be given to a resident of northern British Columbia.

Criteria: Demonstrated financial need and academic proficiency

Note: This award is renewable for up to one year, subject to the recipient maintaining the criteria of academic proficiency.

Effective Date: Established 2021, revised 2023~~5~~

Recipient Selection: Senate Committee on Scholarships and Bursaries on recommendation by the UNBC Awards Office



Motion Number (assigned by SCSB): SCSB20251022.07

SENATE COMMITTEE ON SCHOLARSHIPS AND BURSARIES (SCSB)

PROPOSED MOTION

Motion: That the revised Terms and Conditions for the Newmont Indigenous Award be approved.

Rationale: To revise the Newmont Indigenous Award commencing the 2025-2026 Academic Year.

Proposed By: Harpreet Kaur, Scholarships Awards and Internal Grants Officer

Research & Innovation Contact: Harpreet Kaur, Scholarships Awards and Internal Grants Officer

Faculty/Academic Department: N/A

Indigenous Content: Yes

Date to SCSB: Oct 10, 2025

TO BE COMPLETED AFTER SCSB MEETING

Brief Summary of Committee Debate: The Committee endorsed the motion.

Motion No.: SCSB20251022.07


Moved by: Maik Gehloff

Seconded by: Harpreet Kaur

Committee Decision: Carried

Attachments: 1 page

Approved by SCSB: October 28th 2025
Date


Chair's Signature

For Information of Senate & Board

AWARDS GUIDE INFORMATION:

Award Category: General

Award Name: ~~Newcrest~~Newmont Indigenous Award

Awards Guide Description/Intent: ~~Newcrest Mining Ltd. (“Newcrest”)~~Newmont Corporation (“Newmont”), headquartered in ~~Melbourne, Australia~~Denver, Colorado, United States, has established a strong presence in northern British Columbia with two operating mines in the region – the Brucejack Mine, located approximately 65 km north of Stewart, and the Red Chris Mine, approximately 80 km south of Dease Lake. ~~Newcrest~~Newmont’s vision is to be the Miner of Choice and to be valued by both its people and its communities. As part of this commitment, local hires are given preference for all positions whenever possible, and ~~Newcrest~~Newmont works directly with community employment coordinators to connect locals with job opportunities at the mines and its office in Smithers. The total mine site workforce includes approximately 1,300 people in Brucejack and 1,200 in Red Chris, working on rotation in management, trades, logistics, mining, milling, and a spectrum of mine and camp support roles. With this award, ~~Newcrest~~Newmont wants to support Indigenous students from northern BC pursuing a degree at UNBC.

Donor: ~~Newcrest Mining Ltd.~~Newmont Corporation

Value: \$8,500

Number: One

Award Type: Award

Eligibility: Available to an Indigenous full-time undergraduate or graduate student. Undergraduate students must have completed 60 credit hours. First preference will be given to a Tahltan, Gitanyow, or Nisga’a individual. Second preference will be given to an Indigenous resident of northern British Columbia.

Criteria: Demonstrated financial need and academic proficiency

Note: This award is renewable for up to one year, subject to the recipient maintaining the criteria of academic proficiency.

Effective Date: Established 2021, revised 2023⁵

Recipient Selection: Senate Committee on Scholarships and Bursaries on recommendation by the UNBC Awards Office