

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

<b>Course Code and Number:</b> ANTH 368		<b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>													
<b>Course Full Title:</b> Power, Inequality, and the Environment <b>Course Short Title:</b> Power, Inequality, Environment															
<b>Faculty:</b> Faculty of Social Sciences		<b>Department:</b> School of Culture, Media, and Society													
<b>Calendar Description:</b> <p>Investigates and questions how framings of environmental issues reflect broader power structures, cultural categories, and social anxieties. Focuses on how we—as scholars, citizens, and activists—can work to alter current environmental conditions in ways that foster social and ecological justice for all living beings.</p> <p>Note: In some iterations of this course, a mini-conference will be held outside of class time at the end of the semester.          Note: This course is offered as SOC 368 and ANTH 368. Students may take only one of these for credit.</p>															
<b>Prerequisites (or NONE):</b>		45 university-level credits including one of ANTH 102, GEOG 140, or SOC 101.													
<b>Corequisites (if applicable, or NONE):</b>		None													
<b>Pre/corequisites (if applicable, or NONE):</b>		None													
<b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i> Former course code/number: <b>SCMS 468, ANTH 468/SOC 468</b> Cross-listed with: <b>SOC 368</b> Equivalent course(s): <b>SOC 368</b> <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>		<b>Course Details</b> Special Topics course: <b>No</b> <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: <b>No</b> <i>(See <a href="#">policy 207</a> for more information.)</i> Grading System: <b>Letter grades</b> Delivery Mode: <b>May be offered in multiple delivery modes</b> Expected frequency: <b>Every other year</b> Maximum enrolment (for information only): <b>25</b>													
<b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>60</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>60</b></td> </tr> </table>		Lecture/seminar	60									<b>Total hours</b>	<b>60</b>	<b>Prior Learning Assessment and Recognition (PLAR)</b> PLAR is available for this course.	
Lecture/seminar	60														
<b>Total hours</b>	<b>60</b>														
<b>Scheduled Laboratory Hours</b> Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes		<b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i> Transfer credit already exists: <b>No</b> Submit outline for (re)articulation: <b>Yes</b> <i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>													
<b>Department approval</b>		<b>Date of meeting:</b> October 2023													
<b>Faculty Council approval</b>		<b>Date of meeting:</b> November 10, 2023													
<b>Undergraduate Education Committee (UEC) approval</b>		<b>Date of meeting:</b> January 26, 2024													

**Learning Outcomes** *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

Upon successful completion of this course, students will be able to:

1. Critically reflect on their own culturally situated understandings of the environment and environmental issues.
2. Evaluate critically the social and cultural contexts of environmental issues from anthropological perspectives.
3. Investigate the blame narratives and solution stories animating particular environmental problems and reframe these stories using anthropological theories.
4. Analyze some major environmental issues and suggest possible ways to work towards social and ecological justice.
5. Communicate the complexity of ideas on environmental dilemmas to diverse audiences, including classmates and the general public.

**Recommended Evaluation Methods and Weighting** *(Evaluation should align to learning outcomes.)*

Project:	50%	Assignments:	30%	Holistic assessment:	20%
	%		%		%

**Details:**

- Assignments (30%): Op-eds x4 (20%), storytelling assignment (10%)
- Contemporary environmental issue project (50%): prospectus (5%), annotated bibliography (10%), paper outline (5%), research paper (20%), presentation (10%)
- Holistic assessment (20%): collegiality (10%), self-evaluation (10%)

**NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.**

**Typical Instructional Methods** *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Lectures, discussions of assigned readings and audio-visual materials, student presentations, and guest lecturers.

**Texts and Resource Materials** *(Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)*

Type	Author	Title and publication/access details	Year
1. Online resource	Williams, Raymond	Williams, Raymond. 1985. "Nature." In <i>Keywords: A Vocabulary of Culture and Society</i> , 219–24. Oxford: Oxford University Press.	1985
2. Online resource	McKibben, Bill	McKibben, Bill. 2006. "Selections." In <i>The End of Nature</i> , 4-8, 47–58. New York: Random House Incorporated.	2006
3. Online resource	Mar, Tracey Banivanua	Mar, Tracey Banivanua. 2010. "Carving Wilderness: Queensland's National Parks and the Unsettling of Emptied Lands, 1890–1910." In <i>Making Settler Colonial Space: Perspectives on Race, Place and Identity</i> , edited by Tracey Banivanua Mar and Penelope Edmonds, 73–94. London: Palgrave Macmillan UK.	2010
4. Article	Thorpe, Jocelyn	Thorpe, Jocelyn. 2008. "To Visit and to Cut Down: Tourism, Forestry, and the Social Construction of Nature in Twentieth-Century Northeastern Ontario." <i>Journal of the Canadian Historical Association / Revue de La Société Historique Du Canada</i> 19 (1): 331–57.	2008
5. Online resource	Allen, Catherine J.	Allen, Catherine J. 2012. "Water, Stones, and Light: A Cosmology." In <i>The Hold Life Has: Coca and Cultural Identity in an Andean Community</i> , 22–48. Washington: Smithsonian Institution.	2012

**Course Content and Topics**

- The nature/culture story
- Discourses of wilderness
- Alternative imaginings of nature-culture
- Political ecology
- Colonial encounters, imperial ecologies
- Capitalism and commodification
- Developmentalism and sustainability
- Rethinking climate science
- Indigenous politics and environmental issues
- (Over)population and scarcity
- Aliens and natives
- Conservation parks
- Community showcase