



ORIGINAL COURSE IMPLEMENTATION DATE: September 2019
 REVISED COURSE IMPLEMENTATION DATE:
 COURSE TO BE REVIEWED (six years after UEC approval): December 2024
 Course outline form version: 10/27/2017

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: ENV 410	Number of Credits: 4 Course credit policy (105)														
Course Full Title: Environmental Seminar Course Short Title: <i>(Transcripts only display 30 characters. Departments may recommend a short title if one is needed. If left blank, one will be assigned.)</i>															
Faculty: Faculty of Social Sciences	Department (or program if no department): Environmental Studies Program Committee														
Calendar Description: Seminar course structured for in-depth exploration of an environmental issue, body of literature, or research question. Topic will be approached from multiple disciplinary perspectives. Note: This course will be offered under different letter designations (e.g. C-Z) representing different topics. This course may be repeated for credit provided the letter designation differs. Note: Field trips outside of class time will be required. Please refer to program website for field experience scheduling information.															
Prerequisites (or NONE):	60 university-level credits.														
Corequisites (if applicable, or NONE):															
Pre/corequisites (if applicable, or NONE):															
Antirequisite Courses <i>(Cannot be taken for additional credit.)</i> Former course code/number: Cross-listed with: Dual-listed with: Equivalent course(s): <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>	Special Topics This course is offered with different topics: <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes <i>(Double-click on box to select it as checked.)</i> If yes, different lettered courses may be taken for credit: <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit <i>(The specific topic will be recorded when offered.)</i>														
Typical Structure of Instructional Hours <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Lecture/seminar hours (seminar)</td><td style="text-align: center;">45</td></tr> <tr><td>Tutorials/workshops</td><td></td></tr> <tr><td>Supervised laboratory hours</td><td></td></tr> <tr><td>Experiential (field experience, practicum, internship, etc.)</td><td style="text-align: center;">15</td></tr> <tr><td>Supervised online activities</td><td></td></tr> <tr><td>Other contact hours:</td><td></td></tr> <tr><td style="text-align: right;">Total hours</td><td style="text-align: center;">60</td></tr> </table>	Lecture/seminar hours (seminar)	45	Tutorials/workshops		Supervised laboratory hours		Experiential (field experience, practicum, internship, etc.)	15	Supervised online activities		Other contact hours:		Total hours	60	Transfer Credit Transfer credit already exists: <i>(See bctransferguide.ca.)</i> <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Submit outline for (re)articulation: <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes <i>(If yes, fill in transfer credit form.)</i>
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Total hours	60														
	Grading System <input checked="" type="checkbox"/> Letter Grades <input type="checkbox"/> Credit/No Credit														
	Expected Frequency of Course Offerings: Annually <i>(Every semester, Fall only, annually, every other Fall, etc.)</i>														
Department / Program Head or Director: Michelle Rhodes	Date approved: September 2018														
Faculty Council approval	Date approved: October 12, 2018														
Dean/Associate VP: Jacqueline Nolte	Date approved: October 12, 2018														
Campus-Wide Consultation (CWC)	Date of posting: November 30, 2018														
Undergraduate Education Committee (UEC) approval	Date of meeting: December 12, 2018														

Labs to be scheduled independent of lecture hours: No Yes

Learning Outcomes:

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

1. Provide a nuanced written and verbal discussion of the particular ecological question or issue under study;
2. Use advanced library and field research methodologies in final reports or essays;
3. Integrate varied points of view and ways of knowing in both written and verbal analysis of an issue or body of work;
4. Provide a verbal support and defence of one's perspective on a complicated environmental question using environmental learning completed in the course;
5. Reflect, in depth, on one's relationship to a particular issue or body of environmental work.

Prior Learning Assessment and Recognition (PLAR)

Yes No, PLAR cannot be awarded for this course because

Typical Instructional Methods (*Guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion.*)

Seminar workshops, guest lectures, student presentations

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

Typical Text(s) and Resource Materials (*If more space is required, download Supplemental Texts and Resource Materials form.*)

Author (surname, initials) <i>Special Topic: Ecological Lit.</i>	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1. Carolan, T. & Stewart, F.	Cascadia: The Life and Breath of the World	X	Univ. Hawaii Press	2013
2. Robinson, Eden	The Sasquatch at Home	X	Univ. Alberta Press	2013
3. Glavin, T. & B. Parfitt	Sturgeon Reach	X	New Star	2013
<i>Special Topic: Oil</i>				
5. Bridge, G. and LeBillion, P.	Oil (2 nd ed.)	X	Polity	2017
6. LeMenager, S.	Living Oil: Petroleum and Culture in the American Century		Oxford University Press	2014
7. Johnson, B	Carbon Nation: Fossil Fuels and the Making of American Culture		University Press of Kansas	2017

Required Additional Supplies and Materials (*Software, hardware, tools, specialized clothing, etc.*)

N/A

Typical Evaluation Methods and Weighting

Final exam:	%	Assignments:	50%	Field experience:	%	Portfolio:	%
Midterm exam:	25%	Project:	%	Practicum:	%	Presentation:	15%
Quizzes/tests:	%	Lab work:	%	Seminar Partic.:	10%	Total:	100%

Details (if necessary):**Typical Course Content and Topics****Sample Outline 1: Special Topic: Ecological Literature**

Week 1: *Introduction: the idea of "ecology" and some comparative aboriginal views.*

Reading: Alice Walker, "We Alone"; Louis Owens, "Burning the Shelter", Eden Robinson, from "The Sasquatch at Home."

Week 2: *Classical roots of the Pastoral and Transcendentalism.*

Reading: Horace and Virgil – from the *Epodes* and *Georgics*; William Wordsworth, Three Poems; Ralph Waldo Emerson, "Nature" and "Language."

Week 3: *Cascadian Literary Ethics & Aesthetics.*

Reading: "Reinhabitation", Gary Snyder; Trevor Carolan, Editor's Introduction, *Cascadia: The Life and Breath of the World*; Eve Joseph, "Styawat: Wind the Blows the Clouds Away" and "Canoe Builder"; Emily Carr, "Word Sketches from Klee Wyck."

Week 4: *Intro. to Deep Ecology and the idea of 'Place'.*

Reading: Joanna Macy "The Greening of the Self"; Aldo Leopold "Thinking Like a Mountain"; Joan Halifax, "The Third Body: Buddhism, Shamanism and Deep Ecology."

Week 5: *Place, Consciousness and Politics.*

Reading: Barry Lopez, "Landscape & Narrative"; Rex Weyler, "Nature's Apprentice."

Week 6: *Shaping a literary ecology of the Fraser Valley.*

Reading: Terry Glavin & Larry Commodore, "Spirit Dancer"; T. Glavin & Ben Parfitt, selections from *Sturgeon Reach*; Kuldip Gill, from *A Valley Sutra*.

Week 7: *You Are What You Eat.*

Reading: Wendell Berry, "Nature as Measure"; "The Pleasures of Eating"; Lane Deer, "Talking with the Owls and Butterflies."

Week 8: *Eco-literacy & Eco-linguistics.*

Reading: Hugh Brody, from *Maps of Dreams*. Robert Bringhurst, "The Tree of Meaning and the Work of Ecological Linguistics."

Week 9: *Making a Difference - Eco-Lit as Advocacy.*

Reading: Wade Davis "The Shadow of Red Cedar"; Charles Lillard, "Writers for Clayoquot."

Week 10: *Fish, Weather, Coastal Stories*

Reading: Theresa Kishkan, "Marine Air"; Tom Jay "The Salmon of the Heart"; Judith Roche, "Salmon Suite."

Week 11: *Dharma Gaia*

Reading: Ursula LeGuin, "Women and Wilderness"; Julia Menard-Warwick, "Tree-Planting at Sombrio Creek"; Susan Musgrave, Two Poems.

Week 12: *In the Canadian Grain.*

Reading: Chief Thunderchild, "A Winter of Hardship"; Farley Mowat, from *Never Cry Wolf*; Bob Hunter, "From Amchitka to Mururoa."

Week 13: *East - West - Home*

Reading: Red Pine, from *The Mountain Poems of Stonehouse*; Rob Sieniuc, "Chief Dan George and Sacred Ecology"; Gary Snyder, "For All."

Sample Outline 2: Special Topic: Oil

Week 2: *Introduction. Fossil Fuels, Society, and Technology: Interdependence and Expansion*

Week 2: *Petroleum geology (brief) and source locations; Historical growth of petroleum use prior to 1800*

Week 3: *The Industrial Revolution and technological demands on oil*

Week 4: *Oil and post-WWII society—where culture and disposable consumption collide*

Week 5: *Oil and the rise of the modern environmental movement in the West*

Week 6: *Petro-politics: OPEC, oil crises, oil independence, and oil policies in the West*

Week 7: *Petro-politics: Development, environmental justice, and oil*

Week 8: *Oil markets in NA and globally*

Week 9: *Drilling for oil today—geographies, processes, and challenges.*

Week 10: *Refining oil—processes, markets, challenges. Field trip*

Week 11: *Moving oil: Rural and First Nations land management and sovereignty issues*

Week 12: *Development, climate change, and oil futures*

Week 13: *Energy efficiency and technology fixes in light of scarcity*