



ORIGINAL COURSE IMPLEMENTATION DATE: September 2005  
 REVISED COURSE IMPLEMENTATION DATE: September 2017  
 COURSE TO BE REVIEWED: (six years after UEC approval) September 2018  
 Course outline form version: 09/15/14

## 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> GEOG 346	<b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>																
<b>Course Full Title:</b> Geography of Religion and Peacebuilding																	
<b>Course Short Title (if title exceeds 30 characters):</b> Geography of Religion & Peace																	
<b>Faculty:</b> Faculty of Social Sciences	<b>Department (or program if no department):</b> Geography and the Environment																
<b>Calendar Description:</b> <p>The influence of religion on intercultural practices, built and natural environments, territory, conflict, and peace is examined. Consideration is given to deconstructing belief systems to understand their role in the nexus of human rights, migration, identity, development, and peacebuilding.</p> <p>Note: Field trips outside of class time will be required. Please refer to the department website for field trip scheduling information.</p>																	
<b>Prerequisites (or NONE):</b>	One of the following: GEOG 240, GEOG 241, GEOG 242, or 45 university-level credits. Note: As of January 2018, prerequisites will change to: 45 university-level credits.																
<b>Corequisites (if applicable, or NONE):</b>	NONE																
<b>Pre/corequisites (if applicable, or NONE):</b>	NONE																
<b>Equivalent Courses (cannot be taken for additional credit)</b> Former course code/number: <b>GEOG 400C</b> Cross-listed with: Equivalent course(s): <b>GEOG 400C</b> <i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>	<b>Transfer Credit</b> Transfer credit already exists: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Transfer credit requested (OReg to submit to BCCAT): <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form) Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> .																
<b>Total Hours: 60</b> <b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr><td>Lecture hours</td><td style="text-align: center;">30</td></tr> <tr><td>Seminars/tutorials/workshops</td><td style="text-align: center;">20</td></tr> <tr><td>Laboratory hours</td><td></td></tr> <tr><td>Field experience hours</td><td style="text-align: center;">10</td></tr> <tr><td>Experiential (practicum, internship, etc.)</td><td></td></tr> <tr><td>Online learning activities</td><td></td></tr> <tr><td>Other contact hours:</td><td></td></tr> <tr><td style="text-align: right;"><b>Total</b></td><td style="text-align: center;"><b>60</b></td></tr> </table>	Lecture hours	30	Seminars/tutorials/workshops	20	Laboratory hours		Field experience hours	10	Experiential (practicum, internship, etc.)		Online learning activities		Other contact hours:		<b>Total</b>	<b>60</b>	<b>Special Topics</b> Will the course be offered with different topics? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, different lettered courses may be taken for credit: <input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit <i>Note: The specific topic will be recorded when offered.</i> <b>Maximum enrolment (for information only):</b> 28 <b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> Every other year
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<b>Total</b>	<b>60</b>																
<b>Department / Program Head or Director:</b> Steven Marsh	<b>Date approved:</b> December 2016																
<b>Faculty Council approval</b>	<b>Date approved:</b> January 2017																
<b>Campus-Wide Consultation (CWC)</b>	<b>Date of posting:</b> March 10, 2017																
<b>Dean/Associate VP:</b> Jacqueline Nolte	<b>Date approved:</b> January 2017																
<b>Undergraduate Education Committee (UEC) approval</b>	<b>Date of meeting:</b> March 24, 2017																

**Learning Outcomes**

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

1. Describe how the origin, diffusion and present patterns of belief systems and worldviews shape cultures.
2. Articulate the evolution of cultural and physical landscapes through religious experience, sacred places and migration.
3. Articulate indigenous perspectives on sacred space and the environment.
4. Critically analyze the role of religion in defining environmental attitudes, political movements, conflict and peacebuilding.
5. Apply local case studies to interpret issues involving religion, peace and conflict at the global scale.
6. Interpret cultural similarities and differences between belief systems through a critical non-judgmental approach.
7. Critically reflect on their own cultural practices, beliefs and identities that influence interactions with society and the environment.
8. Apply skills in geographic research, analysis and synthesis.
9. Articulate geographic arguments in written, oral and spatial form.
10. Critically reflect upon their learning from individual and group interactions, in-class discussions, oral presentations, field experiences and related research.

**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)**

The course material will be presented through lectures, guest speakers from a variety of religious worldviews, seminars and supported with field activities, and student presentations.

**Grading system:** Letter Grades:  Credit/No Credit:       Labs to be scheduled independent of lecture hours: Yes  No

**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)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1. Berkes, F.	Sacred Ecology	<input type="checkbox"/>	New York: Routledge	2012
2. Hitchcock, S. & Esposito, J.	Geography of Religion: Where God Lives, Where Pilgrims Walk	<input type="checkbox"/>	Washington: National Geographic	2004
3. Appleby, Scott R.	The Ambivalence of the Sacred: Religion, Violence, and Reconciliation	<input type="checkbox"/>	Rowman & Littlefield Publishers	2000
4.		<input type="checkbox"/>		
5.		<input type="checkbox"/>		

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

Minimal fieldtrip fee.

**Typical Evaluation Methods and Weighting**

Final exam:	25%	Assignments:	%	Midterm exam:	25%	Practicum:	%
Quizzes/tests:	%	Lab work:	%	Field experience:	%	Shop work:	%
Critical essay on assigned topic:	25%	Reflective field project:	25%	Other:	%	Total:	100%

**Details (if necessary):**

**Typical Course Content and Topics**

1. Introduction: Geography of Religion and Peacebuilding
2. Historical and Contemporary Spatial Patterns of Religion: Origins, Diffusion and Dispersion
3. Comparing and Contrasting Personal Identity and Diverse Worldviews
4. Contested Environments, Boundaries and Territories
5. Human Rights, Religion and Development
6. Faith-based Organizations in Development and Peacebuilding
7. Migration, Refugees, Identity Politics and Cultural Landscapes
8. Sacred Space: A Place of Peace or Conflict?
9. Sacred Space: Environmental Perceptions, Discourse and Behaviour
10. Sustainable Development, Sacred Ecology & Indigenous Space
11. Urban Landscapes: Divisive Enclaves or Multicultural?
12. Articulation of Cultural Identity, Politics of Fundamentalism, and the Impacts of Globalization
13. Reflection and Review