



COURSE IMPLEMENTATION DATE: September 1993
 COURSE REVISED IMPLEMENTATION DATE: September 2012
 COURSE TO BE REVIEWED: June 2018
(six years after UEC approval) *(month, year)*

OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.
 Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor

<u>GEOG 480</u>	<u>Geography</u>	<u>4</u>
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS
Directed Readings		
COURSE DESCRIPTIVE TITLE		

CALENDAR DESCRIPTION:

This directed readings course is designed for upper-level Geography students who wish to advance their knowledge and research skills using secondary materials in a subject area of their choosing. It can be used to further study of interests developed through earlier coursework or to satisfy a specialization in a study tour or Adventure in Geography field school. Course content and approach is determined in consultation with the guiding instructor.

PREREQUISITES: Written consent of supervising faculty member and department head.
 COREQUISITES:
 PRE or COREQUISITES:

SYNONYMOUS COURSE(S):

- (a) Replaces: _____
- (b) Cross-listed with: _____
- (c) Cannot take: _____ for further credit.

SERVICE COURSE TO: *(department/program)*

TOTAL HOURS PER TERM: 60

STRUCTURE OF HOURS:

Lectures: _____ Hrs
 Seminar: _____ Hrs
 Laboratory: _____ Hrs
 Field experience: _____ Hrs
 Student directed learning: 60 Hrs
 Other (specify): _____ Hrs

TRAINING DAY-BASED INSTRUCTION:

Length of course: _____
 Hours per day: _____

OTHER:

Maximum enrolment: 6
 Expected frequency of course offerings: As required
(every semester, annually, every other year, etc.)

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only) Yes No
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department) Yes No
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE: Yes No

Course designer(s): <u>Dr. Michelle Rhodes</u>	Date approved: <u>March 26, 2012</u>
Department Head: <u>Dr. Michelle Rhodes</u>	Date of meeting: <u>April 13, 2012</u>
Supporting area consultation (Pre-UEC)	Date approved: <u>April 13, 2012</u>
Curriculum Committee chair: <u>Tetsuomi Anzai</u>	Date approved: <u>April 13, 2012</u>
Dean/Associate VP: <u>Dr. Jacqueline Nolte</u>	Date of meeting: <u>June 22, 2012</u>
Undergraduate Education Committee (UEC) approval	

LEARNING OUTCOMES:

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

1. Complete a thorough literature review of books, articles, and other sources related, and evaluate and assess their relevance to the chosen topic of study.
2. Provide a critical, written discussion of the themes, methods and theories that have been applied to the chosen topic of study, and evaluate their strengths and weaknesses.
3. Demonstrate their intellectual command of the chosen topic of study through written and oral argument and discussion.
4. Generate, organize, and present concepts and conclusions respecting the chosen topic of study in a professional manner.

METHODS: (Guest lecturers, presentations, online instruction, field trips, etc.)

These will vary depending on the topic chosen, and any particular agreement between the instructor and student related to the achievement and demonstration of the learning outcome. Methods could include literature or book reviews, oral or written presentations, field reports, oral or written examinations, or some combination thereof.

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

Examination(s) Portfolio assessment Interview(s) Other (specify):

PLAR cannot be awarded for this course for the following reason(s):

TEXTBOOKS, REFERENCES, MATERIALS: [Textbook selection varies by instructor. Examples for this course might be:]

These will vary according to the instructor and student and the chosen topic of study.

The Directed Studies in *Sustainability Theory, Practice, and Education* required:

Course Text:

Dresner, Simon. 2008. *The Principles of Sustainability*, 2nd ed. Routledge. Available through Interlibrary loan (ILL) and for purchase on Amazon.com.

Part I: Environmental History and Ideas:

Louv, Richard. 2008. *Last Child in the Woods: Saving our children from nature-deficit disorder*. Chapel Hill, NC: Algonquin Books.

McNeill, JR. 2000. *Something New Under the Sun: An environmental history of the 20th century*. WW Norton and Company.

Nash, Roderick. 1967. *Wilderness and the American Mind*. Yale University Press.

Orr, David W. 2011. Parts II and III of *Hope is an Imperative: the Essential David Orr*. Island Press. Available through UFV library (e-book).

US Global Change Research Program. 2009. *Climate Literacy: The essential principles of climate science*.

<http://downloads.climate-science.gov/Literacy/Climate%20Literacy%20Booklet%20Low-Res.pdf>

Part II: Understanding Sustainability and Sustainable Development

Beckford, Clint, et al. 2010. Aboriginal Environmental Wisdom, Stewardship, and Sustainability: Lessons from the Walpole Island First Nations, Ontario, Canada. *Journal of Environmental Education* 41 (4): 239-248.

Brundtland Commission. 1987. *Our Common Future*. NY: Oxford University Press.

Curran, M. 2009. Wrapping our brains around sustainability. *Sustainability* 1 (1): 5-13.

Jackson, Tim. 2009. *Prosperity without Growth*. Report produced for the Sustainable Development Commission (UK). Available at: http://www.sd-commission.org.uk/data/files/publications/prosperity_without_growth_report.pdf

Rees, William. 2008. Human nature, eco-footprints, and environmental justice. *Local Environment* 13 (8): 685-701.

Wackernagel, M., and W. Rees. *Our Ecological Footprint. Reducing Human Impact on the Earth*. Gabriola Island, British Columbia: New Society Publishers, 1995.

Part III: 'Delivering' Sustainability

Duhn, Iris. 2012. Making 'place' for ecological sustainability in early childhood education. *Environmental Education and Research* 18 (1): 19-29.

Textbooks, references, materials continued:

Fettes, Mark, and Gillian Judson. 2011. Imagination and the Cognitive Tools of Place-Making. *Journal of Environmental Education* 42 (2): 123-135.

Hungerford, Harold. 2010. Environmental Education for the 21st Century: Where have we been? Where are we now? Where are we going? *Journal of Environmental Education* 41 (1): 1-6.

McKenzie-Mohr, Doug, and William Smith. *Fostering Sustainable Behavior*. New Society Publishers

Monroe, MC, E. Andrews, K Biedenweg, 2007. A Framework for Environmental Education Strategies. *AEEC*. 6(3): 205-216.

Salmon, J. 2000. Are we building environmental literacy? *Journal of Environmental Education*. 31:4 (4-10).

Tilbury, D. 2011. What are commonly accepted learning processes aligned with ESD? Education for Sustainable Development: An expert review of processes and learning. Paris: UNESCO. Pages 19-39.
<http://www.iucn.org/?uNewsID=7368>

Wixon, Devin, and Teri Balsler. 2011. Environmental Education for the Masses: Lessons from a large, general enrollment environmental studies course. *Journal of Environmental Studies and Science* 1 (4).

SUPPLIES / MATERIALS:

These will vary according to the instructor and student and the chosen topic of study.

STUDENT EVALUATION: [An example of student evaluation for this course might be:]

Bibliography	15%
Literature review	20%
Review paper	25%
Oral and/or written examination	40%

The Directed Studies in *Sustainability Theory, Practice, and Education* required:

Study of Key Environmental Contributor	20%
Annotated bibliography	20%
Research Bibliography	10%
Rough Draft	10%
Review Paper	20%
Sustainability Action Plan	20%

COURSE CONTENT: [Course content varies by instructor. An example of course content might be:]

This will vary according to the instructor and student and the chosen topic of study.

The Directed Studies in *Sustainability Theory, Practice, and Education* included:

This section of GEOG 480 is dedicated to the study of sustainability, sustainability theory, and the delivery of sustainability education (SE, or EE—Environmental Education). Some focus will be paid to the evolution of environmental ideas in the North American context, while the majority of the readings and research will centre on sustainability as it is defined today and ‘delivered’ as part of education programs in K-12 and to adult learners. Outcomes specific to the course include:

1. A demonstrated understanding of the complexity of what is meant by ‘sustainable development’, and how this influences the way in which appropriate actions and solutions to unsustainable development are identified;
2. Develop problem solving strategies in the field of sustainability education for multiple audiences;
3. Identify and evaluate strategies used by environmental educators, and educators more generally, to deliver sustainability education.

Readings for this course will focus on three areas:

1. Environmental History and Ideas
2. Understanding Sustainability and Sustainable Development
3. ‘Delivering’ Sustainability (Environmental Education)