



ORIGINAL COURSE IMPLEMENTATION DATE: September 2023
 REVISED COURSE IMPLEMENTATION DATE:
 COURSE TO BE REVIEWED (six years after UEC approval): February 2029
 Course outline form version: 09/08/2021

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: SJGS 101	Number of Credits: 3 Course credit policy (105)												
Course Full Title: Stewardship for Justice and Reconciliation Course Short Title: Justice & Reconciliation													
Faculty: Faculty of Social Sciences	Department (or program if no department): School of Social Justice and Global Stewardship												
Calendar Description: Students explore the environmental and social justice meanings of stewardship, survey aspects of stewardship practice, and relate environmental justice to development, migration, and peace. Note: Field trips outside of class time may be required.													
Prerequisites (or NONE):	None.												
Corequisites (if applicable, or NONE):	NONE												
Pre/corequisites (if applicable, or NONE):	NONE												
Antirequisite Courses <i>(Cannot be taken for additional credit.)</i> Former course code/number: Cross-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>	Course Details Special Topics course: No <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: No <i>(See policy 207 for more information.)</i> Grading System: Letter grades Delivery Mode: May be offered in multiple delivery modes Expected frequency: Twice per year Maximum enrolment (for information only): 36												
Typical Structure of Instructional Hours <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture/seminar</td> <td style="text-align: center;">25</td> </tr> <tr> <td>Tutorials/workshops</td> <td style="text-align: center;">8</td> </tr> <tr> <td>Experiential (cultural/elder learning or participation)</td> <td style="text-align: center;">6</td> </tr> <tr> <td>Experiential (field trip)</td> <td style="text-align: center;">6</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: right;">Total hours</td> <td style="text-align: center;">45</td> </tr> </table>	Lecture/seminar	25	Tutorials/workshops	8	Experiential (cultural/elder learning or participation)	6	Experiential (field trip)	6			Total hours	45	Prior Learning Assessment and Recognition (PLAR) PLAR is available for this course.
Lecture/seminar	25												
Tutorials/workshops	8												
Experiential (cultural/elder learning or participation)	6												
Experiential (field trip)	6												
Total hours	45												
Scheduled Laboratory Hours Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	Transfer Credit <i>(See bctransferguide.ca.)</i> Transfer credit already exists: No Submit outline for (re)articulation: Yes <i>(If yes, fill in transfer credit form.)</i>												
Department approval	Date of meeting: November 1, 2021												
Faculty Council approval	Date of meeting: December 9, 2022												
Undergraduate Education Committee (UEC) approval	Date of meeting: February 24, 2023												

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. Identify the historical and cultural features of the Anthropocene.
2. Analyze how the term stewardship is used within a range of contexts (religious, spiritual, ecological, etc).
3. Situate environmental issues within a history of unequal and colonial cultural encounters and differences in worldview.
4. Differentiate between Indigenous, non-Western, and Western, approaches to stewardship .
5. Locate Indigenous stewardship practices within several specific cultural contexts.
6. Distinguish diverse sustainability approaches, praxes, actors and organizations (e.g. around decolonization, ecofeminism, development, peace and social justice).
7. Suggest ethical and outcome-driven stewardship actions and interventions.
8. Reflect on civic engagement and environmental justice practice.

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

Assignments:	40%	Portfolio:	20%		%
Project:	20%	Holistic assessment:	20%		%

Details:

Sample assignments breakdown: Essay 20%, Response Paper 10%, Journal 10%

Holistic assessment will be a final reflection on the course (rather than an exam).

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

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 or description	Title and publication/access details	Year
1. Textbook	Naomi Klein	How to Change Everything: The Young Human's Guide to Protecting the Planet and Each Other	2021
2. Textbook	Alice Legat	Walking the Land, Feeding the Fire: Knowledge and Stewardship Among the Tlicho Dene	2012
3. Textbook	Vandana Shiva	Earth Democracy: Justice, Sustainability, and Peace	2015
4. Textbook	David Suzuki	The Sacred Balance: Rediscovering Our Place in Nature	2007
5. Textbook	Richard Wagamese	One Drum: Stories and Ceremonies for a Planet	2019

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

- The origins of stewardship: religious, spiritual, and ethical frameworks
- The need for stewardship: anthropocentrism and the Anthropocene (colonialism, capitalism, extraction, inequality, etc)
- The environmental justice movement
- Environmental crisis, conflict, and refugeeism
- Indigenous knowledge as stewardship (traditional ecological knowledge, kinship and reciprocity, decolonization, etc)
- Case studies in Indigenous stewardship, land, and belonging (e.g. Stó:lō, Māori, Adivasi, Maya, Ju'Hoansi)
- Putting stewardship into practice (e.g. co-management and conservation; renewable energy; food sovereignty; water justice; earth democracy; conservation-based economies; nature rights; ecological and climate justice; rewilding, reciprocity, re-enchantment)
- Stewardship, sustainable development, social justice, and world peace