COURSE OUTLINE		
TERM: Fall 2023	**COURSE NO: ENSO 200**	
INSTRUCTOR:	**COURSE TITLE:** Regional Studies I - Environmental Stewardship	
E-MAIL:	**SECTION NO:**	**CREDITS: 3.0**
OFFICE HOURS:		
COURSE WEBSITE:		

Capilano University acknowledges with respect the Lilwat7úl (Lil'wat), xʷmə ɬ θkʷəyəm (Musqueam), shíshálh (Sechelt), Sḵwx̱wú7mesh (Squamish), and Səlílwətaʔ/Selilwitulh (Tsleil-Waututh) people on whose territories our campuses are located.

COURSE FORMAT
Three hours of class time, plus an additional hour delivered through on-line or other activities for a 15-week semester, which includes two weeks for final exams.

COURSE PREREQUISITES
ENSO 100

CALENDAR DESCRIPTION
This is an interdisciplinary theory-practise course introducing students to the regions of Atl'ka7tsen/ Howe Sound, səl̓ilw̓ət/ Burrard Inlet and shishalh/ Sechelt. It focuses on the natural, cultural and economic features of the areas. Students explore components that constitute and define a region – ecology and geography, Indigenous history and traditional knowledge, population growth and urbanization, regional infrastructure and governance as well as the basic assessment methodologies of economic, social, and environmental health and sustainability. Work-place integrated placements support a community field-based project.

COURSE NOTE
ENSO 200 is an approved Self and Society course for Cap Core requirements.
ENSO 200 is an approved Experiential course for Cap Core requirements.

REQUIRED TEXTS AND/OR RESOURCES
Apfelbaum, Steven & A. Haney. 2011. *The Restoring Ecological Health to Your Land Workbook*. Island Press.

Eagen, Dave; E. Hjerbe & J. Abrams. 2011. *Human Dimension of Ecological Restoration*. Integrating Science, Nature and Culture.

Rotherham, I.D. 2015*. Bio-cultural heritage and biodiversity: Emerging paradigms in conservation and planning*. Biodiversity and Conservation, 24, 3405-3429.

Rozzi, R. 2012b. *Biocultural ethics: Recovering the vital links between the inhabitants, their habits, and habitats*. Environmental Ethics. 34, 27-50.

Soini, K. & Dessein, J. 2016. *Culture-sustainability relation: Towards a conceptual framework*. Sustainability, **8**, 13-15.

Tengo, M., Brondizio, E.S., Elmqyist, T., Malmer, P. & Spierenbrug, M. 2014. *Connecting diverse knowledge systems for enhanced ecosystem governance: The multiple evidence base approach*. Ambio, **43**, 579-591.

Winter, K.B., Lincoln, N.K. & Berkes, F. 2018. *The social-ecological keystone concept: A quantifiable metaphor for understanding the structure, function, and resilience of a biocultural system*. Sustainability, **10**(9), 3294.

COURSE STUDENT LEARNING OUTCOMES
On successful completion of this course, students will be able to do the following:

1. Identify the attributes that contribute to a regional identity.
2. Describe the natural elements of the biophysical region.
3. Explain the scope of the regional human imprint on the natural landscape.
4. Express the value of acknowledging the long history of Indigenous nations in the region and the critical role of the application of traditional ecological knowledge in the field of environmental stewardship.
5. Assess various components of regional infrastructure.
6. Understand the concepts and components of sustainability & stewardship
7. Critically assess the viability of regional initiatives for social, economic, and environmental sustainability
8. Articulate steps for facilitation of needed dialogue among disparate community partners as relating to human activities and resulting footprint in the region.
9. Identify an issue of cultural, economic, or biological concern that influences environmental health and formulate steps for action.

Students who complete this Self and Society course will be able to do the following:

- Identify potential root causes of local/global problems and how they affect local/global cultures, economies, politics, and policies.
- Assess and evaluate individual and collective responsibilities within a diverse and interconnected global society.
- Apply concepts of sustainable development to address sustainability challenges in a global context.
- Analyze the impact of colonialism and racism on Indigenous peoples.
- Synthesize a range of differing community perspectives on ethics and justice and explain how these perspectives can inform structural change.
- Generate strategies for reconciling Indigenous and Canadian relations.

Students who complete this Experiential course will be able to do the following:
- Critically reflect on their progress and development in the context of the course and assess the utility of the acquired knowledge, skills, and values in the learner's personal, academic, or professional trajectory.
- Apply the skills and knowledge of a given discipline or professional context, including working collaboratively in both leadership and team roles.

COURSE CONTENT
Course content will be grouped within the following thematic categories. Each theme will encompass a range of possible topics, with associated experiential activities and learning activities.

WEEK	GENERAL THEMES
1-2	Regional Identifiers – Field Week* *will be delivered prior to start of teaching term
3-4	Natural Wealth: Ecological Systems and Services
5-6	Cultural Wealth: First Peoples & Indigenous Perspectives
7-8	Economic Wealth: Economic Development & Sustainability
9	Assessing the Human Footprint: assessment protocols and methodology.
10	Regional Environmental Report Cards
11	Community-based ecosystem health goals, objectives and indicators
12-13	Facilitating Dialogue
14-15	Final Exam Period

EVALUATION PROFILE

Field Journal & Analysis	25%
Readings & Case Studies	15%
In class essay	15%
Group Project: Regional Environmental Report Cards - Identifying the issues - Approaches to assessment	20%
Workplace Integrated Learning Project	25%
TOTAL	**100%**

GRADING PROFILE

A+ 90 - 100%	B+ 77 - 79%	C+67 - 69%	D 50 - 59%
A 85 - 89%	B 73 - 76%	C 63 - 66%	F 0 - 49%
A- 80 - 84%	B- 70 - 72%	C- 60 - 62%	

Incomplete Grades
Grades of Incomplete "I" are assigned only in exceptional circumstances when a student requests extra time to complete their coursework. Such agreements are made only at the request of the student, who is responsible to determine from the instructor the outstanding requirements of the course.

Late Assignments
Assignments are due at the beginning of the class on the due date listed. If you anticipate handing in an assignment late, please consult with your instructor beforehand.

Missed Exams/Quizzes/Labs etc.
Make-up work is given at the discretion of the instructor. Normally, a score of zero will be given for a missed exam, test, quiz, lab, etc. In certain exceptional situations, the student will be permitted to write a make-up test, defer the lab to a later date or to replace the score with other marks. The date and timing of any make-up option is at the discretion of the instructor. It may not be possible to reschedule certain labs, tests or other activities.

Attendance
Students are expected to attend all classes and associated activities. Accommodation may be made to honour community needs and traditional practises.

English Usage
Students are expected to proofread all written work for any grammatical, spelling and stylistic errors. Instructors may deduct marks for incorrect grammar and spelling in written assignments.

Electronic Devices
Students may use their own electronic devices during class for note-taking only.

On-line Communication
Outside of the classroom, instructors will (if necessary) communicate with students using either their official Capilano University email or eLearn; please check both regularly. Official communication between Capilano University and students is delivered to students' Capilano University email addresses only.

UNIVERSITY OPERATIONAL DETAILS

Tools for Success
Many services are available to support student success for Capilano University students. A central navigation point for all services can be found at: https://www.capilanou.ca/student-life/

Capilano University Security: download the CapU Mobile Safety App

Policy Statement (S2009-06)
Capilano University has policies on Academic Appeals (including appeal of final grade), Student Conduct, Academic Integrity, Academic Probation and other educational issues. These and other policies are available on the University website.

Academic Integrity (S2017-05)
Any instance of academic dishonesty or breach of the standards of academic integrity is serious and students will be held accountable for their actions, whether acting alone or in a group. See policy and procedures S2017-05 Academic Integrity for more information: https://www.capilanou.ca/about-capu/governance/policies/

Violations of academic integrity, including dishonesty in assignments, examinations, or other academic performances, are prohibited and will be handled in accordance with the Student Academic Integrity Procedures.

Academic dishonesty is any act that breaches one or more of the principles of academic integrity. Acts of academic dishonesty may include but are not limited to the following types:

Cheating: Using or providing unauthorized aids, assistance or materials while preparing or completing assessments, or when completing practical work (in clinical, practicum, or lab settings), including but not limited to the following:
- Copying or attempting to copy the work of another during an assessment;
- Communicating work to another student during an examination;
- Using unauthorized aids, notes, or electronic devices or means during an examination;
- Unauthorized possession of an assessment or answer key; and/or,
- Submitting of a substantially similar assessment by two or more students, except in the case where such submission is specifically authorized by the instructor.

Fraud: Creation or use of falsified documents.

Misuse or misrepresentation of sources: Presenting source material in such a way as to distort its original purpose or implication(s); misattributing words, ideas, etc. to someone other than the original source; misrepresenting or manipulating research findings or data; and/or suppressing aspects of findings or data in order to present conclusions in a light other than the research, taken as a whole, would support.

Plagiarism: Presenting or submitting, as one's own work, the research, words, ideas, artistic imagery, arguments, calculations, illustrations, or diagrams of another person or persons without explicit or accurate citation or credit.

Self-Plagiarism: Submitting one's own work for credit in more than one course without the permission of the instructors, or re-submitting work, in whole or in part, for which credit has already been granted without permission of the instructors.

Prohibited Conduct: The following are examples of other conduct specifically prohibited:
- Taking unauthorized possession of the work of another student (for example, intercepting and removing such work from a photocopier or printer, or collecting the graded work of another student from a stack of papers);
- Falsifying one's own and/or other students' attendance in a course;
- Impersonating or allowing the impersonation of an individual;
- Modifying a graded assessment then submitting it for re-grading; or,

- Assisting or attempting to assist another person to commit any breach of academic integrity.

Sexual Violence and Misconduct
All Members of the University Community have the right to work, teach and study in an environment that is free from all forms of sexual violence and misconduct. Policy B401 defines sexual assault as follows:

> Sexual assault is any form of sexual contact that occurs without ongoing and freely given consent, including the threat of sexual contact without consent. Sexual assault can be committed by a stranger, someone known to the survivor or an intimate partner.

Safety and security at the University are a priority and any form of sexual violence and misconduct will not be tolerated or condoned. The University expects all Students and Members of the University Community to abide by all laws and University policies, including B.401 Sexual Violence and Misconduct Policy and B.401.1 Sexual Violence and Misconduct Procedure (found on Policy page https://www.capilanou.ca/about-capu/governance/policies/)

Emergencies: Students are expected to familiarise themselves with the emergency policies where appropriate and the emergency procedures posted on the wall of the classroom.