



COURSE OUTLINE		
<b>TERM:</b> <i>Fall 2023</i>	<b>COURSE NO:</b> <i>HIST 206</i>	
<b>INSTRUCTOR:</b>	<b>COURSE TITLE:</b> People of the Land: Environment in Canadian History	
<b>OFFICE:</b> <b>LOCAL:</b> <b>E-MAIL:</b> @capilanou.ca	<b>SECTION NO(S):</b>	<b>CREDITS:</b> <i>3.0</i>
<b>OFFICE HOURS:</b>		
<b>COURSE WEBSITE:</b>		

Capilano University acknowledges with respect the Liłwat7úl (Lil'wat), xʷməθkʷəy̓əm (Musqueam), shíshálh (Sechelt), Skwxwú7mesh (Squamish), and Səlílwətaʔ/Selilwitulh (Tseil-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/CO-REQUISITES**

None

#### **CALENDAR DESCRIPTION**

This course introduces learners to a broad outline of environmental history in these lands now known as Canada from time immemorial to the early twenty-first century. Important themes include Indigenous perspectives and relationships with the land; settler colonial impacts on the environment; the transformative effects of industrialization, urbanization, and mass migration; conservationism and environmentalism; and questions of sustainability with the push for truth and reconciliation.

#### **COURSE NOTE**

HIST 206 is an approved Self and Society course for Cap Core requirements.

#### **REQUIRED TEXTS AND/OR RESOURCES**

All texts are available online or in the university bookstore. In addition to the survey text listed below other readings and/or videos will be assigned which will reflect a diversity of perspectives on land and the environmental history of Canada.

Murton, James. *Canadians and their Natural Environment: A History*. Oxford: Oxford University Press, 2021.

Note: Texts and readings for this course may change (with adequate notice). Please consult with your instructor and with the detailed course syllabus and/or eLearn site for the final reading list.

**COURSE STUDENT LEARNING OUTCOMES**

**On successful completion of this course, students will be able to do the following:**

1. Explain the significance of important people, events, and processes.
2. Explain the difference between primary and secondary sources.
3. Summarize significant historical arguments and debates around environment.
4. Drawing on evidence from primary sources, investigate the causes and outcomes of a significant historical event or process in environmental history in Canada.
5. Use evidence from primary and secondary sources to construct an interpretation of a significant person, event, or process in environmental history in Canada.
6. Critically reflect on the major people, events, and processes that shaped the environment and environmental history in Canada.

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

1. Identify potential root causes of local/global problems and how they affect local/global cultures, economies, politics, and policies.
2. Assess and evaluate individual and collective responsibilities within a diverse and interconnected global society.
3. Apply concepts of sustainable development to address sustainability challenges in a global context.
4. Analyse the impacts of colonialism and racism on Indigenous peoples.
5. Explain how contexts (e.g. cultural, historical, colonial, economic, technological) shape identity formation and social structures.

**COURSE CONTENT**

In order to facilitate student learning and in-class discussion, students are expected to complete all assigned readings before each class. Readings and lecture topics may change and/or additional readings assigned as appropriate. Please consult with your instructor and the course syllabus.

DATE	TOPICS & READINGS
	Course Introduction (Week 1)
	Unit 1   Deep Time & the Environment of Northern North America (Weeks 2 & 3) <ul style="list-style-type: none"> <li>• Murton, <i>Canadians and their Natural Environment</i>, Introduction and chapter 1.</li> <li>• Additional materials related to in-class activities assigned as appropriate.</li> </ul>
	Unit 2   Turtle Island and other Indigenous origin stories: Historic Indigenous Approaches to Environment (Weeks 4 & 5) <ul style="list-style-type: none"> <li>• Murton, <i>Canadians and their Natural Environment</i>, chapters 2–4.</li> <li>• Additional materials related to in-class activities assigned as appropriate.</li> </ul>

<p>Unit 3   Settler Colonialism I –Capitalism, Inventory Sciences, and Conservation (Weeks 6 &amp; 7)</p> <ul style="list-style-type: none"> <li>• Murton, <i>Canadians and their Natural Environment</i>, chapters 5, 7 and 8.</li> <li>• Additional materials related to in-class activities assigned as appropriate.</li> </ul>
<p>Unit 4   Settler Colonialism II – Industrialization and Environmentalism (Weeks 8 &amp; 9)</p> <ul style="list-style-type: none"> <li>• Murton, <i>Canadians and their Natural Environment</i>, chapters 6, 9 and 10.</li> <li>• Additional materials related to in-class activities assigned as appropriate.</li> </ul>
<p>Unit 5   Sustainability and Reconciliation (Weeks 10 &amp; 11)</p> <ul style="list-style-type: none"> <li>• Murton, <i>Canadians and their Natural Environment</i>, chapters 11, 12, and Conclusion.</li> <li>• Additional materials related to in-class activities assigned as appropriate.</li> </ul>
<p>Project Workshop (Week 12)</p>
<p>Project Exhibit &amp; Presentations (Week 13)</p>
<p>Final Exam Period (Weeks 14 &amp; 15)</p>

**EVALUATION PROFILE**

Quizzes	25%
Written Assignments	35%
Project	30%
Participation & Engagement	<u>10%</u>
	100%

**ASSIGNMENTS**

The assignment descriptions for this course will be determined by the instructor in accordance with the learning outcomes and structure outlined above. Please refer to the course syllabus and eLearn site for a detailed breakdown.

**Quizzes**

Quizzes may be held at appropriate times throughout the course and are intended to ensure learners are prepared to engage with planned activities.

**Written Assignments**

Written Assignments may include: primary source analysis, article reviews, reflective essays, weekly exit cards, etc.

**Project**

The major assignment in this course will be an inquiry-driven project in which learners will identify and investigate, using primary and secondary sources, a question directly related to Canadian environmental history. The project will unfold in stages, with feedback from the instructor and

peers incorporated at each stage. Learners will present their conclusions in a conference-style poster exhibit in Week 13.

### **Participation & Engagement**

Participation grades are based on the consistency and quality of contributions to class discussions and will be assessed through in-class activities related to the Unit learning outcomes. Consistency means attending class, maintaining a respectful presence, collaborating with peers, and actively contributing to discussions and activities on a regular basis. Quality means that products of in-class activities

### **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**

Assignment submission guidelines, deadlines, and late penalties are determined by the instructor within the parameters of History Department practices. In general, assignments will be submitted electronically via eLearn or by hard copy in-class (consult with your instructor for their preference). Assignments submitted late may be subject to late penalties, except in extenuating circumstances (e.g. medical or family emergency). Please contact your instructor as soon as possible if such an unfortunate situation occurs. Official documentation (e.g. doctor's note) may be required for any extension to be granted.

### **Missed Exams/Quizzes/Labs etc.**

Missed quizzes and exams may only be rescheduled in the event of exceptional emergencies and/or circumstances. Please contact your instructor as soon as possible if you find yourself in this situation (do not wait until the next class). In such cases, students may need to provide appropriate and verifiable documentation supporting an absence, as soon as possible after the absence occurs. Rescheduling will not be allowed for reasons such as holidays, nor shall re-scheduling be possible after exams have been graded and returned. For further details, please consult with your instructor.

\*\*\*Accommodations can be made to honour community needs and traditional practices.

### **Attendance**

This course is built around an active classroom component; attendance in all class meetings is therefore strongly advised. Students not attending class regularly will be at a considerable disadvantage. Official university policy on attendance is found in the University Calendar.

**English Usage**

Students are expected to use proper academic English in written assignments. All written work should be in clear, well-organized and correctly punctuated sentences contained within organized paragraphs. Form as well as content will be evaluated in all written assignments.

**Electronic Devices**

Personal electronic devices (laptops, tablets, e-readers, etc.) may not be used during a quiz or exam without prior approval. Any use of cellphones, smartphones, or other distractions is strictly prohibited. These must be silenced and stored for the duration of the quiz/exam period. Students requiring exam accommodations must register with Accessibility Services. Please consult with your instructor about their practices for use of electronic devices during regular classes.

**On-line Communication**

An eLearn site will complement the course syllabus and your Capilano email address will be used for all official communications; please check both regularly. The best way to reach your instructor is by email or by going to regularly scheduled office hours. The course syllabus contains a wealth of information, policies, and guidelines to help you to navigate this course successfully—read it carefully! The syllabus also provides a detailed breakdown of readings and assignments for the course.

**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-services/>

**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.