SALI 201: Introduction to the Salish Sea
Spring 2020

View from the beach at Whytecliff Park, Vancouver, BC March 2020

Mode of Instruction: Online
Credit hours 5.00 total - 4.0 lecture credit 1 lab/worksite credit

Prerequisites: None
Required preparation: None
AAS degree requirements: Social/Behavioral Science Distribution
CLA: information literacy, global consciousness
Fulfills additional requirement: diversity, global, sustainability

Faculty contact information and office hours
This course is team-taught by the following instructors (please see our introductions linked to our names below).

	Anna Booker (history)	**Anita Harker (sociology)**
email:	abooker@whatcom.edu	aharker@whatcom.edu
phone:	360.383.3764	360.383.3546
hours:	Mon 12-2 pm, & by appt.	Wed 2-4, Thurs 12-2, & by appt.

A note on communication: Because we will all primarily be working from home this quarter, email will be our primary form of communication. Typically we expect you to email us through Canvas, but we do have our institutional emails listed above as a back up along with our campus based phone numbers. However, we would be happy to arrange a phone call, Zoom meeting, or other form of connection that works well for you, and we do plan to check in with each group at the beginning of the quarter. We will reliably be online and accessible during our listed office hours (or as arranged). We aim to respond to emails within 24 hours during the workweek, and 48 hours over the weekend. As a default practice, please consider including us *both* on all email communication.

Core learning abilities (CLAs)

WCC's core learning abilities – communication, critical thinking, global consciousness, information literacy, and quantitative literacy – are skills taught and reinforced throughout our curriculum. These skills are integral to students' professional and personal lives. This course will give you the opportunity to practice and develop global consciousness and information literacy.

Description

This team-taught place-based and interdisciplinary course introduces students to the complex ecologies and human experiences of the Salish Sea region, an international body of water that is governed by the United States, Canada, and over 60 Tribes and First Nations. Students will learn content in the areas of natural and social sciences, and Indigenous ways of knowing, while learning process-based skills in inquiry and critical thinking, problem-solving, multimedia project development, and tools for advocacy and policy engagement.

Topics covered include biological and geological processes of the Salish Sea region; impacts of climate change on marine and terrestrial ecology; geologic formation stories of the Salish Sea; histories of colonialism in the United States and Canada; environmental and social policy processes, including the role of grassroots social movements; the relationship between various government bodies in the region (tribal, First Nations, U.S., Canada); economies of the Salish Sea; intercultural conflicts in natural resource use and planning; and mechanisms for enacting social change.

Course Outcomes

Upon successful completion of this course, each student should be able to:
1. Use critical thinking skills and a multi-disciplinary perspective when exploring Salish Sea topics
2. Create a narrative of inquiry relevant to their interests about the Salish Sea
3. Refine place-based questions and develop research strategies to answer them
4. Evaluate international processes of advocacy and policy engagement
5. Argue a position about the origins, future effects, and potential solutions for environmental and social issues in the Salish Sea

Land Acknowledgement

We would like to acknowledge and honor this beautiful place we occupy as the traditional territories of the Lummi, Nooksack, and Semiahmoo. Over the course of the quarter, as we explore the entire Salish Sea region, we will also be exploring the homelands of many other Coast Salish Peoples. As we consider the systems that help define this space and place through time, it is important that we also honor those who have served as caretakers of these systems in past, present and the future.

Textbooks and other resources
Readings consist of scholarly articles, book chapters, and online resources, including media coverage of relevant topics. Readings will be made available through Canvas. There is not a required text or reader for this course. All materials are housed within the weekly modules and organized by topic.
Disability accommodation

Assignments and grading

Grade distribution

Scavenger Hunt	15%
Species Stories OR Story Map	15%
Letter to a Leader	15%
Weekly Discussions	55%

A note on late work policies: Late work will typically be accepted with a penalty: there will be an automatic deduction of 10% within the first 24 hours, and an additional 10% every day following. Please communicate with us as soon as possible if you anticipate a lengthy absence, become seriously ill, or are experiencing another extenuating circumstance and we reserve the right to practice flexibility and make alternative plans as the situation warrants.

Letter grades are earned as follows: A [95+]; A- [90-94]; B+ [87-89]; B [83-86]; B- [80-82]; C+ [77-79]; C [73-76]; C- [70-72]; D+ [67-69]; D [60-66]; F [below 60]

Students taking the course on an "S/U" basis will earn an "S" for achieving 70 percent or better on graded work and a "U" for work below 70 percent.
Incompletes

An "incomplete" for this course is discouraged. For verifiable personal emergencies we may discuss this grading option if you have already shown sufficient effort and satisfactory progress. This usually means consistent attendance and work at or above the "C" level. If other circumstances in your life prevent your succeeding in this course at this time, you should withdraw before the official withdrawal date (check with the Registration Office) and try the course at another time.

Assessment criteria

- Weekly Discussions: 55%
- Scavenger Hunt: 15%
- Letter to a Leader: 15%
- Species Stories (Option A) OR Story Maps (Option B): 15%

This course is designed to be completed in weekly modules, organized by topic. Within each module is a page that houses all the assigned materials for the week. You can anticipate a weekly discussion as part of your work. Sometimes those discussions will happen within small base groups of roughly 4 students. These groups represent the five layers of the Salish Sea ecosystem. You will be assigned to a base group after having the chance to provide feedback on your preferences (e.g. Alpine & Subalpine – for those who love to be on the mountain; Intertidal & Kelp Forests for the beachcombers and explorers of tide-pools among us; etc).

Initial posts on discussion boards should be made by the deadline (Fridays at midnight) and you are expected to engage an additional two times on the discussion board in response to your group member's posts by Sunday at midnights. Reading and responding to each other's work is an important part of the learning process, and as your instructors, we look forward to reading your thoughts in these spaces. A large portion of your overall grade is based on these weekly discussions. To succeed in this course it is important to read the directions and prompts carefully. Submit your work by Friday so that your group members have enough time to respond to your posts.

Species Stories & Story Maps (15%)

You have the option of completing either the *Species Story* or a *Story Map* assignment. Please read through the directions carefully, and make your decision based on which assignment plays to your interest and strengths (or if you'd like to challenge yourself in a new way, go for it!). You are only expected to complete one of these assignments, and you might also factor in the due dates as you make that decision (e.g. considering everything on your plate this quarter, which deadline works best for you?).

Scavenger Hunt (15%)

With our move online for the quarter, we have developed a Scavenger Hunt that you will be participating in as the "lab" component of our class. Detailed directions will be provided in Canvas.

Letter to a Leader (15%)

This serves as a culminating assignment. Note that we have devoted a weekly module towards working on your letters, and details about the assignment are located within.

Student conduct and expectations

Please review the Student Conduct Code at http://catalog.whatcom.edu/student-rights-and-responsibilities-policy-student-conduct-code. In addition, students in this class should adhere to the following general guidelines:

Workload

This five-credit class requires a minimum of ten hours of work outside class every week. This includes reading, research and writing for papers and projects. Expect to work hard. But if you are genuinely putting in the time and are still struggling, contact one of your instructors immediately.

Plagiarism and academic integrity

Don't cheat! If you cheat on an exam or plagiarize a written assignment, you will fail the exam or assignment at a minimum. Other penalties may include an "F" for the entire course and disciplinary action administered by WCC. Additional information on academic dishonesty can be found in the current WCC catalog on p. 175-176. You are ultimately responsible for understanding and following this policy, so please feel free to contact one of your instructors if you have questions or need clarification.

Netiquette

We will do our best to answer emails as quickly as possible. Generally, we will only respond to routine emails and questions about coursework and assignments during working hours. However, if an emergency arises please email us as necessary.

Electronic communication with your instructors and classmates should be courteous and professional. Best practice is to start with a proper salutation (the person's name), and to proofread you emails for grammar and spelling errors. It is also helpful if you can 'close the loop' on an email/Canvas exchange by acknowledging that a problem is solved or that your question has been answered.

Affirmation of inclusion

WCC is committed to maintaining an environment in which every member of the college community feels welcome to participate in the life of the College, free from harassment and discrimination. We welcome people of all races, ethnicity, national origins, religions, ages, genders, sexual orientations, marital status, veteran status, abilities and disabilities. Toward that end, faculty, students and staff will treat one another with respect and dignity; promote a learning and working community that ensures social justice, understanding, civility and non-violence in a safe and supportive climate; and influence curriculum, teaching strategies, student services and personnel practices that facilitate sensitivity and openness to diverse ideas, peoples and cultures in a creative, safe and collegial environment.

Non-discrimination policy, Title IX, and sexual misconduct

WCC does not discriminate on the basis of race, color, national origin, religion, sex, disability, honorably discharged veteran or military status, sexual orientation, genetic information or age in its programs and activities. WCC's discrimination and harassment policy (policy 615) and the student rights and responsibilities policy (WAC 132U - 125) strictly prohibit sexual harassment, intimidation, and violence. Anyone who has

experienced sexual misconduct is encouraged to contact a WCC counselor in entry and advising (Laidlaw 116) at 360 - 383 - 3080 to receive confidential support and learn about reporting options. Any disclosure of such misconduct shared with another faculty or staff member is non - confidential and requires a report to WCC's Title IX coordinator, who has been designated to handle such reports. Inquiries regarding non - discrimination, Title IX, and sexual misconduct policies can be directed to the executive director for human resources, 237 W. Kellogg Road, Bellingham, WA 98226, 360 - 383 - 3400.

Accommodations

Any student with a disability requiring auxiliary aids, services, or other reasonable accommodations should contact the Disability Support Services office in the Entry and Advising Center (LDC116, 360-383-3080 or 360-255-7182 [VP]). Please do this as soon as possible.

Writing Center

We encourage all of you to visit this exceptional resource in Cascade 112 as you complete your writing assignments. Online help options are also available at http://writing.whatcom.ctc.edu/

Communication

We will discuss topics and ideas from a wide range of perspectives, some of which will no doubt clash with your own. We expect you to defend your informed positions with passion and vigor! But racist, sexist, homophobic, abusive, or intimidating language will not be tolerated. Respect yourself and each other by maintaining a climate of civility. We can disagree without being disagreeable.

Schedule

	DATE	CONTENT	ASSESSMENT
WEEK ONE	4/15 - 4/19	Place Conscious Learning & the Salish Sea	Discussion; Survey
WEEK TWO	4/20 - 4/26	Alpine to Riparian to Marine Ecosystems of the Salish Sea	Discussion
WEEK THREE	4/27 - 5/3	Settler Colonialism in the Salish Sea	Discussion
WEEK FOUR	5/4 - 5/10	Connecting Local History to the Salish Sea	Discussion; Option A: Species Story
WEEK FIVE	5/11 - 5/17	Mapping the Salish Sea	Discussion
WEEK SIX	5/18 - 5/24	Geologic Formation of the Salish Sea	Discussion; Option B: Story Map due
WEEK SEVEN	5/25 - 5/31	Archaeology of the Salish Sea	Discussion

WEEK EIGHT	6/1 - 6/7	Imagining the Future of the Salish Sea	Discussion; Scavenger Hunt due
WEEK NINE	6/8 - 6/14	Writing Week	Pooling Resources, Letter to a Leader *Draft* & Peer Reviews
WEEK TEN	6/15 - 6/19	Peer reviews	Letter to a Leader *Final* Due