Introduction to the Salish Sea
Spring 2022

Course Information

- **Section: 36808**
- **Location:** Online & KUL 204
- **Days/time:** Hybrid (partially asynchronous, with weekly meetings from 11:30-1:20pm Tuesdays)
- **Start date: 4/5/2022**
- **End date: 6/17/2022**
- **Course format:** Hybrid
- **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

Course Format and Structure

This is a hybrid course, which means we will meet as a class at the scheduled time of Tuesdays from 11:30am-1:20pm. It is important you plan your schedule so you can participate in all of our live class meetings. You will also spend time working independently online in preparation for our time together and to learn the content in a deep and meaningful way.

The course is structured around the weekly course "Modules." **Each module starts on a Wednesday and ends on a Tuesday.** Since our quarter starts on Tuesday, Week 1 begins on Tuesday, April 5th, and week 2 starts on Wednesday, April 6th. Plan to meet as an entire class on Tuesday, April 5, from 11:30-1:20pm.

Faculty contact information and office hours

This course is team-taught by the following instructors.

Instructor contact information

Kaatje Kraft (geology/oceanography)	Jennifer Zovar (anthropology)
kkraft@whatcom.edu	**jzovar@whatcom.edu**
360.383.3539	**360.383.3589**
Tues 10:30-11:20am in KUL 204 & by appt. in KUL 218 or through zoom (link here)	**Tues 10:30-11:20 in KUL 204 & by appt. in LDC 218A or through zoom (link here)**

A note on communication: We will available 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* in 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, Samish, Semiahmoo and other Coast Salish peoples. 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 the past, present, and the future.

Western Washington University Connections

There is a parallel Introduction to the Salish Sea course at WWU this quarter, taught by an interdisciplinary team of faculty. We will occasionally connect with Western students and instructors for shared learning.

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.

Assignments & Grading details

- Weekly Reflections & Discussions 30%
- Final Research Project 30%
- Taking Action 15%
- Species Stories 15%
- Specific Event Reflections 10%

Letter grades are earned as follows:

A [94+]; A- [90-93]; 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]

A note on late work: This class is one such that engaging with the readings, videos, etc prior to class will greatly aid in your ability to fully participate in class discussions. If you keep up with the class structure, your fellow classmates will better benefit from your participation and perspective.

Please do your best to get assignments turned in on time. Certain assignments build on others, so you don't want to get too far behind. However, given the (continuing) uncertain nature of everything right now, we will not be taking points off for late assignments this quarter. As long as you get your work turned in by the end of the quarter (Friday, June 17th), you will be able to earn credit.

Grading Policies

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 & Reflections (30%)

This course is designed to be completed weekly, organized by topic. Each module's home page houses all the assigned materials for the week. At the beginning of each week, you will be asked to read/watch/listen to assigned materials and engage in a pre-class discussion to prepare you for the in-class discussion time (and/or prepare you for the field trip in which we will be engaging for the class time). These discussions should be completed by Monday at midnight. After each class, there will be a closing reflection to help you capture your thoughts and self-assess what you learned during that week's content.

Final Research Project (30%)

This project will allow you to experience the process of doing original research. This means you'll have a chance to ask a research question, do background research about the topic, collect data, develop an explanation for your results and share your work publicly. You will work in teams on an agreed upon topic so that you can all work to your strengths while also developing new skill sets. The results of your research may be presented through an academic poster, a website, a blog, a podcast, storymap, creative work. Further information will be provided during class.

Species Stories (15%)

A species story combines factual information about a species in the Salish Sea with storytelling skills. Through a fictional or nonfictional account of your species, you will tell a story about your species and its life in the region. Stories can be situated in the past, present, or future. You are asked to incorporate themes of climate change, human impacts, and restoration into your story. By using a story, you will move from a report- or research-mode to describe the natural world into a humanistic sharing of your knowledge of a being in its place and context.

Taking Action (15%)

Throughout this class, we'll examine a number of different issues impacting the Salish Sea region - we hope you find one in particular that matches your passion to which you will have a chance to take action in a variety of format options to see how applying concepts from an academic setting can lead to changes (even very small ones) in your own life and/or community.

Specific Event Reflections (10%)

These reflections will focus on the outside-of-class activities including attending a talk at a national conference and attending a field trip (or doing a self-guided experience instead).

Student Policies

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. If at any time you feel you are struggling, please reach out to your instructors immediately. We're here to support you in your success.

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 if 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 informatio n 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 s exual 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 i s 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 res ources, 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.

Accommodations for Reasons of Faith or Conscience

Students who will be absent from course activities due to reasons of faith or conscience may seek reasonable accommodations so that grades are not affected. Such requests must be made to the instructor within the first two weeks of the quarter and should specify the exact dates the student will miss. We will work together to identify the specific reasonable accommodations for the missed class sessions.

Writing & Learning Center

We encourage all of you to visit these exceptional resources on the 3rd floor of the learning commons as you complete your writing assignments. Online help options are also available for the writing center and the learning center (to which all students are entitled to at least 2 hours of free tutoring a week)

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.

Respect for Linguistic Diversity:

Language and communication impact and influence every area of our lives. And within a higher educational institution, we not only study and research various aspects of language and usage of language, we embody and enact language in multiple and diverse ways.

This class actively honors linguistic diversity. How one speaks, is a significant part of one's socio-cultural identity and psychological well-being. To that end, this class is a safe space for multiple ways of speaking, including (but not limited to) multiple languages, any/all dialects of accented English, and deaf speech. Any expressed bias, prejudice, or discrimination toward others will not be tolerated in this space. Any discriminatory behaviors will be reported to WCC's Behavior Intervention Team.

COVID-19 Policies

As we continue to navigate living and trying to manage the everyday realities of an ongoing global pandemic, there are a few policies of which you should be aware.

Conducting this class in-person requires all participants to follow the established safety rules to ensure the safety of all participants. The college (and state) have lifted the masking mandate requirements, however, we will ask that you please consider wearing a mask during indoor class activities. As instructors, we both have regular interactions with vulnerable family members and your classmates may also feel the same. We also want to impress that the virus is an ever-changing situation such that the making policy may change given an increase in county-level case rates. For more information on the latest school policies, please visit the college COVID page.

If you do not feel healthy or exhibit any symptoms related to COVID-19, *please* do not come to class. Contact at least one of the instructors and we will work with you to do an alternative out-of-class option. There will never be a penalty for not attending class, but we do ask that you communicate with us BEFORE class starts so we can set you up for success.

General Class Schedule*			
WEEKS	**Dates**	**CONTENT**	**ASSESSMENTS**
WEEK ONE	4/5	Introductions & Course Overview	Discussion: Introductions & End of Week Reflections
WEEK TWO	4/6 - 4/12	Geology & Oceanography of the Salish Sea	Golden Lines Discussion & End of Week Reflections

WEEK THREE	4/13 - 4/19	Alpine to Riparian to Marine Ecosystems of the Salish Sea *Field Trip during class time*	Golden Lines Discussion & End of Week Reflections
WEEK FOUR	4/20 - 4/26	Archaeology of the Salish Sea *Field Trip during class time*	Golden Lines Discussion & End of Week Reflections Assignment: Species Story
WEEK FIVE	4/27 - 5/3	Connecting Local History to the Salish Sea *Field Trip during class time*	Golden Lines Discussion & End of Week Reflections
WEEK SIX	5/4 - 5/10	Settler Colonialism in the Salish Sea *Field Trip during class time*	Golden Lines Discussion & End of Week Reflections Assignment: Taking Action
	5/13 - 5/14	Class Field trip to the San Juans	(optional but highly encouraged)
WEEK SEVEN	5/11 - 5/17	Issues in the Salish Sea	Golden Lines Discussion & End of Week Reflections Assignment: Field Trip Reflection
WEEK EIGHT	5/18 - 5/24	Issues of the Salish Sea	Golden Lines Discussion & End of Week Reflections Assignment: Literature Review
WEEK NINE	5/25 - 5/31	Issues of the Salish Sea	Golden Lines Discussion & End of Week Reflections Assignment: Conference Synopsis
WEEK TEN	6/1 - 6/7	Issues of the Salish Sea	Golden Lines Discussion & End of Week Reflections Assignments: Peer Reviews

WEEK ELEVEN	6/8 - 6/17	Final Project Celebrations & Reflections	Discussion: Week Eleven Reflection Assignment: Final Projects (shared in Spring Showcase)

*please note that this schedule is subject to change, it is the responsibility of the student to follow class announcements to see what changes may occur.