

SALI 201: Introduction to the Salish Sea

Western Washington University

Fall 2021

Tuesdays & Thursdays

10-11:50am

Instructors

Dr. Natalie Baloy &

Dr. James Miller

*Map: Aquila Flower 2021 -
Salish Sea Reference Map*



This version of the SALI 201: Introduction to the Salish Sea course syllabus was taught in Fall 2021 face-to-face at Western Washington University. This syllabus includes notes and links for instructional use; note: some links to Canvas materials or library materials may not work for all users.

For more information, please contact the instructional team:

Dr. Baloy: Natalie.Baloy@wwu.edu

Dr. Miller: Mille630@wwu.edu

Syllabus Table of Contents

Course Description _____ 2

Course Learning Outcomes _____ 2

Course Development _____ 3

Policies & Support _____ 3

Assignments _____ 4

Schedule Overview _____ 5

Link: Course Schedule at a Glance _____ 5

Week 1 - September 23 - Intro to the Intro _____ 6

Week 2 - September 28 - Whitecap to Whitecap _____ 6

Week 3 - October 5 - 13 Moons (Featured Educator: Anna Cook) _____ 7

Week 4 - October 12 - Case Study: Xwe'chi'eXen + Herring, Coal, & Rail _____ 8

Week 5 - October 19 - Waves of Settlement _____ 8

Week 6 - October 26 - Border Formation & Urban Development _____ 9

Week 7 - November 2 - Case Study: sə́lilwət + Orcas, Oil, & Tankers _____ 9

Week 8 - November 9 - Geographies of Disaster _____ 10

Week 9 - November 16 - Rising Tides _____ 11

Week 10 - November 23 - Case Study: Roberts Bank + Salmon, Birds, & Cargo _____ 11

Week 11 - November 30 - Salish Sea Studies Synthesis _____ 12

Course Description

About Intro to the Salish Sea Course: This place-based, experiential, and multidisciplinary course introduces students to the complex human-environment systems of our shared bioregion, an international inland sea fed by watersheds governed by the United States, Canada, and over 60 Tribes and First Nations. This course invites students to critically examine complex issues in the Salish Sea, and to build meaningful connections across borders, disciplines, and systems to help bring to life an environmentally healthy and just future for the Salish Sea.

About the Salish Sea Minor: This course is the core course in the Salish Sea Studies Minor. The Minor gives students an opportunity to develop a sense of place and a sense of responsibility for learning and caring for where they live. Composed of a core set of interdisciplinary courses and a set of electives spanning all colleges on campus, this Minor is designed to demonstrate that many ways of knowing are relevant and important for understanding the Salish Sea. [Learn More](#) / [Declare a Minor](#)

About the Salish Sea: The Salish Sea bioregion is an estuarine inland sea surrounded by snow-capped mountain ranges and rich in biodiversity. Freshwater lakes and glaciers filter through temperate rainforest into rivers that meet the saltwater and tides from the Pacific Ocean, filling the Puget Sound, Georgia Basin, and Strait of Juan de Fuca. The name “Salish Sea” reflects the long history of Straits and Coast Salish peoples, who have deep and abiding relationships with the lands and waters of this region since time immemorial. Over the past two centuries, the Canada-US border and each nation’s governance structures have cut across this waterscape and intersected with Indigenous nations’ laws and governance systems in myriad ways. Millions of people from around the world have moved to the region’s cities and rural areas. This industrial-scale population growth, combined with extractive resource economies and global climate change, create myriad challenges for the health of this region and all who live here.

Course Learning Outcomes

By the end of this course, you will gain practice in:

- Weaving together Indigenous knowledge systems, natural sciences, social sciences, and the humanities to shape your inquiries about the Salish Sea
- Sharing stories and science about the Salish Sea through art, maps, stories, letters, videos, podcasts, and other forms of expression
- Analyzing systems of power and governance between sovereign Indigenous nations, BC/Canada, and WA/US in the multinational Salish Sea
- Identifying critical issues and evaluating potential solutions for shaping the current and future health of the Salish Sea
- Developing relational accountability with the Salish Sea and a commitment to place-conscious learning that can be practiced wherever you live or travel

Course Development

Development of the Salish Sea Studies curriculum has been generously supported by anonymous donations to the Salish Sea Institute, the Keta Legacy Foundation, the National Endowment for the Humanities, and the Pacific Northwest National Resource Center on Canada at the University of Washington and Western Washington University (US Department of Education Title VI grant). There is a parallel course offered at Whatcom Community College. The course syllabus and course material has been developed in collaboration and conversation with many people, including Marco Hatch, Nick Stanger, Robin Kodner, Anna Booker, Anita Harker, Kaatje Kraft, Ian Stacy, Jennifer Zovar, Anna Cook, and Kamala Todd.

Policies & Support

We are all responsible for abiding by current COVID safety practices and university policies. You are responsible for all student policies here: <https://syllabi.wwu.edu/>.

We will be following all university guidelines for COVID-19 safety and protocols. All students must wear masks at all times in class. Any changes in modality or class expectations due to the evolving COVID-19 situation will be announced on Canvas and in class.

Syllabus Changes: This syllabus is subject to change. Changes, if any, will be announced in the Announcements tab on Canvas. Students will be responsible for all changes.

Late Policy: You have a 3-day no-questions-asked grace period on all assignment deadlines. After that, late assignments will be penalized -10% per day late.

Academic Hardship & Support: If challenging circumstances arise, please don't hesitate to reach out to the Counseling Center and/or the Registrar's Office.

Contacts for Concerns & Questions:

- Covid-19 Questions: <https://www.wwu.edu/coronavirus/students>
- Medical: Health Center - 650-3400 or www.wwu.edu/chw/student_health
- Emotional or psychological: Counseling Center - 650-3400 or www.wwu.edu/chw
- Health and safety: University Police - 650-3555 or www.ps.wwu.edu/
- Family or personal crisis or emergency: Dean of Students - 650-3775 or www.wwu.edu/dos/contact_us.shtml

Assignments

Assignment Type	Assignment Name	Due Date	Points
Participation	Knowledge Checks	Weekly: Thursdays 11:59	100 (10 pts/class)
Positionality Statements	Reflection 1 (Rubric)	Thursday, October 14	50 points
	Reflection 2 (Rubric)	Thursday, November 4	50 points
	Reflection 3 (See Final)	Tuesday, December 2	50 points
Portfolio Assignments	Species Story (Instructions)	Thursday, October 21	250 points
	Story Map (Instructions)	Thursday, November 11	250 points
	Final Portfolio (Instructions)	Tuesday, December 9	250 points
			1000 points total

Participation

We will meet every Tuesday in person in Bond Hall. Every Thursday you have the option to participate in assignment workshops. Each Thursday by 11:59pm, you will be responsible to complete a short knowledge check, submitted via Google Forms, to convey your comprehension and questions about each week's course content. Each week's knowledge check is worth 10 points and is pass/no pass.

Positionality Statements

You will complete three positionality statements through the quarter. Each positionality statement is worth 50 points. Instructions and a detailed rubric will be provided in Week 2.

Portfolio Assignments

You will complete three major multidisciplinary and multimedia portfolio assignments over the term. At the start of each module, a detailed rubric will be provided for the next portfolio assignment. For your third and final portfolio assignment, due during Finals week, you will compile your assignments and you can optionally revise them for a higher grade. Further instructions will be provided during class.

Readings

There is not a required text or reader for this course. Readings consist of scholarly articles, book chapters, and online resources, including media coverage of relevant topics. Readings will be made available through Canvas and/or Western Libraries' online database systems, and easily accessible. We aim for at least 50% of texts by Canadian authors and/or Indigenous authors. You will also be assigned videos, podcasts, and other media.

Grades

Grades will be letter grade mode. You may have the option to request Pass/No Pass (EP/NP) through the Registrar's Office. There is a deadline for this request. In-class and homework assignments will be reviewed and be marked complete/incomplete. Final grades are based on your performance on and completion of **all** course material.

Grade Scale **A** ≥ 93% **A** ≥ 90%

B+ ≥ 88% **B** ≥ 83% **B-** ≥ 80%

C+ ≥ 78% **C** ≥ 73% **C-** ≥ 70%

D+ ≥ 68% **D** ≥ 63% **D-** ≥ 60%

Extra Credit

You can engage in self-directed experiential learning activities to receive up to 50 additional points in this class. You can receive 10 points for completing and documenting an activity from this [Gameboard](#). You can complete up to 5 activities (5 x 10points each = 50 points). All activities must be completed, documented, and added to Canvas by Dec 2. Extra credit will be graded at the end of the term.

Schedule Overview

Link: [Course Schedule at a Glance](#)

Week 1 - September 23 - Intro to the Intro

- Review course Canvas site and come to class with questions
- Participate in class in Bond Hall 319 - don't forget your mask
- Complete the [Week 1 Learning Check](#) by Thursday at 11:59pm. (Don't forget, [all assignments have a 3-day no-questions-asked grace period](#))

Week 2 - September 28 - Whitecap to Whitecap

Be sure to complete at least Steps 1 and 2 before class on Tuesday.

- Step 1 (15min): Watch this [short tutorial on reading academic articles](#) (3min) and [this one](#) too (9min).
- Step 2 (1hr 15min): Find your name below and read/watch the assigned materials
 - Alpine
 - Watch: [Survivors of the Flood - Bill James](#) (11min)
 - Listen: [Mount Baker's Last Potlatch - Pauline Hillaire](#) (5min)
 - Read: [Introduction to Mount Baker and the Nooksack River Watershed](#) (1hr)
 - Forests & Meadows Watch: [Nettles: Generations of Traditional Knowledge](#) (4min)
 - Watch: [How Nettle Saved the People](#) (5min)
 - Read: [Historical Indigenous Land-Use Explains Plant Functional Trait Diversity](#) (1hr)
 - Rivers & Estuaries
 - Watch: [Silverweed](#) (2min)
 - Watch: [Homecoming](#) (6min)
 - Read: [The Effect of Climate Change on Glacier Ablation and Baseflow Support in the Nooksack River Basin and Implications on Pacific Salmonid Species Protection and Recovery](#) (1hr)
 - Intertidal
 - Watch: [Clams: Growing in Community Together](#) (5min)
 - Watch: [A Wall Worth Building](#) (5min)
 - Read: [Ancient Clam Gardens, Traditional Management Portfolio, and the Resilience of Coupled Human-Ocean Systems](#) (1hr)
 - Marine & Kelp Forests
 - Watch: [Salmon Woman - Bill James](#) (5min)
 - Watch: [Salmon: More Than Just Food](#) (5min)
 - Read: [Sources of Corrosive Bottom Water to Bellingham Bay, Washington State](#) (1hr)
- Step 3 (1hr 15min): Read two articles on this week's core concepts:
 - [Land](#) (30min)
 - [Knowing Home - Chapter 1: Braiding Indigenous Science with Western Science](#) (45min)
- Step 4 (15-30min): Complete this week's [Learning Check](#) (15-30min)

Week 3 - October 5 - 13 Moons (Featured Educator: Anna Cook)

13 Moons with Featured Educator Anna Cook

Note: This week we will be learning from featured educator, Anna Cook, who has designed this lesson for us and will lead our class on Tuesday. I am grateful to Anna for developing this week's curriculum! Please take extra care to be respectfully prepared for our class by following and completing all instructions.

Featured Educator Anna Cook

Anna Cook is a Swinomish tribal member and works for the Swinomish Indian Tribal Community Environmental Health Program as an associate and youth outdoor educator. She recently graduated from The Evergreen State College with a bachelor's degree and focus in Native American Studies. She lives on the Swinomish Reservation and continues her work to promote food sovereignty and helps bring awareness to climate change and its impact on Indigenous peoples. In her work she helps maintain the 13 Moons community gardens; teach Swinomish youth lessons on traditional foods and harvesting methods; helps conduct workshops based off of the 13 Moons curriculum; and distributes fresh produce and plant medicines to Swinomish tribal members.

This Week's Instructions

- LISTEN [All My Relations Podcast: Food Sovereignty](#) (45min)
- WALK* Go on a 1-hour plant reflection walk (1hr)
 - Try to find a trail where you have access to wild plants and bring a notebook.
 - From there, either draw or write about plants that you are unsure of, or familiar with but would like to know more about.
 - Document the location of the plants so you can return to the location later on.
 - *If you're unable to go on a walk... spend one hour watching plant videos from [NWIC Extension](#) and/or [Grub](#)
- READ [Story of 13 Moons](#) and/or [Cedar Box Toolkit](#) (1 hour)
- LEARNING CHECK Fill out [Week 3 Learning Check](#) (30min)

This Week's Slides

Many thanks to Anna Cook for sharing her [slideshow](#)

Week 4 - October 12 - Case Study: Xwe'chi'eXen + Herring, Coal, & Rail

Be sure to complete Steps 1 through 4 before class on Tuesday.

- Step 1: Herring (30 minutes): READ [Section 5 of State of the Salish Sea Report](#) (pp. 154-165 on Herring) + [Vignette 23 - Indigenous Resource Management](#).
- Step 2: Treaties (25 minutes): WATCH [Treaty Day Video](#) (25min)
- Step 3: Coal (15 minutes): READ "[Coal in the Puget Sound Region](#)" by Laura McCarty
- Step 4 (45 - 60 minutes): READ [The Bellingham Bay & British Columbia Railroad Company](#)
- Step 5 (15 minutes): [Week 4 Learning Check](#)

Week 5 - October 19 - Waves of Settlement

Please complete these tasks in order. Be prepared to share with your peers what you read - complete these readings before class on Tuesday. We encourage you to fill out the Learning Check after class this week.

- READ: [Challenging Racist BC](#) (30min)
 - Group 1: Chapter 1 (pp. 11-26) + Chapter 6 (pp. 65-71)
 - Group 2: Chapter 2 (pp. 27-34) + Chapter 6 (pp. 65-71)
 - Group 3: Chapter 3 (pp. 35-42) + Chapter 6 (pp. 65-71)
 - Group 4: Chapter 4 (pp. 43-54) + Chapter 6 (pp. 65-71)
 - Group 5: Chapter 5 (pp. 55-64) + Chapter 6 (pp. 65-71)
- LISTEN: [Interview with Roxanne Dunbar-Ortiz](#) (45min)
- LISTEN: [Clyde Bellecourt](#) 23:50-41:50 (15min)
- READ: [Section 3 of State of the Salish Sea Report](#) (1hr)
- READ: [Indigenous Climate Change Studies](#) (45min)
- Due Tuesday 11:59pm - [Week 5 Learning Check](#)

Week 6 - October 26 - Border Formation & Urban Development

- READ + MAP (Look for your name and please read **before** Tuesday's class) - 1hr
 - Vancouver: [Planning Since Time Immemorial](#) + [Musqueam Place Names Map](#) (Group 1)
 - Victoria: [Nervous Hybridity](#) + [Making Room StoryMap](#) (Group 2)
 - Seattle: [City of the Changers](#) + [Waterlines Map](#) (Group 3)
- If you're not in the SALI Lab, check out...[Colonizing & Decolonizing Bellingham Walking Tour](#)+ [Bellingham Working Waterfront StoryMap](#)
- Due Tuesday 11:59pm - [Link](#)

Week 7 - November 2 - Case Study: səliłwət + Orcas, Oil, & Tankers

- EVERYONE (5min): Read [Tsleil-Waututh Nation Assessment](#) Executive Summary + Chapter 16 - Stewardship Policy Test (p. 1 + 85-86) – and GROUP ASSIGNMENTS
 - **Group 1**
 - Hostile Waters Series - 1: [Orcas thrive in a land to the north](#) (15min)
 - [Orca Taskforce Report](#): Goal 1 (pp. 63-78) (30min)
 - [Sightline Series - Part 2](#): History of Northwest Refineries (15min)
 - [Tsleil-Waututh Assessment](#): Chapters 3 & 4 (p. 6-25) (30min)
 - **Group 2**
 - Hostile Waters Series - 2: [How a generation of killer whales was taken from Puget Sound](#) (15min)
 - [Orca Taskforce Report](#): Goal 2 (pp. 78-85) (30min)
 - [Sightline Series - Part 3](#): Two Possible Futures (15min)
 - [Tsleil-Waututh Assessment](#): Chapters 5 & 6 (p. 26-49) (30min)
 - **Group 3**
 - Hostile Waters Series - 3: [Hunger](#) (15min)
 - [Orca Taskforce Report](#): Goal 3 (pp. 86-92) (30min)
 - [Sightline Series - Part 4](#): Oil Refinery Profits: A Primer (15min)
 - [Tsleil-Waututh Assessment](#): Chapters 6-9 (p. 43-61) (15min)
 - **Group 4**
 - Hostile Waters Series - 4: [The Roar Below: How our noise is hurting orcas' search for salmon](#) (15min)
 - [Orca Taskforce Report](#): Goals 4 & 6 (pp. 93-95 + 106-109) (30min)
 - [Sightline Series - Part 5](#): Oil Refinery Workforce (15min)
 - [Tsleil-Waututh Assessment](#): Chapters 10-12 (p. 62-70) (15min)
 - **Group 5**
 - Waters Series - 5: [Chasing a Memory](#) (15min)
 - [Orca Taskforce Report](#): Goal 5 (pp. 96-105) (30min)
 - [Sightline Series - Part 6](#): Direct Impacts (15min)
 - [Tsleil-Waututh Assessment](#): Chapters 13-15 (p. 71-84) (30min)
- Due Tuesday 11:59pm - [LINK](#)

Week 8 - November 9 - Geographies of Disaster

Note: Take care of yourselves while reading these materials - learning about disasters, risks, and hazards can sometimes lead to some feelings of fear and anxiety. We will be talking about prevention, preparation, and response on Tuesday too.

- EVERYONE:
 - READ OR LISTEN: [The Really Big One](#) + [How to Stay Safe When the Big One Comes](#) *Note: there's an option at the link to listen to this instead if you want to walk/listen for this one.* (45min)
 - READ: [Five Puget Sound Cities & Earthquake Risk](#) (15min)
 - OPTIONAL: Encouraged but not required: [When the mountain dwarfs danced](#) (45min)
- Earthquakes (Group 1)
 - READ: [Earthquake Key Points \(City of Seattle\)](#) + [The Most Doomed City in Canada](#) (30min)
 - LOOK AT MAPS: [Earthquake Canada Map](#) (Zoom to Salish Sea) + [WA Geologic Hazard Map](#) (Select Map Layers: Earthquakes and Seismic Scenarios / Search for Seattle) (15min)
- Tsunamis (Group 2)
 - READ: [Tsunamis and Seiches Key Points \(City of Seattle\)](#) (10min)
 - WATCH: [Tsunami Wave Simulation & Current Velocity Videos](#) for Washington State, Bellingham, San Juan Islands (15min)
 - LOOK AT MAP: [WA Geologic Hazard Map](#) (Select Map Layer: Tsunamis / Search for Seattle) (20min)
- Flooding (Group 3)
 - READ: [Floods Key Points \(City of Seattle\)](#) + [Flood Modelling and Mapping in BC's Lower Mainland](#) (Fraser Basin Council) (30min)
 - LOOK AT MAP: [Flood Hazard Map \(WA Department of Ecology\)](#) (Search for Seattle and other cities) (15min)
- Landslides (Group 4)
 - READ: [Landslides Key Points \(City of Seattle\)](#) + [Oso Landslide StoryMap](#) (30min)
 - LOOK AT MAP: [WA Geologic Hazard Map](#) (Map Layer: Landslides / Search for Seattle) (15min)
- Fires (Group 5)
 - READ: [Fires Key Points \(City of Seattle\)](#) + [Heat Wave Spread Fire That 'Erased' Canadian Town](#) (30min)
 - LOOK AT MAP: [Washington Wildfire Map](#) + [Air Quality Map](#) (15min)
- Volcanoes (Group 6)
 - READ: [Volcano Key Points \(City of Seattle\)](#) + [What will happen when Mount Rainier erupts?](#) (10min)
 - WATCH: [Mount Rainier: Active Volcano](#) (5min)
 - LISTEN: [Mountain Songs \(Crosscut Podcast\)](#) (15min)
 - LOOK AT MAP: [USGS Map - Volcanic Hazards of Mount Rainier](#) (15min)
- Due Tuesday 11:59pm - [Link](#)

Week 9 - November 16 - Rising Tides

- Part 1: Climate “Change” Activism (45min)
 - LISTEN: [NPR All things considered, “Indigenous activists say the legacy of colonialism has limited their access to COP-26”](#) (10min)
 - REVIEW: [CRAPP](#) (5min)
 - EXPLORE: Social Media Handles (30min)
 - Find/ select a minimum of 5 hashtags and/or handles on social media revolving around climate change activism. Use [this list](#) as a starting point (and add your own to the list as you go to share with classmates).
 - Screenshot 5 posts on climate change activism that caught your attention to bring to class.
- Part 2: Climate Change (1hr)
 - Read: [State of the Salish Sea, “Indigenous Management Systems,” 1-6](#) (15min)
 - Read: [State of the Salish Sea, “Climate Change,” pg. 101 - 133](#) (45min)
- Part 3: Cascadia Innovation Corridor (30min)
 - Watch: [Cascadia Innovation Corridor Promo](#) (2min)
 - Read: [The Urbanist, “Cascadia Vision 2050,” by Natalie Argerious](#) and [The Urbanist, “Cascadia Needs New Zoning,” by Doug Trumm](#) (30min)
- Due Tuesday 11:59pm - [Link](#)

Week 10 - November 23 - Case Study: Roberts Bank + Salmon, Birds, & Cargo

- SALMON, CARGO, & BIRDS - ROBERTS BANK CASE STUDY (1hr)
 - WATCH: [Video Overview of Proposed Roberts Bank T2 Project](#)(2min)
 - READ:
 - [Summary Key Findings](#) of independent environmental impact assessment (full report [here](#)). (15min)
 - [Semiahmoo Nation: Public Hearing regarding Roberts Bank T2 Project](#) (30min)
 - [US EPA Letter regarding Roberts Bank T2 project](#) (10min)
 - [BC Landslides & Trucking Alternative Routes](#) (5min)
- INDIGENOUS FUTURES / ALA WAI CASE STUDY (30min)
 - SCROLL/READ: <https://senakw.com/>
 - SCROLL/READ: [Ala Wai Centennial](#) by Sean Connelly (15min)
 - REPLACEMENT for Dead Link:<https://youtu.be/Lt0Fmulol1w>14:00 to 30:00
 - WATCH/READ: [Ala Wai Flood Risk Management Project](#) + [Map](#) from US ACE (10min)
 - LISTEN: [Hawaii Public Radio coverage of project](#) (2min)
- Due Tuesday 11:59pm - [Link](#)

Week 11 - November 30 - Salish Sea Studies Synthesis

Pick at least one of the following items to read, listen to, or watch this week. As always, we encourage you to go on a walk and/or sit outside while engaging with these materials, if possible.

- LISTEN: Emergence Podcast with Robin Wall Kimmerer: [The Serviceberry: An Economy of Abundance](#) (45min)
- LISTEN: Pick an episode from the [How to Survive the End of the World](#) podcast (Suggestions: [Bending Towards the Future with Toshi Regan](#) or one of the episodes from the [Apocalypse Survival Skill Series](#) released between April 2-June 12, 2020) (30-60min)
- LISTEN: Pick an episode from the [Scales of Change](#) series on the Future Ecologies Podcast (30-45min)
- READ: [What the Heck is Afrofuturism](#) by Jamie Broadnax + Afrofuturism: From the Past to the Living Present by Delan Bruce & Jabari Jacobs (45min)
- READ: [Curriculum, Replacement, and Settler Futurity](#) by Eve Tuck & Rubén Gastambide-Fernández (45min)
- READ: [Accomplices Not Allies](#) (30min)
- READ: [Shape Our Water - Community Vision](#) by Seattle Public Utilities (30min)
- READ: Hughes, Bethany (2020) Oka Apesvchi : Indigenous Feminism, Performance, and Protest, *Theatre Journal*, Volume 72, Number 2, June 2020, pp. 127-142. [Link](#). (45min)
- WATCH/LISTEN: [Interview with Peter Morin](#), The Anthropological Museum Space (10min) + [Biidaaban by Leanne Simpson](#)(20min) + [Biidaaban by Lisa Jackson](#)(5min)
- WATCH/LISTEN: [Indigenous Time Machine with Susan Blight, Peter Morin, and James Miller](#) (1hr)
- WATCH/LISTEN: Nancy Turner's Huxley Speaker Series lecture [Indigenous Knowledge in a Changing Climate](#)(55min)
- DUE Tuesday 11:59pm - [Link](#)