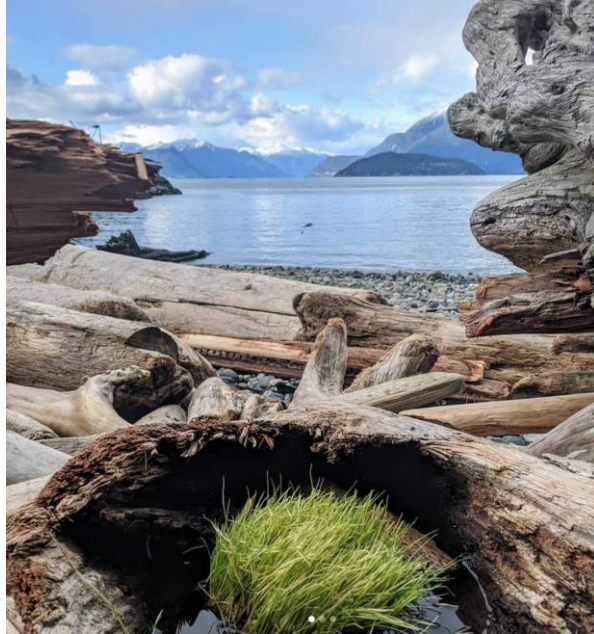


SALI 201: Introduction to the Salish Sea Spring 2021



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

- **Course information** Web Meet
- **Credit hours:** 5.00 total - 4.0 lecture credit 1 lab/worksite credit (*modified for an online format).
- **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 web meet course, which means we will meet as a class virtually using **Zoom** [<https://us02web.zoom.us/j/81469899101>]. Access to a computer with a camera and high-speed internet is required. If access to a computer is an issue, please contact us immediately. WCC has resources available. **This class meets Thursdays, 10:00 am -12:00 pm.** These live class meetings will be a mixture of discussion, activities, break-out rooms, and in-person field trips. **It is important you plan your schedule so you can participate in all of our live class virtual meetings and on-site visits.** You will also spend time working independently online.

The course is structured around the weekly course "Modules." **Each module begins at 10 am on Sunday and ends the following Saturday at midnight.** Since our quarter starts on Tuesday, Week 1 begins on Tuesday, April 6, and ends at midnight, Saturday, April 10. Plan to meet as an entire class on Thursday, April 8, from 10 am to noon. Week 2 begins on Sunday, April 11, and ends the following Saturday, April 17. Once the week ends, work from that week can no longer be submitted without prior permission from the instructor.

Faculty contact information and office hours

This course is team-taught by the following instructors. See Instructor Introductions (pg. 9-10) to get to know a little more about us!

Anna Booker (history)	Jennifer Zovar (anthropology)
abooker@whatcom.edu 360.383.3764 Mon 2-3 pm, & by appt. https://us02web.zoom.us/j/82978293091	jzovar@whatcom.edu 360.383.3589 Mon 4-5; Tues 10-11; Thurs 12-1 & by appt. https://us02web.zoom.us/j/3623961385

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 backup along with our campus-based phone numbers. However, we would be happy to arrange a phone call, Zoom meeting, or other forms of connection that work well for you. 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* 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 30%
- Story Map: Whatcom Creek Watershed 30%
- Letter to a Leader 15%
- Species Stories 15%

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:* It is important that you have engaged with course material and responded to the weekly reflection *before* we meet in person on Thursday. Because we know that emergencies may come up, you are allowed to submit one of the weekly reflections late without penalty. Other late work will be accepted with a minimal penalty. 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.

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 Reflections (30%)

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 reflection discussion as part of your work. Initial posts on discussion boards should be made by the deadline (Wednesdays at midnight). You are encouraged to respond to your classmates on the discussion board, but it is not a requirement. On days that we are not meeting for field trips or hosting a guest speaker, we will use these reflections as a starting point for our “live discussions” on Thursday mornings.

Story Map (30%)

Storymapping is a process that marries storytelling and geolocation into a system to explore and investigate place, community, and connections. For this quarter-long project, you will have the opportunity to do guided independent research about the Whatcom Creek Watershed, share your results with classmates at Whatcom and Western, and help in the creation of a Story Map using ArcGIS. We launch this project the first week of class with a field trip to Maritime Heritage Park and the project culminates in Week 9 with an "unveiling" of the completed Story Map and a celebratory walk on the last day of 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.

Letter to a Leader (15%)

This one-to-two-page letter requires you to apply your knowledge and analysis to a contemporary issue; develop a position that reflects deliberation, cooperation, and diverse perspectives; and prepare for civic engagement in the form of advocating on behalf of an issue that you have researched. Resources for locating a leader in a trans-border region with multiple jurisdictions on the Canadian and U.S. sides of the border will be provided in the weeks leading up to this letter-writing assignment.

Final Reflection (10%)

The final reflection is a short-answer survey that draws on your weekly reflections and asks you to synthesize final thoughts about your experience with place-based, experiential learning in the Salish Sea.

Student conduct, expectations, and 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. Expect to work hard. But if you are genuinely putting in the time and are still struggling, see 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 your 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

See weekly modules and assignment details listed below

WEEKS	CONTENT	THURSDAY CLASS	ASSESSMENTS
WEEK ONE	Place Conscious Learning & the Salish Sea	April 8 Situating Ourselves & Introductions	Discussion: Introductions Assignment: Introduction to Story Maps
WEEK TWO	Alpine to Riparian to Marine Ecosystems of the Salish Sea	April 15 Whatcom Creek Field Trip	Discussion: Week Two Reflection Assignment: Identify research topic for story map & Species Story Draft
WEEK THREE	Connecting Local History to the Salish Sea	April 22 Species Story & Local History Discussion	Discussion: Week Three Reflection Assignment: Species Story
WEEK FOUR	Settler Colonialism in the Salish Sea	April 29 Vancouver, B.C. virtual tour discussion	Discussion: Week Four Reflection Assignment: Story Map Research (1)
WEEK FIVE	Geologic Formation of the Salish Sea	May 6 Ian Stacy guest lecture; Story Map	Discussion: Week Five Reflection Assignment: Research proposal with action items for story map
WEEK SIX	Archaeology of the Salish Sea	May 13 Salish Sea Archaeologies	Discussion: Week Six Reflection Assignment: Conference Synopsis
WEEK SEVEN	Issues in the Salish Sea	May 20 Oil Tanker Spill Simulation	Discussion: Week Seven Reflection Assignment: Group check-in about research
WEEK EIGHT	Imagining the Future of the Salish Sea	May 27 Cherry Point Field Trip	Discussion: Week Eight Reflection Assignment: Submit final story map materials
WEEK NINE	Mapping the Salish Sea	June 3 Story Map Work Time	Discussion: Week Nine Reflection Assignment: Letter to a Leader Draft
WEEK TEN	Synthesis and Experiential Learning	June 10 Outside observations	Discussion: Week Ten Reflection Assignment: Letter to a Leader Final
WEEK ELEVEN	Final Week	June 17 Celebration!	Discussion: Week Eleven Reflection Assignment: Final Reflection

Instructor Introductions*

Anna Booker, History



Anna Booker standing in front of the Whatcom Waterway with the remnants of the Georgia Pacific plant and the Granary Building in the background (2017)

My interest in the Salish Sea is an outgrowth of my passion for local history. Not long after moving to Bellingham in 2003, I learned that the Port of Bellingham was embarking on a long awaited cleanup and re-envisioning of 137-acres of Bellingham's downtown waterfront. This was, itself, due to a long-term process of deindustrialization along the waterfront, which peaked in the 1960s but continued through the closure of the Georgia Pacific's pulp, chemical and tissue operations in 2007. As part of an initial effort to document these ongoing changes, and to consider repurposing historic buildings, my students and I created a [digital history project](#) about the transformation of Bellingham Bay over the last 150 years. The historic [Granary Building](#) in the background of this photo was slated for demolition in 2012. Today, the Granary Building serves as the gateway to Waypoint Park, exemplifying public and private interests working together to the benefit of everyone. But there is still a great need for [Public History](#) on the Waterfront. Walking along the newly restored shoreline, there is no signage indicating that for thousands of years before the arrival of Euro-American settlers, this was the gathering spot for the Coast Salish who harvested a rich feast of shellfish. Remnants of those centuries of feasting are still visible in the soil's layered shell mounds. Investigating and rethinking the diverse voices, interests and stories that make up our community's cultural heritage is crucial as we seek potential solutions for environmental and social issues in and around the Salish Sea.

Jennifer Zovar, Anthropology



My name is Jennifer Zovar, and I am an archaeological anthropologist born and raised in the Salish Sea region. I regularly teach many of the Anthropology courses at WCC – Survey, Cultural Anthropology, Biological Anthropology, Archaeology, World Prehistory, and Native Peoples of North America, and I am faculty advisor for ASWCC’s Anthropology Club.

Through the first part of my career, I worked primarily in South America – collaborating with the Indigenous villagers of Qhunqhu Liquiliqui (Bolivia) as we investigated the archaeological sites occupied by their ancestors. As I became familiar with the ‘deep past’ of Andean South America, I came to realize how little I actually knew about the place where I grew up.

Today, I am working to better understand the peoples and cultures who have shaped this region since time immemorial and to protect the area’s cultural heritage. As a member of the Association for Washington Archaeology, outreach events include an Archaeology Fair at WCC each fall and a Community Archaeology event each spring.

One summer, I had the opportunity to paddle on a mini Canoe Journey with the Coast Salish Youth Corps from Lopez Island to Anacortes. We stopped at a beach on a small island as we waited for the seas to change so that we could cross the channel. Someone started a fire, and someone else pointed out the edible shellfish clinging to the rocks. How many people, for how many generations, have stopped on a beach just like this? How have their stories influenced our own?

I am looking forward to exploring the past and present stories of the Salish Sea with you all this quarter, and I am looking forward to hearing some of your stories as we work together to explore this place we all call home.