



COURSE OUTLINE		
TERM: Fall 2022	COURSE NO: ENSO 401	
INSTRUCTOR:	COURSE TITLE: Ethnoecology: The Land Speaks	
OFFICE: LOCAL: E-MAIL: @capilanou.ca	SECTION NO(S):	CREDITS: 3.0
OFFICE HOURS:		
COURSE WEBSITE:		

Capilano University acknowledges with respect the Lilwat7úl (Lil'wat), xʷmə ꞑ ꞑkʷəyəm (Musqueam), shíshálh (Sechelt), Skwxwú7mesh (Squamish), and Səlílwətaʔ/Selilwitulh (Tsleil-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

45 credits of 100-level or higher coursework

CALENDAR DESCRIPTION

Physical landscapes inform human language, culture and practices of resource use. This course addresses the inter-disciplinary world of ethnoecology. Building on a base of ethnoscience, the course encompasses the concepts of ethnobotany and ethnozoology, and Indigenous ways of knowing and being. Students will gain a basic understanding of plant biology, zoology and taxonomy, scientific methods of plant collection and consider how to translate and apply this information to ethnoecological issues, ecoliteracy, biocultural diversity and ecosystem management. Lectures are enhanced with field studies.

COURSE NOTE

ENSO 401 is an approved Self and Society course for Cap Core requirements.

REQUIRED TEXTS AND/OR RESOURCES

Readings may include article and books such as:

Anderson, E.N. et al., eds. 2011. *Ethnobiology*. Wiley-Blackwell.

Austin, M.A. 2008. *Taking Nature's Pulse: The Status of Biodiversity in British Columbia*. Biodiversity.BC.

Balée, William. 2013. *From Their Point of View*. In *Cultural Forests of the Amazon: A Historical Ecology of People and Their Landscapes*, pp. 123-131. University of Alabama Press.

Berkes, Fikret. 2018. *Sacred Ecology*. 4th ed. Routledge.

Cannings, R. and S. Cannings. 2004. *British Columbia: A natural history*. Greystone Books.

Carroll, Clint. 2015. *Roots of Our Renewal: ethnobotany and Cherokee environmental governance*. University of Minnesota Press.

Harding, L.E. and Emily McCullum, eds. 1994. *Biodiversity in British Columbia: Our changing Environment*. Environment Canada.

Hunn, Eugene. 2006. *Meeting of Minds: How do we Share our Appreciation of Traditional Environmental Knowledge?* Journal of the Royal Anthropological Institute SI:S143-S160. [SI=Special Issue]

Johnson, Leslie Main and Eugene Hunn, eds. 2010. *Landscape Ethnoecology: concepts of biotic and physical space*. Berghahn Books.

Jones, A. 2010. *Plants that We Eat: Nauriat Nigiñaqtuat: from the Traditional Wisdom of the Iñupiat Elders of Northwest Alaska*. University of Alaska Press.

Joseph, Leigh and Nancy J. Turner. 2020. *"The Old Foods are the New Foods!": Erosion and Revitalization of*

Indigenous Food Systems in Northwestern North America. *Frontiers in Sustainable Food Systems*.
Dec.2020.vol.4

Pojar, Jim & Andy MacKinnon (editors). (2016). *Plants of Coastal British Columbia*. Partners Publishing

Menzies, Charles. 2016. *People of the Saltwater: an ethnography of git lax m'oon*. University of Nebraska Press.

Menzies, Charles. *Traditional Ecological Knowledge and Natural Resource Management*.

Posey, Darrell and Michael Balick. 2006. *Human Impacts on Amazonia: The Role of Traditional Ecological Knowledge in Conservation and Development*. Columbia University press.

Salmon, Enrique. 2000. *Kincentric Ecology: Indigenous Perceptions of the Human-Nature Relationship*. *Ecological Applications* 10(5):1327-1332.

Simpson, Leanne. 2011. *Dancing on our Turtle's Back: Stories of Nishnaabeg Re-Creation, Resurgence and a New Emergence*.

Simpson, Leanne. 2020. *Walking on Our Lands Again: Turning to Culturally Important Plants and Indigenous Conceptualizations of Health in a Time of Cultural and Political Resurgence*. *International Journal of Indigenous Health*. 16 (1).

Simpson, Leanne. 2020. *As We Have Always Done: Indigenous Freedom through Radical Resistance*. University of Minnesota Press.

Meeting of Minds: How do we Share our Appreciation of Traditional Environmental Knowledge? 2006. *Journal of the Royal Anthropological Institute* SI:S143-S160. [SI=Special Issue]

And additional resources such as:

Bennett, Trevor Dixon and Leigh Joseph. 2020. Walking with Plants. Kingtide Films. (24 mins)

<https://www.walkingwithplants.ca/>

Jennings, Katie. 2006. Teachings of the Tree People: The Work of Bruce Miller. (58 min). An Islandwood Production, Washington.

COURSE STUDENT LEARNING OUTCOMES

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

- Articulate the interactions of humans and environments through biological and cultural knowledge of local regions
- Explain how traditional ecological knowledge encodes Indigenous ways of knowing and science with relation to specific environments
- Develop an understanding of the colonial impacts on Indigenous land-based knowledge, practices and access
- Outline the general principles of ethnoecology including its history and importance in traditional and contemporary culture
- Interpret the cultural relevance of the native flora and fauna to Indigenous cultures of British Columbia
- Describe medicinal, food and other uses of native flora and fauna
- Defend the importance of ethnoecological knowledge in decision-making processes that affect the conservation of both natural and human landscapes

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

- Assess and evaluate individual and collective responsibilities within a diverse and interconnected global society.
- Analyze the impact of colonialism and systemic racism on Indigenous peoples.
- Generate strategies for reconciling Indigenous and Canadian relations.
- Explain how contexts (e.g. cultural, historical, colonial, economic, technological) shape identity formation and social structures.
- Synthesize a range of differing community perspectives on ethics and justice and explain how these perspectives can inform structural change.

COURSE CONTENT

Topics for detailed discussion will be supported from selected readings across several disciplines.

Weeks	Topics
1-3	Introduction: Ethnoecology Land-based cultural knowledge: history and resurgence, Indigenous ways of knowing and being Impacts of Colonization on land-based knowledge, practices and access
4-5	Basic Plant and Animal Biodiversity and Taxonomy
6-8	Linguistic Ethnoecology – Language comes from Place
9-11	Nutritional Ethnoecology – Agriculture and Mariculture
12-13	Applied Ethnoecology: <ul style="list-style-type: none"> • Intersections between traditional ecological knowledge and western science • Traditional and Modern Applications to resource use and conservation
14-15	Final exam period

EVALUATION PROFILE

Final grades for the course will be computed based on the following schedule:

Term Work (readings; quizzes & summary reviews)	35%
Applied project: Field study: The land speaks	30%
Group project: Ecosystem types and the defining of human communities	15%
Final Paper	20%
TOTAL	100%

Specific dates and details regarding the Evaluation Component will be provided by the instructors.

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

Assignments are due at the beginning of the class on the due date listed. If you anticipate handing in an assignment late, please consult with your instructor beforehand.

Missed Exams/Quizzes/Labs etc.

Make-up work is given at the discretion of the instructor. Normally, a score of zero will be given for a missed exam, test, quiz, lab, etc. In certain exceptional situations, the student will be permitted to write a make-up test, defer the lab to a later date or to replace the score by other marks. The date and timing of any make-up option is at the discretion of the instructor. It may not be possible to reschedule certain labs, tests or other activities.

Accommodation can be made to honour community needs and traditional practises.

Attendance

Students are expected to attend all classes and associated activities.

English Usage

Students are expected to proofread all written work for any grammatical, spelling and stylistic errors. Instructors may deduct marks for incorrect grammar and spelling in written assignments.

Electronic Devices

Students may use their own electronic devices during class for note-taking only.

On-line Communication

Outside of the classroom, instructors will (if necessary) communicate with students using either their official Capilano University email or eLearn; please check both regularly. Official communication between Capilano University and students is delivered to students' Capilano University email addresses only.

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-life/>

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.

DEPARTMENT OR PROGRAM OPERATIONAL DETAILS:

Professionalism

Students should be able to demonstrate a professional attitude and behaviour: reliability, respect for and cooperation with colleagues, willingness to work calmly and courteously, respect for equipment and systems, and constructive response to criticism. The use of cellphones for non-academic purposes during lecture and lab sessions is prohibited. Students using cell phones inappropriately could be asked to leave the lecture hall or laboratory room by the instructor.

Tools for Success

For success in this course, students are expected to attend all lectures; come prepared to address topics presented; pre-read and complete assigned textbook readings. For every one hour of lecture material presented, students should expect to spend at least two hours reviewing material and engaging with the study tools provided.