



Ecological Imp <http://whatafy.com/imp-the-german-mythological-creature.html>

QUEST
UNIVERSITY
CANADA

Cornerstone

Block 1, Term 1, 2012

Tutors: Colin Bates / André Lambelet

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Course information

Course: Cornerstone

Course number: IND 2100/Seminar/02

Semester: Semester 1, 2012

Dates: September 5 – 28, 2011

Time: M-F 9:00 am - 12:00 pm

Location: A.305

Instructor Information

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Office hours:

Colin Bates (office A1.431): Mondays 1 pm – 3 pm, otherwise by appointment.

André Lambelet (office A1.424): Wednesdays 1 pm – 3 pm, otherwise by appointment.

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About this syllabus

This syllabus tells you most of what you need to know about this section of Cornerstone: required texts, schedule, contact information for your tutors, expectations, and so forth. It is your responsibility to read the *entire* syllabus. While we will make every effort to stick to the schedule laid out below, we may need to make changes; we will inform you as soon as possible if changes do need to be made. It is also possible – indeed likely – that errors have crept into this syllabus, and that we may need to correct them over the course of the block...

Course Description

The Cornerstone block is the first course that all students take upon entering Quest. The topic of our Cornerstone is "Human Beings and Nature," and it is designed to encourage broad critical thinking about our relation to our world. The faculty have designed the course to incorporate the insights and methods of several disciplines, including art, literature, theology, political philosophy, mathematics, environmental science, and earth science. Students learn about the origins of various ideas of nature, and about scientific models of nature, but also engage directly in field research and outdoor activities in the spectacular natural surroundings of our campus. The Cornerstone block is not simply a first course in a traditional field of study but, rather, a preparation for the unique educational journey provided by Quest.

Learning Objectives

- To introduce the idea of the entire Quest education in microcosm
- To investigate a problem or question from a variety of perspectives across the liberal arts and sciences.
- To develop appropriate habits of mind for asking and answering questions by:
 - reading texts carefully
 - using evidence to support one's claims
 - having productive discussions
 - knowing how to begin a project without being given a template

- incorporating feedback from tutors, peers, and peer tutors
- practicing skills of rhetoric and quantitative reasoning.
- To introduce students to university expectations about:
 - workload
 - time management
 - working with groups
 - participation
 - note-taking
 - research

Introduction to the basic Quest spaces, including the lab, library and learning commons.

To build in opportunities for students to reflect on the process of transitioning from high school to university.

Methods of Instruction

- Large group discussion
- Small group discussion
- Student presentations
- Short lectures
- Field work
- In-class writing and activities

Required Materials

These materials are available at the Quest University bookstore:

Crosby, Alfred W. *Ecological Imperialism: The Biological Expansion of Europe, 900-1900*. Cambridge University Press, 2004.

Frisch, Max. *Homo Faber*. Houghton Mifflin Harcourt, 1994.

Rousseau, Jean-Jacques. *Discourse on the Origin of Inequality*. Hackett Publishing, 1992.

Waterproof notebook.

The following materials are available on PowerCampus (Course Home Page):

Bronson, Po. "How Not to Talk to Your Kids." *New York Magazine*. New York Media LLC. February 11, 2007. Web. 28 August 2012.

Hardin, Garrett. "The Tragedy of the Commons." *Science* 162, no. 3859 (1968): 1243-48.

Gladwell, Malcolm. *Outliers: The Story of Success* New York: Little, Brown and Co, 2008. (Excerpts.)

King, Thomas. "The Truth About Stories." *CBC Massey Lectures*. 7 November 2003. Radio.

Ostrom, Elinor, Joanna Burger, Christopher B. Field, Richard B. Norgaard, and David Policansky. "Revisiting the Commons: Local Lessons, Global Challenges." *Science* 284, no. 5412 (1999): 278-82.

Vaillant, John. "Wildest of the Wild," chapter five of *The Golden Spruce : A True Story of Myth, Madness, and Greed*. Vintage Canada ed. Toronto: Vintage Canada, 2006.

Yasué, M., L. Kaufman, and A. C. J. Vincent. "Assessing Ecological Changes in and around Marine Reserves Using Community Perceptions and Biological Surveys." *Aquatic Conservation: Marine and Freshwater Ecosystems* 20, no. 4 (2010): 407-18.

On the Web:

Genesis: look to <http://www.biblegateway.com>; read the King James Version and the New International version.

Raven Creation Myth: <http://www.youtube.com/watch?v=kJ1khnqghVM> (also linked from Course Home Page)

Doing well in this course

Assessment

This course is graded pass/fail. How well you do in this course will not be measured by a grade, but you will do best if you are committed, rigorous, and curious about all aspects of what we do. You will receive a narrative evaluation based on your written work, preparation, and participation in class and in the field. **All assignments must be completed and turned in**; failure to do so may result in a failing grade for the course.

Reading

Reading is a vital part of your education. It is not a passive activity. You will be expected to understand and assimilate the assigned material. You will be asked to master the material in a comprehensive and sophisticated way.

Ask yourself the following questions when you read or study a work:

- Who wrote or created it?
- When was it written or produced?
- What does the work say?
- What questions is it attempting to answer?
- What is the author's argument? What are the argument's strengths and weaknesses?
- What kinds of evidence does the author provide for her or his argument? What kinds of sources does the author use?
- To what kinds of arguments is the author responding?

Pay careful attention to the clues the author gives you:

- Read (and decipher) the title. What does it tell you about the piece you are reading?
- If the piece is a book, read the introduction and conclusion of the book; if the piece is an article or a chapter, read the first and last paragraphs. These should help you figure out what the piece's argument is. Ask yourself what the thesis of the piece is.
- Read the entire work (or all of the assigned portions). Try to decide which parts or passages are most important. If you own the work, make notes in the margins next to important or interesting parts. (Do not do this in library books!)
- Write down your responses to the work in a notebook. Think of note-taking as a way of organizing your thoughts. You need not write down everything; instead, jot down notes about interesting ideas, problems in the argument, or surprising aspects of the piece..

- Re-read the work. You will find that a second (and often, a third and fourth) reading greatly improve your understanding.
- Finally, summarize the author's argument in a few lines. If you can complete a sentence beginning "The author of this book/article argues...", you have read intelligently and productively.

If you do all this, you should be ready for classroom discussion.

Participation

The tutor's role is to facilitate discussion and to act as a guide when necessary. Your responsibility is to be prepared to engage in serious discussion of the materials. Participation — in the classroom and in the field — is a crucial part of this course — not just because you can show what you know and how you think, but also because your participation helps other students learn. You should come to class prepared to contribute to the discussion and to class activities. This means that you must have read and reflected upon the assigned material; it also means that you should have formulated questions about the material. (It is good practice to write these questions down and bring them to tutorial.) On the other hand (there is always an other hand, isn't there?), you should know that not every thought springs up full-grown like Athena from the brow of Zeus. Please do feel free to try to articulate an idea that is still not fully formed; part of our task as a group is to develop and test these ideas. Our aim is to make discussions free and unfettered.

Remember, too, that the point of discussion is to gain a deeper or better understanding of the topic at hand. In that spirit, we understand that what you say about a topic may not necessarily reflect your own likes, dislikes, politics, preferences, or prejudices.

Discussion and engagement is a central part of what we do. So how do you demonstrate your engagement?

- By being there every day and on time. (Note that unexcused absences will have a serious, even devastating, effect on your grade.)
- By raising pertinent questions. ("Pertinent" does not mean complex or obscure; sometimes, simple questions work very well.)
- By volunteering to read passages for discussion.
- By treating your classmates and tutors with courtesy and respect.
- By taking your classmates' questions seriously, and taking the time to think about what they have said.
- By being willing to go out on a limb from time to time. (Not literally.)
- By having the courage to say (or ask) out loud what others may be thinking but are afraid to say (or ask): "I've lost the plot here." "I don't understand." "What does *eudemonia* mean?" And so on.
- By playing the devil's advocate on occasion.

A final note on participation: Some people are shy. Some people find themselves tongue-tied in class. Some people think that other people are better at articulating their questions or comments. Nevertheless, taking part in a discussion is a useful, even vital, skill. You can prepare questions ahead of time. You can jot down important points before class begins. And you can wait for your tutor to call on you — which he will do (gently) at some point if he does not hear from you.

Writing

We expect your writing to meet standards for university writing. Once again, you are not alone. You may consult your tutor if you have specific questions; we also urge all students to make use of the Learning Commons and Peer Tutors.

Papers for this course must be written in formal, standard English:

- You must punctuate properly.
- Your writing must be free of major grammatical errors.
- You must proofread your work: papers should be free of spelling errors.
- Your word choices must be appropriate. (If you are not certain of a word's precise meaning, look it up in a good dictionary before handing in your paper.)

Your work will be evaluated for argument, content and style. Arguments should be clear, logical, and well supported. Style matters: it makes your content accessible and your ideas intelligible. Good writing, you will scarcely need to be reminded, is re-writing. Plan to write several drafts before you submit an essay.

Field Work

During your time at Quest, you may find that your studies and your courses lead you into a forest, bring you into the urban landscape of Vancouver, have you visit a church, synagogue, or Buddhist temple, or play in a concert with traditional Balinese instruments. These non-traditional environments are interesting and full of distractions, but it is important to remember that an educational experience outside the classroom is as serious a part of your education as time spent in a seminar room.

Academic work can be done outside the classroom, but it depends on the same rules of conduct and the same seriousness of purpose as education within the classroom. It also depends on respect for the environment in which this education takes place, so it is important to behave appropriately. This means not only consideration for other people and their beliefs and practices, but also for plants and animals and the ecosystem.

Work outside the classroom may require special preparation. You must dress appropriately for out-of-classroom activities. If an activity is scheduled for outdoors, check the weather forecast and bring the proper clothing and footwear. Squamish is a rainy, rainy, rainy place: waterproof gear is often the key to successful outdoor work. Proper footwear and clothing is part of safety.

Finally, because environment outside the classroom poses different challenges and different risks than does the classroom, it also imposes the need for greater vigilance and greater caution. We take care to make every learning environment safe, but it is incumbent upon you to consider your own safety and the safety of others, as well as your own comfort with the situation. If you are uncomfortable with a class activity, please let your tutor know.

Workshops

The Cornerstone-Orientation workshops are designed to help with your transition to academic studies and living at Quest. Cornerstone students must attend at least one workshop each week, and have a ticket signed by the workshop facilitator to submit to the Cornerstone tutor. You may attend more than one session per week—in fact, we recommend it—and the workshops are open to all Quest students. Workshops are one hour long.

Course and university policies

General Expectations

You are not on your own. You can expect your tutors to take an active interest in the course and in your work.

If you have questions about any aspect of the course, do not hesitate to ask your tutors.

Your tutors have consultation hours. If you cannot meet with your tutor during consultation hours, you may make an appointment at a mutually convenient time.

Your tutors expect you to:

- Have read the syllabus and all handouts and therefore be aware of policies, homework, and due dates.
- Check PowerCampus and your Quest e-mail account frequently; changes to the syllabus and to homework assignments will be posted there.
- Attend every class.
- Arrive on time.
- Be prepared.
- Make use of the tutor's office hours.
- Obtain notes and handouts in the event of an absence.
- Turn in assignments at the beginning of class on the due date given in the syllabus.

Please:

- Be courteous.
- Turn off your cell phone before class.
- Help keep the classroom neat and tidy.

Please do not:

- Bring food into the classroom. (Beverages are ok; library rules apply for the academic building. If you are not familiar with those rules, it's time to go to the library and ask.)
- Use laptops, iPads, electronic tablets, netbooks, smart phones, stupid phones, Wii controllers, Gameboys, or other devices in class unless specifically authorized to do so by the tutors. (If you have a special need, please discuss this with the tutor.)

If you have a disability for which you seek accommodation, please let the tutor know. If you have a physical disability, please consult the Dean of Student Affairs; if you have a learning disability, please consult one of the Directors of the Learning Commons.

Absences

There are — infrequently — valid reasons to miss class: illness, family emergencies, war, famine, pestilence, and so forth. If you have a really good reason for missing class, your case will be stronger if you notify your tutor *before* you miss class. You are in any event responsible for obtaining notes, handouts, and assignments.

Academic Integrity

As the Quest University Calendar notes, "Quest is committed to the principle of academic integrity, itself grounded in the fundamental values of honesty, trust, fairness, respect, and responsibility in all academic work." We depend on the honesty and responsibility of all of our members — scholars and teachers alike.

In keeping with the Quest Honour Principle, you will do your own work, and you will conscientiously and meticulously credit sources. Citing sources is not optional in academic work — it is a fundamental principle. As you should know, plagiarism is, broadly speaking, passing off someone else work or ideas as your own, failing to properly identify and credit the source of material you submit, or using cited material improperly. Please be aware that failure to observe the rules of citation will result in charges of plagiarism or academic dishonesty.

Charges of plagiarism or of academic dishonesty are not taken lightly, and may have dire consequences: failure on the assignment, failure of the course, and worse. To avoid this sort of unpleasantness, please be sure to read “University Policies: Quest Honour Principle and Protocol” in the University Calendar. If you have questions about citation, crediting sources, or anything else relating to academic integrity, please ask *before* you turn in the work. (Information about plagiarism can also be obtained from the Learning Commons.)

If the principle of citation is the same across academic disciplines, the particular format of citation varies from discipline to discipline, and even within disciplines. The practice in this course will be to use the MLA style. Your tutor will discuss citation formats and principles with you in class.

Required activities outside of class time

Date and time	Location	Activity
Sep 5, 2012, 7:30-8:00 pm	MPR	Lecture: Joleen Timko, "Exploring the Interactions Between HIV/AIDS and Forest Resources in Malawi".
Sep 6, 2012, time TBA	Learning Commons	Excel Workshop
Sep 12, 2012, 7:30-8:00 pm	MPR	Lecture: Shira Weidenbaum, "Men, Monsters, and Magicians: Shakespeare and (Human) Nature"
Sep 18, 2012, 7:30-8:00 pm	MPR	Lecture: Pak Ledjie Taq, "Protecting biodiversity and culture in Wehea, Borneo"
Sep 20, 2012, time TBA	TBA	Film: "Grizzly Man" (2005) Werner Herzog (dir.)
Sept 25, 2012	Learning Commons	Out-of-class Math diagnostic
Throughout the block	See handout.	Workshops: You <i>must</i> attend at least one workshop each week, and have a ticket signed by the workshop facilitator to submit to the Cornerstone tutor.

Class time spent outside the classroom

Date	Activity
Sep 6, 2012	Library Orientation/ Scavenger Hunt (1.5 hrs)
Sep 17, 2012	Adventure Pursuits: 9 am – 4:30 pm – dress appropriately!
Sep 18, 2012	Adventure Pursuits: 9 am – 4:30 pm – dress appropriately!
Sep 24, 2012	Ring Creek exercise. Please dress appropriately: sturdy shoes, raingear (if necessary), warm clothing. Also bring a waterproof notebook (available in the campus bookstore).

Assignments

Due Date	Assignment
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Sep 6, 2012	<i>Ecological Imperialism</i> essay due at beginning of class. Make sure you attach the "Writing Checklist and Self-Evaluation Form," which is available on PowerCampus.
Sep 7, 2012	Turn in library scavenger hunt result at beginning of class
Sep 10, 2012	Group presentation: Creation Myths
Sept 11, 2012	Create visual representation of the first week
Sept 13, 2012	Otter population exercise
Sep 14, 2012	Rough draft of <i>Discourse on Inequality</i> essay due at beginning of class; bring four copies for a writing workshop. Make sure you attach the "Writing Checklist and Self-Evaluation Form," which is available on PowerCampus.
Sep 17, 2012	Final draft of <i>Discourse on Inequality</i> essay due at beginning of class. Make sure you attach the "Writing Checklist and Self-Evaluation Form," which is available on PowerCampus.
Sept 20, 2012	Letter to Self
Sep 21, 2012	Rough draft of <i>Homo Faber</i> essay due at beginning of class; bring four copies for a writing workshop. Make sure you attach the "Writing Checklist and Self-Evaluation Form," which is available on PowerCampus.
Sep 24, 2012	Final draft of <i>Homo Faber</i> essay due at beginning of class. Make sure you attach the "Writing Checklist and Self-Evaluation Form," which is available on PowerCampus.
Sep 26, 2012	Ring Creek report due

Class Schedule

Key to readings: **PC** = PowerCampus

Bronson, Po. "How Not to Talk to Your Kids." *New York Magazine*. New York Media LLC. February 11, 2007. Web. 28 August 2012.

Hardin, Garrett. "The Tragedy of the Commons." *Science* 162, no. 3859 (1968): 1243-48.

Gladwell, Malcolm. *Outliers: The Story of Success* New York: Little, Brown and Co, 2008. (Excerpts.)

King, Thomas. "The Truth About Stories." *CBC Massey Lectures*. 7 November 2003. Radio.

Ostrom, Elinor, Joanna Burger, Christopher B. Field, Richard B. Norgaard, and David Policansky. "Revisiting the Commons: Local Lessons, Global Challenges." *Science* 284, no. 5412 (1999): 278-82.

Vaillant, John. "Wildest of the Wild," chapter five of *The Golden Spruce : A True Story of Myth, Madness, and Greed*. Vintage Canada ed. Toronto: Vintage Canada, 2006.

Date	Day	Theme/Question:	Read/listen/view for this class:	Turn in:	Class Activity:	Prepare / begin / attend:
3 Sep 2012	1	Why are we here? How do our choices about using nature affect other people?	PC : Gladwell, <i>Outliers</i> (excerpts) PC : Hardin, "Tragedy of the Commons" PC : Ostrom, "Revisiting the Commons"		Icebreaker (CB) Tragedy of the Commons Computer (CB) Discuss Hardin & Ostrom (AL) Intro / Overview of course (CB) Block Rep	

Date	Day	Theme/Question:	Read/listen/view for this class:	Turn in:	Class Activity:	Prepare / begin / attend:
4 Sep 2012	2	What is the relationship between humans and nature?	<p>PC: Bronson, Po. "How Not to Talk to Your Kids."</p> <p>Book: review <i>Ecological Imperialism</i> (Chapters: NZ, Explanations, Conclusions)</p>		Discuss <i>Ecological Imperialism</i> (AL) Prep for Wed. seminar (CB)	<p>Work on <i>Ecological Imperialism</i> essay</p> <p>Bring a pencil, eraser, ruler, and calculator to tomorrow's class</p>
5 Sep 2012	3	How do you use numbers to solve problems?			Quantitative Reasoning Diagnostic & Workshop (3 hrs)	<p>Attend evening lecture (Joleen Timko)</p> <p>Bring a pencil and eraser to class tomorrow (no calculator!)</p>
6 Sep 2012	4	How do you find information in the library?	<p>Web: Book of Genesis</p> <p>PC: Raven video</p>	<p>Essay: <i>Ecological Imperialism</i> essay</p> <p>Worksheet: Writing self assessment</p>	Math Diagnostic (last hour) Library Orientation/ Scavenger Hunt	<p>Take part in library scavenger hunt</p> <p>Define "story" "myth" (one paragraph)</p>

Date	Day	Theme/Question:	Read/listen/view for this class:	Turn in:	Class Activity:	Prepare / begin / attend:
7 Sep 2012	5	<p>What are stories, and what do we use them for?</p> <p>How do culture and religious beliefs affect perceptions of the environment (and vice-versa)?</p>	<p>PC: Massey lecture Web: Genesis Web: Raven Video</p>	<p>Paragraph: Story / myth</p>	<p>Workshop: Elements of Story and Myth (CB) Discussion: Genesis/Raven (AL) Take Stock (AL)</p>	<p>Do Excel exercise Create your own creation myth (play or film) Start reading Rousseau</p>
Weekend						
10 Sep 2012	6	<p>How does visual art represent human relationships to nature?</p>		<p>Group work: Creation myth Written work: Library Scavenger hunt results</p>	<p>Group presentations of creation myths Discuss Visual Culture (CB) Return of EI essays (AL)</p>	<p>Create visual representation of our first week Reflect on <i>EI</i> essay and write one paragraph: what would you do differently?)</p>

Date	Day	Theme/Question:	Read/listen/view for this class:	Turn in:	Class Activity:	Prepare / begin / attend:
11 Sep 2012	7	How do you relate to nature? What is the difference between high school and university writing?		Art: Visual representation of Week 1	Visual Culture 2 (student art critique) (CB) Discuss EI Essays (AL) Outside time (CB) Sign up for meeting with Andre/Colin Check in about Rousseau (AL)	Read <i>Golden Spruce</i> , chapter 5 (PC) Continue reading Rousseau
12 Sep 2012	8	How well can mathematical models help us to predict and control nature?	PC: <i>Golden Spruce</i> Chapter 5		Mid-block review World Population/Sea Otter Exercise (CB)	Attend evening lecture (Shira Weidenbaum) Finish Otter Exercise
13 Sep 2012	9	How does socio-political context affect your worldview and perceptions of nature?	Book: Rousseau, <i>Discourse on Inequality</i>	Turn in otter exercise results	Discuss Rousseau (AL)	Attend dinner at Melanie's house Work on Rousseau essay (afternoon)
14 Sep 2012	10	“ “		Essay: Rough draft of <i>Discourse on Inequality</i> essay Worksheet: Writing Self assessment	Discuss Rousseau (AL) (AL) Discuss Risks for Adventure Pursuits (CB) Taking Stock (CB)	

Date	Day	Theme/Question:	Read/listen/view for this class:	Turn in:	Class Activity:	Prepare / begin / attend:
Weekend						Start reading <i>Homo Faber</i>
17 Sep 2012	11	How do we work as a team to solve problems?		Essay: Final draft of <i>Discourse on Inequality</i> essay Worksheet: Writing Self assessment	Adventure Pursuits (9am4:00pm)	
18 Tues	12	“ “			Prep for Yasué et al. (CB) Adventure Pursuits (9am4:30pm)	Read Yasué et al. Attend evening lecture (Pak Ledjie Taq)
19 Sep 2012	13	How do you read a scientific paper? What would I tell myself in 4 years?	Article: Yasué et al, “Assessing Ecological Changes”		Discuss Yasué et al. (CB) Work on “Letter to self” (AL)	Finish writing “Letter to self” Finish reading <i>Homo Faber</i>

Date	Day	Theme/Question:	Read/listen/view for this class:	Turn in:	Class Activity:	Prepare / begin / attend:
20 Sep 2012	14	Do technology and science remove us from nature / human nature?	Read Frisch, <i>Homo Faber</i>	Writing: Letter to Self Worksheet: Writing Self assessment	Discuss <i>Homo Faber</i> (AL) Plot/irony (AL) Understanding character (AL) Visualizing story (BOTH??)	Attend evening viewing of <i>Grizzly Man</i>
21 Sep 2012	15	“ ”		Essay: Rough draft of <i>Homo Faber</i> essay Worksheet: Writing Self assessment	<i>Homo Faber</i> critique (AL) Technology/fate/nature Intro to Ring Creek Exercise (CB) Taking Stock (CB)	Write <i>Homo Faber</i> essay
Weekend						
24 Sep 2012	16	How do scientists collect field data and describe nature?		Essay: Final draft of <i>Homo Faber</i> essay	Collecting Field Data (CB & AL)	Enter and organize field data
25 Tues	17	How do scientists analyze and present quantitative data about the environment?			Calculations for Ring Creek Project (CB) Discuss implications (AL)	Attend out-of-class math diagnostic Write Ring Creek report

Date	Day	Theme/Question:	Read/listen/view for this class:	Turn in:	Class Activity:	Prepare / begin / attend:
26 Sep 2012	18	What have we learned and how will this help you over the next four years? Does an interdisciplinary education help you solve complex problems?		Group Report: Ring Creek report	Ring Creek Group Presentations Final Stocktaking (CB & AL) Teaching Evaluations	Complete the rest of your university career