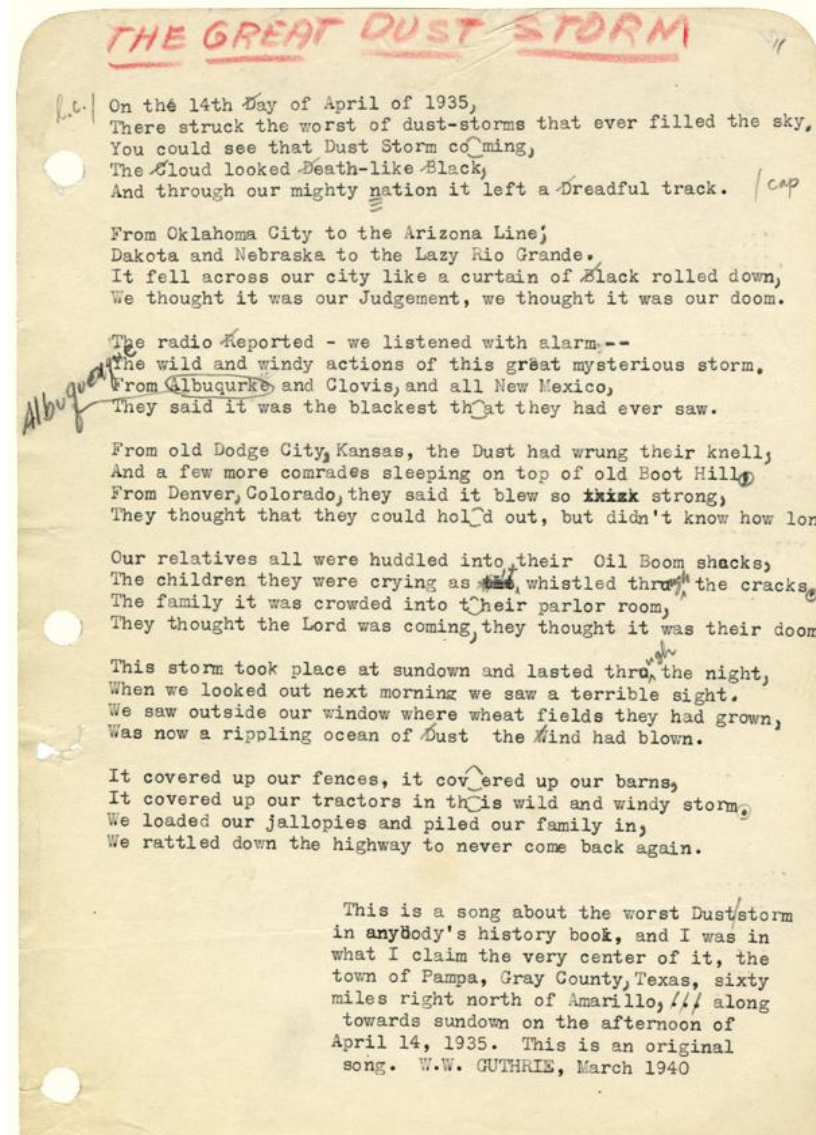


ERS 413 Senior Honours Research Seminar
Syllabus for Winter Term 2014

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Environment 2 (EV2) Room 2034

From the Calendar: "This course consists of intensive readings, seminar discussion and a major one-term research paper. It will be taken instead of ERS 411A/B or ERS 412A/B. One particular socio-ecological thematic area will be used in areas such as environmental health, environmental decision-making, climate change, ecological restoration, environmental history, etc. A major analytical research paper and presentation will be required, as well as participation in weekly seminar discussions." **This is a 1.0 credit course so the expectation is that you devote about 15-18 hours a week to it.**

"Education is not the filling of a pail but the lighting of a fire" - William Butler Yeats



Our goals for this double-credit (1.0) course include in-depth reading, understanding and critiquing what we read, applying what we read to action. (The preceding lyrics are from Woody Guthrie's The Great Dust Storm/Dust Storm Disaster ©© 1940; 1960; 1966; 2010 Woody Guthrie Publications, Inc. & TRO-Ludlow Music, Inc. BMI; used with permission of the publisher and the Guthrie Family).

The Readings – The ERS Canon of Great Books

We’re going to cover each of these in full. Each week, we will cover the books in turn. That means you read a book a week. Too much? It’s a double credit course. Every student will get asked – by me – to address questions and discuss the intent, evidence, delivery, style, and implications of the books; this is done roundtable style, i.e. I will ask you a question and I expect an informed answer. Your contributions to that discussion will comprise 25% of your final grade. Unexcused absences will severely affect your grade.

The other 25% of your grade is based on your interpretation and communication of these works in some form of media. You may cover all of them or one of them. You may use a standard essay style format or you may choose to be more creative and effective (e.g. one could use digital media or an artistic interpretation). In any event, the interpretation and communication should be original, clever, interesting, effective, and substantive. Due 2359 on the date of the final class.

Course Readings and Discussion Schedule

Date	Reading and/or Topic
1	Thinking and Acting for Environmental Issues: Effective Strategies and Communications / Comparative Media Approaches from All Walks of Life
2	Diamond, J. 2009. Collapse: How Societies Choose to Fail or Succeed: Revised Edition (used copies sell for about \$7; new copies sell for about \$20)
3	Worster, D. 1994. Nature’s Economy: a History of Ecological Ideas. Cambridge U Press. (used copies sell for \$20; new copies sell for about \$35)
4	Lear, L. 2009. Rachel Carson: Witness for Nature. Henry Holt. (used copies sell for about \$7; new copies sell for about \$15)
5	Paulos, JA. 1997. A Mathematician Reads the Newspaper. Anchor Books. [used copies sell for \$5; new copies sell for \$15]
6	Hawken, P. 2010. The Ecology of Commerce Revised Edition: A Declaration of Sustainability. Harper Business. [used copies sell for about \$10; new copies sell for about \$15]
7	Hoggan J; Littlemore R. 2009. Climate Cover-Up. Greystone Books. [used copies sell for \$5; new copies sell for \$20]
8	Taylor, B. 1995. Ecological Resistance Movements: The Global Emergence of Radical and Popular Environmentalism. SUNY Press. [used copies sell for \$15; new copies sell for \$35]
9	McKibben, B. 2011. Eaarth: Making a Life on a Tough New Planet. St Martin’s Griffin. [used copies sell for about \$5; new copies sell for about \$15]
10	Ausubel, K. 2012. Dreaming the Future: Reimagining Civilization in the Age of Nature. Chelsea Green. [used copies sell for about \$10; new copies sell for about \$15]
11	Student Elevator Speeches I
12	Student Elevator Speeches II; Interpretations of ERS Canon DUE 2359 h on LEARN

Where The Action Is

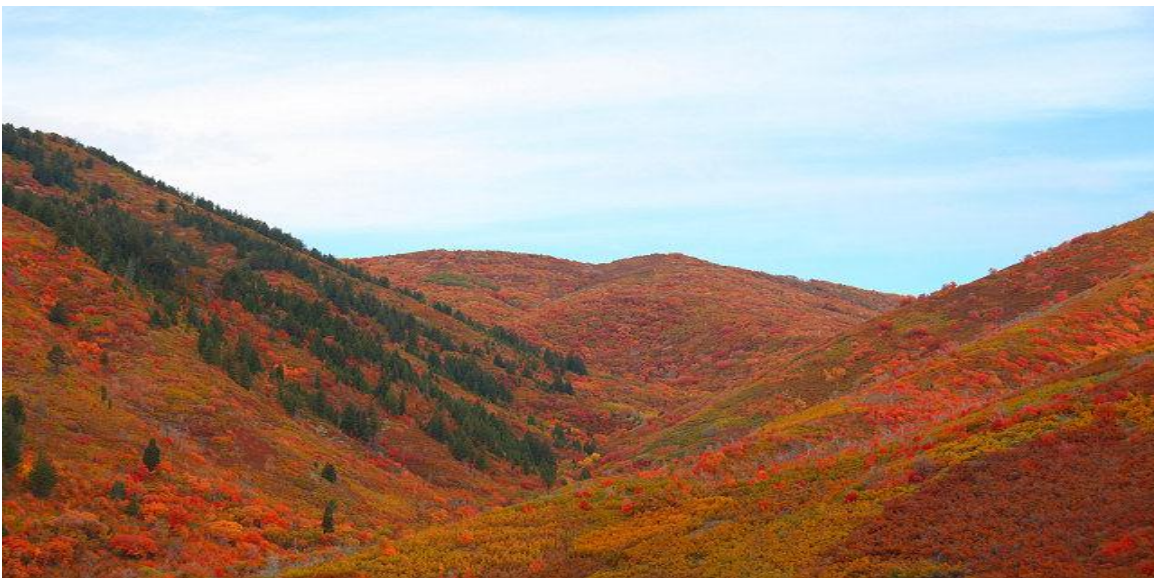
The actions for this term's course will be a choice of two projects and a presentation of your project:

- Design a complete social media campaign that informs and advocates for social-environmental change; the specific change is your choice.
- Complete an ecological design where the location is your choice of the following:
 - the University of Waterloo main campus entrance off University Ave
 - the University of Waterloo main campus entrance off Columbia St.
 - the Summit Centre for the Environment's building and environs at Huntsville

The details of your designs are entirely up to you, hence the parameters and scope is set by you in consultation with me. This is worth 45% of your final grade in ERS 413. It is due on the last day of classes. During the last 2 weeks of classes, each student will be doing an 'elevator speech'. This is a presentation based on your project. Related to the 45% grade assigned, the elevator speech presentation will comprise 5% of your final grade. *Failure to do the presentation results in a 50 mark deduction from your erstwhile project grade.*

The grading rubric for all assignments and presentations

- Structure. 10% of final grade. Is your structure logical and effective? Do you communicate well?
- Evidence. 30% of final grade. What evidence do you use to support your project or interpretation of the book(s). The traditional routes are fine - comparative literature of highest academic quality. If you're doing something a bit more visual, then all you need to do is work the evidence into the visuals or you are welcome to add in some supplementary endnotes or other documentations which explains your work. The key is whether your work is well researched enough to be credible.
- Insight/Originality. 60% of final grade. Exactly what new ideas or creative infusion do you contribute? Does your work achieve a stated or otherwise well communicated goal? Is it too derivative? Are there any serious breaches of trust or law (i.e. did you violate copyright or did you plagiarize)?



(Ogden Canyon UT - 1990)