



ERS 475/675: Land-craft and Primitive Skills (Field Course)

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Overview

Global society, civilization and even agriculture are all relatively new ventures for our species. For thousands of generations and most of our time on the Earth, livelihood for Palaeolithic human beings involved hunting and gathering. Land-craft and primitive skills involved (and for a tiny minority, still involve) a continuous interplay between social stocks of knowledge, stories, ritual practices, cognitive models of natural entities and processes (i.e. landscapes, ecology, raw materials etc.) and the tactile/craft skills through which people intervene, mould and transform 'nature.' By engaging in practical 'land-craft' students will relearn something of the repertoire of primitive skills and sensibilities that define our 'terraforming species.' Experiential immersion in bushcraft skills – tracking, knapping stone tools, cordage and net making, making fire, finding and processing seeds, shelter construction and ethno-field ecology – will serve to 'educate the attention' and provide students with an engaging and compelling focus for reflection and discussion. A glimpse into the warp and weft of Palaeolithic land-craft will provide a lifelong benchmark for more topical and seemingly pressing concerns in relation to sustainability and climate change. Insight into the rhythms and 'taskscape' associated with the process of dwelling in a particular place, will animate student reflection around two axial 'wicked questions':

- How might it be possible to be both modern and indigenous, native to a place and a citizen-participant in the more abstract space of global society?
- How can humans remain true to their earth-changing, terraforming nature and enjoy the full fruits of technology and culture, without exceeding ecological limits?

Course structure:

The practical element of this course will consist of a one week, bespoke course provided by David Arama, head instructor at the WSC Survival School Inc. This will be preceded by two intensive two day block taught sessions, lead by Dan McCarthy and Stephen Quilley. A combination of lectures, tutorials, group learning exercises and preparatory reading will provide the students with an intellectual framework through which to make sense of and contextualise the practical, kinaesthetic learning associated with landcraft.

Students will have access to the LEARN site from May 1st. The first book review is due May 14th – to be submitted electronically.

Assessment summary:

- Participation in the field experience: 20%
- Book Review 20%
- Annotated bibliography 20%
- 1 x 2000 word essay set by the instructors 40%



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For full details of the assessments – see below.

Organization and cost:

Participation will be selective and by direct application to the instructors.

In the first instance we will run the course during May 2014 at one of David Arama's large and well-resourced, dedicated facilities - either Kargas lakes or the Marble Lake retreat (www.wscsurvivalschool.com and www.marblelakelodge.com).

Instructors: Stephen Quilley and Dan McCarthy

Email: s.quilley@uwaterloo.ca

dan.mccarthy@uwaterloo.ca

Assessment Details

1. Participation in the field experience: 20%

The mark for participation will be based on attitude, teamwork, intellectual curiosity and facilitation of the group learning experience during the field course.

2. Book Review 20%

Write a 500 word book review. The book should be chosen from the list provided on LEARN. Other titles may be considered at the discretion of the course leaders. Your review should link the themes of the book to those of the module.

DUE MAY 14TH – SUBMITTED ELECTRONICALLY VIA LEARN

3. Annotated bibliography 20%

Students should provide an annotated bibliography including seven papers or books (from the list provided on LEARN) and three of their own choosing.

DUE June 20th – SUBMITTED ELECTRONICALLY VIA LEARN

4. 1 x 2000 word essay set by the instructors 40%

Students should write an essay using a title chosen from the list on LEARN OR a title AGREED IN ADVANCE with the course leaders.



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DUE JULY 10TH – SUBMITTED ELECTRONICALLY VIA LEARN

Late Penalties: Late submissions will be penalized (at 5 points per day).



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FIELD COURSE

<p>What: A one week intensive course of bushcraft, survival and primitive land skills</p> <p>When: Spring term – 21st-30th MAY 2014. One week (tbc) and plus a three day block course</p> <p>Where: WSC Survival School retreat at Kargus Lake or Marble Lake Locations (tbc), Northern Ontario.</p> <p>Who: Renowned bushcraft and survival skills instructor David Arama will lead the field course, with Dan McCarthy and Stephen Quilley exploring related issues in resilience, human ecology and environmental change. http://www.wscsurvivalschool.com http://www.marblelakelodge.com</p> <p>Assessment: 2500 word essay (90%) and participation (10%)</p> <p>Instructors: Stephen Quilley & Dan McCarthy (Contact: squilley@uwaterloo.ca)</p> <p>Activities: Fire, shelter, cordage, tracking, tool-making, survival skills, primitive technology</p>	<p>Numbers and cost:</p> <p>Course numbers limited to 12 students, with the cost of \$500 dollars + hst. There maybe a subsidy available but <i>this is not guaranteed</i> and depends on the outcome of a teaching innovation funding application. The course will be popular. Please sign up early</p> <p>Content:</p> <p>Along side the practical immersion in primitive skills, the course will explore a range of topics including: ‘Primitive’ and scientific ways of knowing; nature and technology in the ecology of human beings; and humanity as a ‘terraforming’ (earth changing) species.</p> <p>Course discussions will hinge on three axial ‘wicked’ (paradoxical seeming) questions:</p> <ul style="list-style-type: none"> • How might it be possible to be both a modern and simultaneously indigenous? • Can citizens participating in the abstract but cosmopolitan space of global society recover a native connection to a particular place, community and ecosystem? • How can humans remain true to their earth-changing, terraforming nature and enjoy the full fruits of technology and culture, without exceeding ecological limits?
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Academic Integrity: To create and promote a culture of academic integrity, the behaviour of all members of the University of Waterloo is based on honesty, trust, fairness, respect and responsibility.

Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 - Student Petitions and Grievances, Section 4,

<http://www.adm.uwaterloo.ca/infosec/policies/policy70.html>

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offences and types of penalties, students should refer to Policy 71 - Student Discipline,

<http://www.adm.uwaterloo.ca/infosec/Policies/policy71.html>

Appeals: A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established. Read Policy 72 - Student Appeals,

<http://www.adm.uwaterloo.ca/infosec/Policies/policy72.html>

Consequences of Academic Offences: As a student you are expected to know what constitutes academic integrity, to avoid committing academic offenses, and to take responsibility for your actions. If you are unsure whether an action constitutes an offense, or if you need help in learning how to avoid offenses (e.g., plagiarism, cheating) or about “rules” for group work/collaboration, you should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, you should refer to Policy 71 - Student Discipline,

<http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm>

Within ENV, students committing academic offences (e.g. cheating, plagiarism) will be placed on disciplinary probation and will be subject to penalties which may include a grade of 0 on affected course elements, 0 on the course, suspension, and expulsion.

Students who believe that they have been wrongfully or unjustly penalized have the right to grieve; refer to Policy #70, Student Grievance,

<http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm>