



THE UNIVERSITY OF BRITISH COLUMBIA

Department of Educational Studies

Faculty of Education

Policy on Providing Course Information for Students

(Approved by GPACC—7 January 2021)

(Approved by EDST—28 January 2021)

Background

EDST students have asked—through their representatives—for more information about course content prior to registering in courses. Because the university *Calendar* and the course schedule on the EDST website only provide course titles, students have little information about content to help them make registration and longer-term planning decisions.

Over the years, we have made several attempts to address this need but these efforts have not been particularly successful or sustainable. Department staff attempt to collect course outlines from faculty who are teaching each term but have limited success. Even those outlines that are collected are filed in locations not accessible to students. In addition, there is some concern among faculty that making course outlines publicly accessible may result in “theft” of their intellectual property (IP).

The Process

Each faculty member teaching in EDST will prepare a brief description...a few paragraphs but no more than one page...of each course they are scheduled to teach. These descriptions might be excerpts from previous course outlines. Ideally, each description will contain information that does not vary much from one offering to the next, can be updated easily when needed, and safeguards the IP rights of faculty. For those who prefer a “fill-in-the-blank” approach, a template is attached that can be used to provide basic descriptive information about a course. For those who prefer a “free-style” approach, a sample is attached that contains similar information (thanks Claudia!). The important thing is to provide students with basic descriptive information about the courses you will be teaching.

As part of the course scheduling process that begins each Fall, faculty will be expected to provide the EDST Web Coordinator with a description of each course they are scheduled to teach during the coming academic year. The Web Coordinator will provide a direct link from the course listing in the tentative course schedule to the description so that students need only click on the link to open the description. A notation will be added to the listings of scheduled courses that students should contact the instructor directly if a link to the course description is missing.

Deadlines for providing these descriptions to the Web Coordinator are:

- **December 1** for Summer Session courses (with registration in March)
- **February 1** for Winter Session courses (with registration in June)



Course Information

Prefix & number	Title
Instructor	Prerequisites or restrictions (if any)

Focus or Content

Goals, Objectives or Learning Outcomes

Assignments or Assessment Process

Notes/Other

EDST 588 (022): ENVIRONMENTAL PHILOSOPHY AND EDUCATION

COURSE DESCRIPTION AND OBJECTIVES

“Environmental Philosophy and Education” is an elective graduate seminar open to all Master's and Doctoral students. Prior knowledge of philosophy is not required. The course will address philosophical questions in and about environmental education. Philosophical questions can be raised about the term "environmental education" itself, so it is used here as shorthand for approaches ranging from more conventional forms of sustainability education, to more radical forms of education aiming for ecological justice. The course is organized around six themes, each of which raises philosophical questions, such as:

- How do different understandings of place shape place-based education?
- What is ecological justice and how does it intersect with decolonization and other efforts to achieve social justice?
- Is it ethical to curtail human autonomy for the sake of ecological sustainability?
- How do love, hope, grief, anger, fear, disgust and other feelings help or hinder environmental ethics and politics?
- What are the benefits and drawbacks of deliberative and agonistic approaches to environmental politics?
- How does posthumanist theory reshape understandings of environmental education?

The course is designed to offer opportunities to:

1. identify and critically assess key assumptions and concepts underpinning various approaches to environmental education;
2. develop a better understanding of the ideas and values informing your own assumptions about environmental education;
3. explore key debates in environmental ethics and politics.

ASSIGNMENTS

Documentary review (30%)
Philosophical blog posts (2 x 15%)
Argumentative essay (40%)

LOGISTICS

Web-based course, with two-hour synchronous Zoom seminars on Thursdays (4:30-6:30pm), supported by asynchronous activities. All readings for the course are provided through the UBC Library Online Course Reserves (LOCR), accessible via the course Canvas site.

CONTACT

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