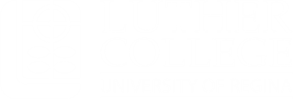
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**Luther College at the University of Regina**

**Luther College is a federated college at the University of Regina. Grounded in the liberal arts tradition, Luther College is committed to personalized education in a community of scholars who value excellent teaching and engaged learning. Luther courses are student-centered and open to students from all faculties and federated colleges at the University of Regina.**

**Course Number: IDS 290AB—L01**

**Course Title: Ecomuseums: Exploring Place**

**Term/Year: Fall 2016 (201630)**

**Times and Locations:**W 1800-2045 LC 207

**Instructor Name and Title: Dr. Glenn Sutter**

**Office Location: Royal Sask Museum**

**Email:** [glenn.sutter@gov.sk.ca](mailto:glenn.sutter@gov.sk.ca)**, or** [glenn.sutter@uregina.ca](mailto:glenn.sutter@uregina.ca) **with IDS 290AB in Subject line**

**Phone Number: 306-787-2859**

**Office Hours: By appointment on Mondays – Friday 8 a.m. – noon and 1 -5 p.m.**

**Any student with a disability who may need accommodations should discuss this with Dr. Sutter, and contact the Coordinator of the Centre for Student Accessibility at 306.585.4631.**

**Course Description:**

**An ecomuseum is a community-driven organization that enables people to explore, interpret and preserve their shared heritage in a multifaceted and dynamic way. All types of heritage are involved (natural and cultural, tangible and intangible), and the motivation is usually a desire to foster socio-economic and environmental sustainability. This course will study and participate in the development of an emerging ecomuseum in southern Saskatchewan, working directly with the community. This is a project-based, community-engaged, experiential learning course.**

**Instructor’s Bio:** [www.royalsaskmuseum.ca/research-and-collections/sustainability/glenn-sutter](http://www.royalsaskmuseum.ca/research-and-collections/sustainability/glenn-sutter)

**Assignments and Final Exam:**

* *Paper review –* You will review one paper from the ecomuseum literature (see list) and lead a class discussion about it, including how it adds to our understanding of ecomuseums and sustainability.
* *Assessment of an existing ecomuseum* – You will give a 10-min presentation to the class about an ecomuseum in another country, using powerpoint. Your talk will focus on the ecomuseum’s history and mission, its structure and geographic scope, and how its activities contribute to sustainability.
* *Your ideal ecomuseum* – You will write a 4000 word paper (8 pg at 12 pt font, 1.5 line spacing) that describes what an ecomuseum would be like in a place you know well, including:
  + social, economic, and environmental features,
  + cultural opportunities and barriers it might encounter and how these might be addressed,
  + key issues that could be catalytic,
  + stakeholders that would need to be involved in the planning and operational phases, and
  + potential governance structures and performance measures.
* *Ecomuseum project* – You will do a hands-on project that contributes to the development of an ecomuseum in the White Butte region. Potential projects include collecting digital stories, identifying links to school curriculum, conducting biological surveys for a potential park, developing interpretive signage, and exploring potential links with the TransCanada Trail.
* *Final exam/reflections* – You will write a 3000-4000 word reflection on sustainability, ecomuseums, and sense-of place and how your understanding of these concepts has developed through this course. To facilitate this, you are encouraged to keep a weekly journal, which you do not have to hand in.

**Learning Objectives and/or Outcomes:**

* **Students will learn the concept of the ecomuseum, and relate it to the traditional museum approach**
* **Students will participate in defining the nature of the course projects**
* **Students will learn about storytelling and digital stories**

**Meta-skills and/or Capabilities:**

* **Students will collaborate directly with a community**
* **Students will strengthen their written and oral communication skills**
* **Students will strengthen their contributions to group working and learning environments**

**Evaluation and Due Dates**

|  |  |  |
| --- | --- | --- |
| **Evaluation Component** | **Grade Weight** | **Due Date** |
| Paper review | 10% | Oct 5 or 12 |
| Presentation about an existing ecomuseum | 15% | Oct 26 or Nov 2 |
| Your ideal ecomuseum | 20% | Nov 16 |
| Ecomuseum project | 25% | Nov 30 |
| Final report to the community | 10% | Dec 14 (tbc) |
| Final exam/reflections | 20% | Dec 21 |
| **Total** | 100% |  |

**Class Schedule**

|  |  |  |
| --- | --- | --- |
| **Date** | **First-half Topic** | **Second-half Topic** |
| **Sep 7** | Course overview, schedule, and assignments | The ecomuseum concept |
| **Sep 14** | Sustainability, culture & heritage | Citizen science: Dr. Adela Kincaid |
| **Sep 19** | Meeting with White City Council and tour of easement land (7 pm, Monday, in White City) | |
| **Sep 28** | Intangible Cultural Heritage: Dale Jarvis – Creative City Centre, 1843 Hamilton St. | |
| **Oct 5** | Interviewing: Dr. Brenda Anderson | **Paper reviews** |
| **Oct 12** | Sense of place: Karen McIver | **Paper reviews** |
| **Oct 19** | [Glenn in Hamilton] Digital storytelling: Evie Ruddy | |
| **Oct 26** | Ecomuseum assessment | **Ecomuseum presentations** |
| **Nov 2** | FN cultural landscapes: Jaime Lavallee | **Ecomuseum presentations** |
| **Nov 9** | Sask Ecomuseums Initiative panel: Wendy Fitch, Dennis Garreck, and others | |
| **Nov 16** | **Your ideal ecomuseums due** | Debrief about ideal ecomuseums assignment |
| **Nov 23** | Work on ecomuseum projects | |
| **Nov 30** | **Ecomuseum projects due** | Dec 6 = end of classes |
| **Dec 7** | Practice final report presentation |  |
| **Dec 14 ??** | Project presentations in White City: 1:30 pm, date tbc | |
| **Dec 21** | **Final reflections due** | Course discussion and evaluations |

**Options for Paper Reviews:**

Borrelli, N., & Davis, P. (2012). How culture shapes nature: Reflections on ecomuseum practices. *Nature and Culture*, *7*(1), 31-47.

Cassalia, G. and Ventura, C. (2014). Challenges and opportunities for assessing cultural landscape: an ecomuseum for cultural-based local development. *Advanced Engineering Forum* 11, 386-391.

Liu, Z. H., & Lee, Y. J. (2015). A method for development of ecomuseums in Taiwan. *Sustainability*, *7*(10), 13249-13269.

Montanari, E. (2015). Ecomuseums and contemporary multi-cultural communities: assessing problems and potentialities through the experience of the Écomusée du Val de Bièvre, Fresnes, France. *museum and society*,13(3), 369-384.

Murtas, D., & Davis, P. (2009). The role of the Ecomuseo dei terrazzamenti e della vite,(Cortemilia, Italy) in community development. *museum and society*, *7*(3), 150-186.

Nitzky, W. (2012). Mediating heritage preservation and rural development: ecomuseum development in China. *Urban Anthropology and Studies of Cultural Systems and World Economic Development*, 367-417.

Perella, G., Galli, A., & Marcheggiani, E. (2010). The potential of ecomuseums in strategies for local sustainable development in rural areas. *Landscape Research*, *35*(4), 431-447.

**Luther College Academic Announcements - Fall 2016**

***Special Needs***

Any student with a disability who may need accommodations should discuss these with the course instructor, and contact the Centre for Student Accessibility at (306)585-4631 or visit <http://www.uregina.ca/arts/student-resources/new/special-needs.html>.

***Student Responsibilities and Course Prerequisites***

Students are responsible for understanding and following the academic regulations outlined in the University Calendar. Please see [5.1](http://www.uregina.ca/student/registrar/publications/undergraduate-calendar/assets/pdf/2016-2017/sections/attendance.pdf) of the 2016-17 Calendar under Responsibilities of Students. Ensure that you have the necessary prerequisite for this class. If not, you will not receive credit for it at graduation time, and you may have difficulty in completing your degree program. Please note unauthorized video or audio-recording of classes is not permitted.

# **Attendance**

Regular and punctual attendance is expected of students in their courses. When the persistent lateness or absence of a student jeopardizes the learning or the evaluation of the work of other students in the course, the student may be subject to penalty, including being dropped from the course or being barred from writing the final examination. One written warning will be provided to the student before such action is taken. ([5.3](http://www.uregina.ca/student/registrar/publications/undergraduate-calendar/assets/pdf/2016-2017/sections/attendance.pdf) of the 2016-17 Calendar). **Please note any specific requirements for attendance in this course.**

***University Email Accounts***

All official university and course-related correspondence is sent to your University of Regina email account. Check it regularly or have your University email forwarded to your preferred email address; see <http://www.uregina.ca/is/student/email/>.

***Procedures and Dates for Dropping Courses***

All changes to course registration must be made in writing to your Faculty or College. Students who are not attending but have not formally withdrawn are still considered to be registered, are liable for fees, and are assigned a failing grade of NP for failing to complete the course. **Non-attendance does not constitute withdrawal.**

|  |  |
| --- | --- |
| Last day to drop a course and receive 100% refund | September 20, 2016 |
| Last day to drop a course without a transcript record | September 20, 2016 |
| Last day to withdraw from a course and receive 50% refund | October 4, 2016 |
| **Last day to withdraw from a course without a failing grade** | **November 15, 2016** |

***Academic Misconduct − Plagiarism and Cheating***

Note the definitions of plagiarism and cheating in [5.14.2.2](http://www.uregina.ca/student/registrar/publications/undergraduate-calendar/assets/pdf/2016-2017/sections/attendance.pdf) of the 2016-17 Calendar, as well as the potential punishments (which range from a grade of 0 on the test or essay in question up to expulsion from the University). **If you have any questions about the proper methods of citing sources, the extent to which sources (including internet resources) must be cited, or what might constitute plagiarism, please discuss your questions with your instructor before handing in work!** Please note that when you hand in assignments, it is assumed that you handed in the version you intended to hand in – the excuse that you ‘accidentally’ handed in the wrong file will not be accepted.

***Procedures for Requesting Deferrals of Final Exams or Term Work***

If you are unable to finish your final exam or term work for reasons beyond your control (e.g., illness, accident, death in the family), please contact the Assistant/Associate Dean of your Faculty or College as soon as possible for advice. Procedures for requesting deferral of final examinations or term work are outlined in [5.8](http://www.uregina.ca/student/registrar/publications/undergraduate-calendar/assets/pdf/2016-2017/sections/attendance.pdf) of the 2016-17 Calendar. If you experience any personal difficulties during the semester, for example due to illness or family issues, please discuss your situation with your instructor and/or your Assistant/Associate Dean as soon as possible.

***University Harassment and Discrimination Prevention Policy***

All members of the University community are entitled to a professional working and learning environment free of harassment and discrimination. See [8.4.5](http://www.uregina.ca/student/registrar/publications/undergraduate-calendar/assets/pdf/2016-2017/sections/student-services.pdf) of the 2016-17 Calendar for more details.

Wishing you a successful semester!

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**Luther Safety Guide**

**Fire Alarm and Evacuation**

* If you see a fire, PULL THE ALARM AND EVACUATE.
* If a Fire Alarm sounds (loud beeping, red flashers in hallways) everyone must evacuate the building immediately.
* Exit the building via the nearest stairway. Do not use the elevator.
* If you have limited mobility, exit to a stairwell along the exterior of the building and wait there for assistance. Ask someone to tell emergency personnel where you are. You will be safe there.
* Leave all belongings behind and close the door behind you.
* Follow the instructions of emergency wardens, senior Luther staff, and the fire department.
* Do not return to the building until clearance is given.

**Other Emergencies**

* Warnings of other emergency situations will be given via the Emergency Notification System (yellow *Alertus* beacons in the academic wing hallways, loudspeakers in the Residence, and notices displayed on computer screens).
* Alert others in your area.
* Follow all instructions given.
* If a violent intruder is on campus, exit your building if safe to do so and leave campus. If the intruder is in your building, seek shelter in a room, lock and barricade the door, make the room seem unoccupied, and DO NOT open the door until a Regina Police Officer instructs you to do so.
* In the event of a power failure, proceed immediately to a sunlit spot. If it is dark
  + In the residence, go to the nearest lounge
  + In the academic wing, go to the student lounge on the northwest corner of the first floor. If the power failure lasts longer than 15 minutes, you will be met there by RAs with flashlights.

**Call for Help** if you need it!

* Call 911 **first**. If you are calling from a Luther land line, dial 9-911.
* Phone Campus Security: 306-585-4999. If you are calling from a Luther land line, dial 9-306-585-4999.
* Seek help from the Luther Student Services Office (LC 110, 306-585-5333) or the Academic Office (LC 200, 306-585-5444) during regular business hours.
* Alert a Luther staff member as you are able.

**AED**

* Located on the FIRST FLOOR in the foyer between the Academic Wing and Residence.
* Instructions for use are on the AED.