

Appendix to CLAS C&C Agenda 10 February 2009: LAND 2210 & NRME 1235 Details; proposed for CA1

1. Course number: LAND 275 / LAND 2210

Course title: The Common (Shared) Landscape of the USA: Rights, Responsibilities and Values

Initiating Dept.: Plant Science

Submitters Name: Peter Miniutti

Sub Phone: Phone: 6-1940

Submail: Email:peter.miniutti@uconn.edu

Contact Person: George Elliott

Unit Number: 4067

Phone: Phone:6-1938

GER ARD: Add

GER GROUP: CA1 Arts and Humanities

Grading Basis: Graded

Number of Credits: -3

Min Credits: -

Max Credits: -

Semester Offered: Fall

Every Year or Odd-Even: Every Year

Consent Required?: No Consent Required

Dept Approval Date: - 03/12/2007

School/College Approval Date: -April 23, 2007

Proposed Implementation Semester: -Fall

Year: 2007

Off Campus Location: -

Regional Campus Availability: not available. LA program is available only at Storrs

Current Title and Catalog Copy:

LAND 275. Landscape Architecture: Theory I - The Cultural Landscape

First semester. Two credits. Two class periods. Open to sophomores or higher. *Miniutti*

An introduction to the study of landscape architecture and related planning and design disciplines. Emphasis on understanding the political and social forces which influence development patterns in the United States.

Revised Cat Copy:

The Common (Shared) Landscape of the USA: Rights, Responsibilities and Values

First semester. Three credits. Three class periods. Open to sophomores or higher. *Miniutti*

An introduction to the study of vernacular landscapes in the USA with an emphasis on the relationship between societal values and land use patterns.

Justification: -

- a) revision to better fit criteria for GER CA 1
- b) already approved for 2000 level
- c) adds one credit to requirements for major.
- d) no effect on others
- e) no overlap
- f) not applicable
- g) not applicable
- h) not applicable
- i) not applicable

Syllabus: - attached

CA Justification: develop a thoughtful and informed attitude toward the forces that dictate development patterns in the USA. The following course objectives will guide curriculum development:

1. To understand the need for and usefulness of critical inquiry of the vernacular landscape.
2. Provide students with the fundamental skills needed to critique the built landscape.
3. To understand how the myriad of historical, political, economic, and societal forces affect how land is valued or de-valued in this country.
4. To speculate what development patterns would emerge if the student's value system guided development.

5. Communicate the importance and validity of questioning conventional knowledge in regard to development patterns.

B. The course will be organized around five major themes (see 1c. below) Each theme will have a lecture discussing theory, a “demonstration” lecture about a practical application of the theory and assigned reading(s). For each theme, students will have a graphic and written assignment. There will also be a midterm and final exam.

C. The major themes:

Part 1: Search for Paradise

Lecture: Garden(s) of Eden

Part 2: The Ideology of Space

Lecture: Views of Ownership and Possession in the USA

Part 3: Your Health, Safety, and Welfare

Lecture: Planning and Zoning

Part 4: Aesthetics, Meaning, and Function

Lecture: Cultural Sustainability

Part 5: The Social Arts of Landscape Architecture, Architecture, and Engineering

Lecture: The Arts ^ Fine and Social

Gen Ed Goals:

Become articulate: There are three ways the students need to readily express themselves. Orally, during class discussions: with the written word on exams, and graphically, on student projects. Students are required to bolster their intuitive feelings with objective facts. A student portfolio of graphic assignments will be required. All graphic skills needed to produce the portfolio will be taught in class.

Acquire intellectual breadth and versatility; the disciplines of landscape architecture, architecture, and planning are often referred to as “social-arts”, that is part art and part science. Social-artists are generalists by nature. We tend to have a working knowledge of many disciplines without being microscopic in our thinking in any one discipline. We keep our heads up, observing, thinking, and reacting. This attitude can and will be taught.

Acquire critical judgment; this course teaches techniques used to understand and critique the vernacular landscape.

Acquire moral sensitivity; Students are required to define their “land ethic”. Issues of sustainability, capitalism, individual rights and the need to protect the health, safety and welfare of the general public are presented to help students better understand how Americans have traditionally valued (de-valued) land.

Acquire awareness of their era and society; the students need to understand that we, as a society have to assume full responsibility for our actions. We possess the technological/military might to dominate and potentially ruin the natural world. Do we also possess the intellectual capacity not to do it? This class will discuss these topics.

Acquire a working understanding of the processes by which they can continue to acquire and use knowledge; by mid-semester, many of my students ask me how they can become involved in their communities immediately. I have a section of the course that discusses avenues for their participation in the town meeting process, as well as a supplemental reading/website list.

Specific Criteria:

This course will introduce students to and engage them in investigations and historical/critical analyses of the vernacular landscape in the USA. The students will be taught the necessary skills to formulate a thoughtful and informed attitude toward the forces that dictate development patterns in the USA. To a lesser degree, the students will also be exposed to modes of symbolic representation and comprehension of architecture.

Supplementary Information: -

I will be utilizing teaching techniques developed during my research on “visual thinking”. Over the past 8 years, I have taught an Introduction to Landscape Architecture course that is designed to be highly image-oriented through the use of digital presentation technology. The resultant focus on “visual thinking” has had a positive effect on students’ memory and comprehension, as well as on their engagement with class material. Below is a sampling of qualitative student evaluation responses from PLSC 275 Introduction to Landscape Architecture that address issues of memory and comprehension:

"I appreciate the simplicity of the lectures. I like the way things are broken down into the bare essentials when a topic is discussed, rather than throwing a whole bunch of material at us and making us memorize it.

The use of little text and lots of images helps me to better understand and grasp the concepts we discuss."

"[I have appreciated..] the fact that we have to think in order to understand and learn. Most classes deal with boring memorization, but you have such strong presentations that I didn't just memorize the material, but correlated it with what significance it holds."

"What I most appreciated about this class was your ability to manipulate the image-and-text on the computer so that we could comprehend a little better what exactly you were trying to get across to us. Being able to draw lines and circles on the image-- a slide can only be shown or talked about. There is nothing better than actually showing us what it is you are talking about."

Lecture: Lecture

Lecture Hours: 3

2. Course number: NRME 1235 (130)

Course title: Environmental Conservation

Initiating Dept.: NRME

Submitters Name: John Barclay

Sub Phone: 6-2840

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Contact Person: Morty Ortega

Unit Number: 4087

Phone: 6-0161

GER GROUP: CA1 Arts and Humanities

Grading Basis: Graded

Number of Credits: 3

Number of Sections: 1

Number of Students: 60

Consent Required?: No Consent Required

Dept Approval Date: December 7, 2007

School/College Approval Date: December 10, 2007

Proposed Implementation Semester: Spring

Year: 2008

Regional Campus Availability: The course has been listed and taught previously at the Avery Point Campus but is not listed under Marine Sciences in the 2007-2008 catalog[[ETS1](#)].

Current Title and Catalog Copy:

NRME 130. Environmental Conservation Second semester. Three credits. Barclay

Overview of conservation policy development from colonial period to present and of the environmental movement in the U.S. Discussion of the context and complexity of some contemporary policy issues.

Revised Cat Copy:

NRME 1235. Environmental Conservation Second semester. Three credits. Barclay

Overview of resource use history and conservation policy development from prehistoric to present times as seen through major historic and cultural continuities, dominance of human value concepts, major religious perceptions vis a vis colonialism/native peoples context, and embodiment in U.S. governance documents.

Emergence of the 20th century conservation movement is examined within the context of current and future environmental issues.

Justification:

- a) This course has evolved into a history of conservation which justifies some revision,
- b) Concepts presented may challenge or stimulate all students equally, unrelated to skill level
- c) Provides a backdrop for students seeking clarity of environmental issues, and can assist student's in clarifying their career goals,
- d) May be a beneficial supplement to other departments' curricula,
- e) No overlap is known,
- f) Other Departments consulted: none
- [ETS2](#) g) Effects on regional campuses: none
- h) Specific costs approved by Dean: none at this time. Anticipated enrollment may require a TA.
- i) Cross listing not seen as needed.

Gen Ed Goals: Although reviewers may recognize components of this course in each of the 7 criteria statements, it is no. 5 ("Acquire awareness of their era and society"), that is embedded and stressed more than any other in this course. Students should come away from this course with a fuller understanding for, and deeper appreciation of:

- 1). the urgency of the environmental crises (global warming, persistent contaminants, extinctions, disease and famine impacts, etc) that are coming to a head in our time, not some future generation.

- 2). The beauty, integrity, and diversity of natural ecosystems;

- 3). a more holistic perspective and insights needed for applying conservation principles to environmental demands now upon us.

Specific CA1 Criteria: Through historical, critical and/or aesthetic modes of inquiry, students in NRME 1235 (130) shall be introduced to and engaged in:

1. Human experience –

- a. The realities of pre-historic humans overcoming a hostile environment;
- b. Emergence and meaning of use of fire, development of agriculture (e.g. crops, grazing), discretionary time, and fuller life styles
- c. European immigrants' response to contact with ecologically astute indigenous peoples
- d. Western frontier, industrial revolution, population growth and. unsustainable resource uses

2. Philosophical and/or political theory –

- a. Origins and meanings of ethics and values
- b. Colonial perspectives on resource use, profit motive and sustainability
- c. Muir v. Pinchot v. Roosevelt v. Leopold – appreciating a conservation ethic, and its failures.
- d. Rachel Carson and her underlying concerns of famine and disease v. bio-diversity
- e. Sustaining life on this planet- the "invasive human" and loss of species.

In addition to use of reading materials, lectures, and films, students will be encouraged to submit concept papers, participate in group role playing and engage in class discussions of key issues, including those triggered by current events.

Resources 2: NO

Required Resources to Teach: If enrollment increases as anticipated by this course becoming a Gen Ed course, a teaching assistant will be necessary to assist with the testing, grading, and recording of grades which 12 quizzes, 2 major exams, and optional extra credit papers will generate. The present TAs in the department are necessarily split among several other courses.

Supplementary Information: This class typically attracts a large number of undeclared majors, plus an average of 15 different majors ranging in level from freshmen to doctoral students, from at least 3 colleges. The instructor must be attentive to the needs of these different skill levels and seek to evoke interest based on new information, discussion and provision of outside resources relative to the overall theme of environmental conservation. The content of the course sweeps across disciplines and backgrounds, using them to amplify the learning process.

Syllabus:

NRME 1235 - ENVIRONMENTAL CONSERVATION SYLLABUS - Spring 2007

INSTRUCTOR: Dr. John S. Barclay

OFFICE: Room 230A WB Young

OFF. HRS: 12:00-1:00 MWF or by appointment

PHONE: 860-486-5896

EMAIL: john.barclay@uconn.edu

COURSE CREDITS: 3

MEETING TIME: Lec. M, W, F 11-11:50

LOCATION: Room 327 WBY

REQUIRED TEXTS: Kline, Benjamin. 2000. *First Along the River: A Brief History of the U. S. Environmental Movement*. Taber, R. D. and N. F. Payne. 2003. *Wildlife, Conservation, and Human Welfare*

RECOMMENDED TEXT: Cronon, William. 2003. *Changes in the Land: Indians, Colonists, and the Ecology of New England*.

AUDIENCE: Students with interests in natural resources, environmental science or education, conservation biology, geography, landscape ecology, landscape architecture, sociology, and related sciences and disciplines.

PURPOSE: To provide an opportunity for examining, learning, and understanding the history, characteristics, values and accomplishments of environmental conservationists and the "green" movement in the United States in order to apply that knowledge in sustaining equitable conservation of natural resources.

OBJECTIVES: Upon successful completion of this course each student should be able to:

1. Recall important events, dates, and personalities in the evolution of human use of natural resources and interaction with the natural environment to the present time;
2. Identify, define, and interpret major environmental conservation terminology, and eras within the context of North American human history and experience;
3. Formulate tentative prognoses or perspectives of future outcomes in environmental conservation as derived from existing trends and other information;
4. Apply existing knowledge of environmental conservation in formulating personal ethical standards in conservation of natural resources.

DESCRIPTION: This is a pre-professional course for students at most academic levels presented in a lecture/discussion format with use of visual aids, films, and guest speakers as appropriate. Students may sign up for public environmental conservation meeting reports or concept papers for extra credit.

ATTENDANCE: Required. Please provide advance notice of any unavoidable absence if feasible.

EVALUATION: Student progress will be evaluated on the basis of:

Weekly 10 point quizzes (usually Fridays)	100	
Midterm exam	100	
Final Exam		100
TOTAL		300
Extra credit activities (voluntary- up to 60 points)		

LETTER GRADES: will be awarded on percentage of points accumulated per university policy.

NRME 1235 – ENVIRONMENTAL CONSERVATION – Spring 2007
CLASS SCHEDULE AND ASSIGNMENTS*

Chapter Kline Taber Cronon & Payne Jan 17W

Introduction 19 F Concepts.

Terms, Environmental Principles, Values 22M

Influence of Natural Resources Upon Humans 1 1 24 W

Human Influences Upon Natural Resources 26 F QUIZ 1.

Culture, Religion, and Resources - Western 1 2

CULTURAL AND PHILOSOPHICAL FOUNDATIONS 2 29 M

Culture, Religion and Resources – Eastern 3 31

W European Legacies, English Common Law 2 4 3 Feb 2 F QUIZ 2.

Native Americans, Displaced Peoples, Immigrants 5 ** 5 M

Iroquois and Eastern Traditions 4 7 W

Southwestern, Western & Northern Traditions 9 F QUIZ 3.

Modern Indigenous Cultures 6 5 12 M Video.

Native Perspectives in Resource Management 14 W

Native Perspectives in Resource Management, cont. 6

HISTORICAL OVERVIEW 16 F QUIZ 4 –

Era of Colonialism 1500-1650 7 19 M Era of Colonialism 1500-1650, cont. 21 W

Era of Abundance, 1650-1750 7 23 F QUIZ 5.

Era of Abundance, cont. ** 26 M

Era of Abundance, 1750-1850 3 28 W

Review and Discussion Mar 3 F MIDTERM EXAM 8 8 5, 7, 9

SPRING RECESS 12 M

Era of Depletion, 1850-1900 4

Devine 14 W Video -Battle For Wilderness.

Era of Protection, 1900-1930 16 F QUIZ 7.

Era of Protection, 1900-1930 5 1

PROGRESSING TOWARD CONSERVATION 19 M

Era of Protection, 1900 – 1930. 9 21 W Video – Surviving the Dust Bowl. 6 10 23 F QUIZ 8.

Era of Restoration 1930-1960 2 26 M

Era of Restoration 1930-1960 28 W

Era of Restoration 1930-1960 30 F QUIZ 9.

Era of Environmental Awareness 1960-1980 7 3 Apr ** 2 M

Era of Environmental Awareness 1960-1980 11 4 W Video – Rachel Carson- Silent Spring? 12 **CONSERVATION CRISES 6 F QUIZ 10.**

Era of Retrenchment and Reversal 1980-1990 8 4 9 M

Era of Retrenchment and Reversal 1980-2004 13 11 W Video – These Ancient Trees 13 F QUIZ 11.

Clinton Years 1992-2002 9 5 16 M

People, “Power” and Politics - 18 W Video – Landscape Linkages 14

POPULATION AND RESOURCES 20 F QUIZ 12.

Into A New Millenium 10 6 ** 23 M Video - Saving Life on Earth? 25 W

CLASS DEBATE: 27 F Final Class – Review and Discussion "Conclusion" 7 Apr 30-May 6

FINAL EXAMS WEEK

* Tentative: Trip to Mashantucket-Pequot Museum 7:30-2:00, Sat. Feb. 11 (snow/rain date Feb. 18) - est. cost ~\$20 ea.

** Due Date for Extra Credit Concept Paper (Religion/Environmental Stewardship, Use vs Protect, Eco-toxicology, Ecological Integrity)

[\[ETS1\]](#)Why should it be listed as MARN?

[\[ETS2\]](#)Intro to conservation biology?