Add Course Request

Submitted on: 2012-11-28 14:58:31

1. **COURSE SUBJECT**	Anth
2. **COURSE NUMBER** (OR PROPOSED NUMBER)	1010
3. **COURSE TITLE**	Global Climate Change and Human Societies
4. **INITIATING DEPARTMENT or UNIT**	Anthropology
5. **NAME OF SUBMITTER**	Merrill Singer
6. **PHONE of SUBMITTER**	Phone: +1 860 486 5833
7. **EMAIL of SUBMITTER**	Email: merrill.singer@uconn.edu
8. **CONTACT PERSON**	Natalie Munro
9.**UNIT NUMBER of CONTACT PERSON** (U-BOX)	1176
10. **PHONE of contact person**	Phone: 486-0090
11. **EMAIL of of contact person**	Email: NATALIE.MUNRO@UCONN.EDU
12. Departmental Approval Date	9/17/12
13. School/College Approval Date	11/13/12
14. Names and Dates of additional Department and School/College approvals	
15. Proposed Implementation Date	Term: Spring, Year: 2013
16.Offered before next printed catalog is distributed?	Yes
17. **General Education Content Area**	Content Area 2 Social Sciences Content Area 3 Science and Technology Content Area 4 Diversity and Multiculturalism International
18. **General Education Skill Code (W/Q).** Any non-W section?	None
19. Terms Offered	Semester: Spring Year: Odd_Years
20. Sections	Sections Taught: 6
21. Student Number	Students/Sections: 300
22. Clarification:	

23. **Number of Credits**	3 if VAR Min:3 Max:3 credits each term
24. **INSTRUCTIONAL PATTERN** 2 periods per week	
25. Will this course be taught in a language other than English?	No If yes, then name the language:
26. Please list any prerequisites, recommended preparation or suggested preparation: none	
27. Is Instructor, Dept. Head or Unit **Consent Required**?	Departmental
28. Permissions and Exclusions:	
29. Is this course **repeatable for credit**?	No If yes, total credits allowed: Allow multiple enrollments in same term?
30. **Grading Basis**	Graded
31. If satisfactory/unsatisfactory grading is proposed, please provide **rationale**:	
32. Will the course or any sections of the course be taught as Honors? AsHonors	
33. Additional Details:	
34. Special Attributes:	
35. **REGIONAL CAMPUS AVAILABILITY**: Could be taught at other campuses if appropriate instructors are available	
36. PROVIDE THE PROPOSED TITLE AND COMPLETE CATALOG COPY: ANTH 1010 Global Climate Change and Human Societies Assesses the multidisciplinary cultural and climate sources of information on the nature, anthropogenic drivers, range of expressions, and health and risks of contemporary and future global climate change as well as cultural understandings of this significant environmental process and diverse human responses to it.	
37. **RATIONALE** FOR ACTION REQUESTED Reasons for adding this course: This course was developed as part of a successful Provost\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\'s General Education Course Enhancement Grant application. Currently, the Department lacks a course that introduces students to social issues in climate change and there is a broader need throughout the university in general education courses on the critical issue of global warming and its implications for humanity. Currently, there is a burgeoning cultural anthropological, medical anthropological, environmental anthropology and related social science research literature on the anthropogenic causes and diverse health, ecological, and social impacts of climate change. This course has been reviewed by all other departments in CLAS and approved with limited overlap in existing courses.	
38. **SYLLABUS:**	

Online URL: (https://web2.uconn.edu/senateform/request/course_uploads/kcp13001-1367936562-Modified syllabus submitted ANTH 1010.docx)

39. **Course Information: ALL General Education courses, including W and Q courses, MUST answer this question**

a. Syllabus

This undergraduate GEOC Course introduces students to a topic of growing importance, the interface of climate change and its interface with society. This course addresses the University of Connecticut's undergraduate general education goals in a rapidly changing world. Global climate change is recognized by major institutions, including the National Science Foundation, the National Institutes of Health and the United Nations, as one of the most pressing environmental and public health concerns of the 21st century. Already the source of a growing number of extreme weather events (resulting in flooding, drought, fires), the spread of infectious diseases, a growing global prevalence of noncommunicable diseases (e.g., asthma), the creation of emergent arenas of human conflict, a primary source of new refugee populations, and a cause of rising economic costs that especially threaten middle and lower income communities and nations), the impacts of global climate change are likely to intensify with each passing year. Existing research, however, indicates that there are significant deficiencies in climate change understanding in the general U.S. population and among university students. Misconception leads some to doubt that global warming is occurring, to misunderstand its causes, and potential beneficial responses, and to be unaware of inherent local and global risks and vulnerabilities.

Objectives

To explore the human role in nature through the examination of the creation and impacts of anthropogenic climate change and cross-cultural social responses to our changing world

Based on an anthropological perspective, by the end of this course, students will be able to:

• articulate the nature of climate change as a world changing process, including having a grasp of key issues and causes, relevant natural and social processes, concepts, theories, and controversies and debates.

• command new knowledge about the existing and emergent range of environmental and health and social effects of climate change across diverse physical settings and human populations, including indigenous and global populations of gravest immediate risk.

• demonstrate critical judgment (e.g., accuracy, credibility, objectivity, and cultural sensitivity) in assessing information on climate change and the selection of practical adaptive and mitigatory responses.

• articulate the moral issues raised by the human impacts of climate change, especially on the lives of those least responsible for greenhouse gas production, as well as the difficult decisions (e.g., sacrifices) required in response to the varied and mounting risks and vulnerabilities it produces.

• acquire awareness of the diversity of human experiences and conditions impacted by climate change and human social capacity for climate change adaptation.

This course will cover:

1. Climate change through human history

1.1 Past Climate Shifts and Human Impacts and Responses: Climate and Collapsed

6.1 Indigenous Communities Encounter a Changing World
6.2 Community Perceptions and Response Around the Globe
6.3 Climate change Refugees
6.3 Community Knowledge and Community Response
6.4 Climate change: Public Opinion Studies
6.5 How An Academic Disciple Responds: Anthropology and Climate Change
7. Climate Change Denial: Myths and Motivations
7.1 The Fallacy of Keeping an Open Mind
7.2 Myths and Mystifiers
7.3 Intentional Confusion: The Social Production of Uncertainty
8. Climate Change Adaptation
8.1 The Lessons of Hurricane Katrina
8.2 National Adaptation Policies and Social Inequalities
8.3 Climate Change Social Movements and Human Rights: Case Study Australia
8.4 Sustainability?
8.5 Green Capitalism and the Treadmill of Production
8.6 Your Carbon Footprint
8.7 Climate at UCONN
9. The Tomorrow of Climate Change – Looking to the Future

Exam/grades
The Midterm and Final exams will use an objective question format based on lectures, guest speakers, videos, and readings. Writing assignment will entail a final term paper on a topic-relevant issue with a problem/solution orientation. The course uses discussion sections (TA-led elaboration and discussion of key concepts presented in lectures) and online student discussion groups (designed to encourage exchange around a key reading assignment relevant to course lectures) to enhance student involvement. The information literacy objectives of the course, noted above, include enhancing student ability to assess, integrate, and use knowledge from diverse venues in classroom discussions, and online student discussions.

This course will cover:
1. Climate change through human history
1.1 Past Climate Shifts and Human Impacts and Responses: Climate and Collapsed Civilizations?
1.2 The Anthropocene: The Industrial Revolution and the Unnatural Causes of Greenhouse Gases
1.3 Since 1970, Planet Heating
1.4 Much More Than Climate, the Human Role
1.5 James Lovelock on Global Warming: At the Edge of the Waterfall?
2. Climate Change: The Basics
2.1 Sleeping under a Greenhouse Blanket
2.2 Meeting Carbon: Cycles, Reservoirs, and Emissions
2.3 The Evidence for Climate Change
2.4 Monitoring the Planet
2.5 Feedbacks in the Climate System

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40. **Goals of General Education: All Courses Proposed for a Gen Ed Content Area MUST answer this question**

Fit with UCONN's General Education Curriculum: The distinctive features of the proposed course include its unified environmental and anthropological global focus on the nature and human health and social impacts of ongoing global warming, with special multicultural reference to the most vulnerable groups and regions. The course has some overlap with HSA 5305 - Principles of Sustainability. The distinctive focus of the proposed course, however, is on human/environment and society/society interactions, and their impacts on human societies, health and social well-being, and differing social responses by setting and social group.

41. **Content Area and/or Competency Criteria: ALL General Education courses, including W and Q courses, MUST answer this question.:** Specific Criteria

a. **Arts and Humanities:**
b. **Social Sciences:**

The course is framed within a social science orientation and is concerned with key issues in the social sciences including human/environment interaction, human response to change and adversity, social organization, and issues of morality and decision-making.

c. **Science and Technology:**

The course presents a basical orientation to global climate changes, drivers of change, diverse environment expressions of a heating planet, and the impact of the geoclimatic changes on human societies.

i. **Laboratory:**
d. **Diversity and Multiculturalism:**

The course incluses special focus on the impacts of climate change on diverse populations, including low income populations and socially disadvantaged populations, as well as diverse community perceptions of climate change, understandings of change, and responses.

43. **International:**

The course has a global focus and will exam variation in climate change impacts and response in specific locations around the world.

e. **Q course:**
f. **W course:**

42. **RESOURCES:**

Does the department/school/program currently have resources to offer the course as proposed
YES
If NO, please explain why and what resources are required to offer the course.

43. **SUPPLEMENTARY INFORMATION**:

AP note: Reading Packet information from proposer: \\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\"The content for the course packet will consist of accessible (Freshmen level) articles on:

Introducing the greenhouse gases
The nature of carbon and its binding properties
The many factors that impact weather
What is climate science?
Observed impacts of climate change on land and marine plants and animals
What does the term \\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\"extreme weather\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\" mean
Climate change and human health\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\"

This course is the product of a GEOC Award for new GEOC course development to enhance the General Education curriculum at UCONN

ADMIN COMMENT:

SenAppCA2&411.11.13. SenAppNew10.14.13. SenCCAppCA2/CA4-INT_10/16/13kcp. GEOCAppCA2/CA4-INT_090413kcp. NewSyllabus_050713KCP. RtrnedtoGEOC_041713KCP. GEOCCA23app_030613KCP. GEOCCA4non-INTapp_013013AP. AddedInfoReReadingPacket_120612AP. newCA234_113012AP.

(Modified syllabus submitted 3/20)

Syllabus Anth1010: Global Climate Change and Society

This undergraduate GEOC Course introduces students to a topic of growing importance, the interface of climate change and its interface with society. This course addresses the University of Connecticut's undergraduate general education goals in a rapidly changing world. Global climate change is recognized by major institutions, including the National Science Foundation, the National Institutes of Health and the United Nations, as one of the most pressing environmental and public health concerns of the 21st century. Already the source of a growing number of extreme weather events (resulting in flooding,

drought, fires), the spread of infectious diseases, a growing global prevalence of noncommunicable diseases (e.g., asthma), the creation of emergent arenas of human conflict, a primary source of new refugee populations, and a cause of rising economic costs that especially threaten middle and lower income communities and nations), the impacts of global climate change are likely to intensify with each passing year. Existing research, however, indicates that there are significant deficiencies in climate change understanding in the general U.S. population and among university students. Misconception leads some to doubt that global warming is occurring, to misunderstand its causes, and potential beneficial responses, and to be unaware of inherent local and global risks and vulnerabilities. By the end of this course, students will be able to:

- articulate the nature of climate change as a world changing process, including having a grasp of key issues and causes, relevant natural and social processes, concepts, theories, and controversies and debates.

- command new knowledge about the existing and emergent range of environmental and health and social effects of climate change across diverse physical settings and human populations, including global populations of gravest immediate risk.

- demonstrate critical judgment (e.g., accuracy, credibility, objectivity, and cultural sensitivity) in assessing information on climate change and the selection of practical adaptive and mitigatory responses.

- articulate the moral issues raised by the human impacts of climate change, especially on the lives of those least responsible for greenhouse gas production, as well as the difficult decisions (e.g., sacrifices) required in response to the varied and mounting risks and vulnerabilities it produces.

- acquire awareness of the diversity of human experiences and conditions impacted by climate change and human social capacity for climate change adaptation.

Objective:

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Readings:

Climate Central. Global Weirdness: Severe storms, deadly heat waves, relentless drought, rising seases, and the weather of the future. , 2012

Susan Crate and Mark Nuttall, eds. Anthropology and Climate Change. Walnut Creek, CA: Left Coast Press, 2009

Hans Baer and Merrill Singer. Global Warming and the Political Ecology of Health: Emerging Crises and Systemic Solutions. Walnut Creek, CA: Left Coast Press, 2009.

An Assembled Article Packet.

This course will cover:

Week 1: Gaining an Historic Perspective on Climate Change

Week 2: Climate Change: The Basics

Week 3: The Human Finger Print on Global Warming

Week 4: Climate Change Science and Climate Scientists

Week 5: Adverse Environmental & Social Impacts of Climate Change, Part 1

Week 6: Adverse Environmental & Social Impacts of Climate Change, Part 2

Week 7: Adverse Environmental & Social Impacts of Climate Change, part 3

Week 8: Climate Change and Human Health, Part 1

Week 8: Climate Change and Human Health, Part 2

Week 10: Assessing Climate Change Denial

Week 11: Social Relations, Social Inequality & Climate Change

Week 12: Perceived Climate Change Cross-culturally

Week 13: Responding to Climate Change Cross-culturally

Week 14: The Tomorrow of Climate Change

Student assessment will be based on the following components:

- Midterm Exam (objective questions, covering first half of semester) – 25% of grade (50 questions)
- Final Exam (objective questions covering second half of semester)- 30% of grade (60 questions)
- Analytic paper – read and analyze (5 pages) one of the chapters in the Crate and Nuttall book; explain what the chapter is about, where the information presented came from

(e.g., how data were collected), significance of the chapter (why does what it talks about matter?), and show linkage with concepts in lectures and other readings. 20% of grade

- Research Term Paper - Interview 12 students concerning climate change issues and write up a report on your research question, methods (look at articles in Crate/Nuttall), sample (age/gender, major, ethnicity breakdown), findings, and conclusions (what did you learn). You must develop the set of 5-8 questions you want to ask fellow students concerning climate change (e.g., a climate change knowledge test, concerns about climate change impacting the world, what to do about climate change, personal preparedness to make sacrifices to reduce climate change, etc. Frame your paper in light of online readings #a-d. 25% of grade

Grading is on a point system

Total possible points and by assignment:

Midterm	50
Final	60
Analytic term paper	40
Research term paper	50
TOTAL	200

You can achieve up to 200 total points. Final grades will be assigned as follows:

182 - 200 Pts = A (91+%); 175 - 181= A- (87.5+%); 172 - 174 = B+ (86+%);

156 - 171 = B (78+%); 152 - 155 = C+ (76+%); 135 - 151 = C (67.5+%) ;

120 - 134 = D (60+%); 119 and below = F

Moreover

Academic Misconduct in any form is in violation of the University of Connecticut Student Code and will not be tolerated. This includes, but is not limited to: copying or sharing answers on tests or assignments, plagiarism, and having someone else do your academic work. Depending on the act, a student could receive an F grade on the test/assignment, F grade for the course, and could be suspended or expelled from the University. Please see the Student Code at

http://www.community.uconn.edu/student_code.html for more details and a full explanation of the Academic Misconduct policies and process."

University students with disabilities are among the brightest and most dedicated learners on campus, and the University of Connecticut is committed to achieving equal educational opportunity and full participation for persons with disabilities (University policy on people with disabilities). Qualified individuals who require reasonable accommodations are urged to make their needs known to the professor as soon as possible, and should contact the Center for Students with Disabilities.

(Previous Syllabus)

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2. Climate Change: The Basics
2.1 Sleeping under a Greenhouse Blanket
2.2 Meeting Carbon: Cycles, Reservoirs, and Emissions
2.3 The Evidence for Climate Change
2.4 Monitoring the Planet
2.5 Feedbacks in the Climate System
2.6 Certain vs. Uncertainty: Understanding Scientific Terms
2.7 Climate, Weather, and Weathermen
2.8 The IPCC and the Climate Change Conferences and Treaties
2.9 Case Study: Climate and Connecticut
3. Climate Change Now, Impacts on Humans, Other Living Things and the Planet
2.1 Creeping Spring and its Meaning
2.2 Glacial Melt and Drought
2.3 Oceans, Marine Coastal Environments, Acidification and Coral
Bleach
2.4 Heat Islands and Sinking Islands (Rising Seas)
2.5 Wildfires
2.6 Extreme Weather Events
2.7 El Niño and Climate
2.8 Floral and Faunal Changes in a Changing Climate
2.9 Pluralea Interactions and Climate
4. Climate Change and Human Health
4.1 Gasping for Breath and Enduring Allergy
4.2 Heat-related Diseases
4.3 Flooding Lives: From Bangkok to the NYC Subway System
4.4 Impacts on Food Production and Diet
4.5 Infectious Disease: Vectors and Waterborne Diseases
4.6 Other Health Threats: The Kidney Stone Belt and Lesser Known

Health Issues
4.7 Syndemics of Climate Change
4.8 Individual and Community Vulnerability
4.9 Psychological Impacts
5. Climate Change, Social Inequality, and Social Relations
5.1 Unequal Emission
5.2 Unequal Impacts
5.3 Are there Winners and Losers?
5.4 Climate and Conflict
5.5 Climate and Governance: Why is addressing environmental issues hard?
5.6 The Media Meet Mets the Climate
6. Perceiving Climate Change
6.1 Indigenous Communities Encounter a Changing World
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