

Add Course Request

Submitted on: 2013-01-21 16:54:43

1. COURSE SUBJECT	EVST
2. COURSE NUMBER (OR PROPOSED NUMBER)	1000
3. COURSE TITLE	Introduction to Environmental Studies
4. INITIATING DEPARTMENT or UNIT	Environmental Studies
5. NAME OF SUBMITTER	Kathleen Segerson
6. PHONE of SUBMITTER	Phone: +1 860 486 4567
7. EMAIL of SUBMITTER	Email: kathleen.segerson@uconn.edu
8. CONTACT PERSON	Kathleen Segerson
9. UNIT NUMBER of CONTACT PERSON (U-BOX)	1063
10. PHONE of contact person	Phone: 860-486-4567
11. EMAIL of of contact person	Email: kathleen.segerson@uconn.edu
12. Departmental Approval Date	02/08/2012
13. School/College Approval Date	03/20/2012
14. Names and Dates of additional Department and School/College approvals	03/23/2012
15. Proposed Implementation Date	Term: Fall, Year: 2013
16. Offered before next printed catalog is distributed?	No
17. General Education Content Area	
18. General Education Skill Code (W/Q). Any non-W section?	None
19. Terms Offered	Semester: Fall Spring Year: Every_Year
20. Sections	Sections Taught: 4-6
21. Student Number	Students/Sections: 120
22. Clarification: There will be 4-6 sections of 20-30 students each. The sections will be used for discussion and field trips.	
23. Number of Credits	3 if VAR Min: Max: credits each term
24. INSTRUCTIONAL PATTERN	

2 classes per week, plus one discussion section	
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 ?	No
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: At this time, staff are not available to offer this class at regional campuses, although a version of the course could be offered at regional campuses in the future if there is sufficient demand and staffing.	
36. PROVIDE THE PROPOSED TITLE AND COMPLETE CATALOG COPY: EVST 1000. Introduction to Environmental Studies Either semester. Three credits. Survey of human-nature interrelationship through interdisciplinary environmental themes and study of specific environmental issues.	
37. RATIONALE FOR ACTION REQUESTED (a) This course is the necessary introduction to the concepts, critical approaches, and methods of the Environmental Studies major. It introduces students to the essential, interdisciplinary nature of Environmental Studies. A primary instructor will be supported by guest lecturers from disciplines contributing to environmental studies at UConn, thus exposing students to a broad range of environmental perspectives and emphasizing the need for a collaborative approach to environmental problem-solving. (b) The course is introductory, and hence appropriate for inclusion at the 1000 level. (c) There are no enrollment restrictions. (d) This course will not directly affect offerings in any other department.	

(e) The course does not overlap with existing courses, although it complements the existing introduction to environmental science course (with has more of a science, rather than social science and humanities, orientation).

(f) All departments with courses included in the environmental studies major were consulted about the major and new courses offered as part of the major, including this course.

(g) At this time, there is no explicit plan to offer the course at regional campuses, although in the future it could be offered in some form if there is sufficient demand and staffing.

(h) There are no specific costs, other than staffing. The current faculty hiring plan includes hires that could support additional future staffing of this course.

38. SYLLABUS:

Online URL: ([https://web2.uconn.edu/senateform/request/course_uploads/kas02016-1358805234-Proposal for EVST 1000 21 jan for Senate.docx](https://web2.uconn.edu/senateform/request/course_uploads/kas02016-1358805234-Proposal%20for%20EVST%201000%2021%20jan%20for%20Senate.docx))

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

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

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:**
- c. **Science and Technology:**
 - i. **Laboratory:**
- d. **Diversity and Multiculturalism:**
 - 43. **International:**
- 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:

ADMIN COMMENT:

Senate approved new course 2.25.2013

University of Connecticut

College of Liberal Arts and Sciences/College of Agriculture and Natural Resources

Committee on Curricula and Courses

Proposal to Add a New Undergraduate Course DRAFT (01/12/13)

1. Date: 01/12/13
2. Department requesting this course: Environmental Studies
3. Semester and year in which course will be first offered: Fall 2013

Final catalog Listing (see [Note A](#)):

EVST 1000 (proposed). Introduction to Environmental Studies

Either semester. Three credits.

Survey of human-nature interrelationship through interdisciplinary environmental themes and study of specific environmental issues.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department: EVST
2. Course Number (see [Note B](#)): 1000 (proposed)
3. Course Title: Introduction to Environmental Studies
4. Semester offered (see [Note C](#)): Either
5. Number of Credits (see [Note D](#)): Three credits

6. Course description (second paragraph of catalog entry -- see Note K):

Survey of human-nature interrelationship through interdisciplinary environmental themes and study of specific environmental issues. Uses texts and contexts of environmental writings as models for contemporary issues. Encourages students to ask: What is the environment? How do I gain knowledge of the environment? How am I impacted by and impact the environment? Why should I care about the environment?

Optional Items

7. Number of Class Periods, if not standard (see Note E):

8. Prerequisites, if applicable (see Note F): None

9. Recommended Preparation, if applicable (see Note G): None

10. Consent of Instructor, if applicable (see Note T) Not applicable

11. Exclusions, if applicable (see Note H): None

12. Repetition for credit, if applicable (see Note I): No

13. Instructor(s) names if they will appear in catalog copy (see Note J):

14. Open to Sophomores (see Note U): Yes

15. Skill Codes "W", "Q", or "C" (see Note T): Not applicable

16. S/U grading (see Note W): Not applicable

Justification

1. Reasons for adding this course: This course is the necessary introduction to the concepts, critical approaches, and methods of the proposed Environmental Studies major.

2. Academic Merit (see Note L): This course introduces students to the essential, interdisciplinary nature of Environmental Studies. A primary instructor will be supported by guest lecturers from disciplines contributing to environmental studies at UConn, thus exposing students to a broad range of environmental perspectives and emphasizing the collaborative nature of environmental problem-solving. The course will employ a variety of instructional methods including campus field trips (e.g., UConn forest; UConn's Hillside Environmental Education Park; the Ecogarden; the composting and biogas facilities and/or the co-generation plant; facilities or offices on campus that deal with environmental health issues).

3. Overlapping Courses (see Note M): None.

4. Number of Students Expected: 120

5. Number and Size of Section: Four to six sections of 20-30 students each.

6. Effects on Other Departments (see Note N): None

7. Effects on Regional Campuses: None

8. Staffing (see Note P): The following faculty have been approved for release time by their home departments to teach EVST 1000: Mark Boyer,;John Andrew Ballantine; Friedemann Weidauer; Kathleen Segerson

9. Dates approved by (see Note Q):

Environmental Studies Faculty Advisory Board: February 8, 2012

10. Name, Phone Number, and e-mail address of principal contact person: Mark A. Boyer; 486-3156; mark.boyer@uconn.edu

EVST 1000. Introduction to Environmental Studies

Course Information

3 Credit hours, MW lecture with additional discussion sections of 20-30 students each
Instruction

Primary instructors of record: Professor Mark Boyer, Political Science; Assistant Professor-in-Residence John-Andrew Ballantine, Geography; Assistant Professor Friedemann Weidauer, LCL; Assistant Professor Matthew MacKenzie, History

Primary instructor will be supported by faculty from other departments, such as Agricultural and Resource Economics, Anthropology, Economics, English, EEB, Geoscience, History, Natural Resources and the Environment, Philosophy, and Sociology

Textbooks

Texts and secondary materials will be chosen by the instructor to provide diverse methods of studying a contemporary environmental issue such as: water resources and scarcity, deforestation, energy availability and pollution, climate change, and biodiversity.

Probable texts include:

Carson, Rachel. (1962; 2002 rev. ed.) Silent Spring. New York: Houghton Mifflin Company.

Cronon, William. (1996) Uncommon Ground. New York: WW Norton.

Lee, K.M., W.R. Freudenberg, and R.B. Howarth. (2013). Humans in the Landscape: An Introduction to Environmental Studies. Norton, New York, NY.

Course description

A survey of the human-nature interrelationship through interdisciplinary environmental themes. This course should encourage students to ask: *What is the environment? How do I gain knowledge of the environment? How am I impacted by and impact the environment? Why should I care about the environment?*

Study of specific environmental issues allows students to appreciate the need for an interdisciplinary approach. Focus on texts and contexts of environmental writings provide models for an interdisciplinary approach to contemporary environmental issues. Students will produce various short writings representing different approaches to environmental issues. Whenever possible, students will engage in a

directed environmental activity over the course of the semester and will report on this activity. In addition, student evaluation will be based on mid-term and final examinations.

Because of the inter-disciplinary nature of the class, the primary instructor will be supported by guest lecturers from the disciplines that contribute to environmental studies on campus. This will serve to expose the students to a broad range of environmental perspectives and emphasize the collaborative nature of environmental problem-solving. The primary instructor will be present at all lectures and emphasize integration across guest lecture presentations.

Instruction will make use of the university's environmental resources to integrate the multiple disciplines involved in environmental studies. For instance, the course will include "field trips" to UConn's Hillside Environmental Education Park; the Ecogarden; the UConn forest; the co-generation plant; and the composting and biogas facilities. Field trips will be organized to illustrate the five conceptual areas covered by the class.

Objectives and goals

As a result of this course, students will:

- Understand basic concepts important to the interdisciplinary nature of environmental studies;
- Understand that environmental processes act at multiple scales in space and time;
- Appreciate that human consciousness is an instrument of nature formation, particularly through ethical, spiritual, and imaginative constructs;
- Understand how humans have been shaped physically and culturally by their interaction with the environment;
- Appreciate the consequences of human action in the environment;
- Appreciate the integration of knowledge from different disciplines needed to understand environmental problems;
- Be introduced to methodologies and perspectives of disciplines necessary to environmental studies;
- Become familiar with significant environmental issues and resources.

Requirements

Evaluation of students will be based on:

- Short, guided, reflection pieces related to readings on course topics due during section each week;
- Participation in discussions during section;
- Reports on field trips, relating field activities to readings;
- Report from the directed environmental activity
- Mid-term and Final examinations

The Monday and Wednesday class sessions will be lecture-based with the principal instructor or guest lecturers. Each student will also be a part of a section that will meet each week. During section meetings, students will discuss the readings of the week, the material from the lecture sessions, and hand in reflection pieces on the readings.

For each module of the class, the last section will be a field trip to an easily accessible site on campus. Field trips will be led by the section instructor and the principal instructor or a faculty member from the pool of guest lecturers. In some cases, there will also be additional staff guiding the field trip (e.g. the co-generation plant).

Students will engage in a directed environmental activity over the course of the semester and will report on this activity. This larger activity will be at the discretion of the principal instructor, but will involve multiple modes of thinking about and experiencing an environmental issue. As an example, a student might compare and contrast two nature reserves, exploring their physical characteristics, the history by which the plot of land was set aside, the political and economic considerations of setting aside the land, and go to the nature reserve to create multimedia projects expressing the student's personal experience of the reserve.

The exams will evaluate how well the student understands the concepts presented in lectures and readings.

Schedule

For readings, HiL is Humans in the Landscape; UG is Uncommon Ground; SS is Silent Spring

Note that 5M is the Monday of week 5 and 5W is the Wednesday of week 5.

Weeks 1-2. *Elements of Environmental Studies*

Introduction to the interdisciplinary approach and contributing faculty; Inter-relationship of Humanities, Social Sciences, and Sciences; How humans across cultures establish, describe, measure and understand the interrelationship of humanity and the environment; Introduction to fundamental principles of measurement and description of the environment; Forces in the environment and grand challenges facing environmentalism; sustainability; Landscapes and the idea of place; Nature and Belief; Scale and Perception; Approaches to science; Basic environmental chemistry and physics

Field trip to HEEP

Readings: Syllabus; HiL Chapters 1, 2; UG Essay

Writing topics: Reflection on Sense of Place and Elements of the Landscape

Weeks 3-5M. *Building the Environmental Framework*

The Blue Marble; Humans in a Fragile Shell of Atmosphere; Aesthetics of Nature and Beauty; Movement of the Atmosphere; Earth Processes and Materials; Matter and Energy Redistribution; Climate Change; Biomes and Biogeography; Food: The Use and Abuse of Land

Field trip to EcoGarden and Agriculture Station

Readings: HiL Chapters 5,7; UG Essays

Writing topic: Food

Weeks 5W-8. *Complexity in Environment*

Origins of Environmental Problems; Indigenous Cultures; Tragedy of the Commons and Village Economies; The Emergence of Environmentalism; Inequality, Community Governance, and Ethics; Cross-Cultural Differences and Similarities in Environmental Knowledge and Beliefs; Ecology and Land Use; Biodiversity and Extinction; Anthropogenic Impact of Land Use Through Time and Space; Resource Extraction; Transport of Pollutants and Bioaccumulation

Field Trip to UCONN Forest

Readings: Parts of HiL Chapters 3,4,6,9; Silent Spring

Writing topics: Land Use History and Geological History

Weeks 9-11. *Human Society and the Environment*

Energy and the Use and Abuse of Earth; Globalization of Environmental Problems; Human Population and Sustainability; Industrialization and Urbanization; Poverty, Racism, and Environmental

Justice; Markets and Appropriate Pricing of Resources; Cap and Trade; Environmental Policy and Decision Making

Field Trip to the Co-Generation Plant

Readings: Parts of HiL Chapters 8,10,12,13; UG Essays

Writing topics: Energy use and making fossil fuels more sustainable

Weeks 12-13. The Modern and Future Environment

Local Economies and Traditional Ecologies – How have they fared?; Technology and Geo-Engineering – Panacea or Problem?; Waste; The 4 R's of Environmentalism: Reduce, Reuse, Recycle, Rethink; Reducing Materialism and Responsible Consumption; The Sustainability Transition; Social Action and Volunteerism – Individual Action in a Global Context; Different Constructions of Nature; Your Idea of Nature

Field Trip to the Composting or Biogas Facility

Readings: HiL Chapters 14,15; UG Essays

Writing topics: Solutions to Waste

Additional Commentary on the Syllabus:

CLAS and CANR Dean's office have promised support for EVST 1000. Thus, using 25 student targeted blocks during the existing section times, field trip sessions will be arranged to allow student access, but not pull away from in-class time. The field trips will all be to campus facilities that can easily be reached on foot or by campus bus. We believe field trips are important components because they provide hands-on application for students of concepts from class, as well as exposure to the environmental resources UCONN has to offer.

The topics identified on the schedule are important topics covered in the books and/or identified by the Environmental Studies Advisory Board as significant topics that should be discussed in EVST 1000. While it will not be possible to cover all aspects of every topic each time EVST 1000 is taught, a range of faculty will engage students' understanding of many of the topics and will encourage students to become aware of others.