

REQUEST FOR NEW COURSE

1. General Information.

- a. Submitted by the College of: A&S Today's Date: 10/7/09
- b. Department/Division: ANT
- c. Contact person name: Lisa Cliggett Email: lisa.cliggett@uky.edu Phone: 7-2796
- d. Requested Effective Date: Semester following approval OR Specific Term/Year¹: Fall 2010

2. Designation and Description of Proposed Course.

- a. Prefix and Number: ANT 225
- b. Full Title: Culture, Environment and Global Issues
- c. Transcript Title (if full title is more than 40 characters): Cult, Envir, Global Iss.
- d. To be Cross-Listed² with (Prefix and Number): _____

e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours³ for each meeting pattern type.

2 Lecture	_____ Laboratory ¹	_____ Recitation	1 Discussion	_____ Indep. Study
_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research	_____ Residency
_____ Seminar	_____ Studio	_____ Other – Please explain: _____		

- f. Identify a grading system: Letter (A, B, C, etc.) Pass/Fail
- g. Number of credits: 3

- h. Is this course repeatable for additional credit? YES NO
- If YES: Maximum number of credit hours: _____
- If YES: Will this course allow multiple registrations during the same semester? YES NO

i. Course Description for Bulletin:

A fundamental part of human experience is interacting with our physical surroundings, but in the globalized ecosystem of our planet, our interactions with the physical world increasingly include distant places rather than just the surroundings we see from our door step. This course aims to develop students' awareness, knowledge and ability to reflect on how human behavior intersects with global environments. To do so, it applies an anthropological interpretive framework to topics that link human lifestyles, the environment and global issues.

- j. Prerequisites, if any: None
- k. Will this course also be offered through Distance Learning? YES⁴ NO
- l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both

¹ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

² The chair of the cross-listing department must sign off on the Signature Routing Log.

³ In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

⁴ You must *also* submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

REQUEST FOR NEW COURSE

3. Will this course be taught off campus? YES NO

4. Frequency of Course Offering.

a. Course will be offered (check all that apply): Fall Spring Summer

b. Will the course be offered every year? YES NO

If NO, explain: This is a new Gen Ed course proposal. We anticipate that it will be offered every fall semester.

5. Are facilities and personnel necessary for the proposed new course available? YES NO

If NO, explain: The provost has promised a TA to run discussion sections. Enrollement will be 90 students per semester if the TA is provided. If not, the course will be capped at 30.

6. What enrollment (per section per semester) may reasonably be expected? 90

7. Anticipated Student Demand.

a. Will this course serve students primarily within the degree program? YES NO

b. Will it be of interest to a significant number of students outside the degree pgm? YES NO

If YES, explain: This is a Gen Ed course fulfilling the Global Citizenship requirement.

8. Check the category most applicable to this course:

Traditional – Offered in Corresponding Departments at Universities Elsewhere

Relatively New – Now Being Widely Established

Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program? YES NO

If YES, name the proposed new program: _____

b. Will this course be a new requirement⁵ for ANY program? YES NO

If YES⁵, list affected programs: _____

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500? YES NO

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in **10.b**. You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached.

⁵ In order to change a program, a program change form must also be submitted.

REQUEST FOR NEW COURSE

Signature Routing Log

General Information:





Course Prefix and Number: ANT 225

Proposal Contact Person Name: Lisa Cliggett Phone: 7-2796 Email: lisa.cliggett@uky.edu

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Anthropology, DUS	1/11/2010	Monica Udvardy / 7-6919 / udvardy@uky.edu	
Anthropology, Chair	1/11/2010	Chris Pool / 7-6922 / capool0@uky.edu	
A&S Educational Policy Committee	3/9/10	Richard Smith / 7-4473 / rhsmit00@uky.edu	
A&S Associate Dean for Undergraduate Programs	3/9/10	Anna Bosch / 7-6689 / bosch@uky.edu	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ⁶
Undergraduate Council	4/13/2010	Sharon Gill <small>Digitally signed by Sharon Gill, DN: cn=Sharon Gill, ou=Undergraduate Education, ou=Undergraduate Council, email=sgill@uky.edu, c=US, Date: 2010.04.21 17:13:55 -0400</small>	
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

⁶ Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

New Course Proposal
ANT 225 (Proposed course number)
Culture, Environment and Global Issues

INSTRUCTOR:

Professor L. Cliggett, Ph.D
Office: 216 Lafferty Hall
Email: lisa.cliggett@uky.edu ; Phone: 257-2796

OFFICE HOURS: TBA

TIME: TBA

M-W Lecture, Fri Discussion Sections

PLACE: TBA

COURSE DESCRIPTION:

A fundamental part of human experience is interacting with our physical surroundings, but in the globalized ecosystem of our planet, our interactions with the physical world increasingly include distant places rather than just the surroundings we see from our door step. This course aims to develop students' awareness, knowledge and ability to reflect on how human behavior intersects with global environments. To do so, it applies an anthropological interpretive framework to topics that link human lifestyles, the environment and global issues. Areas to be explored include how diversity (cultural, ethnic, socio-economic, gender) plays out in global environmental issues, how societal/cultural/ institutional change intersect with environmental change, the role power and politics plays in distribution of global environmental impacts, and how people and cultures adapt and resist those processes. Through the course students will gain content knowledge of global human-environmental issues, and also learn to think critically about their own role in the global environment, leading to informed civic engagement.

LEARNING OUTCOMES:

Upon *successful* completion of the course, students will be able to:

1. Demonstrate understanding of the origins and influence of cultural diversity and issues of equality regarding global environmental issues (particularly access to resources, poverty and distribution of environmental impacts)
2. Demonstrate understanding of how local economic, cultural and political features of communities (in the US AND around the world) intersect with global environmental processes in a mutually influential way (ie: how they mutually shape each other).
3. Demonstrate knowledge of at least one Non-US culture/society and its relationship to environmental and global issues of the 21st Century.
4. Demonstrate understanding of a) societal, cultural and institutional change over time, b) cross national and comparative issues and c) power and resistance, as they relate to culture, environment and global issues.
5. Demonstrate understanding of how individual and collective decision making (at a local scale AND a global scale), and global civic responsibilities related to environmental issues generate ethical dilemmas, conflicts and trade-offs that must be thoughtfully evaluated, weighed and resolved.

COURSE STRUCTURE:

To facilitate accomplishment of the learning outcomes listed above, students will engage in a variety of activities to develop awareness of the interaction of local and global ecological processes, and reflect on their own role in global environmental issues. In addition to gaining content knowledge about cultural diversity relating to environmental issues, historical processes leading to current cultural-ecological relationships, and issues of resource decline globally, students will examine opposing arguments and weigh ethical dilemmas in debates about how best to resolve global environmental problems, with attention to the vast human diversity (cultural, gender, class, livelihood, etc) of our planet, and our own roles, at a local level, in these global issues.

Monday and Wednesday class meetings will be a combination of instructor lectures, focused class activities (usually in small groups with students seated next to each other), guest lecturers, films, and other media (radio podcasts, for example). Friday class meetings will be "discussion sections" of approximately 30 students, directed by a TA. Discussion section meetings will facilitate student processing of class material through structured activities such as debates, role playing, focused group tasks, "five minute essays", and open discussion of issues raised in the M-W class meetings.

REQUIRED READING:

There are three textbooks required for this course:

- Moran, Emilio, 2006. *People and Nature: An Introduction to Human Ecological Relations*. Blackwell Publishing. (Reading assignments code: PN)
- Fratkin, Elliot, 2004. *Ariaal Pastoralists of Kenya: Studying Pastoralism, Drought and Development in Africa's Arid Lands*. Pearson. (Reading assignments code: Ariaal).
- Jackson, Robert M, ed. 2010. *Annual Editions: Global Issues 09/10*. McGraw Hill. (Reading assignments code: G1)

Selected articles, including:

Excerpts from works by Jared Diamond on Societal Collapse and Mike Davis on Late Victorian Holocausts, an edited volume on Anthropology and climate change, other popular press pieces from books and newspapers.

COURSE REQUIREMENTS:

You must satisfactorily complete all assignments and quizzes in order to pass the class.

There will be 3 graded quizzes during the semester, 3 graded writing assignments, and a final synthetic essay. Class activities (activities carried out in discussion sections) will be graded. Additionally, class participation will be graded.

Quizzes: Approximately every five weeks there will be a quiz through which students demonstrate their mastery of both content knowledge (gained through class lectures, discussion, and activities and course readings), and critical thinking. Students will demonstrate critical thinking through brief essays asking for analysis of human-environmental issues, reconsideration of historical processes leading to global resource conflict, reflection on their own choices in decisions that have global ecological impact, and other synthetic discussion of human-environment relationships. Each quiz will be graded on a 100 scale, counting towards 10% of the final grade.

Writing assignments: Three writing assignments during the semester will develop students' skills in understanding the mutually influential dynamics of cultural diversity and ecological processes, the ways that history, power and culture intersect resulting in divergent experiences of environmental problems and resource access, and the roles that individuals (including each student) can play in shaping and responding to global environmental change. These three essays will ask students to define and focus their analysis and reflection on specific issues identified by the instructor.

- The first essay will consider the role of history in shaping human-enviro relations, with attention to economic and political issues, and to cultural, class (socio-economic), gender and other diversity. In this essay students will explore the history of this relationship with particular attention to how humans both shape and adapt to their ecosystems. This will be a group project and essay (approximately 5 students per group). Using course readings as the foundation, students will work together to identify key aspects of these relationships, and then craft an essay together as a group. This essay should be approximately 5 double spaced pages. This essay will be graded on a "10 point scale" (see discussion of grading system below), and count towards 10% of your final grade.
- The second writing project will be an annotated outline-bullet point memo, and will compare and contrast human-enviro issues (including change as a force) using the case of the Ariaal and another non-US case of the student's choosing (drawn from course readings). This memo will require depth of knowledge of the Ariaal gained through close reading of the book, class discussions of the book, and critical thought regarding how Ariaal society has changed in the face of global processes. Using that base as a starting point, the student can then select an issue worth comparing with one of the other cases we explore in the Global Issues text. This is a group project. Students will first work together in identifying a comparative case/issue. They will then work together to build an outline of points for comparison, and finally draft the annotations that give more substance to the outline. The bullet pointed, annotated outline should be approximately 5 double spaced pages. This memo will be graded on a "10 point scale" (see discussion of grading system below), and count towards 10% of your final grade.
- The third essay will be a reflection of the student's experience using the internet based "ecological footprint" tool. In this essay students will have worked with the online tool, experimenting with their consumption behavior now (as a young adult), compared with their family consumption when they lived in their parents' home, compared with what they envision to be their ideal future lifestyle, and at least one comparison with a

hypothetical non-US person (using the Arianal, or another case study to "create" an individual). After experimenting with varied personas in the ecological footprint, and with insight gained through course readings on consumer society, affluence, sustainability issues, etc, students will write an essay reflecting on their consumption practices, including thoughts for change. This is an individual project, and should be 2-3 double space pages of well written prose. This essay will be graded on a "10 point scale" (see discussion of grading system below), and count towards 10% of your final grade.

The three writing assignments will count for 10% each (total 30%) towards the final grade.

Final Synthetic Essay: The final essay will be a synthetic reflection on a global environmental issue (such as resource depletion, pollution, global warming), exploring issues of power and resistance in attempts to resolve the issue (raising the question of resolution for who? – at local, regional or global scales), and a reflection of the student's own position (including the possibility of intervention/action) regarding the issue.

The final essay will be approximately 5 double spaced pages of well written prose.

The final essay will be graded on a "10 point scale" (see discussion of grading system below), and count towards 20% of your final grade.

Class Activities: During discussion sections students will actively engage course material, through in class debates, role playing, focused group tasks, in class writing ("5 minute essays") and discussion. These activities will frequently require students to do preparatory work outside of class (such as: find a media article on an environmental issue, do internet research on a consumer product whose origins are in the Brazilian rainforest, or in African mines, doing weeklong personal "shopping diary", etc), and come to class with a foundation to begin the class activity. Students will receive grades (on a 5 point scale, see below for explanation of scale system) for these tasks. When activities are carried out as a group, the group will be graded as a whole.

Class Activities will be graded on a 5 point scale, and totaled together at the end of the semester they will count towards 10% of the final grade.

Participation: Participation during Friday discussion sections is one of the best ways to facilitate your learning of the class material. Participation includes engaging in all class activities (debates, role playing, group exercises, etc) as well as offer insightful and useful comments during discussion. Simply speaking does not count towards participation (beware the class clown), comments should further the conversation and indicate your own reflective thinking. The participation grade will be given in two "installments": Up to 50 participation points (5% of final grade) will be given at the mid term, and up to 50 points (5% of final grade) at the end of the semester.

A total of 100 points is possible for the participation grade, accounting for 10% of the final grade.

Grading breakdown:

Quizzes (3 @ 100 points each –ie:10% each):	30%
Writing Assignments – 1 st 3 @ 10% each	30%
Final synthetic essay (100 point scale x 2= 20%)	20%
Class Activities	10%
Participation (2 @ 5% each each)	10%

Final Grade Basis:

A = 90% and above

B = 80-89%

C = 70-79%

D = 60-69%

E = 59% and below

Grading System" and "knowledge":

The TA and I make every attempt to give useful feedback to students' written work, and class activity. However, do not assume that if there are few comments on work I return to you, that the work is 100% correct and acceptable. I give as much commentary as possible within the time frame I have for grading. Use the score / grade I give as a guideline for how you did on a given assignment. If you would like more feedback than I was able to give, you can always talk to me during office hours.

When the grading scale is 0-5, or 0-10 you can think of the scores as "letter grades". In this class "normal" scores will most likely fall between 3.5 – 4 or 7-8. Students who show exceptional effort on their in class activities and quizzes and essays (unique, excellent and highly critical thought) may receive a score of 5/5 (9-10/10). A way to think about "knowledge" and the grading scale is as follows:

D - (3) or (6) = you know it when you see it (literal recognition)

C - (3.5) or (7) = you know it when you don't see it (memorize)

B - (4) or (8) = you can make meaningful connections of the material to other info / material

A - (4.5-5) or (9-10) = you can say something new and meaningful about those connections.

Each of these levels presumes ability in the preceding levels.

CLASS POLICIES:

1. **Absences:** After 1 unexcused absence from discussion sections, a student's grade will drop by 30 points per absence (3% per absence). Excused absences are given only: a) with presentation of a VALID MEDICAL or EMERGENCY excuse, IN WRITING (written by a medical doctor), b) with a death in the family (copy of the obituary required), or c) by pre-arrangement with the professor (Dr. Cliggett).
 - a. Arrival 10 minutes or more after the start of discussion section constitutes an absence. Departure 10 minutes before the end of discussion section constitutes an absence.
 - b. If you will be absent from discussion section due to a religious holiday that is not already recognized by the university, you must inform and discuss this (these) absence(s) with your TA and Dr. Cliggett.
 - c. If you are a university athlete, you must have your travel/absence schedule approved by Dr. Cliggett. You must present a written schedule of anticipated absences to Dr. Cliggett. This schedule must identify the specific dates you will be absent (not the whole schedule of athletic events), and must also give a phone number for the athletic coordinator who knows your schedule. If you **anticipate missing more than 3** discussion section meetings during the semester, you should **withdraw** from the course this semester, and take the course at a time when it does not conflict with your extracurricular activities. (If you anticipate missing only 2 discussion section meetings due to athletic commitments, those absences will stand as "free" absences, and you will suffer the 30 point drop per absence after the two).
 - d. After eight (8) total absences (excused and unexcused), you will receive a failing grade in the course.
2. **Make-up quizzes:** A student may not take a make-up quiz unless s/he has an excused absence. Excused absences are given only: a) with presentation of a VALID MEDICAL or EMERGENCY excuse, IN WRITING (written by a medical doctor), b) with a death in the family (copy of the obituary required), or c) by pre-arrangement with the professor (Dr. Cliggett). Any other failure to take a quiz when it is scheduled will result in no credit for the quiz (0%). If you do have an excused absence and need to make up a quiz, you must arrange with your TA to take the makeup within a week of the quiz date.
3. **Late written work:** Written assignments are due in Discussion Section, at the beginning of the class. Unless a student has an excused absence (see above), the TA will not accept late essays or essays if the author is not present in the class at the time the assignment is due. If you have a problem with your printer just before class, bring your paper to discussion section on a cd and explain your situation to your TA. If your essay is not accepted because it is late, or you are absent, you will receive 0 (zero) points for the assignment. If you do not hand in an essay you will receive 0 (zero) points for the assignment.
4. **Cheating / Plagiarizing:** A few simple words: don't do it. For purposes of clarity, cheating includes copying or "borrowing" answers from others on quizzes, citing others' work as your own in essays, and plagiarizing or taking material verbatim from texts, lectures, and articles (including anything from web-sites) without proper citation of the author(s). All such incidents will be handled according to University policy as outlined in the *University Senate Rules and Student Rights and Responsibilities*. The minimum punishment for cheating or plagiarism is an "E" in the course. This is University Policy.

READINGS AND ASSIGNMENT SCHEDULE

This schedule is subject to adjustment throughout the semester.

Section I: What is Culture, why does it matter, and how does it link to global ecology? (6 weeks)

Week 1 Class Introduction -

READ

Wed: First class, no reading

Fri: PN- Preface, Acknowledgements; Ariaal- Foreward, Preface, Acknowledgements; GI- Preface, Contents and front matter.

Week 2 Humans, Human Practice, and Global Ecology

READ:

Mon: PN- Chap1 (p1-12); GI -Unit 1 Chap 1 (p. vii-6)

Wed: PN- Chap 1 end (p.13-23); GI Chap2 (p.7-11)

Fri: Ariaal – Chap 1 (1-24)

Week 3 Some foundations – livelihood origins, and humans in the ecosystem

READ:

Mon: PN- Chap 2 partial (p26-44); GI – Chap 3 (p.12-15)

Wed: PN- Chap 2 final (p. 44-56);

Fri: Ariaal – Chap 2 (p. 25-42)

Week 4 Culture here, Culture there – how did we get here and how can we be so diverse?

READ:

Mon: PN –Chap 3 (p.57-73)

Wed: Article – Jared Diamond – History of Societal Collapse (excerpt of book Collapse).

Fri: no reading – prep for 1st writing assignment (discuss in small groups):

Humans in the environment through time (essay due Week 5 on Friday)

Week 5 Interpreting, synthesis and theory – explanations about how we got here.

READ:

Mon: PN- Chap 4 (p. 74-92)

Wed: Article by Mike Davis – Late Victorian Holocausts (Global famine of the late 1800s)

Fri: Ariaal: Chap 3 1st half (p. 43-58)

DUE: Writing Assignment 1 – Humans in the environment through time.

Week 6 Making a living in a complex, power laden global world.

READ:

Mon: Ariaal Chap 3 end (58-73)

Wed: Quiz 1 in class, no reading

Fri: no reading, in class activity

DUE: QUIZ 1 WEDNESDAY (on all previous readings, discussion, lectures, films, etc).

SECTION II – CASE STUDIES OF CULTURE–ENVIRONMENT RELATIONS AROUND THE WORLD (5 weeks)

Week 7 Population

READ:

Mon: PN- Chap 5 (p. 93-115)

Wed: GI – Chap 6 (p. 24-28); Ariaal Chap 4 1st half (p. 74-88)

Fri: Ariaal Chap 4 end (p. 89-98)

Week 8 Food Production

READ:

Mon: Ariaal Chap 5 (p. 99-118)

Wed: GI – Chap 7 (29-34) and Chap 8 (p. 35-39)

Fri: no reading – prep for 2nd writing assignment (discuss in small groups):

Cross Cultural Comparison of Human-Environment relations (essay due Week 9 on Friday)

Week 9 Natural Resource Use

READ:

Mon: Ariaal – Chap 6 (p. 119-135)
Wed: GI – Chap 12 (p. 57-59), Chap 13 (p. 60-61), chap 14 (p. 62-63).
Fri: no reading, in class activity

DUE: Essay 2 – Cross-Cult Comparison: Human- Enviro relations

Week 10 Energy and the environment

Read:

Mon: PN – Chap 6 (p. 116-130); GI – Chap 24 (p. 108-110)
Wed: GI – Chap 25 (p. 111-115) and Chap 26 (p. 116-117)
Fri: no readings, in class activity

Week 11 Poverty and the Environment

READ:

Mon: Quiz 2 in class
Wed: PN – Chap 7 (p. 113-149)
Fri: no readings, in class activity

DUE: QUIZ 2 MONDAY (on all readings, discussion, lectures, films, class activities etc, since last quiz)

SECTION III: FROM KNOWLEDGE TO ACTION – OUR ROLE IN THE GLOBAL ENVIRONMENT (5 weeks)

Week 12 Affluence and Poverty

READ: Mon: GI – Chap 10 (p. 44-48), Chap 11 (p.49-56) and Chap 32 (p.136- 143)
Wed GI – Chap 21 (p. 93-98); Chap 35 (p.153-156) and Chap 37 (p160-161).
Fri: no readings, in class activity

Week 13 Communities and Values in a global context

READ:

Mon: PN – Chap 8 partial (p.150-158)
Wed: PN – Chap 8 partial (p. 158-170)
Fri: NOTE: class will meet in campus computer lab Young Library Basement
no reading – prep for 3rd writing assignment (work in small groups at campus computer lab):
Ecological Footprint reaction (essay due Week 14 on Friday)

Week 14 Abundance and enough

READ:

Mon: PN – Chap 8 final (p. 170-178);
Wed: GI- 38 (p. 162-169) and Chap 39 (p. 170-174)
Fri: no readings, in class activity

DUE: Writing Assignment 3 – Ecological Footprint reaction.

Week 15 Sustainability and Local systems – do they exist?

READ:

Mon: GI – Chap 40 (p. 175-179)
Other articles TBA

Week 16 Global Environmental Citizenship – a step forward?

READ:

Mon: articles TBA
Wed:

Fri: Final Discussion section, group discussion for final synthetic essay.

DUE: QUIZ 3 WEDNESDAY (on all readings, discussion, lectures, films, class activities etc, since last quiz)

Week 17

FINALS WEEK

DUE: FINAL SYNTHETIC ESSAY (on day that final exam is scheduled).