

## NEW COURSE FORM

### 1. General Information.

- a. Submitted by the College of: Arts & Sciences Today's Date: Sept. 21, 2012
- b. Department/Division: Chemistry
- c. Contact person name: David Atwood Email: datwood@uky.edu Phone: 257-7304
- d. Requested Effective Date:  Semester following approval OR  Specific Term/Year<sup>1</sup>: Fall 2013

### 2. Designation and Description of Proposed Course.

- a. Prefix and Number: ENS 201
- b. Full Title: Environmental & Sustainability Studies I: Humanities and Social Sciences
- c. Transcript Title (if full title is more than 40 characters): Env. & Sust. Stud. I: Hum. & Soc. Sci.
- d. To be Cross-Listed<sup>2</sup> with (Prefix and Number): N/A
- e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours<sup>3</sup> for each meeting pattern type.
- |              |                             |                                   |                |                  |
|--------------|-----------------------------|-----------------------------------|----------------|------------------|
| 3 Lecture    | ___ Laboratory <sup>1</sup> | ___ Recitation                    | ___ 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: N/A
- If YES: Will this course allow multiple registrations during the same semester? YES  NO
- i. Course Description for Bulletin: This course will provide a foundation in the core ideas, theoretical concerns and practical approaches to environmental studies framed within the disciplines of the humanities and social sciences. Students will study human interactions with the environment, both natural and built, and inter-human relations conditioned by local and global environmental factors. Students will obtain a basic conceptual and historical understanding of the nature and value of their local, regional, and global environment.
- j. Prerequisites, if any: None
- k. Will this course also be offered through Distance Learning? YES<sup>4</sup>  NO
- l. Supplementary teaching component, if any:  Community-Based Experience  Service Learning  Both

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

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

<sup>3</sup> 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)

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

## NEW COURSE FORM

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: \_\_\_\_\_

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

If NO, explain: \_\_\_\_\_

6. What enrollment (per section per semester) may reasonably be expected? 30

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 course would be appropriate for General Education Credit under categories I.a and I.c

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.A. in Environmental & Sustainability Studies

b. Will this course be a new requirement<sup>5</sup> for ANY program? YES  NO

If YES<sup>5</sup>, list affected programs: B.A. in Environmental & Sustainability Studies

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.

<sup>5</sup> In order to change a program, a program change form must also be submitted.

# NEW COURSE FORM

## Signature Routing Log

**General Information:**

Course Prefix and Number:   ENS 201

Proposal Contact Person Name:   David Atwood           Phone: 257-7304   Email: datwood@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
		/    /	
		/    /	
		/    /	
		/    /	
		/    /	

**External-to-College Approvals:**

Council	Date Approved	Signature	Approval of Revision <sup>6</sup>
Undergraduate Council			
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

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

**SYLLABUS**  
**ENS 201-001: Environmental and Sustainability Studies I: Humanities and Social Sciences**  
**MWF tba**  
**Location**

**Contact Information**

- Instructor Name
- Office
- Office Ph.
- Email
- Office Hours  
(or by appointment)

**Required Texts**

- Chiras, Daniel 2010. *Environmental Science 2010* (8<sup>th</sup> edition). Sudbury, MA: Jones and Bartlett Publishing.
- King, Leslie and Deborah McCarthy (eds) 2009. *Environmental Sociology: From Analysis to Action*. Lanham, MD: Roman and Littlefield
- Texts and handouts available through the class Blackboard shell

**Overview of course**

This course exposes students to core ideas, theoretical concerns and practical approaches to environmental studies framed within the disciplines of the humanities and social sciences. Students will study human interactions with the environment, both natural and built, and inter-human relations conditioned by local and global environmental factors. Core ideas surveyed in this class include: the meaning of an environmental ethic philosophy, historical and cultural perspectives (Eastern and Western philosophies) of nature, the social construction of nature, environmental justice, environmental racism, local-global linkages, population, consumption and commodity chains, and political ecology. Students will obtain a basic conceptual and historical understanding of the nature and value of their local, regional, and global environment. This understanding will form the basis by which the student will analyze many of the problems pertinent to human social reality.

**Course Goals/Objective:**

Through this course, students will gain a foundational knowledge of environmental ethics, environmental writing, and the interactions between the environment and the social world. This knowledge will be utilized in the Humanities and social science courses taken by the student in the areas necessary for the completion of the ENS B.A. degree.

**Student Learning Outcomes:**

Upon completion of this course students will be able to:

- Explain the differences in historical, cultural, and philosophical traditions towards the environment.
- Analyze and critique a specific sustainability management program instituted at the local level
- Evaluate the roles that stakeholder and societal diversity play in environmental concerns.
- Explain how and why environmental toxins and hazards disproportionately affect people of color, low income communities, women, and people of the Global South.
- Analyze the link between local and global environmental concerns.
- Apply knowledge gained through the course to reveal social, cultural, gendered, racial and other dimensions of diversity to a given environmental issue (such as a “commodity chain”).

**Grading:**

The course consists of three components for the grade:

<u>Exams</u>		
Midterm Exam		20 %
Final Exam		30 %
<u>Assignments</u>		
Sustainability Project		20 %
Commodity Chain Analysis		20 %
<u>Participation</u>		10 %

<b>Grading Scale</b>
A = 90% and above
B = 80-89%
C = 70-79%
D = 60-69%
E = 59% and below

## Course Requirements:

Students must satisfactorily complete all assignments and exams in order to pass the class. Students will be provided with a Midterm Evaluation (by the midterm date) of course performance based on these criteria completed to that date.

Exams (midterm exam worth 20% and final exam worth 30% for a total of 50%): In their midterm and comprehensive final exam students will demonstrate their mastery of both content knowledge (gained through class lectures, discussion, and activities and course readings), and critical thinking. Each exam will be graded on a 100 point scale. The final exam will be comprehensive in scope.

Assignments (20% each for total of 40%): Students will complete two *group/paired (ie: groups of 2 or 3 students work together)* projects / assignments during the semester. These assignments will develop students' skills in 1) understanding the inter-linkages of the human experience and the natural world in which we live 2) the ways distant places are linked through extraction, production and consumption of environmental products, and the role of inequality, power and justice in these linkages.

*NOTE: These assignments are group projects. As such, the whole group will receive the same grade. However, each student will grade the contribution of all group members, so that in the event that one group member does not contribute meaningfully, that student's grade will be dropped to a significantly lower grade than the group grade. Group collaboration can take place via email, a facebook page, a wiki, a blog, in person, phone calls and any other way that works. Some class time during discussion sections will be given for group work. But substantial time outside of class will be required for these projects.*

- Assignment 1 – The first project will be a research paper of approximately 10 pages. In this paper, the group will detail the efforts at the local level, i.e., either by (i) a university, (ii) a city, and/or (iii) a state (such as the Commonwealth of Kentucky) to implement sustainable management practices. In this paper, students will explain what sustainable practices are, detail the sustainable practices implemented by the institutional body studied, explain the various pragmatic and ethical rationales for the implementation of these practices implemented or planned by the institution studied, provide the set of evaluative criteria offered to judge the efficacy of these practices (if any are given), and offer their own evaluation both of these criteria and the efficacy of the practices implemented.
- Assignment 2 – The second project will be a “commodity chain analysis” in which a pair or group of 3 students identifies a “raw” product (ie: coal, copper, diamonds, coltan, coffee, Brazil nuts, acai berries, toxic waste, pollution, etc) that is extracted from a particular global location (ie: Eastern Kentucky, Zambia, South Africa, Democratic Rep. of Congo, Guatemala, Amazon, US Industries, etc). Then, conducting substantial library research, students will trace that product from the point of extraction, through processing, to consumers in a different global location. While the “commodity” gives coherence to the research, students must focus their research on the SOCIAL dimensions of the extraction, production and consumption of the commodity. The final section of this assignment will consist of a “social justice” analysis of this commodity chain, including recommendations for increased equity between producers and consumers in a global context. This assignment will be some form of multi media, according the students' choice, skills and interests. Possible formats include: an Electronic poster (with memo), a blog (with text and images), a video or other media (with instructor approval).

Participation (10% total): Participation during class discussions is one of the best ways to facilitate learning of the class material. Participation includes engaging in all class activities (debates, roll playing, group exercises) as well as offering insightful and useful comments during discussion. Simply speaking does not count towards participation (beware the class clown); comments should further the conversation and indicate reflective thinking. Additionally, participation will frequently include participating in “discussions” via blackboard, and posting comments to the various group projects produced during the semester. The participation grade will be given in two “installments” with half given at the mid-term and the other half at the end of the semester.

## CLASS POLICIES

1. Absences: After 1 unexcused absence from class a student's grade will drop by 2% points 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.
  - 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 class due to a religious holiday that is not already recognized by the university, you must inform and discuss this (these) absence(s) with your Professor.
  - c. If you are a university athlete, you must have your travel/absence schedule approved by the professor. You must present a written schedule of anticipated absences. 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 exams: 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. 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 make arrangements with your TA to take the makeup within a week of the quiz date.
3. Late assignments: Due dates and TIMES are listed in the schedule. Unless a student has an excused absence (see above), the instructor will not accept late assignments. If you have a problem completing your assignment on time, you need to communicate with your instructor immediately. If your assignment is not accepted because it is late, you will receive 0 (zero) points for the assignment. If you do not turn in an assignment you will receive 0 (zero) points.
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.
  - a. *Points concerning plagiarism and cheating in the Student Code of Conduct are not meant to discourage students from sharing ideas and collaborating. On the contrary, unless instructed otherwise, students in this class should collaborate as much as possible, but must acknowledge such collaboration in any work submitted for a grade*
5. Classroom civility and decorum: The university, college and program has a commitment to respect the dignity of all and to value differences among members of our academic community. There exists the role of discussion and debate in academic discovery and the right of all to respectfully disagree from time-to-time. Students clearly have the right to take reasoned exception and to voice opinions contrary to those offered by the instructor and/or other students (S.R. 6.1.2). Equally, a faculty member has the right -- and the responsibility -- to ensure that all academic discourse occurs in a context characterized by respect and civility. Obviously, the accepted level of civility would not include attacks of a personal nature or statements denigrating another on the basis of race, sex, religion, sexual orientation, age, national/regional origin or other such irrelevant factors.
6. Academic Accommodations due to disability: If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)) for coordination of campus disability services available to students with disabilities.
7. Religious Accommodations: Students anticipating absence for a major religious holiday during the fall semester must notify me in writing or email prior to the last day for adding classes. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes ([jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu), 257-2754).

## READINGS AND ASSIGNMENT SCHEDULE

This schedule, and assigned readings, are subject to adjustment throughout the semester.

### Introduction

**Week 1**    **Class Introduction -**  
READ:    Chiras Chapter 1: Environmental Science

### SECTION I – HUMANS IN THE ENVIRONMENT: UNDERSTANDING THE ENVIRONMENT AND OUR RELATION TO IT

**Week 2**    **The Roots of Our Understanding: Western and Non-Western Conception of Nature**  
READ:    Selections available on Bb: "Genesis," John Locke *Two Treatise*, E. White "Black Women in the Wilderness," Luther Standing Bear "Nature," additional selections representative of Buddhist, Sh. ato, Indian, Animist conceptions of nature.

### Details of Assignment 1 presented to students: Sustainability project

**Week 3**    **Environmental ism in American**  
READ:    Essays: " H.D. Thoreau "Walking," A. Leopold "A Land Ethic," W. Berry "An Entrance into the Woods," W. Stegner "Wilderness Letter, T.T. Williams "The Clan of One Breasted Women."

**Week 4**    **The Social Construction of Nature**  
READ:    (1) "Wild Horses and the Political Ecology of Nature Restoration in the Missouri Ozark" in *Environmental Sociology*, ch. 7  
(2) "The Pristine Myth" William Denevan (available through JSTOR)

**Week 5**    **Environmental Sustainability**  
READ:    (1) Chiras chapter 2: Environmental Protection and Sustainability  
(2) Chiras chapter 3: Understanding the Root Causes of the Environmental Crisis

**Week 6**    **The Ethical Justification for Creating a Sustainable Society**  
READ:    (1) Chiras, chapter 24  
(2) Brian Berry, "Sustainability and Intergenerational Justice"

**Week 7**    **Law, Government, and Society**  
READ:    Chiras chapter 27

**MIDTERM EXAM (on all previous readings, discussion, lectures, films, etc).**

### SECTION II – HUMANS IN THE ENVIRONMENT: SOCIETY, CULTURE, BEHAVIOR AND JUSTICE

**Week 8**    **Human Populations and diversity**  
READ:    Chiras chapter 8: Population: measuring growth and its impact

### DUE: Assignment 1

**Week 9**    **Population and diversity continued**  
READ:    Chiras Chapter 9: Stabilizing the Human Population: Strategies for Sustainability.

### Details of Assignment 2 presented to students: Commodity Chain Analysis

**Week 10 Economies and Consumption**

READ: Chiras Chapter 25: Sustainable Economics: Understanding the Economy and Challenges Facing the Industrial Nations

**Week 11 Economies and Consumption continued**

READ: Chiras Chapter 26: Sustainable Economic Development: Challenges Facing the Developing Nations

**Week 12: Social Inequalities and Environmental Injustices**

READ: (1) "The Unfair Trade-Off: Globalization and the Export of Ecological Hazards" by Daniel Faber. (Chapter 11 in *Environmental Sociology: From Analysis to Action*, edited by Leslie King and Deborah McCarthy)  
(2) "The Next Revolutionary Stage: Recycling Waste or Recycling History?" by David Pellow. (Chapter 6 in *Environmental Sociology: From Analysis to Action*, edited by Leslie King and Deborah McCarthy)

**Week 13: Environmental Racism and Industrial Pollution**

READ: (1) "Environmental Racism Revisited" (Ch. 5 in Robert Bullard's *Dumping in Dixie*)  
(2) "Corporate Responsibility for Toxins" by Gerald Markowitz and David Rosner. (Chapter 10 in *Environmental Sociology: From Analysis to Action*, edited by Leslie King and Deborah McCarthy)

**SECTION III: FROM KNOWLEDGE TO ACTION -- OUR ROLE IN THE GLOBAL ENVIRONMENT**

**Week 14: Struggles for Environmental Justice**

READ: "Environmental Justice: Grassroots Activism and its Impact on Public Policy Decision Making" by Robert D. Bullard and Glenn S. Johnson (Chapter 4 in *Environmental Sociology: From Analysis to Action*, edited by Leslie King and Deborah McCarthy)

**Week 15: Struggles for Environmental Justice, continued**

READ: Case studies of successful environmental justice activism (TBA). Examples: "Operation Return to Sender" and "Ban the Burn: The Anti-Incinerator Movement in the Philippines" in Chapter 4 of David N. Pellow's *Resisting Global Toxics: Transnational Movements for Environmental Justice*, or the article "Environmental Justice Comes Full Circle: Warren County Before and After" (2007) by Dollie Burwell and Luke Cole (in *Golden Gate University Environmental Law Journal*).

**DUE: Assignment 2 Multi-media "commodity chain analysis"**

**Week 16: Course Synthesis – what steps to take?**

READ: tba

**Week 17 Finals week**

**FINAL COMPREHENSIVE EXAM (synthetic- comprehensive)**