

Term Information

Effective Term Autumn 2022
Previous Value [Spring 2016](#)

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Add new GE status.

What is the rationale for the proposed change(s)?

This course is perfectly suited for the new "Sustainability" GE category

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

N/A

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Anthropology
Fiscal Unit/Academic Org	Anthropology - D0711
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	4597.03H
Course Title	The Prehistory of Environment and Climate
Transcript Abbreviation	Prehist Env&Climat
Course Description	History of modern biotic communities, biological evidence of climatic change during the late glacial and Holocene, and exploration of the responses of terrestrial ecosystems to climatic functions.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	No
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster
Previous Value	Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq: Honors standing, and Jr or Sr standing.
Exclusions	
<i>Previous Value</i>	Not open to students with credit for 597.03.
Electronically Enforced	No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	26.0101
Subsidy Level	Baccalaureate Course
Intended Rank	Junior, Senior

Requirement/Elective Designation

General Education course:

Human, Natural, and Economic Resources; Global Studies (International Issues successors); Cross-Disciplinary Seminar (597 successors and new); Sustainability

Previous Value

General Education course:

Human, Natural, and Economic Resources; Global Studies (International Issues successors); Cross-Disciplinary Seminar (597 successors and new)

Course Details

Course goals or learning objectives/outcomes

- Students will understand theories and methods of social science inquiry.
- Students will know how ancient and modern groups used and managed human, natural, and economic resources.
- Students will know how past climates, environments, and socio-economic systems are reconstructed, and how environmental change and human responses to those changes are studied.
- Students understand the relationships between human behavior and environmental and climate changes in the present and in the past, and appreciate how devastating catastrophes triggered by El Niño/ Southern Oscillation (ENSO) cycles have been.
- Students understand why a global response to natural and human-induced environmental crises is needed.
- Students understand the political, economic, cultural, physical, and social differences among the nations of the world.
- Students synthesize and apply knowledge from diverse disciplines in their study of environmental change and human responses during ancient ENSO events.

COURSE CHANGE REQUEST
4597.03H - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
09/07/2021

Content Topic List

- History of modern biotic communities.
- Paleoclimate
- Environmental Change
- Archaeology
- Climate
- Human Ecosystems
- Sudden Environmental Change

Sought Concurrence

No

Attachments

- Anthropology 4597.03H sustainability syllabus for review.pdf: Syllabus
(Syllabus. Owner: Healy, Elizabeth Ann)
- submission-sustainability 4597.03H.pdf: Proposal
(GEC Model Curriculum Compliance Stmt. Owner: Healy, Elizabeth Ann)

Comments

- - The new GE goes into effect AU22. So that should be the effective term for this request.
- Per OAA & David Horn's email, all campuses need to be checked off for the new GE. *(by Vankeerbergen, Bernadette Chantal on 04/28/2021 12:20 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Healy, Elizabeth Ann	04/28/2021 11:10 AM	Submitted for Approval
Approved	Guatelli-Steinberg, Debra	04/28/2021 11:50 AM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	04/28/2021 12:21 PM	College Approval
Submitted	Healy, Elizabeth Ann	08/17/2021 05:56 PM	Submitted for Approval
Approved	Guatelli-Steinberg, Debra	08/18/2021 08:04 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	09/07/2021 04:18 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	09/07/2021 04:18 PM	ASCCAO Approval

The Ohio State University
Anthropology 4597.03H
Models of Sustainability and Resilience from the Past
Course # xxxx
Spring Semester, xxxx

Instructor

Professor Richard W. Yerkes
Office: 4008 Smith Laboratory
Phone: 292-1328

Office Hours

Wednesdays: 1:00 - 3:00 PM
E-mail: yerkes.1@osu.edu

Class Hours

Mondays, 2:15-5:00 PM
4025 Smith Laboratory
174 West 18th Ave.

This is a GE theme course in Sustainability. The seminar is an advanced study of Sustainability for Honors students, but students that are not in the Honors program can enroll with permission of the Instructor.

General Expectations for GE Theme courses: (1) Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. (2) Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

Goals and Expectations for Courses in Sustainability: (1) Students analyze and explain how social and natural systems function, interact, and evolve over time; how human wellbeing depends on these interactions; how actions have impacts on subsequent generations and societies globally; and how human values, behaviors, and institutions impact multi-faceted, potential solutions across time.

COURSE SYLLABUS

Specific Course Goals: To study the relationships between prehistoric environments and climates and early agricultural and engineering systems that were sustainable and resilient. Ancient systems may be more appropriate models for modern sustainable and resilient agricultural systems and resource management strategies than technologies that are based on fossil fuels and imported materials. The focus will be to (1) understand the causes and consequences of recent and ancient environmental disasters that transformed the world's ecosystems and affected human societies, (2) to learn how ancient humans responded to those environmental crises, and (3) understand how lessons from the past can be used to design modern sustainable responses to catastrophic droughts, hurricanes, tornadoes, and other environmental crises that may have been triggered by anthropogenic climate change and other human actions.

Class Format: Seminar topics and other information can be found on the course Carmen page. Students will meet in **4025 Smith Lab.** for two hours and 45 minutes (with breaks) on Mondays. In the seminar, (1) we will review basic principles of human ecology, ecosystems, niche construction, resilience, and sustainability, (2) methods used to reconstruct past environments and climates will be outlined, (3) each student will present oral and written summaries of case studies of human responses to: (3a) modern natural disasters and (3b) past episodes of sudden climate and environmental change, (4) each Student will also prepare a final paper that describes a sustainable and resilient agricultural and resource management system developed in ancient times. For the methods and principles topics (week 3, week 4, week 5 and week 6), each student will prepare two questions on the assigned reading that will be discussed in class that day. We will debate whether disasters triggered by human actions destroyed ancient civilizations, and discuss the lessons learned from the past case studies to learn how they can help us response to modern environmental crises.

Required Texts:

(1) *Floods, Famines, and Emperors: El Niño and the fate of Civilizations* (2009) by Brian Fagan (revised edition) Perseus Books (ebook) [GC296.8.E4 F34 2009eb](#) OSU Library call number, *available online*

(2) *Surviving Sudden Environmental Change* (2012) Payson Sheets and Jago Cooper, eds. University Press of Colorado. <https://www.jstor.org/stable/j.ctt1wn0rbs> *This is an open access textbook*

Assigned Reading: The textbooks and PDFs contain materials that serve as a prelude and foundation for the class discussions. **Students must complete the assigned readings by the date listed on the course outline below and come to class with questions that will be discussed in depth.**

Grading: Final grade is based on:

Discussion questions:	40 points
Case Study presentations:	75 points
Final Paper on ancient sustainable system:	100 points
Class Attendance and Participation:	<u>25 points</u>
<u>TOTAL:</u>	240 points

COURSE OUTLINE

<i>DATE</i>	<i>TOPIC AND READING ASSIGNMENTS</i>
January 11	Week 1: Introduction to seminar, case studies, and final paper
January 18	Martin Luther King Day – No Class Meeting
January 25	Week 2: Discussion of 1st Assignment: Modern Case Studies of Human Responses to Natural Disasters. Also Read: eReserve A Human Ecology in Anthropology by Michael Little; and eReserve B, The Research program of Historical Ecology by William Balée.
February 1	Week 3: Human Behavioral Ecology and Niche Construction Theory: Read: eReserve C Human Behavioral Ecology at 25 by Bruce Winterhalder and Eric Alden Smith; and eReserve D Ecological consequences of Human Niche Construction, by Nicole Boivin <i>et al.</i>
February 8	Week 4: Sustainability and Resilience: Read: eReserve E Models, Metaphors, and Measures by Jane E. Buikstra; and eReserve F Should sustainability and resilience be combined or remain distinct pursuits? By Charles L. Redman.
<i>DATE</i>	<i>TOPIC AND READING ASSIGNMENTS</i>
February 15	Week 5: Reconstructing past environments and climates and studying ancient disasters: Read: eReserve G Climate Change: evidence and our options by Lonnie G. Thompson; and eReserve H Climate Changes: Evidence and Causes. Also read: Introduction and Chapters 9 and 10 in <i>Surviving Sudden Environmental Change</i>. Visit this link: https://www.neefusa.org/weather-and-climate/climate-change Understanding Climate Change: look at the short videos and read the answers to common questions about climate change.
February 22	Week 6: El Niño and Archaeology: Read: Preface and Chapters 2, 3, and 12 in <i>Floods, Famines, and Emperors</i>
March 1	Week 7: Case Studies: Hunter-Gatherers in the Arctic Kuril Islands and the European Mesolithic Read Chapter 5 in <i>Floods, Famines, and Emperors</i>, Chapter 1 in <i>Surviving Sudden Environmental Change</i>, and Case Study PDF 1 Schulting (2019) Success and Failure of Resilience in European Mesolithic.
March 8	Week 8: Case Studies: Villages and cities in Southwestern USA & Northern Mexico Read Chapter 9 in <i>Floods, Famines, and Emperors</i>, and Chapter 8 in <i>Surviving Sudden Environmental Change</i>.

- March 15** **Week 9: Case Studies: South American states, Moche and Inka/Tiwanaku** *Read* Chapter 7 in *Floods, Famines, and Emperors*, and Case Study PDF 2 Ortloff & Kolata (1993) Agro-Ecological Perspectives on the decline of the Tiwanaku state.
- March 22** **Week 10: Case Studies: Mesoamerican civilizations** *Read* Chapter 8 in *Floods, Famines, and Emperors*, Case Study PDF 3 Kennett *et al.* Development and Disintegration of Maya Political Systems in response to Climate Change, and Case Study 4 Scarborough Archaeology of Sustainability: Mesoamerica.
- March 29** **Week 11: Case Studies: Mesopotamian and Egyptian states** *Read* Chapter 6 in *Floods, Famines, and Emperors*, Chapter 7 in *Sudden Environmental Change*, and Case Study PDF 5 Collapse as Adaptation to Abrupt Climate Change in Ancient W. Asia and E. Mediterranean.
- April 5** **Week 12: Case Studies: Ancient states in China, and summary discussion.** *Read* Case Study PDF 6 Dong (2017) Environmental Struggles and Innovations in China, and Case Study PDF 7 Rosen *et al.* (2015) Historical Ecology of landscape changes in northern and eastern China.
- April 12** **Week 13: Lessons from the Past: Agriculture and Resource Management** *Read: eReserve I* Prehistoric Agricultural Methods as Models for Sustainability by William M. Denevan; *eReserve J* Water and sustainable land use at Tikal by Vernon L. Scarborough *et al.*; and *eReserve K* Ancient and current resilience in the Chengdu Plain by Daniel B. Abramson.
- April 19** **Week 14: Lessons from the Past: the fate of Cities: Read: eReserve L** Cahokia: Urbanization, Metabolism, and Collapse by Joseph A. Tainter; and *eReserve M* Archaeology and Contemporary Dynamics for More Sustainable, Resilient Cities in the Peri-Urban Interface by David Simon and Andrew Adam-Bradford; and **Chapter 13** in *Floods, Famines, and Emperors*
- April 28** **Please E-mail me your Final Paper by 5:00 PM, Friday April 30th**

1st Assignment: Modern Case Studies: Human Responses to Natural Disasters (25 points). Use the links to the case studies listed below and select one of them. The case studies are examples of how modern human societies responded to a recent natural disaster. You should also search for other sources of information about these cases. **Before January 15th, please send me an E-mail (Yerkes.1@osu.edu) with the name of your case study (e.g., Hurricane Sandy). You need to prepare a written summary (3-5 pages) of your case study and give an oral summary of it in class on **January 25th.****

1. In your oral and written summary of your case study, you need to describe:

- a. the location where the disaster occurred and the year when it happened.
- b. the human population affected (the size of the population and their economy (e.g., is it a developed state or an underdeveloped society?))
- c. what happened (was it an earthquake, a wildfire, a flood etc?) give as many details as you can.
- d. how the population was changed as a result of the disaster.
- e. how the humans may, or may not, have been responsible for the disaster.

Here are the links to modern case studies that we will discuss on January 25th:

1. Case studies: https://www.ipcc.ch/site/assets/uploads/2018/03/SREX-Chap9_FINAL-1.pdf

2. Case studies from the American Society for Public Administration:

http://healthindisasters.com/images/Books/Case_Studies_in_Disaster_Response_and_Emergency_Management.pdf **select a recent case study (one since 1940) from chapters 2, 3, 4, 6, and 8.**

3. Case studies from World Bank: <https://openknowledge.worldbank.org/handle/10986/7091> **download the free PDF and choose one of the case studies.**

4. Models of Relief working paper with case studies, from RAND center for Health Security:

https://www.rand.org/dam/rand/pubs/working_papers/2007/RAND_WR514.pdf

5. Hurricane Sandy <https://www.nationalgeographic.com/environment/natural-disasters/reference/hurricane-sandy/> and https://en.wikipedia.org/wiki/Hurricane_Sandy

6. Hurricane Katrina <https://www.history.com/topics/natural-disasters-and-environment/hurricane-katrina> and <https://www.livescience.com/22522-hurricane-katrina-facts.htm> and https://tools.niehs.nih.gov/wetp/public/hasl_get_blob.cfm?ID=4628

7. Recent Tornadoes <https://www.weather.gov/safety/tornado-survivors>

Here is a link you can use as a model for your 1st case study: https://coolgeography.co.uk/A-level/AQA/Year%2013/Weather%20and%20climate/Hurricanes/Hurricane_Katrina.htm

2nd Assignment: Ancient Case Studies (50 points):

Each student will prepare an oral and written summary of an ancient case study of human responses to rapid climate and environmental change. Choose one of the 13 case studies listed below. Send me an e-mail (Yerkes.1@osu.edu) with your Ancient Case Study choice by Wednesday, January 27th.

Case Study PDFs are in the week-by-week class topics module on the Carmen/Canvas page. Your oral summary will be on the date listed below. Read the source chapters or PDFs to begin your assignment:

March 1st (Week 7) Hunter-gatherers:

1. Arctic Kuril Islands. Source: **Chapter 1 in *Surviving Sudden Environmental Change*.**
2. Success and Failure of Resilience in the Mesolithic. Source: **Case Study PDF 1: Schulting (2019)**

March 8th (Week 8) Farming Villages in southwestern USA and northern Mexico:

3. Chaco Canyon, New Mexico. Source: **Chapter 9 in *Floods, Famines, and Emperors*.**
4. Hohokam, Salinas, Zuni, Mesa Verde, La Quemada, and Mimbres. Source: **Chapter 8 in *Surviving Sudden Environmental Change*.**

March 15th (Week 9) Ancient South American states:

5. The Moche state. Source: **Chapter 7 in *Floods, Famines, and Emperors*.**
6. The decline of the Tiwanaku state. Source: **Case Study PDF 2: Ortloff and Kolata (1993).**

March 22nd (Week 10) Mesoamerican states:

7. The Classic Maya state. Sources: **Chap. 8 in *Floods, Famines, and Emperors*, and case Study PDF 3 Kennett *et al.* (2012).**
8. Sustainability in Ancient Mesoamerica. Source: **Case Study PDF 4 Scarborough (2009).**

March 29th (Week 11) Mesopotamian and Egyptian states:

9. Egyptian states. Source: **Chapter 6 in *Floods, Famines, and Emperors*.**
10. Bronze Age Mesopotamia. Source: **Chapter 7 in *Surviving Sudden Environmental Change*.**
11. Collapse as Adaptation to Abrupt Climate Change. Source: **Case Study PDF 5: Weis (2000).**

April 5th (Week 12) Ancient Chinese states:

12. Environmental Struggles and Innovations in China. Source: **Case Study PDF 6: Dong (2017).**
13. Landscape Changes in Northern and Eastern China. Source: **Case Study PDF 7: Rosen *et al.* (2015).**

In your oral and written summary of your Ancient Case Study, include the following:

I. Background: Provide some information about your area and the ancient society you are studying:

1. Where is your specific geographic region located? Describe the local environment and climate at the time of your study. What kinds of wild plants and animals were available for the human societies? Outline the variation in estimated rainfall and temperatures during the year (from season to season). Describe the potential for agriculture in the region at that time and the limitations for food production.
2. Describe the ancient society that you will study. Provide specific dates for the cultural phase or period that you have chosen (e.g., the Moche state in Peru during the Early Intermediate Period, 200 B.C.-A.D. 600). Outline the subsistence practices of your society, their diet, population size, type of social organization (e.g., tribe, chiefdom, or state) and settlement system (did they live in villages, towns, or cities?). What were their houses and buildings like? Did they store food for later consumption? What did you learn about their general health and nutrition?

II. The Stability of the Human Ecosystem

1. Describe the degree of species diversity and the density of food items in the area where your society lived at the time of your study. Do you think they had developed sustainable subsistence practices?
2. Describe the demographic characteristics of your society. How dense was their population (e.g. residents per unit of area)? Was their population growing, declining, or in equilibrium at the time of your study?

III. Evidence for sudden drastic climate or environmental change

1. Summarize the evidence for climate or environmental change in your region at the time of your study.
2. Describe how these changes altered the landscape and environment where your society lived.
3. How did these changes affect subsistence practices? Is there evidence for significant cultural or economic disruption?

IV. Natural Disasters and Culture Change

1. Does the timing of the climate or environmental changes correlate with documented cultural or economic changes, or was there some time lag between them? Do you think that the sudden change in climate or environment was the cause of the cultural or economic changes?
2. Outline any other possible causes for the documented cultural or economic changes (e.g., warfare, population growth, changes in leadership, etc.).
3. Review the evidence and discuss your results.

You should also use the bibliographies in the sources for each case study to find more information.

3rd assignment: a 5-7 page paper describing a sustainable and resilient agricultural and resource management system developed in ancient times that may benefit modern people (100 points).

Describe an ancient sustainable and resilient agricultural and resource management system developed in ancient times in detail and discuss how that ancient system may be a more appropriate model for modern sustainable and resilient agricultural systems and resource management strategies than technologies that are based on fossil fuels and imported materials. **Cite your sources and prepare a bibliography.**

Disability Services

The university strives to make all learning experiences as accessible as possible. Students requesting accommodations may do so through OSU's **request process**, managed by Student Life Disability Services (SLDS). If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, register with SLDS then meet with me as soon as possible to discuss accommodations so that they may be implemented in a timely fashion. Contact SLDS at: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Academic Misconduct

All students should become familiar with the rules governing academic misconduct, especially as they pertain to plagiarism and cheating. Ignorance of the rules is not an excuse and all alleged cases of academic misconduct will be reported to the Committee on Academic Misconduct (COAM). It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: any activity that tends to compromise the academic integrity of the University or subvert the educational process. Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. **Ignorance of the University's Code of Student Conduct is never considered an excuse for academic misconduct.** It is important that students review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct <http://studentlife.osu.edu/csc/>. Failure to follow the rules and guidelines established in the University Code of Student Conduct and this syllabus may constitute Academic Misconduct. Instructors shall report all instances of alleged academic misconduct to the committee. If the Committee on Academic Misconduct determines that a student violated the University's Code of Student Conduct (i.e., committed academic misconduct), **the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.**

PLEASE TAKE CARE OF YOURSELF (Mental Health Statement):

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing.

If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at <https://suicidepreventionlifeline.org/>

Sexual Misconduct and Relationship Violence

Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation. To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity: **Online reporting form at equity.osu.edu, Call 614-247-5838 or TTY 614-688-8605, Or Email equity@osu.edu**

Diversity

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Please Note: In case of unexpected instructor absences information will be posted on the web site (below). This site should be consulted during inclement weather to check for class cancellations or delays. Do not call the department, check the web site: <https://anthropology.osu.edu/>

GE THEME COURSES

Overview

Courses that are accepted into the General Education (GE) Themes must meet two sets of Expected Learning Outcomes (ELOs): those common for all GE Themes and one set specific to the content of the Theme. This form begins with the criteria common to all themes and has expandable sections relating to each specific theme.

A course may be accepted into more than one Theme if the ELOs for each theme are met. Courses seeing approval for multiple Themes will complete a submission document for each theme. Courses seeking approval as a 4-credit, Integrative Practices course need to complete a similar submission form for the chosen practice. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

Please enter text in the boxes to describe how your class will meet the ELOs of the Theme to which it applies. Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document. Because this document will be used in the course review and approval process, you should be as specific as possible, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

Course subject & number

General Expectations of All Themes

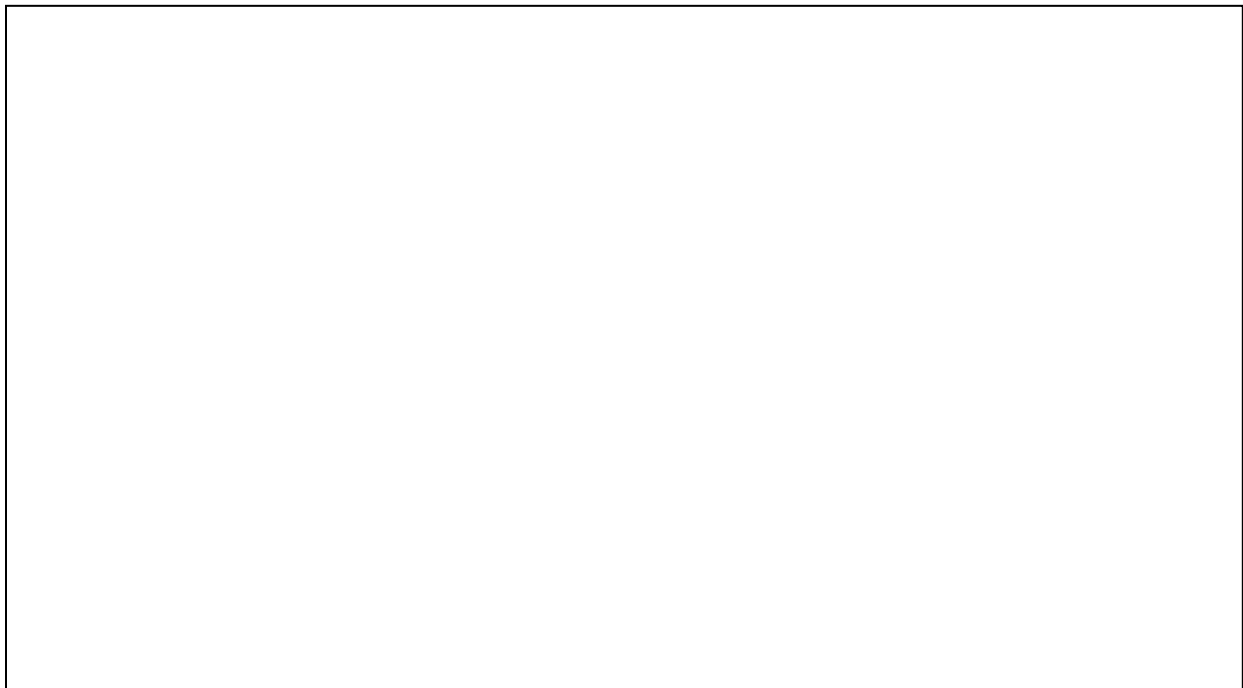
GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

Please briefly identify the ways in which this course represents an advanced study of the focal theme. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities. *(50-500 words)*

Course subject & number

ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

A large, empty rectangular box with a thin black border, intended for the student to write their response to the ELOs. It occupies the lower half of the page.

Course subject & number

GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

(50-700 words)

Course subject & number

Specific Expectations of Courses in Sustainability

GOAL 1: Students analyze and explain how social and natural systems function, interact, and evolve over time; how human wellbeing depends on these interactions; how actions have impacts on subsequent generations and societies globally; and how human values, behaviors, and institutions impact multi-faceted, potential solutions across time.

1.1 Describe elements of the fundamental dependence of humans on Earth and environmental systems and on the resilience of these systems. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

1.2 Describe, analyze and critique the roles and impacts of human activity and technology on both human society and the natural world, in the past, currently, and in the future. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

1.3 Devise informed and meaningful responses to problems and arguments in the area of sustainability based on the interpretation of appropriate evidence and an explicit statement of values. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)