

Term Information

Effective Term Autumn 2023
Previous Value Autumn 2013

Course Change Information

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

We would like this course included in the Lived Environments and Sustainability GE categories. We would also like to remove the prerequisites.

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

This course fits well in these GE themes, and the prerequisites are unnecessary for doing well in the course. See the attached cover letter.

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	3411
Course Title	Human Ecological Adaptations
Transcript Abbreviation	Humn Ecolgl Adaptn
Course Description	A study of the interactive relationships between humans and their environments, past and present, with a focus on human biology.
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
<i>Previous Value</i>	<i>Columbus</i>

Prerequisites and Exclusions

Prerequisites/Corequisites

Previous Value *Prereq: 2200 (200), or permission of instructor.*

Exclusions

Previous Value Not open to students with credit for 411.

Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 26.1303
Subsidy Level Baccalaureate Course
Intended Rank Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

Lived Environments; Sustainability

The course is an elective (for this or other units) or is a service course for other units

Previous Value

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- The students should become familiar with the place of humans in nature and nature's place in humans.
- They will be expected to have a basic grasp of the conditions of human evolution and the types of environmental interactions that still affect our species today.

Previous Value

Content Topic List

- Past and present
- Hominid
- Evolution
- Human origins
- Ecological forces
- Physiology
- Material culture
- Environment
- Natural selection
- Disease
- Homo sapiens
- Subsistence

Sought Concurrence No

Attachments

- 3411 syllabus tempate.doc: Syllabus
(Syllabus. Owner: Healy,Elizabeth Ann)
- submission-lived-environments Anth 3411.pdf: GE Rational
(GEC Model Curriculum Compliance Stmt. Owner: Healy,Elizabeth Ann)
- submission-sustainability Anth 3411.pdf: GE Rational
(GEC Model Curriculum Compliance Stmt. Owner: Healy,Elizabeth Ann)
- cover - sustainability GE.doc: Cover Letter
(Cover Letter. Owner: Guatelli-Steinberg,Debra)
- cover - Lived environments GE.doc: Cover Letter
(Cover Letter. Owner: Guatelli-Steinberg,Debra)
- HUMECO syllabus tempate.doc: Revised Syllabus
(Syllabus. Owner: Guatelli-Steinberg,Debra)
- cover - GE.doc: Cover Letter
(Cover Letter. Owner: Palazzo,Sarah Rose)
- HUMECO syllabus tempate.doc: Syllabus
(Syllabus. Owner: Palazzo,Sarah Rose)
- 3411 Revised Syllabus.doc: REVISED SYLLABUS
(Syllabus. Owner: Palazzo,Sarah Rose)

Comments

- Please see the new syllabus in response to the revision request of the themes committee to add the requisite paragraphs, goals, and ELOs. *(by Palazzo,Sarah Rose on 12/06/2022 04:28 PM)*
- Returned per 12/6 meeting with S. Palazzo, D. Guatelli-Steinberg, and R. Steele *(by Steele,Rachel Lea on 12/06/2022 04:20 PM)*
- Has the dept addressed all the issues identified at the Panel's 6-23 meeting? *(by Vankeerbergen,Bernadette Chantal on 10/19/2022 04:53 PM)*
- Please see Contingency feedback email sent 07/15/2022. *(by Hilty,Michael on 09/30/2022 03:04 PM)*
- Please find recently uploaded a revised syllabus and two cover letters. Thank you! *(by Guatelli-Steinberg,Debra on 09/26/2022 02:13 PM)*

COURSE CHANGE REQUEST
3411 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
12/07/2022

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Healy, Elizabeth Ann	05/09/2022 08:33 AM	Submitted for Approval
Approved	Guatelli-Steinberg, Debra	05/09/2022 09:22 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	06/13/2022 02:48 PM	College Approval
Revision Requested	Hilty, Michael	07/15/2022 01:21 PM	ASCCAO Approval
Submitted	Guatelli-Steinberg, Debra	09/26/2022 02:13 PM	Submitted for Approval
Approved	Guatelli-Steinberg, Debra	09/26/2022 02:14 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	09/26/2022 02:54 PM	College Approval
Revision Requested	Hilty, Michael	09/30/2022 03:04 PM	ASCCAO Approval
Submitted	Palazzo, Sarah Rose	10/19/2022 10:37 AM	Submitted for Approval
Approved	Guatelli-Steinberg, Debra	10/19/2022 10:57 AM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	10/19/2022 04:53 PM	College Approval
Submitted	Palazzo, Sarah Rose	11/14/2022 02:55 PM	Submitted for Approval
Approved	Guatelli-Steinberg, Debra	11/14/2022 03:40 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	11/19/2022 10:16 PM	College Approval
Revision Requested	Steele, Rachel Lea	12/06/2022 04:20 PM	ASCCAO Approval
Submitted	Palazzo, Sarah Rose	12/06/2022 04:28 PM	Submitted for Approval
Approved	Guatelli-Steinberg, Debra	12/06/2022 05:27 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	12/07/2022 09:48 AM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	12/07/2022 09:48 AM	ASCCAO Approval



Department of Anthropology

4034 Smith Laboratory
174 West 18th Avenue
Columbus, OH 43210-1106

Phone (614) 292-4149
Fax (614) 292-4155
<http://anthropology.ohio-state.edu>

Dear Colleagues,

Apparently there were two unmet contingencies for the advancement of Anthropology 3411 to GE status:

- It appears that the prerequisite of ANTHROP 2200, as indicated in the cover letter supplied, was not removed from curriculum.osu.edu as intended. Please ensure that the prerequisites for the course are removed from the curriculum.osu.edu form, if this is the intention of the department.

The anthropology office administrator tried to remove the prerequisite from curriculum.osu.edu, but ironically it got spit back from the system because of the contingencies present in the system. Also to be removed is the 'Recommended EEOB 3410', as anthrop 3411 is a stand-alone course, and 3410 also has prerequisites.

Both will be removed as soon as the system lets us.

- While the GEN Theme ELOs have been added to the course syllabus on pages 2-3, it does not appear as if the GEN Goals were added. Additionally, it appears that two goals from the entirety of the GE were added on page 2 of the syllabus. Please remove the two goals on page 2 of the syllabus and add the GEN Theme Goals 1 and 2. To find the information regarding GE ELOs in an easy-to-use and copiable format, please see the ASC Curriculum and Assessment Services website at: <https://ascas.osu.edu/new-general-education-gen-goals-and-elos>.

.These changes are in the attached revised syllabus.

Sincerely,

Jeffrey K. McKee
Professor
Department of Anthropology
Department of Evolution, Ecology, and Organismal Biology
Mckee.95@osu.edu



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4034 Smith Laboratory
174 West 18th Avenue
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Dear Colleagues,

Thank you for the feedback on Anthropology 3411, Human Ecological Adaptations. The approval had four contingencies:

- 1 – Prerequisites. This is a stand-alone course and should have no prerequisites. I was unaware that it did, but believe the prerequisite has been removed.
- 2 – Goals have been added to the syllabus.
- 3 – Under the ‘Readings’ section of the syllabus, I’ve provided more information on the texts used, and spelled out the full title of *Sparing Nature -- The Conflict between Human Population Growth and Earth’s Biodiversity*, to make it clear that it relates to both the Lived Environments and Sustainability GE themes. I’ve also made it more clear that assigned and optional readings will be added as the course progresses and topics come up that are matters of current public and scientific discourse.
- 4 – Cover letter: You have just finished reading it.

Thank you for your input and for overseeing this important process.

Sincerely,

A handwritten signature in black ink that reads 'Jeffrey K. McKee'.

Jeffrey K. McKee
Professor
Department of Anthropology
Department of Evolution, Ecology, and Organismal Biology
McKee.95@osu.edu



HUMAN ECOLOGICAL ADAPTATIONS

Anthropology 3411 Class #34581

Spring, 2023

T-Th 11:10-12:30, Scott Lab E245

Prof. Jeffrey K. McKee

Department of Anthropology

Phone: 614-562-0083 (C)

e-mail: mckee.95@osu.edu

Office Hours: Tuesday Thursday 10:30-12, and by appointment
4068 Smith Laboratory

OVERVIEW: This course focuses on the interactive relationships between humans and their environments, past and present. Starting with an evolutionary perspective, the ecological forces shaping human origins will be covered along with potential ecological roles and impacts of our earliest known hominin ancestors. This leads to a study of modern human adaptations of morphology and physiology, as well as the role of material culture in the growth of the human population in an ecological context. Demographic considerations will be covered in some detail, including the possible effects on our adaptability and sustainability into the future. Today humans shape their own environments, affecting the conditions of natural selection and ongoing evolution of our species. We will study how our unique ecological role is important in determining disease vectors and our adaptations to disease. The course will conclude with a theoretical look at possible scenarios for future human ecological adaptations and impacts, and solutions for making our human race a vital part of a successful and sustainable environment.

OBJECTIVES: The students should become familiar with the place of humans in nature and nature's place in humans. They will be expected to have a basic grasp of the conditions of human evolution and the types of environmental interactions that still affect our species today. The students will recognize and debate how lessons from past lived environment can help sustain the environments we live in today.

THIS COURSE SATISFIES GE THEMES LIVED ENVIRONMENTS AND SUSTAINABILITY

For Lived Environments: Human Ecological Adaptations takes an ecological and evolutionary approach to the place of nature and society in our lives, and our individual and community roles in nature and society. The broad nature of this course challenges students to think outside the proverbial intellectual box, and interconnect many components of our lives through energy and nutrient flows, which are the basis of ecology. By looking at long-term evolution of our lineage

through an ecological lens, we see how our ancestors and the species with which they relied on and competed with, all adapted (or went extinct) in novel evolutionary ways as the regions and planet underwent dramatic change. One of the group learning exercises deals with how natural selection favored bipedality in an African environmental context, while the other group looks at the consequences of becoming a bipedal animal and the trade-offs involved within our own anatomy, so we learn that evolution is a series of compromises taking place within our lived environments. Students explore the environmental changes our ancestors endured and even created. A pivotal part of the course is when we reach what John Bennet called the 'Ecological Transition' which can be paraphrased as the transition from nature's control over humans to human's control over nature. This leads to benefits for humans, such as domesticated plants and animals as well as harnessing various energy sources, but also profound effects on the natural environments, especially as our human populations grows out of sustainable proportions to the rest of life on Earth. Finally, in this course, through group learning exercises and final presentations, students practice becoming better communicators of contemporary science as it relates to lived environments and sustainability.

Goals:

1. Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component. [Note: 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.]
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.
3. Successful students will explore a range of perspectives on the interactions and impacts between humans and one or more types of environment (e.g., agricultural, built, cultural, economic, intellectual, natural) in which humans live.
4. Successful students will analyze a variety of perceptions, representations, and/or discourses about environments and humans within them.

Expected Learning Outcomes:

Successful students are able to:

- 1.1. Engage in critical and logical thinking about the topic or idea of the theme.
- 1.2. Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.
- 2.1. Identify, describe, and synthesize approaches or experiences as they apply to the theme.
- 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.
- 3.1. Engage with the complexity and uncertainty of human-environment interactions.
- 3.2. Describe examples of human interaction with and impact on environmental change and transformation over time and across space.
- 4.1. Analyze how humans' interactions with their environments shape or have shaped attitudes, beliefs, values, and behaviors.
- 4.2. Describe how humans perceive and represent the environments with which they interact.
- 4.3. Analyze and critique conventions, theories, and ideologies that influence discourses around environments.

For Sustainability: Students trace early hominin ecological adaptations and environmental impacts through the fossil record then they apply learned principles to contemporary issues of the human/nature interface, including the impacts of technology and population dynamics on global environments, and how to make life on this planet more sustainable. Students learn early in this course that the concept of 'carrying capacity' in a particular environment or for an entire planet involves the key element of sustainability. Through our discussions and group learning exercises, students are led to deep self-reflection on their roles in society as educated members responsible for helping to make wise decisions in their community and for long-term sustainability. Finally, in this course, through group learning exercises and final presentations, students practice becoming better communicators of contemporary science as it relates to lived environments and sustainability.

Goals:

1. Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component. [Note: 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.]
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.
3. Successful students will analyze and explain how social and natural systems function, interact, and evolve over time; how human well-being depends on these interactions; how actions have impacts on subsequent generations and societies globally; and how human values, behaviors, and institutions impact multifaceted potential solutions across time.

Expected Learning Outcomes:

Successful students are able to:

- 1.1. Engage in critical and logical thinking about the topic or idea of the theme.
- 1.2. Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.
- 2.1. Identify, describe, and synthesize approaches or experiences as they apply to the theme.
- 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.
- 3.1. Describe elements of the fundamental dependence of humans on Earth and environmental systems, and on the resilience of these systems.
- 3.2. Describe, analyze, and critique the roles and impacts of human activity and technology on both human society and the natural world, in the past, present, and future.
- 3.3. 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.

READING: Required text books: Kormondy, E.J. & Brown, D.E. (1997) *Fundamentals of Human Ecology* (Prentice Hall); McKee, J.K. (2003) *Sparing Nature – The Conflict between Human Population Growth and Earth's Biodiversity* (Rutgers U. Press). These readings provide the basic and principles, as well as more advanced considerations of contemporary sustainability of humans and other species in modern environments. Additional required readings are either listed on the syllabus, or will be assigned as new publications come out as to the latest research and current topics of public discourse, as related to both Lived Environments and Sustainability. Further outside readings from recent articles and/or web sites will be recommended to keep up to date with new research and issues, and assigned in conjunction with an essay project.

EVALUATION: Grades will be assessed on the basis of a midterm exam and comprehensive final exam worth 40% each. Exams will cover both lecture material and readings on the syllabus. **An assigned essay worth 20% of the total will be based on an assessment of issues in the current academic literature; it will be a minimum of 15 typed pages, and include at least 5 references from sources other than the regular assigned readings.**

Grading percentages: Final grades will be distributed as follows: A 92-100; A- 90-91; B+ 88-89; B 82-87; B- 80-81; C+ 78-79; C 72-77; C- 70-71; D+ 68-69; D 60-67; E<60.

Attendance: Much of this course depends on class discussions so attendance is necessary. Absences will be excused with proper written notification from a doctor or appropriate authority.

University Policies and Information:

Academic Misconduct

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 term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

Disability Services

The University strives to make all learning experiences as accessible as possible. 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, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Mental Health

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](tel:6142925766). 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](tel:6142925766) and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

Sexual Misconduct

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@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.

OUTLINE: **Human Ecological Adaptations** (Anthropology 3411)

GLE denotes in-class Group Learning Exercises.

Introduction

8/21 - The human place in nature and nature's place in humans.

Perspectives of Evolutionary Ecology

8/23 - Historical perspectives. Principles of ecology and human ecology.

8/28 - Principles of evolution in an ecological context.

Reading: Kormondy & Brown Chapters 1, 2.

Evolutionary Ecology of the Hominins

8/30 - Hominin origins in African environments. GLE Natural selection and bipedality

9/4 - Primate ecological adaptations.

9/6 - Early hominin adaptations and adaptability.

9/11 - Geographic spread and ecological diversification of *Homo*.

Reading: Kormondy & Brown Chapter 12.

9/13 – No Class

***Homo sapiens* biocultural adaptations**

9/18 - Biological and cultural adaptations to new biomes.

Reading: Kormondy & Brown Chapters 6.

9/20 - Ecological & development adaptations of morphology and physiology. I.

9/25 - Ecological & developmental adaptations of morphology and physiology. II.

Reading: Kormondy & Brown Chapters 7, 8.

9/27 – Human survival and subsistence choices.

Reading: Kormondy & Brown Chapters 11, 14, 16.

10/2 – Discussion of current documentary film (viewed as homework)

10/4 - Review Session

10/9 - **Midterm exam** (covers lectures and readings from weeks 1-7.

10/11 - Fall Break

The “ecological transition”

10/16 - Human survival and subsistence choices.

10/18 - Domestication of other life forms.

Pestilence

10/23 - Adaptations to disease. Human spread of disease. **GLE Pandemics**

10/25 - Adaptations to designed environments. **GLE Domesticated humans**

Reading: Kormondy & Brown Chapter 9, 10.

Human population dynamics

10/30 - Human population growth since the Pliocene. I.

11/1 - Human population growth since the Pliocene. II.

Reading: Kormondy & Brown Chapters 4, 5; McKee Chapters 1, 2, 3, 4.

*Hardin, G. 1968 The tragedy of the commons. *Science* 162: 1243-1248.

<http://www.sciencemag.org/cgi/content/full/162/3859/1243>

* *important:* class discussion next Wednesday will be on this article.

11/6 - Environmental carrying capacity and the tragedy of the commons.

GLE The commons today

11/8 - **Discussion of current documentary film** (viewed as homework)

Contemporary human impacts on Earth and sustainability of living systems.

11/13 - Impact on wild populations

*11/15 - Environmental impact. **GLE Student choice of topic**

Reading: Kormondy & Brown Chapter 18; McKee Chapters 5, 6.

***Essays due 11/15**

11/20 - Demographic, ecological and evolutionary projections and sustainable solutions.

Reading: Kormondy & Brown Chapter 18; McKee Chapters 7, 8, 9.

11/22- **Informal student presentations**

11/27 - **NO CLASS.** (*Thanksgiving*)

11/29 - **NO CLASS** (*Thanksgiving*)

12/4 **Informal student presentations** (if necessary) and REVIEW

Final Exam Thursday December 12, 12:00-1:45 (Note day and time!!!)

(Covers all work, focusing on weeks 8-15)

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.

Accessibility

If you have a disability and have trouble accessing this document or need to receive the document in another format, please reach out to Meg Daly at daly.66@osu.edu or call 614-247-8412.

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 1

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)

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 Lived Environments

GOAL 1: Successful students will explore a range of perspectives on the interactions and impacts between humans and one or more types of environment (e.g. agricultural, built, cultural, economic, intellectual, natural) in which humans live.

ELO 1.1 Engage with the complexity and uncertainty of human-environment interactions. 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 Describe examples of human interaction with and impact on environmental change and transformation over time and across space. 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

GOAL 2: Successful students will analyze a variety of perceptions, representations and/or discourses about environments and humans within them.

ELO 2.1 Analyze how humans' interactions with their environments shape or have shaped attitudes, beliefs, values and behaviors. 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 Describe how humans perceive and represent the environments with which they interact. 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

ELO 2.3 Analyze and critique conventions, theories, and ideologies that influence discourses around environments. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

