

## 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  
*Previous Value* Columbus

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## 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](mailto:Mckee.95@osu.edu)



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Dear Colleagues,

Thank you for the feedback on Anthropology 3411, Human Ecological Adaptations.

Please allow me a few general remarks, before addressing your specific concerns, as to why this course is not only appropriate, but essential for the GE Sustainability theme. The concept of ‘sustainability’ runs throughout the course, from past to present. In the first full lecture, students are presented with basic ecological principles, one of which is ‘carrying capacity,’ which is defined as such: “The maximal population size of a given species that an area can support, without reducing its ability to support the same species in the future.” The second phrase of that definition is the very essence of sustainability. It is used in looking at hominin evolution, contemporary and fossil primates, and all of the second half of the course dealing with historical and contemporary issues.

One of the texts used in the second half of the course is *Sparing Nature – The Conflict Between Human Population Growth and Earth’s Biodiversity*. Much of that text deals with how human population density is a key factor in the demise of the other species we need on this planet. As our planet reaches a milestone in the next few months of 8 billion people, this course will be timely. This is the only course that deals with human and non-human population sustainability, or lack thereof, from our earliest beginnings to the present and beyond,

As for the bullet points:

Syllabus: I have added to both the course description and the lecture titles more on how this relates to sustainability, and is indeed all about sustainability of our species and others.

GLEs: Not every GLE will relate specifically to sustainability, but having the course starting with ecological principles such as carrying capacity, sustainability will be an over-arching theme. Even in the first GLE on natural selection and bipedality, how carrying capacity was expanded for our ancestors while reduced for competitor species will be part of the discussion. Subsequent GLEs are more obvious in their relations to sustainability, such as the Tragedy of the Commons discussion.

Syllabus: Again, the syllabus has been fleshed out as requested.

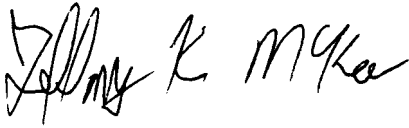
Advanced study: Under the ‘Readings’ section of the syllabus, I’ve provided more information on the texts used, and spelled out the full title of *Sparing Nature -- – The Conflict between Human Population Growth and Earth’s Biodiversity*, to make it clear that it relates to both the Lived Environments 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. For example, one of the new readings will be an essay I wrote for a forthcoming anthology *Metamorphosis* published by the Ohio Writers Association; my contribution is 'The Insatiable Appetite of Eight Billion Wolves,' obviously referring to the pending prospect of 8 billion people, why that is not sustainable, and what to do about it.

I believe that I have sufficiently answered your queries and have updated the syllabus to your requests. What really matters is the course itself, and I invite you to sit in and get an anthropological perspective on sustainability.

Thank you for your attention, and for conducting these important reviews to better our GE requirements.

Sincerely,

A handwritten signature in black ink that reads "Jeffrey K. McKee". The signature is written in a cursive, somewhat stylized font.

Jeffrey K. McKee  
Professor  
Department of Anthropology  
Department of Evolution, Ecology, and Organismal Biology  
[McKee.95@osu.edu](mailto: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](mailto: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, reply 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](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> 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](https://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](https://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](mailto: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.

## **Course subject & number**

### General Expectations of All Themes

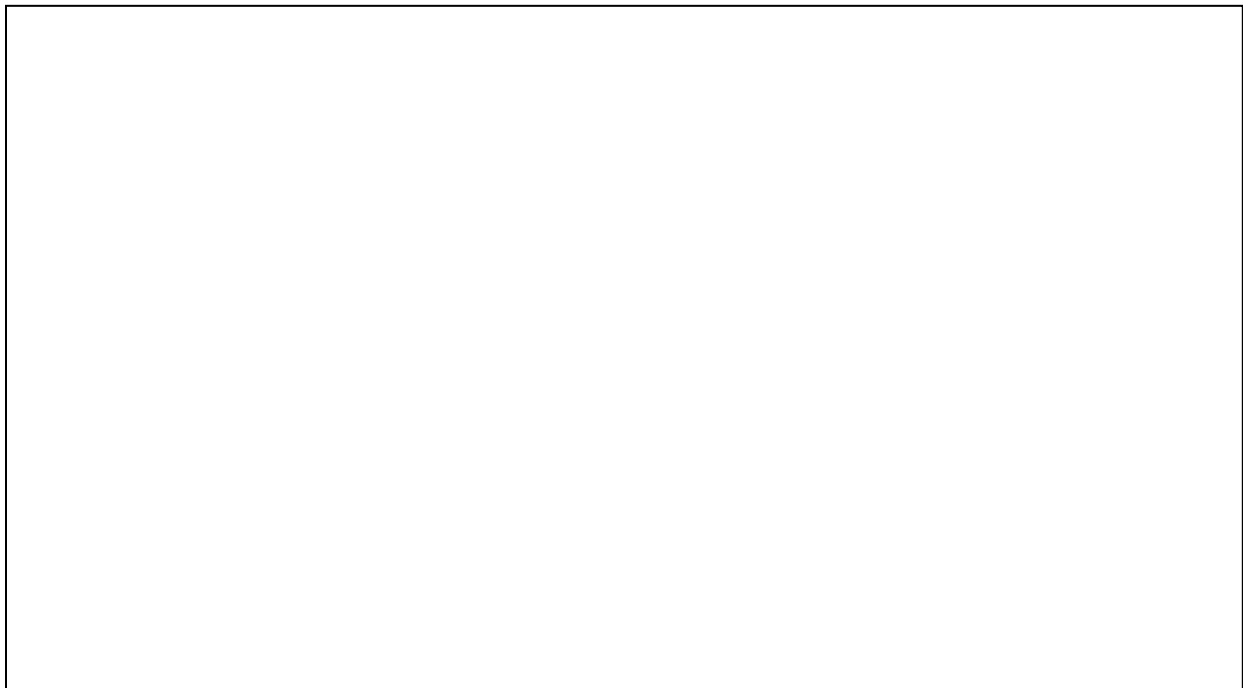
**GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.**

**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)