

Kent Core Course Proposal Questionnaire

Please review the Kent Core Policy Statement before completing and submitting the questionnaire to the University Requirements Curriculum Committee accompanied by a Course Catalog Update workflow and typical course syllabus.

Date: 11/4/2019

Department/School: Geography/College of Arts & Sciences

Course ID: ENVS 22070 **Credit Hours:** 3

Course Title: Nature and Society

Prerequisite(s): None

Select Kent Core Category:

- | | | |
|---|---|--|
| <input type="checkbox"/> Composition | <input type="checkbox"/> Humanities and Fine Arts | <input checked="" type="checkbox"/> Social Sciences |
| <input type="checkbox"/> Mathematics and Critical Reasoning | <input type="checkbox"/> Humanities
<input type="checkbox"/> Fine Arts | <input type="checkbox"/> Basic Sciences
<input type="checkbox"/> Additional |

1. Explain how the course addresses (a) concepts central to the subject area and (b) the specific Kent Core learning goals listed in the *University Catalog* (www.kent.edu/catalog/kent-core)

- a. Acquire critical thinking and problem-solving skills.

In Nature & Society, students will identify and explain diverse theoretical perspectives on nature-society relationships. For example, game theory, social vulnerability, externalities, and the social construction of nature are concepts the students are introduced to and taught to apply to specific case studies of human-environment interactions.

- b. Apply principles of effective written and oral communications.

- c. Broaden their imagination and develop their creativity.

- d. Cultivate their natural curiosity and begin a lifelong pursuit of knowledge.

- e. Develop competencies and values vital to responsible uses of information and technology.

One of the key elements of environmental studies is understanding and participating responsibly in discussions and debates about environmental issues. One component of this course is being able to assess sources of information about environmental topics,

Kent Core Course Proposal Questionnaire

which students will work through when selecting case studies. A portion of class is reserved for discussing how to evaluate sources of information on social and natural sciences as they relate to environmental topics.

- f. Engage in independent thinking, develop their own voice and vision and become informed, responsible citizens.**

Similarly to the earlier learning goal of responsible use of information, this course addresses the importance of students understanding and assessing information on human-environment topics and being able to move beyond the “save the Earth” mantra to a more nuanced understanding of the challenges of and opportunities for protecting resources for future generations.

- g. Improve their understanding of issues and behaviors concerning inclusion, community and tolerance.**
- h. Increase their awareness of ethical implications of their own and others' actions.**
- i. Integrate their major studies into the broader context of a liberal education.**
- j. Strengthen quantitative reasoning skills.**
- k. Understand basic concepts of the academic disciplines.**

- 2. If this course is being proposed for the Composition category or the Mathematics and Critical Reasoning category, indicate the essential skills that the course is intended to teach, sharpen or strengthen. (Skip this question if the proposed course is intended for other categories.)**

- 3. State how the course is representative of a field that has attained maturity and substance with critical mass of its own scholarly literature, methodology, community of specialists and conceptual framework.**

This course is at its core an introduction to environmental studies. Environmental studies is a social science field that looks at how humans influence and are influenced by the environment, with a focus on how people experience and perceive their environment and how this affects their actions. Environmental studies emerged as an independent field more than 50 years ago. It brings together what have been historically separate disciplines of environmental sciences (physical geography, geology, ecology), social sciences (human geography, sociology, communication and public policy) and humanities (history, literature) into an interdisciplinary field. The focus of this field is “to educate ecologically literate, responsible citizens who are problem solvers and agents of constructive social change” (Soule and Press, 1998).

Kent Core Course Proposal Questionnaire

- 4. Are adequate resources available for this course (e.g., faculty, classroom space, equipment, library holdings)? If yes, explain.**
Yes. This course is already being offered. We are also asking to remove our Introduction to Geography course and faculty/classroom resources will be shifted over the next few years to focus on Nature and Society instead.
- 5. Has this course been offered previously?**
Yes, since the ENVS major was first offered in 2017.
- 6. Given the available Kent Core course options, why is it important that this course be added as an option for students in fulfilling their Kent Core?**

The learning objectives of this interdisciplinary course are at the heart of the goals of a liberal arts education, and the Kent Core. Its focus on environmental issues, how we think about them, and how this affects our actions will help students to be better global citizens and critical thinkers. It will be attractive to students in many different majors who are interested in how environmental issues affect their lives and future careers.
- 7. Please complete and attach the Kent Core Learning Outcomes Assessment Plan, and attach a sample syllabus.**

Kent Core Learning Outcomes Assessment Plan

Course number, title (credit hours): ENVS 22070

Department/School: Geography/Arts & Sciences

Proposed Kent Core Category: ☐ Composition
(please check appropriate box) ☐ Mathematics and Critical Reasoning

☐ Humanities and Fine Arts ☒ Social Sciences
☐ Humanities ☐ Basic Sciences
☐ Fine Arts ☐ Additional

A sample syllabus must accompany the plan.

I. Kent Core learning objectives	II. Ohio Transfer Module learning objectives	III. What corresponding learning outcomes are included in this course?	IV. What method(s) will be used to assess student learning?	V. What evidence of this assessment will be presented annually for the five-year Kent Core review of this course?
Acquire critical thinking and problem solving skills	Evaluate arguments in a logical fashion; competence in analysis and logical argument	Identify and explain diverse theoretical perspectives on nature-society relationships Assess sources of information about human-environmental interaction and use these sources to engage in societal discussion on these topics.	Written exams; case study essays; instructor assessment of participation in classroom discussion	Assessment of case study essay performance on this element of the rubric. Assessment narrative by instructor of classroom discussion, exam responses
Apply principles of effective written and oral communication	Communicate effectively			
Broaden their imagination and develop their creativity				
Cultivate their natural curiosity and begin a lifelong pursuit of knowledge				
Develop competencies and values vital to responsible uses of information and technology		Assess sources of information about human-environmental interaction and use these sources to engage in societal discussion on these topics.	Case study essays	Assessment of case study essay performance on this element of the rubric

GEOG
9

I. Kent Core learning objectives	II. Ohio Transfer Module learning objectives	III. What corresponding learning outcomes are included in this course?	IV. What method(s) will be used to assess student learning?	V. What evidence of this assessment will be presented annually for the five-year Kent Core review of this course?
Engage in independent thinking, develop their own voice and vision, and become informed, responsible citizens	Engage in our democratic society; be active and informed citizens; develop a disposition to participate in and contribute to our democracy	Identify theoretical perspectives in current environmental debates and media	Instructor assessment of participation in classroom discussion Case study essays	Self-assessment narrative by instructor of classroom discussion Assessment narrative of case study essay performance on this element of the rubric
Improve their understanding of issues and behaviors concerning inclusion, community and tolerance	Acquire an understanding of our global and diverse culture and society			
Increase their awareness of ethical implications of their own and others' actions				
Integrate their major studies into the broader context of a liberal education				
Strengthen quantitative reasoning skills				
Understand basic concepts of the academic discipline	Employ the methods of inquiry characteristic of natural sciences, social sciences and the arts and humanities			

ASSURANCES:

By submitting this proposal, we assure that:

1. The faculty members who teach this course have agreed to the learning outcomes and assessment methods.
2. Assessment results will be reviewed annually by the faculty and submitted to the University Requirements Curriculum Committee.
3. Modifications to the course and/or assessment plan will be based on the annual review.

11/6/19

Date

Department Chair/School Director (or designee) Signature

GEG

Ohio Transfer Module Social and Behavioral Sciences Submission Preparation Template
(Updated October 2008)

OTM Learning Outcomes/Guidelines (All of the fields are required)	Your Students' Learning Experiences and Evidence to Meet the OTM Learning Outcomes/Guidelines
	For the relevant Learning Outcomes (at least one from Learning Outcomes 1a-e) and Guidelines 6-10, please describe in detail the learning and assessment activities and exercises that students complete in order to meet each Learning Outcome and Guideline. For Guidelines 1-5, please affirm that the course meets each Guideline.
<p>Learning Outcomes: The course directly emphasizes at least one of the learning outcomes for the Transfer Module. Which of these learning outcomes are addressed and how?</p> <p>a) Communicate effectively: All general education programs include a component for writing; many also include a component for oral communication or presentation</p> <p>b) Evaluate arguments in a logical fashion: Competence in analysis and logical argument are explicit learning goals for most general education programs, although these skills go by a variety of names (e.g., critical thinking, analysis, logical thinking, etc.)</p> <p>c) Employ the methods of inquiry characteristic of natural sciences, social sciences, and the arts and humanities: The tools for solving problems vary across disciplines; general education introduces students to methods of inquiry in several fields of study and thereby prepares students to integrate information from different disciplines</p> <p>d) Acquire an understanding of our global and diverse culture and society</p> <p>e) Engage in our democratic society: One of the overarching goals of general education is to prepare students to be active and informed citizens, the development of a disposition to participate in and contribute to our democracy is full of equal importance to the goal of having the skills to do so intelligently.</p>	<p>b) Course learning objectives:</p> <ul style="list-style-type: none"> Identify and explain diverse theoretical perspectives on nature-society relationships Assess sources of information about human-environmental interaction and use these sources to engage in societal discussion on these topics. <p>Assessment for these learning objectives will be:</p> <ul style="list-style-type: none"> Assessment of case study essay performance on this element of the rubric. Assessment narrative by instructor of classroom discussion, exam responses <p>d) Course learning objectives include:</p> <ul style="list-style-type: none"> Identify and explain diverse theoretical perspectives on nature-society relationships Assess sources of information about human-environmental interaction and use these

GEOG
15

	<p>sources to engage in societal discussion on these topics.</p> <p>Assessment for these learning objectives will be:</p> <ul style="list-style-type: none"> • Assessment of case study essay performance on this element of the rubric. • Assessment narrative by instructor of classroom discussion, exam responses <p>e) Course learning objectives include:</p> <ul style="list-style-type: none"> • Identify theoretical perspectives in current environmental debates and media <p>Assessment for this learning objective will be:</p> <ul style="list-style-type: none"> • Self-assessment narrative by instructor of classroom discussion • Assessment narrative of case study essay performance on this element of the rubric
Guideline 1: The course has the required entry level college proficiencies appropriate to the course. Entry level college proficiencies can be shown using a variety of means including placement exams, prerequisite coursework and a description of the course materials.	The course has the required entry level college proficiencies appropriate to the course.
Guideline 2: Course is not remedial or developmental.	Course is not remedial or developmental.
Guideline 3: Course does not cover variable content from term to term.	Course does not cover variable content from term to term.
Guideline 4: Course is not a special topics course.	Course is not a special topics course.

Guideline 5: Course is not an upper division course.	Course is not an upper division course.
Guideline 6: Course is not a narrowly-focused technical or pre-technical course.	Course is not a narrowly-focused technical or pre-technical course.
Guideline 7: Course has content that allows the student to acquire an understanding of our global and diverse culture and society.	Course has content that allows the student to acquire an understanding of our global and diverse culture and society.
Guideline 8: Course is an introductory-level course that explains through empirical investigation and theoretical interpretation the behavior of individuals and/or various groups in societies, economics, governments or subcultures.	Course is an introductory-level course that explains through empirical investigation and theoretical interpretation the behavior of individuals and groups as it relates to their perception of environmental issues.
Guideline 9: Course is from either a social or behavioral science discipline, including anthropology, economics, geography, history, political science, psychology or sociology.	Course is interdisciplinary, but combines elements of multiple social science fields, including geography, policy, and sociology. It is primarily social-science based but also incorporates natural science and humanities.
Guideline 10: Course employs the methods of inquiry characteristic of social and behavioral courses.	Course employs the methods of inquiry characteristic of social and behavioral courses.

GEOG
17



Name: Lorna G Herdina
Organization: Dean Arts & Sciences

Submission Date: 11/21/2019

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Course Catalog Update

<< Return to Search Results

Course Catalog Update Information:

STU0004

Reference Number: CCU015096

Date: 04-NOV-19

Level: 3.00 of 3.00

Currently On The Worklist Of: Alison Smith, alisonjs

Owner: Office of Curriculum Services, 330-672-8558 or 330-672-8559, curriculum@kent.edu

Basic Course Data		
Change type: Revise		
Faculty member submitting this proposal:		
Requested Effective Term: 202080		
Campus: Kent		
College: AS-Arts and Sciences		
Department: GEOG-Geography		
Course Subject: ENVS-Environmental Studies		
New Course Subject:		
Course Number: 22070		
New Course Number:		
Course Title: NATURE AND SOCIETY		
Title Abbreviation: NATURE AND SOCIETY		
Slash Course and Cross-list Information:		
Credit Hours		
Minimum Credit/Maximum Credit: 3 to 3		
Contact Hours: Lecture - Minimum Hours/Maximum Hours: 3 to 3		
Contact Hours: Lab - Minimum Hours/Maximum Hours:		
Contact Hours: Other - Minimum Hours/Maximum Hours:		
Attributes		
Is this course part of the LER, WIC or Diversity requirements: Yes		
If yes, course attributes: 1. LSS-LER-Social Sciences 2. 3.		
Can this course be repeated for credit: No Repeat	Course Limit: 9	OR Maximum Hours:
Course Level: Undergraduate	Grade Rule: B-Standard letter	
Rationale for an IP grade request for this course (if applicable):		
Schedule Type(s): 1. LEC-Lecture 2. 3.		
Credit by Exam: N-Credit by exam-not approved		
Prerequisites & Descriptions		
Current Prerequisite/Corequisite/Catalog Description: Provides an introduction to interdisciplinary perspectives in nature-society scholarship, focusing on human dimensions of environmental problem domains such as natural resources, ecosystems, climate, and sustainability. It provides a balance of theory and application to illustrative case studies. Prerequisite: None.		
Catalog Description (edited): Environmental studies takes an interdisciplinary approach to studying the environment, with insights from natural sciences, social sciences and the humanities. This course introduces the discipline and explores theoretical approaches to understanding how humans interact with and perceive their environment. It applies these approaches to some of the world's greatest environmental challenges: climate change, the loss of biodiversity, urban sustainability, food and resource insecurity, and the degradation of the physical environment.		
Prerequisites (edited): None		
Corequisites (edited):		
Registration is by special approval only: No		
Content Information		

Content Outline:

Content Hours per Course Topic	Topic Description
3	Introduction to Environmental Studies
3	Population and scarcity
3	Markets and commodities
3	Institutions and the commons
3	Risks and hazards
3	Political economy
3	Social constructions of nature
3	Sustainability
3	Case study: Lawns
3	Case study: Trees
3	Case study: Carbon dioxide
3	Case study: Uranium
9	Additional case studies of human environmental perceptions and impacts

Display/Hide Delimited Course Outline

Total Contact Hours: 45

Textbook(s) used in this course: Textbook(s) used in this course: Text – Robbins, P., Hintz, J., and Moore, SA. 2014. Environment and Society: A Critical Introduction, 2nd Edition. Wiley Blackwell: Malden, Ma.

Writing Expectations: Four case study essays

Instructor(s) expected to teach: J Mapes, C Post, graduate Instructors

Instructor(s) contributing to content: J Mapes, C Post

Proposal Summary**Explain the purpose for this proposal:**

This proposal adds Nature and Society as a Kent Core course. Its purpose is to broaden the reach of a course that is integral to understanding key today's environmental challenges. Because it deals with human experiences and behaviors, this is primarily a social science course. But as an interdisciplinary course, it also uses an understanding of natural sciences and humanities to consider human-environmental interactions. This proposal also clarifies the course description and outline to better reflect the content of the course.

Explain how this proposal affects program requirements and students in your unit:

This course is already part of our students' (both ENVS and GEOG) major requirements. It will mean the course will be offered more frequently.

Explain how this proposal affects courses, program requirements and student in other units:

This will benefit students in other majors as it will encourage an interdisciplinary understanding of environmental issues.

Explain how this proposal affects enrollment and staffing:

More frequent offering will be required. To account for this we are requesting to remove Intro to Geography from the Kent Core and gradually shift our resources to this course instead.

Units consulted (other departments, programs or campuses affected by the proposal):

Sustainability minor; ANTH major - Impacted if GEOG 10160 is removed from the Kent Core

Revisions made to form (if applicable):

- | | |
|---|--|
| <input checked="" type="checkbox"/> Course Content | <input type="checkbox"/> Number |
| <input type="checkbox"/> Credit by Exam | <input type="checkbox"/> Prerequisites |
| <input type="checkbox"/> Credit Hours | <input type="checkbox"/> Schedule Type |
| <input type="checkbox"/> Cross-Listed / Slash | <input type="checkbox"/> Subject |
| <input checked="" type="checkbox"/> Description | <input type="checkbox"/> Title |
| <input type="checkbox"/> Diversity | <input type="checkbox"/> Title Abbreviation |
| <input type="checkbox"/> Grade Rule | <input type="checkbox"/> Writing-Intensive (WIC) |
| <input checked="" type="checkbox"/> Liberal Education Requirement (LER) | <input type="checkbox"/> Other |

Curriculum Services Information:

Approved by EPC:	Curriculum Bulletin:
Cross-list Banner Code:	OBR Course Level: 3
OBR Program Code:	OBR Subsidy Code:
CIP Code: 030103	Term Start:

Term End:

Comments (500 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ * / \ --)**Comments:**

Date	User	Comment
11/19/2019	Mary Ann Haley	Requesting Kent Core Social Science status.

History:

Date	User	Status
11/19/2019	Mary Ann Haley	Approved
11/6/2019	Scott C Sheridan	Approved
11/4/2019	Jennifer E Mapes	Submitted

Fall 2018 ENVS 22070
Nature & Society

Dr. Jennifer Mapes
jmapes@kent.edu
Office: 439 McGilvrey Hall
330-672-6279
Office Hours: 10:30-Noon TR
Class: 9:15-10:30 a.m. TR
240 McGilvrey Hall

Environmental studies takes an interdisciplinary approach to studying the environment, with insights from natural sciences, social sciences and the humanities. This course introduces the discipline and explores theoretical approaches to understanding how humans interact with and perceive their environment. It applies these approaches to some of the world's greatest environmental challenges: climate change, the loss of biodiversity, urban sustainability, food and resource insecurity, and the degradation of the physical environment.

Learning objectives

- Identify and explain diverse theoretical perspectives on nature-society relationships.
- Identify those theoretical perspectives in current environmental debates and media .
- Apply those perspectives to understanding current environmental challenges and critically assessing proposed solutions
- Assess sources of information about human-environmental interaction and use these sources to engage in informed discussions and debates on these topics.

Required text

- Robbins, P., Hintz, J. and Moore S. A. 2014. *Environment and Society: A Critical Introduction* (2nd ed). Wiley Blackwell: UK.

Course schedule

	TOPIC	ASSIGNMENTS *
AUG 23	Welcome	
AUG 28/30	Nature & Society (ch. 1)	
SEPT 4/6	Population & scarcity (ch. 2)	
SEPT 11/13	Markets & commodities (ch. 3)	Case Study #1 due Sept. 16
SEPT 18/20	Institutions & the commons (ch. 4)	
SEPT 25/27	Environmental ethics (ch. 5)	Case Study #2 due Sept. 30
OCT 2/4	Risks & hazards (ch. 6)	
OCT 9/X	Political Economy (ch. 7)	
OCT 16/X	Midterm (Oct. 16)	
OCT 23/25	Social construction of nature (ch. 8)	Case Study #3 due Oct. 28
OCT 30/NOV 1	Sustainability (reading online)	
NOV 6/8	CO ₂ (ch. 9)	Case Study #4 due Nov. 4
NOV 13/15	Trees (ch. 10)	
NOV 20/X	Uranium (ch. 11)	
NOV 27/29	Lawns (ch. 14)	
DEC 4/6	Kent City & Campus	
DEC 12: 7:45 AM	Final exam in same classroom	

* 1. Always read the chapter matching the week's topic in your textbook before Tuesday's class. For example, read Ch. 1 before Aug. 28th.

2. Case studies will always be due at 11:59 p.m. EST on Blackboard on Sunday night.

X=no class due to holiday or conference

Grades are averaged by the type of assignment and are then weighted for your final grade.

- In-class activities: 30%
- Mid-term: 20%
- Final: 20%
- Case studies: 30%

Assessments

In-class activities / 30%

Frequently in class, I will ask you to participate a class activity related to the required readings. Your lowest two grades for these will be dropped, so you can miss two days of class without it counting against you. There is no need to email me regarding class absences unless you miss more than 2 days of class due for a legitimate reason (defined here). If this occurs I will consider an alternate assignment. Your grades will be posted on Blackboard based on a check/check+/check- system.

Mid-term and Final exams / 20% each

You will receive a study guide and overview of the composition of the exams before they are given. Expect mostly multiple choice and short answer due to the size of our class. Our midterm is Oct. 16. Remember that final exams are scheduled for a different day and time by the university. Our Final Exam is 7:45 a.m. on Wednesday during exam week, in the same classroom.

Case studies (and peer review) / 30%

You are required to submit four case studies on Blackboard that provide examples related to class material. As part of the assignment, you will also rate three of your classmates' submissions using a rubric that accounts for article quality, application of theories, and appropriate format. Your grade will reflect your submission, peer review of this submission, and your review of another students' post.

Letter grade	Letter to # translation	# to Letter translation	University policy of assessment
A	95	92.5-100	Excellent scholarship
A-	92	89.5-92.4	
B+	88	86.5-89.4	
B	85	82.5-86.4	Good performance
B-	82	79.5-82.4	
C+	78	76.5-79.4	
C	75	72.5-76.4	Fair or average performance
C-	72	69.5-72.4	
D+	68	66.5-69.4	
D	65	59.5-66.4	Poor performance
F	60 or less	<59.4	Failure

Course policies

Technology inside of the classroom: Please avoid this. Laptops have been proven to distract both the user and neighbors and to result in decreased exam grades. Phone use in class is both distracting and disrespectful. If you need someone to be able to contact you, it's not a problem to put your phone on vibrate and quietly leave to take the call. However, texting and other phone usage during class is a distracting and I will ask you to stop.

Technology outside of the classroom: This class includes assignments submitted via Blackboard Learn. Avoid using smart phones or tablets for these assignments. Internet Explorer is not a supported browser for Blackboard, so be sure to use Firefox, Safari or Chrome. It is your responsibility to be sure your software is up to date and to trouble-shoot if it isn't working: please use the university's Help Desk. Oftentimes the best way to find a solution to your problem is to use Google to search and see if anyone else has had that problem and can offer a solution. There are plenty of troubleshooting tools for Blackboard available online.

Communication: Speaking with me during office hours is usually the best choice. I am available for consultation over email, but please communicate in a professional and respectful manner. Here are some guidelines:

- Follow proper email etiquette. This includes an informative subject line (not "No Subject" or "class"), a salutation ("Dear Professor Mapes," or "Dear Dr. Mapes," or just "Professor Mapes," but not "hey" or nothing), your full name, and what class you are in.
- Please do not expect an immediate response. If I have not responded to your email within 48 hours, a polite reminder email is fine.
- If you may miss a due date: Contact me to explain the circumstances BEFORE the assignment or exam is due. If you provide proper documentation or thorough explanation, I may offer an extension. Please don't be afraid to ask! But I cannot give extensions after the assignment is due unless it is an emergency.

Academic Honesty: Use of the intellectual property of others without attributing it to them is considered a serious academic offense. Cheating or plagiarism will result in a failing grade for the work or for the entire course. Repeat offenses result in dismissal from the University. University guidelines require that all infractions be reported to the Student Conduct Officer on our campus.

Academic dishonesty includes (but is not limited to):

- Copying from others, without quotes and/or proper works cited (footnotes/parenthetical documentation and a reference list)
- Failure to cite your references, even with quotation marks or rewording, including concepts and images.
- Properly referenced work, but with only one or two words changed in sentences that are not your own.
- Copying an outline/organization for the paper from a friend or online source
- Submitting someone else's work, or "recycling" your own work from another class or assignment
- False references, including but not limited to consistently inaccurate page numbers and website URLs.

Students with Disabilities: University policy 3-01.3 requires that students with disabilities be provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact the instructor at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through Student Accessibility Services (contact 330-672-3391 or visit www.kent.edu/sas for more information on registration procedures).

Class Attendance

Attendance is required and expected and will impact your grade on in-class activities as detailed above. Late/early arrivals/departures will also affect your grade, as assessments may occur during this period. See university policy here.

Registration Transactions Deadlines

Section Start Date	08/23/18
Section End Date	12/09/18
Last Day to Add	08/29/18
Last Day to Drop	09/05/18
Last Day to Withdraw	10/31/18
Course Flexibly Scheduled	NO
Census Date	09/06/18