I. ASCRC General Education Form

<table>
<thead>
<tr>
<th>Group</th>
<th>VI. Historical and Cultural Studies</th>
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<tbody>
<tr>
<td>Dept/Program</td>
<td>Applied Arts and Sciences</td>
</tr>
<tr>
<td>Course Title</td>
<td>Nature and Society</td>
</tr>
<tr>
<td>Prerequisite</td>
<td>WTS/ENEX 101</td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
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</table>

II. Endorsement/Approvals

Complete the form and obtain signatures before submitting to Faculty Senate Office

<table>
<thead>
<tr>
<th>Please type / print name</th>
<th>Signature</th>
<th>Date</th>
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<tbody>
<tr>
<td>Instructor</td>
<td>Susann Bradford</td>
<td></td>
</tr>
<tr>
<td>Phone / Email</td>
<td>243-7824</td>
<td><a href="mailto:sue.brandon@mso.umt.edu">sue.brandon@mso.umt.edu</a></td>
</tr>
<tr>
<td>Program Chair</td>
<td>Cathy Corr</td>
<td></td>
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<tr>
<td>Dean</td>
<td>Barry Good</td>
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III. Description and purpose of the course: General Education courses must be introductory and foundational. They must emphasize breadth, context, and connectedness; and relate course content to students’ future lives: See Preamble: http://www.umt.edu/facultysenate/gened/GEPreamble_final.htm

Nature and Society explores the relationship between ideas about nature and the development of political and social ideas, institutions, and practices in primarily western (Euro-American) society. The idea of nature is explored as a broad theme appearing in writings from different historical periods and cultural settings within the development of contemporary Western society. This provides the foundation for understanding the contemporary field of Environmental Studies.

Students will examine how distinct meanings of nature reflect different environmental and social conditions of various periods, how ideas have changed in the wake of modern scientific discoveries and technological development, and how this influences contemporary environmental thought. Texts by influential authors of major historical periods will be examined critically and comparatively by means of class discussions and writing assignments. Students are encouraged to make connections between ideas, writers, and thinkers of the past and contemporary environmental thought, explore their own ideas about nature, and contemplate their role in nature and society.

IV. Criteria: Briefly explain how this course meets the criteria for the group. See: http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm

1. This course requires students to express ideas and information to explain how historic events such as the scientific revolution and changing social, political, and environmental conditions have influenced the development of western ideas about nature, changed the relationship between society and nature, and contributed to the emergence of contemporary environmental thought. Students will develop these expressive skills both through participation in class discussions and through thematically focused writing assignments.
2. Students will evaluate the meaning and treatment of “nature” in primary texts from major periods in Western cultural development by examining these in relation to the cultural contexts, social conditions, technologies, political institutions, and historic events that characterize these periods.

3. Students will analyze human ideas about nature and related cultural practices within specific cultural and historical settings to understand how ideas and practices shape one another and how these have been influenced by changing social conditions and historic events.

4. This course will use an interdisciplinary, cultural studies approach to explore complex interactions between texts, ideas, social forms, and historic events. The cultural studies tradition draws on analytical techniques from a variety of disciplines, including literary criticism, ethnography, sociology, history, and the humanities. Students will examine the development of ideas using a combination of humanistic discourse, critical analyses of textual meanings, comparative analyses of social and cultural forms, and causal analyses of historical events. The course will is organized as a broad thematic study focused on the development of ideas about nature and human-nature interactions, and is structured by a chronological sequence of distinct historical periods. The course explores the foundations of Environmental Studies.

V. Student Learning Goals: Briefly explain how this course will meet the applicable learning goals. See: [http://www.umt.edu/facultysenate/ASRCx/Adocuments/GE_Criteria5-1-08.htm](http://www.umt.edu/facultysenate/ASRCx/Adocuments/GE_Criteria5-1-08.htm)

Upon completion of this course, students will be able to:

1. Identify distinct concepts of nature that correspond to major historical periods and cultural settings.
2. Describe and compare how contrasting ideas about nature are reflected in different human institutions or practices.
3. Recognize the importance of historical factors on contemporary environmental thought, particularly scientific advancements, technology, and changes in social organization.
4. Articulate personal perspectives on nature and human-nature interactions and relate these to historical ideas, thinkers, and events.
5. Participate in discourse and analysis to develop meanings and recognize diverse interpretations of texts and historical events.
6. Express an understanding of the complexity of ideas, both of nature and humanity’s roles with respect to nature, and how this can affect human decisions and lifestyle choices.

VII. Syllabus: Paste syllabus below or attach and send digital copy with form. The syllabus should clearly describe how the above criteria are satisfied. For assistance on syllabus preparation see: [http://teaching.berkeley.edu/bgd/syllabus.html](http://teaching.berkeley.edu/bgd/syllabus.html)

See attached.

*Please note: As an instructor of a general education course, you will be expected to provide sample assessment items and corresponding responses to the Assessment Advisory Committee.*
Instructor:  Dr. Sue Bradford  
Office/Mailbox:  HB 02, UM-COT Campus  
Email:  Sue.Bradford@mso.umt.edu  
Phone:  243-7824 (message only)  
Office Hours:  TBA; and by arrangement  

Required Texts:  

- Additional ERES Readings: On Electronic Reserve at the Mansfield Library website.  

Course Purpose:  

This course explores the relationship between ideas about nature and the development of political and social ideas, institutions, and practices in primarily western (Euro-American) society. We will examine the idea of nature in influential writings from major historical periods and in contemporary environmental texts to consider how these formulations reflect distinct cultural settings, social conditions, political institutions, changing technologies, and other historical factors or events. Students are encouraged to make connections between ideas, writers, and thinkers of the past and the emergence of contemporary environmental thought, develop their own ideas about nature, and contemplate their place in nature and society. This course satisfies the General Education requirement for Perspective H, Historical and Cultural Studies, for students in the 2-year AA and AAS degree programs.  

Learning Objectives:  

Students completing this course will be able to:  

7. Identify distinct concepts of nature that correspond to major historical periods and cultural settings.  
8. Describe and compare how contrasting ideas about nature are reflected in different human institutions or practices.  
9. Recognize the importance of historical factors on contemporary environmental thought, particularly scientific advancements, technology, and changes in social organization.  
10. Articulate personal perspectives on nature and human-nature interactions and relate these to historical ideas, thinkers, and events.  
11. Participate in discourse and analysis to develop meanings and recognize diverse interpretations of texts and historical events.
12. Express an understanding of the complexity of ideas, both of nature and humanity’s roles with respect to nature, and how this can affect human decisions and lifestyle choices.

Note on Course Structure:

This course is structured as a traditional discussion seminar meeting twice weekly. Please note that the quality of class discussions and activities will depend greatly on the quality of student preparation and participation. With this in mind, I will expect students to attend regularly, be on time, and read the assigned material in preparation for each class.

Course Requirements and Evaluation Criteria:

1. **Attendance.** I value your full participation in class. Roll will be taken at each class session and you will earn one point for each full class attended.

2. **Participation in Discussions.** Your contribution to class discussions is important. This develops your speaking and listening skills and enriches our collective understanding of cultural ideas. One point will be awarded for each class when you participate in either whole class or small group discussions.

3. **Reflective Essay 1** (week 3/5). Choose one of our assigned readings and write a 2-3 page reflective essay that expresses how you think this author defines “nature” and whether you agree or disagree with this view. Give examples to illustrate why this definition of nature does or does not make sense in relation to your own experiences of nature. Your first draft will be worth 20 points and your final draft will be worth 20 points.

4. **Reflective Essay 2** (week 7/9). Choose a second of our assigned readings and write a 2-3 page reflective essay that explores how this author’s idea of nature can be seen in examples of human social institutions or practices. Include a reference to the text that supports your interpretation. Your first draft will be worth 20 points and your final draft will be worth 20 points.

5. **Comparative Paper** (week 11/13). Building on your previous essays, write a 5-7 page paper that describes and compares two distinct concepts of nature, and identifies how these are related to different human social institutions or practices. Your first draft will be worth 30 points and your final draft will be worth 30 points.

6. **Final Presentation** (Finals week). Create a poster, collage, essay, or poem to share with the class as an expression of what “nature” means in your life. This project is worth 20 points.

**Grades:**
Overall grades will be based on the percentage of the total possible points (220) earned by each student. A summary of assignments and points and the grading scale are shown in the following tables:

<table>
<thead>
<tr>
<th>Summary of Assignments &amp; Points</th>
<th>GRADING SCALE</th>
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<tbody>
<tr>
<td>Attendance = 30 points</td>
<td>90% - 100%</td>
</tr>
<tr>
<td>Participation = 30 points</td>
<td>80% - 89%</td>
</tr>
<tr>
<td>Reflective Essay 1 = 40 points</td>
<td>70% - 79%</td>
</tr>
<tr>
<td>Reflective Essay 2 = 40 points</td>
<td>60% - 69%</td>
</tr>
<tr>
<td>Comparative Paper = 60 points</td>
<td>0% - 59%</td>
</tr>
<tr>
<td>Final Presentation = 20 points</td>
<td>F</td>
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<tr>
<td>TOTAL = 220 points</td>
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Additional Information:

- **Electronic Reserves (ERES):** To access the ERES readings, go to the following website: <http://eres.lib.umt.edu/>. Click on “Electronic Reserves and Course Materials” and then select “BRADFORD, Susann” from the list of instructors. Click on the course name, “CLS 167,” and enter the password:______________.

- **Getting Help:** Please feel welcome to talk with me about your assignment ideas and let me know if you have special needs or circumstances that affect your performance in class. I will have regular Office Hours each week and can arrange appointments at other times when we can meet outside of class. In general, the best way to contact me is by email, but I also receive phone messages and notes at my mailbox in HB 02.

- **The Writing Center:** The Writing Center is an excellent resource offering professional tutoring in writing for UM students at both the UM-COT Campus and on the Main Campus. Weekly hours for the new semester will be announced in class.

- **Accommodations:** Students with disabilities will receive reasonable accommodations in this course. To request course modifications, please contact me as soon as possible. I will work with you and Disability Services (DSS) in the accommodation process. For more information, contact Disability Services at (406) 243-2243 or visit their website at <http://www.umt.edu/dss/>.

- **Ethical Conduct:** Ethical conduct is expected in all of your communications and academic activities during this course. Please be advised that cheating is not tolerated and will be handled in accordance with the University of Montana
Student Conduct Code. You can view this document on the Internet at the following website:
<http://ordway.umt.edu/SA/documents/fromWeb/StudentConductCode1.pdf>
List of ERES Readings


