I. ASCRC General Education Form (revised 2/8/13)

Use to propose new general education courses (except writing courses), to change existing gen ed courses and to remove designations for existing gen ed courses.

Note: One-time-only general education designation may be requested for experimental courses (X91-previously X95), granted only for the semester taught. A NEW request must be submitted for the course to receive subsequent general education status.

<table>
<thead>
<tr>
<th>Group (submit separate forms if requesting more than one general education group designation)</th>
<th>VI: Historical &amp; Cultural Studies</th>
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</thead>
</table>

Dept/Program: Environmental Studies / ENST  
Course Title: Nature and Society  
Course #: 230.01  
Prerequisite: None  
Credits: 3

II. Endorsement/Approvals

Complete this 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>Daniel Spencer</td>
<td>2/12/13</td>
</tr>
<tr>
<td>Phone / Email</td>
<td>x6111; <a href="mailto:daniel.spencer@umontana.edu">daniel.spencer@umontana.edu</a></td>
<td></td>
</tr>
<tr>
<td>Program Chair</td>
<td>Len Broberg</td>
<td></td>
</tr>
<tr>
<td>Dean</td>
<td>Chris Comer</td>
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III. Type of request

New:  One-time Only:  Renew: XX: Change: Remove:

Reason for Gen Ed inclusion, change or deletion:

Description of change:

IV. Description and purpose of new general education course: General Education courses must be introductory and foundational within the offering department or within the General Education Group. They must emphasize breadth, context, and connectedness; and relate course content to students' future lives. See Preamble: 

http://umt.edu/faculty senate/archives/minutes/gened/GE_preamble.aspx

V. Criteria: Briefly explain how this course meets the criteria for the group. See:  

http://umt.edu/faculty senate/documents/forms/GE_Criteria3-1-08.aspx
Course Description: This course explores how the relationship between human societies and the natural world has been influenced throughout history by various thinkers and ideas. We also consider how nature itself and our ability to manipulate it has influenced society, and in turn, environmental thought. Thus, we examine ecological and biogeographical constraints and ways humans have culturally adapted in attempting to surmount those limits. We explore Western (Euro-American) environmental thought from prehistory until today. To help us understand its distinctiveness we also touch on some contrasting non-western perspectives. We necessarily are only able to give limited attention to the various ages, even within the western tradition, and thus, environmental thought and developments of many societies and civilizations are not covered.

Nevertheless, we will examine major paradigmatic shifts and strive to understand how environmental thought has affected the way different societies have viewed nature, their place with respect to the natural world, and in turn, their interactions with it. By exploring that theme, we will also see connections between ideas, writers, and thinkers of the past and the current global environmental crisis. We will ponder if the answers to a more sustainable, prosperous, and just society in the future reside in history and its lessons, or whether we will need to forge new ideas, sensibilities, and ways of relating to each other and nature. Students are encouraged to explore their own connections with the past, develop principles and values that have personal meaning, and contemplate their place in nature and society.

VI. Student Learning Goals: Briefly explain how this course will meet the applicable learning goals. See: http://unt.edu/faculty senate/documents/terms/CF_Criteria5-1-98.aspx
Learning Goals

Upon completion of this perspective, a student will be able to:

1. Synthesize ideas and information with a view to understanding the causes and consequences of historical developments and events:

   This course helps students understand and synthesize the major factors that have shaped the interaction between evolving human societies and cultures and the natural environment, from the Paleolithic to our contemporary situation. Through a combination of weekly discussion sections, regular writing assignments, and exams with a strong essay component, students have frequent and regular opportunities to synthesize and express their understanding of these historical issues, ideas, and relationships.

2. Evaluate texts or artifacts within their historical and/or cultural contexts:

   Through reading a combination of primary and secondary texts, students examine texts and ideas in their historical context and gain an understanding of how they have shaped dominant ideas and practices between society and nature in the Western tradition.

3. Analyze human behavior, ideas, and institutions within their respective historical and/or cultural contexts.

   As in #2, "human behavior, ideas, and institutions" are presented and analyzed within their historical context with an eye toward how they have influenced Western ideas about, attitudes toward, and practices with the natural world and environment.

Objectives

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

1. Articulate the distinctive ideas, and social and historical contexts, of influential thinkers and their writings about the role of humans in relation to the natural world.

2. Think critically about the effects of such views on different societies’ interactions with the natural world.

3. Recognize the importance of other historical factors, particularly scientific advancements, technological developments, and changes in social organization.

4. Synthesize ideas and events that led to several major paradigmatic shifts, from pre-history to the present, regarding dominant societal views of the place of humans in nature.

5. Analyze current environmental issues utilizing historical ideas, thinkers, and events.

6. Articulate their personal perspectives on human-nature interactions in relation to historical ideas, thinkers, and events.
VII. Justification: Normally, general education courses will not carry pre-requisites, will carry at least 3 credits, and will be numbered at the 100-200 level. If the course has more than one pre-requisite, carries fewer than three credits, or is upper division (numbered above the 200 level), provide rationale for exception(s).

NA

VIII. 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

Please see attached

Please note: Approved general education changes will take effect next fall.

General education instructors will be expected to provide sample assessment items and corresponding responses to the Assessment Advisory Committee.